



TALIS 2018 and TALIS Starting Strong 2018 User Guide



TALIS

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Chapter 1: Alena Becker and Christine Busch
Chapter 2: Christine Busch and Alena Becker
Chapter 3: Jean Dumais
Chapter 4: Falk Brese and Ann-Kristin Koop
Chapter 5: Falk Brese and Jean Dumais
Chapter 6: Mojca Rozman, Justin Wild and Agnes Stancel-Piątak
Chapter 7: Gabor Fulöp (OECD official)

Hazel Harrison copy-edited the report on behalf of the IEA. The OECD Directorate for Education and Skills (EDU) officials Pablo Fraser, Gabor Fulöp, Noémie Le Donné and Elizabeth Shuey provided additional editorial support, while Francesco Avvisati provided input to Chapter 7. Mernie Graziotin (EDU) and Emily Groves (EDU) provided additional proofreading and managed the layout process, with support from Henri Pearson (EDU communications team).

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List of contributors

In addition to the authors of the chapters, the following colleagues contributed to this publication.

IEA

Umut Atasever (Data Analyst)
Conrad Baumgart (Student Assistant)
Clara Beyer (Research Analyst)
Ralph Carstens (International Study Co-Director, TALIS 2018)
Minge Chen (Scaling Expert)
Diego Cortes (Data Analyst)
Isbat Ibn Hasnat (Student Assistant)
Juliane Hencke (International Study Director, TALIS Starting Strong Survey 2018)
Svenja Kalmbach (Student Assistant)
Steffen Knoll (International Study Co-Director, TALIS 2018)
Juliane Kobelt (International Study Co-ordinator, TALIS 2018 and TALIS Starting Strong Survey 2018)
Sabine Meinck (Senior Research Analyst)
Oriana Mora (Research Analyst)
Karsten Penon (International Sampling Manager, TALIS Starting Strong Survey 2018)

Experts from partner institutions

Eugenio J. Gonzalez (Consultant, Educational Testing Service)
Yves Morin (Senior Survey Statistician, Statistics Canada)

Abbreviations and acronyms

Abbreviation/acronym	Description	Comment
ACER	Australian Council for Educational Research	
AV	Adaptation verification	
BRR	Balanced repeated replication	
CFA	Confirmatory factor analysis	
CFI	Comparative fit index	
CQ	Combined centre questionnaire	Questionnaire with combined staff and leader questions; applicable if a centre consisted of only one person
CQ+	Combined centre questionnaire plus	Questionnaire with combined staff and leader questions as well as additional questions prepared for administration of the survey in Israel's ISCED level 02 centres
ECEC	Early childhood education and care	
EU	European Union	
ICILS	International Computer and Information Literacy Study	IEA study
ID	Identification number	
IDB	International database	
IEA	International Association for the Evaluation of Educational Achievement	
IEA IDB Analyzer	Software provided by IEA to analyse large-scale assessment data	Software
ISC	International study centre	For TALIS: and for TALIS Starting Strong Survey: IEA Hamburg
ISCED	International Standard Classification of Education	Published in 2011
ISCED level 02	Centres providing education designed to support early development in preparation for participation in school and society and accommodating children from the age of three to the start of primary education	Often referred to as "pre-primary education"
ISCED level 1	Primary school	
ISCED level 2	Lower secondary school	
ISCED level 3	Upper secondary school	
LQ	Leader questionnaire	
MGCFA	Multiple-group confirmatory factor analysis	
Mplus	Software programme for statistical analysis	Software
MS Excel	Microsoft Excel	Software
OECD	Organisation for Economic Co-operation and Development	
PIAAC	Programme for the International Assessment of Adult Competencies	
PIRLS	Progress in International Reading Literacy Study	IEA study

Abbreviation/acronym	Description	Comment
PISA	Programme for International Student Assessment	
PQ	Principal questionnaire	
R	Programming and free software environment for statistical computing and graphics	Software
RAND Europe	RAND Europe is a not for profit research institute that helps to improve policy and decision making through research and analysis	An international consortium partner during the TALIS Starting Strong Survey 2018
Repest	Stata module to run estimations with weighted replicate samples and plausible values	
RMSEA	Root mean square error of approximation	
RTI	Research Triangle Institute	
SAS	Statistical Analysis System	Software
s.e.	Standard error	
SPSS	Statistical Package for the Social Sciences	Software
SQ	Staff questionnaire	
SRMR	Standardized root mean square residual	
Stata	Statistics and Data	Software
Statistics Canada	Canadian national statistical office	Responsible for TALIS sampling and provided the sampling referee during the TALIS Starting Strong Survey 2018
TALIS	Teaching and Learning International Survey	
TGB	TALIS Governing Board	
TIMSS	Trends in International Mathematics and Science Study	IEA study
TLI	Tucker-Lewis Index	
TQ	Teacher questionnaire	
U3	ECEC centres accommodating children under three years of age	
WRMR	Weighted root mean square residual	

Chapter 1. The TALIS 2018 and TALIS Starting Strong 2018 international databases – Alena Becker and Christine Busch

This chapter offers an overview of the OECD Teaching and Learning International Survey (TALIS) 2018 and the OECD Starting Strong Teaching and Learning International Survey (TALIS Starting Strong) 2018. It includes an introduction to both studies including more details on the participating countries/economies and key facts on the target populations, the sampling and the instruments. It also briefly describes the operations and data preparations. Furthermore, it lists a number of issues that need to be kept in mind when analysing the data. The final section advises readers of possible secondary analysis of the TALIS 2018 and TALIS Starting Strong 2018 data.

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

1.1. Introduction to the combined user guide for TALIS 2018 and TALIS Starting Strong 2018

This guide provides information about the OECD Teaching and Learning International Survey (TALIS) 2018 and TALIS Starting Strong 2018 international databases. It sets out requirements for analysis and provides examples of analyses for researchers who would like to understand and replicate the analyses conducted for the international reports of both studies.

The designs of both studies are quite similar and TALIS Starting Strong 2018 was developed following the TALIS procedures. TALIS Starting Strong 2018 used the same guiding principles and sought to maximise alignments and synergies with TALIS 2018 (Ainley and Carstens, 2018^[1]; Sim et al., 2019^[2]). The similarity in the design of both sibling projects is also reflected in the structure and contents of the resulting international databases. Consequently, this user guide is a combined document. Whenever possible, chapters and subchapters combine both studies.

This user guide describes the content and format of the data in the third round of TALIS and the first round of TALIS Starting Strong 2018. In addition to this introduction, this user guide includes the following chapters:

- Chapter 2 presents a description of the international databases for public use, the variables they comprise and the missing values used in the data.
- Chapter 3 explains and illustrates the two most important requirements for analysis: 1) using the weights to compute population estimates and 2) accounting for the complex sample design in the estimation of sampling errors. A brief overview of software packages available for the analysis of complex survey data is also included.
- Chapter 4 introduces the IEA IDB Analyzer software, which is licensed free of charge to interested analysts and supports a variety of analytical procedures, including the estimation of means and percentages, correlations and (multiple) linear regression models. In addition, the chapter includes the reproduction of some tables from the *TALIS 2018 Results (Volume I)*¹ (OECD, 2019^[3]).
- Chapter 5 provides information and formulae for the comparison of two estimates within a participating country/economy, of sub-populations within a participating country/economy, of two or more participating countries/economies, and of a participating country/economy estimate to an international average.
- Chapter 6 explains how to conduct analyses using TALIS 2018 scale scores. In-depth methodological details on the scale construction and validation are provided in Chapter 11 of the technical reports (OECD, 2019^[4]; OECD, 2019^[5]).
- Chapter 7 introduces the Stata *repest* routine and includes examples for the reproduction of some tables from the *TALIS 2018 Results (Volume I)*² (OECD, 2019^[3])
- Various appendices contain the international versions of the questionnaires, codebooks and information about national adaptations for both studies.

This guide has been designed to provide a basic yet thorough introduction to the majority of descriptive and inferential analyses presented in the technical reports (OECD, 2019^[3]; OECD, 2019^[4]). The guide focuses on the use of the IEA IDB Analyzer in combination

with SPSS and the usage of the Stata *repest* module and the included routines. The use of the IEA IDB Analyzer and the Stata *repest* module ensures the proper handling of Fay's variation of the balanced repeated replication (BRR) method to compute correct and design-unbiased standard errors.

The guide, however, was not intended to include and illustrate every possible analytical technique appropriate or possible for any study and therefore does not describe, for example, multilevel modelling. Users who wish to undertake advanced analyses not covered by this guide or those who wish to use other statistical software packages which also account for replication weights such as WesVar or SAS specialised procedures will find sufficient information on the database and its technical aspects to successfully configure both software and statistical models.

1.2. Overview

1.2.1. Overview of TALIS 2018

In January 2016, the OECD entered a partnership with the International Association for the Evaluation of Educational Achievement (IEA) and its consortium partners, Statistics Canada (Ottawa, Canada) and the Australian Council for Educational Research (ACER, Melbourne, Australia). Under this partnership, the OECD commissioned the IEA Hamburg office as the international study centre (ISC) to conduct TALIS 2018. Statistics Canada was responsible for the survey's international sample design and its national sampling plans, implementation, weighting and adjudication (OECD, 2019^[4]). ACER contributed to the framework and instrument development.

TALIS is the first international series of surveys where the major focus is on the learning environment and the working conditions of teachers in schools. It offers an opportunity for teachers and school principals to contribute to education analysis and policy development of the issues examined in TALIS. Cross-country analyses from TALIS allow participating countries/economies to identify other participating countries/economies facing similar challenges and to learn from other policy approaches.

To support and promote secondary analyses, the OECD is making the comprehensive international TALIS 2018 database, the *TALIS 2018 Technical Report* (OECD, 2019^[4]) and this user guide available to analysts and public users. The database comprises school- and teacher-level data from 47 of the 48 participating countries/economies, which gave permission for their national data to be released. It includes information from more than 15 000 schools and 260 000 teachers.³

TALIS 2018 focused on lower secondary education and also offered participating countries/economies the opportunity to survey schools and teachers from primary and upper secondary education. As stated in the conceptual framework, which was released as *OECD Education Working Paper*, No. 187 (Ainley and Carstens, 2018^[1]), TALIS seeks to provide policy-relevant data and analysis on key aspects of teaching and learning.

The key international sampling and operational parameters applied in TALIS 2018 are listed below. Further details from a practical and data perspective are included in the remainder of this chapter and are described in full in the *TALIS 2018 Technical Report* (OECD, 2019^[4]).

- As in TALIS 2008 and 2013, all participating countries/economies surveyed teachers of lower secondary (ISCED level 2) schools. As in TALIS 2013, there

were three additional options offered to participating countries/economies in TALIS 2018:

- Primary (ISCED level 1)
- Upper secondary (ISCED level 3)
- TALIS-PISA link, where teachers from schools participating in PISA (Programme for International Student Assessment) 2018 were sampled.
- To allow for reliable estimation and modelling, while allowing for some degree of non-response, the minimum sample size was set at 20 teachers within each participating school. A minimum sample of 200 schools was to be drawn from the population of in-scope schools. Thus, the nominal international sample for ISCED level 1, ISCED level 2 and ISCED level 3 was a minimum of 4 000 teachers.
- The nominal sample size for the TALIS-PISA link was set at 150 schools, a level which reflects the PISA requirement.
- Within the schools, probabilistic samples of teachers were drawn.
- A minimum of 75% of the sampled schools (a school was considered to be participating if at least 50% of its sampled teachers participated) was required to participate, aiming for a 75% response from sampled teachers in the participating schools. Convincing evidence of no or low non-response bias could result in data being adjudicated as sufficient even when those criteria were not fully met.
- Two questionnaires were administered; one for teachers and the other for principals, each requiring around 45-60 minutes to complete.
- Data were collected almost exclusively on line. Upon country request, a paper-based data collection was also possible. The vast majority of participating countries/economies collected data on line, some decided to administer on paper only or chose both modes.
- In Southern Hemisphere participating countries/economies, data were collected from September to December 2017. However, some participating countries/economies extended their data collection into January 2018. In Northern Hemisphere participating countries/economies, data were collected from March to May 2018. Southern Hemisphere participating countries/economies administering the TALIS-PISA link collected data from August to November 2018.

1.2.2. Overview of TALIS Starting Strong 2018

In April 2016, the OECD entered a partnership with the IEA and its consortium partners, RAND Europe and Statistics Canada for the international implementation of TALIS Starting Strong 2018. Under this partnership, the OECD commissioned the IEA Hamburg office as the international study centre (ISC) to conduct TALIS Starting Strong 2018. The IEA's sampling team was responsible for determining the survey's international sample design and national sampling plans, sample implementation, weighting, preparation of datasets for variance estimation and adjudication. RAND Europe was responsible for the development of the conceptual framework and the survey instruments. Jean Dumais the former chief statistician at Statistics Canada was appointed as the study's sampling referee.

TALIS Starting Strong 2018 constituted the first cycle of an international large-scale survey that provides indicators and policy-relevant analysis on pedagogical and professional beliefs and practices, the working conditions of early childhood education and care (ECEC) staff and centre leaders as well as on the learning and well-being environments in centres of early childhood education and care. The survey helps participating countries to review and learn about policies that promote conditions for positive child development, well-being and learning and aims to describe how these characteristics vary within and across participating countries, and eventually over time.

To support and promote secondary analyses, the OECD is making the comprehensive international database of TALIS Starting Strong 2018, the technical report (OECD, 2019^[5]) and this user guide available to analysts and public users. The database comprises centre- and staff-level data from eight participating countries, which gave permission for their national data to be released. It includes information from more than 2 600 centres and more than 14 300 staff.⁴

TALIS Starting Strong 2018 focused on staff in centres working with children under the age of three years (U3) and on staff working in “pre-primary education” (ISCED level 02).

TALIS Starting Strong 2018 seeks to provide policy-relevant data and analysis on key themes (Sim et al., 2019^[2]) related to staff-child interaction and centre, centre leader and staff characteristics.

The key international sampling and operational parameters applied in TALIS Starting Strong 2018 are listed below. Further details from a practical and data perspective are included in the remainder of this chapter and are described in full in the *TALIS Starting Strong 2018 Technical Report* (OECD, 2019^[5]).

- All participating countries surveyed ISCED level 2 staff and centre leaders. Four of these countries also surveyed staff and centre leaders in centres working with children under the age of three years.
- To allow for reliable estimation and modelling, while allowing for some degree of non-response, the minimum sample size was set at eight staff members within each selected centre. A minimum sample of 180 centres was to be drawn from the population of in-scope centres. Thus, the nominal international sample was a minimum of 1 400 staff.
- Within the centres, probabilistic samples of staff were drawn.
- A minimum of 75% of the sampled centres (a centre was considered to be participating if at least 50% of its sampled staff participated) was required to participate, aiming for a 75% participation from sampled staff in the participating centres. Convincing evidence of no or low non-response bias could result in data being adjudicated as sufficient even when those criteria were not fully met.
- Two main questionnaires were administered: one for staff (SQ) and one for centre leaders (LQ). Slightly different versions of the questionnaires have been prepared for the ISCED 02 population of interest and for the centres that cater for children under the age of three years. For each of these populations of interest, a combined questionnaire (CQ) was also developed to be used in small centres where only one individual would be able to respond to the staff and leader questionnaires and an additional longer version of this combined questionnaire (CQ+) was developed for a specific context in Israeli ISCED 02 centres (for more information see Chapter 8 of the *TALIS Starting Strong 2018 Technical Report* (OECD, 2019^[5])).

- Data were collected either on line or on paper, depending on the participating countries' preference. Some countries chose to administer both modes.
- Countries could choose to administer the survey during two different periods. Data were collected from March to May 2018 or from August to October 2018. Since the adherence to a school schedule was not critical, extensions or deviations from these two collection windows were granted in some countries in order to reach higher participation rates.

1.3. Participating countries/economies

1.3.1. TALIS 2018 participating countries/economies

A total of 48 countries/economies participated in the third round of TALIS. Taking the four different components of TALIS 2018 into account, there are 83 different samples available (Table 1.1).

Operational country/economy acronyms and identification numbers were derived from the ISO 3166 definition for country codes. A three-letter operational alphanumeric code is used in filenames and identifies the participating country associated with that file. The operational numeric code IDCNTRY is used within the data files to identify the participating country for each record. For participating economies not listed in the ISO 3166 (in TALIS 2018, this applies to the city of Buenos Aires in Argentina, the province of Alberta in Canada, the Flemish Community of Belgium, England in the United Kingdom and the city of Shanghai in China), the IEA Hamburg derived new operational alphanumeric and associated numeric codes. For Romania, the ISO 3166 alphanumeric code was changed by the International Organization for Standardization in 2002. To avoid confusion between the same numeric code and two different alphanumeric codes, the IEA Hamburg also derived a new operational numeric code for Romania. Throughout this document, the city of Buenos Aires in Argentina is referred to as Ciudad Autónoma de Buenos Aires (Argentina), the province of Alberta in Canada is referred to as Alberta (Canada), the Flemish Community of Belgium is referred to as Flemish Community (Belgium), England is referred to as England (United Kingdom), and the city of Shanghai in China is referred to as Shanghai (China). To distinguish the different options within a participating country/economy, an additional variable was included (IDCNTPOP) that combines the participating country/economy with the option information.

The table below (Table 1.1) lists the participating country/economy names and operational codes and indicates whether the survey for a particular participating country/economy was carried out towards the end of the calendar year 2017, following the Southern Hemisphere timeline, or followed the Northern Hemisphere timeline and was carried out in the first half of 2018. Participating countries/economies implementing the TALIS-PISA link in the Southern Hemisphere collected data one year after the collection of the ISCED level 1-3 data.

Table 1.1. Countries/economies participating in the third round of TALIS

Participating country/economy	ISO 3166 numeric code	Operational code (IDCNTRY)	Operational alpha-3 code with added ISCED level (IDCNPPOP) 1 = ISCED 1 2 = ISCED 2 3 = ISCED 3 8 = TALIS-PISA Link	Hemisphere
Alberta (Canada)	9134	CAB	CAB2	Northern
Alberta (Canada)	9134	CAB	CAB3	Northern
Australia	36	AUS	AUS1	Southern
Australia	36	AUS	AUS2	Southern
Australia	36	AUS	AUS8	Southern
Austria	40	AUT	AUT2	Northern
Belgium	56	BEL	BEL2	Northern
Flemish Community (Belgium)	956	BFL	BFL1	Northern
Brazil	76	BRA	BRA2	Southern
Brazil	76	BRA	BRA3	Southern
Bulgaria	100	BGR	BGR2	Northern
Chile	152	CHL	CHL2	Southern
Ciudad Autónoma de Buenos Aires (Argentina)	32001	ABA	ABA1	Southern
Ciudad Autónoma de Buenos Aires (Argentina)	32001	ABA	ABA2	Southern
Ciudad Autónoma de Buenos Aires (Argentina)	32001	ABA	ABA8	Southern
Colombia	170	COL	COL2	Southern
Colombia	170	COL	COL8	Southern
Croatia	191	HRV	HRV2	Northern
Croatia	191	HRV	HRV3	Northern
Cyprus ¹	196	CYP	CYP2	Northern
Czech Republic	203	CZE	CZE2	Northern
Czech Republic	203	CZE	CZE8	Northern
Denmark	208	DNK	DNK1	Northern
Denmark	208	DNK	DNK2	Northern
Denmark	208	DNK	DNK3	Northern
Denmark	208	DNK	DNK8	Northern
England (United Kingdom)	926	ENG	ENG1	Northern
England (United Kingdom)	926	ENG	ENG2	Northern
Estonia	233	EST	EST2	Northern
Finland	246	FIN	FIN2	Northern
France	250	FRA	FRA1	Northern
France	250	FRA	FRA2	Northern
Georgia	268	GEO	GEO2	Northern
Georgia	268	GEO	GEO8	Northern
Hungary	348	HUN	HUN2	Northern
Iceland	352	ISL	ISL2	Northern
Israel	376	ISR	ISR2	Northern
Italy	380	ITA	ITA2	Northern

Participating country/economy	ISO 3166 numeric code	Operational code (IDCNTRY)	Operational alpha-3 code with added ISCED level (IDCNPPOP) 1 = ISCED 1 2 = ISCED 2 3 = ISCED 3 8 = TALIS-PISA Link	Hemisphere
Japan	392	JPN	JPN1	Northern
Japan	392	JPN	JPN2	Northern
Kazakhstan	398	KAZ	KAZ2	Northern
Korea	410	KOR	KOR1	Southern
Korea	410	KOR	KOR2	Southern
Latvia	428	LVA	LVA2	Northern
Lithuania	440	LTU	LTU2	Northern
Malta	470	MLT	MLT2	Northern
Malta	470	MLT	MLT8	Northern
Mexico	484	MEX	MEX2	Northern
Netherlands	528	NLD	NLD1	Northern
Netherlands	528	NLD	NLD2	Northern
New Zealand	554	NZL	NZL2	Southern
Norway	578	NOR	NOR2	Northern
Portugal	620	PRT	PRT2	Northern
Portugal	620	PRT	PRT3	Northern
Romania	9642	ROU	ROU2	Northern
Russian Federation	643	RUS	RUS2	Northern
Saudi Arabia	682	SAU	SAU2	Northern
Shanghai (China)	156001	CSH	CSH2	Northern
Singapore	702	SGP	SGP2	Southern
Slovak Republic	703	SVK	SVK2	Northern
Slovenia	705	SVN	SVN2	Northern
Slovenia	705	SVN	SVN3	Northern
South Africa	710	ZAF	ZAF2	Southern
Spain	724	ESP	ESP1	Northern
Spain	724	ESP	ESP2	Northern
Sweden	752	SWE	SWE1	Northern
Sweden	752	SWE	SWE2	Northern
Sweden	752	SWE	SWE3	Northern
Chinese Taipei	158	TWN	TWN1	Northern
Chinese Taipei	158	TWN	TWN2	Northern
Chinese Taipei	158	TWN	TWN3	Northern
Turkey	792	TUR	TUR1	Northern
Turkey	792	TUR	TUR2	Northern
Turkey	792	TUR	TUR3	Northern
Turkey	792	TUR	TUR8	Northern
United Arab Emirates	784	ARE	ARE1	Northern
United Arab Emirates	784	ARE	ARE2	Northern
United Arab Emirates	784	ARE	ARE3	Northern
United States	840	USA	USA2	Northern
Viet Nam	704	VNM	VNM1	Northern

Participating country/economy	ISO 3166 numeric code	Operational code (IDCNTRY)	Operational alpha-3 code with added ISCED level (IDCNPPOP) 1 = ISCED 1 2 = ISCED 2 3 = ISCED 3 8 = TALIS-PISA Link	Hemisphere
Viet Nam	704	VNM	VNM2	Northern
Viet Nam	704	VNM	VNM3	Northern
Viet Nam	704	VNM	VNM8	Northern

1. Note by Turkey

The information in this document with reference to “Cyprus” relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the “Cyprus issue”.

Note by all the European Union Member States of the OECD and the European Union

The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

Source: OECD, TALIS 2018 Database.

1.3.2. *TALIS Starting Strong 2018 participating countries*

A total of 9 countries participated in TALIS Starting Strong 2018. Taking the 2 different populations of interest into account, there are 13 different samples available (see Table 1.2).

Operational country acronyms and identification numbers were derived from the ISO 3166 definition for country codes. A three-letter operational alphanumeric code is used in filenames and identifies the country associated with that file. The operational numeric code IDCNTRY is used within the data files to identify the participating country for each record. To distinguish the different sampling populations within a participating country, an additional variable was included (IDCNPPOP) that combines the participating country with the population information.

Table 1.2 lists the participating country names and operational codes and indicates whether the survey for a particular participating country was carried out in the first half of 2018, following the Northern Hemisphere timeline, or was carried out at the end of the calendar year 2018, following the Southern Hemisphere timeline.

Table 1.2 Countries participating in TALIS Starting Strong 2018

Participating country	ISO 3166 numeric code	Operational code (IDCNTRY)	Operational alpha-3 code adding the ISCED level (IDCNPPOP) 1 = U3 2 = ISCED 02	Data collection timeline
Chile	152	CHL	CHL2	July to October 2018
Denmark	208	DNK	DNK1	March to July 2018
Denmark	208	DNK	DNK2	March to July 2018
Germany	276	DEU	DEU1	March to July 2018
Germany	276	DEU	DEU2	March to July 2018
Germany	276	DEU	DEU1	October to November 2018 ^a
Germany	276	DEU	DEU2	October to November 2018 ^a
Iceland	352	ISL	ISL2	March to June 2018
Israel	376	ISR	ISR1	June to July 2018
Israel	376	ISR	ISR2	April to May 2018
Japan	392	JPN	JPN2	October to November 2018
Korea	410	KOR	KOR2	July to November 2018
Norway	578	NOR	NOR1	March to June 2018
Norway	578	NOR	NOR2	March to June 2018
Turkey	792	TUR	TUR2	May 2018

^a To increase participation rates, Germany's national study centre re-opened its data collection for a few weeks in October/November 2018.

Source: OECD, TALIS Starting Strong 2018 Database.

1.4. Target populations, sampling and instruments

1.4.1. TALIS 2018 target populations, sampling and instruments

In most of the countries/economies participating in TALIS 2018, a two-stage stratified cluster sampling procedure was used. National study centres provided a list of all schools offering regular education at the respective ISCED levels to Statistics Canada. The stratified samples of schools were drawn with probability proportional to size by staff at Statistics Canada. After agreeing to participate, the selected schools provided national study centres with a list of all teachers teaching at the respective ISCED level. National study centres drew a random sample of teachers using software provided by the IEA Hamburg.

All questionnaires were translated into the respective languages and vetted for linguistic equivalence. To conduct a valid analysis of the TALIS 2018 data and to correctly interpret the results, it is important to be aware of adaptations to the questionnaires that might have been made by national study centres. In some instances, the international version of a question or item had to be adapted by all participating countries/economies, for example, with respect to how ISCED levels translate into grade years. In other cases, national study centres adapted questions or items for socio-cultural reasons or because the international version was (partly or completely) inapplicable in their country/economy. Users of the international database are encouraged to refer to Annex G of this user guide for more details about national adaptations in the third round of TALIS and their potential consequences for comparability of estimates across participating countries/economies.

1.4.2. TALIS Starting Strong 2018 populations of interest, sampling and instruments

In most countries participating in TALIS Starting Strong 2018, a two-stage stratified cluster sampling procedure was used. National study centres provided a list of all centres offering ECEC services in the respective populations of interest to the sampling team at the IEA Hamburg. The stratified samples of centres were drawn with probability proportional to size or with equal probabilities by staff at the IEA Hamburg. After agreeing to participate, the selected centres provided national study centres with a list of all staff either working with children under the age of three years or in ISCED level 02 depending on the population of interest for which they were sampled. National study centres drew a random sample of staff using software provided by the IEA Hamburg.

All questionnaires were translated into the respective languages and vetted for linguistic equivalence.

To conduct a valid analysis of TALIS Starting Strong 2018 data and to correctly interpret the results, it is important to be aware of adaptations to the questionnaires that might have been made by national study centres. In some instances, the international version of a question or item had to be adapted by all participating countries, for example, with respect to country-specific terms (e.g. ECEC centre). In other cases, national study centres adapted questions or items for socio-cultural reasons or because the international version was (partly or completely) inapplicable in their country. Users of the international database are encouraged to refer to Annex H of this user guide for more details about national adaptations in TALIS Starting Strong 2018 and their potential consequences for comparability of estimates across countries.

1.5. Operations and data preparation

1.5.1. TALIS 2018 operations and data preparation

Once schools and teachers had been sampled, administration of the survey began. National study centres were free to choose which mode would be the default at the national, school or individual level. Before, during and after data collection, a number of quality assurance and control procedures were implemented to ensure high quality and international comparability.

National study centres ran standardised checks on their data to detect inconsistencies, duplicate records or erroneous data entry. During data processing, the IEA Hamburg investigated the quality of the data using more than 200 structure, validation and consistency checks. The IEA Hamburg and national study centres worked closely together to resolve any issues that were detected.

All national adaptations to the international questionnaires were recoded during the data processing to recover the international data structure so that data from countries would be internationally comparable. Please refer to Annex G of this user guide for details about participating country/economy-specific adaptations and their handling.

1.5.2. TALIS Starting Strong 2018 operations and data preparation

Once centre leaders and staff had been sampled, administration of the survey began. National study centres were free to choose which mode would be the default at the national, centre or individual level. Before, during and after data collection, a number of quality assurance and control procedures were implemented to ensure high quality and

international comparability. National study centres ran standardised checks on their data to detect inconsistencies, duplicate records or erroneous data entry. During data processing, the IEA Hamburg investigated the quality of the data using more than 250 structure, validation and consistency checks. The IEA Hamburg and national study centres worked closely together to resolve any issues that were detected.

All national adaptations to the international questionnaires were recoded during the data processing to recover the international data structure so that data from countries would be internationally comparable. Please refer to Annex H of this user guide for details about participating country-specific adaptations and their handling.

1.6. Weighting and quality of samples

1.6.1. TALIS 2018 quality of samples

Following weighting (see Chapter 3), the quality of the achieved sample within each country/economy participating in the third round of TALIS was, for the most part, assessed by categorising the participation rates of teachers and principals. The categorisation resulted in unrestricted reporting for almost all participating countries/economies with a few exceptions: Australia ISCED level 1 principals and teachers data, the Netherlands ISCED level 1 principals and teachers data and Australia ISCED level 2 principals data did not meet the technical standards agreed upon by the TALIS Governing Board (TGB).

When interpreting the data reported, a number of issues should be noted regarding the sampling or field operations:

- Australia: the data from teachers and principals of ISCED level 1 and from principals of ISCED level 2 are located below the line in selected tables of the international report and are not included in the calculations for the international average because Australia did not meet the international standards for participation rates.
- Belgium: the ISCED level 2 sampling was done based on “administrative units” rather than on schools; users should therefore be careful when comparing “school-level” estimates.
- Israel: ultra-orthodox schools were removed post-facto because of very low response rates, making coverage identical to that of TALIS 2013.
- Netherlands: the data from teachers and principals of ISCED level 1 of the Netherlands are located below the line in selected tables of the international report and are not included in the calculations for the international average because the Netherlands did not meet the international standards for participation rates. As mentioned previously, to maintain a minimum level of reliability, the TALIS 2018 Technical Standards require that at least 75% of schools (after replacement) and at least 75% of teachers within the selected schools must participate in the survey.
- New Zealand: coverage was extended to small schools (four or fewer teachers) in 2018. While the impact of this action on the target population of teachers was negligible, the impact on the target population of principals is important because, compared to TALIS 2013, the target population for principals almost doubled in size. TALIS 2018 data comparisons with TALIS 2013 should therefore be

restricted to the 2013 coverage. An additional indicator variable in the TALIS 2018 database can be used to do so. Please refer to Chapter 2.4.1 for more details.

- Russian Federation: due to participation in national studies and the heavy workload of teachers, Moscow was excluded from TALIS 2018 at the country's request.
- Saudi Arabia: due to the war in Yemen, two provinces bordering Yemen were excluded from TALIS 2018.
- United Arab Emirates: comparisons with TALIS 2013 must be limited to Abu Dhabi; data from Abu Dhabi were not adjudicated independently from those of the UAE.

Attention point

Data for Australia ISCED level 1, the Netherlands ISCED level 1 and Australia ISCED level 2 principals are included as part of the international database released by the OECD. However, these data did not meet the minimal participation requirements and the sampling adjudication variable INTAL18 was consequently set to code 0 (record does not meet adjudication requirements) in accordance with minimum participation requirements and standards.

To learn more about the quality rating of the TALIS 2018 samples and to identify possible limitations, users of the international database are encouraged to consult Chapter 10 of the *TALIS 2018 Technical Report* (OECD, 2019^[4]).

1.6.2. TALIS Starting Strong 2018 quality of samples

Following weighting (see Chapter 3), the quality of the achieved sample within each country participating in the first round of TALIS Starting Strong was, for the most part, assessed by categorising the participation rates of centre leaders and staff. The categorisation resulted in unrestricted reporting for almost all participating countries with the exception of the Denmark U3 level and ISCED level 02, which formed part of TALIS Starting Strong 2018 but did not meet the participation requirements agreed upon by the Extended OECD ECEC Network. Therefore, the data from centre leaders and staff of Denmark U3 and ISCED level 02 are located below the line in selected tables of the international report (see Section 1.2.2).

Attention point

Data for Denmark U3 and ISCED level 02 are included as part of the international database released by the OECD. However, these data did not meet the minimal participation requirements and the sampling adjudication variable IN3S18 was consequently set to code 0 (record does not meet adjudication requirements) in accordance with minimum participation requirements and standards.

To learn more about the quality rating of TALIS Starting Strong 2018 samples and to identify possible limitations, users of the international database are encouraged to consult Chapter 10 of the *TALIS Starting Strong 2018 Technical Report* (OECD, 2019^[5]).

1.7. Secondary analysis of data

Since TALIS 2018 and TALIS Starting Strong 2018 were ambitious and demanding studies, involving complex procedures for drawing samples, collecting data, and analysing and reporting findings, it is necessary to understand the characteristics of the studies in order to work effectively with the data. The design, operations and data gathering resembled the procedures used in past and current international surveys and student achievement studies in education, such as the OECD Programme for International Student Assessment (PISA), the IEA Trends in International Mathematics and Science Study (TIMSS), the IEA Progress in International Reading Literacy Study (PIRLS) and the IEA International Computer and Information Literacy Study (ICILS). However, in TALIS 2018 and TALIS Starting Strong 2018 the themes and target populations of the studies impose a number of additional requirements for data collection and analysis.

1.7.1. Resources and requirements

This user guide describes the organisation, content and usage of the international databases from a practical perspective. The *TALIS 2018 Technical Report* (OECD, 2019^[4]) and the *TALIS Starting Strong 2018 Technical Report* (OECD, 2019^[5]) provide a comprehensive account of the conceptual, methodological and analytical implementation of the studies. It is imperative, therefore, that the technical reports be used in conjunction with the user guide. The international reports (OECD, 2019^[3]; OECD, 2019^[6]; OECD, forthcoming^[7]) are another key resource for the analysis itself. Using all publications in combination will allow analysts to understand and confidently replicate the procedures used and to correctly undertake new analyses in areas of special interest.

At a minimum, an analyst carrying out secondary analysis will need to have a good understanding of the conceptual foundations of TALIS 2018 and TALIS Starting Strong 2018, the themes addressed, the populations targeted, the samples selected, the instruments used and the production of the international database. All of this is covered and explained in detail in the technical reports (OECD, 2019^[4]; OECD, 2019^[5]) and sketched in practical terms in this user guide. Additionally, users will need to make themselves familiar with the database structure and the variables they comprise (Chapter 2 of this user guide). While it is not critically necessary to be fully knowledgeable about the methods used to construct, validate and compute the derived scales (for the most part using multiple-group confirmatory factor analysis), it is imperative that analysts be aware of the limitations of these models in terms of cultural invariance and for making direct comparisons between participating countries/economies – see Chapter 5 of this user guide and Chapter 11 of the technical reports (OECD, 2019^[4]; OECD, 2019^[5]).

There are some other important aspects to keep in mind when working with the data:

- TALIS 2018 and TALIS Starting Strong 2018 are observational, non-experimental studies that collected cross-sectional data. This implies that causal inferences and language of the type “condition A preceded/caused effect B”, “factor A influenced outcome B”, or “variable A impacted on variable B” cannot and should not be established with the TALIS 2018 and TALIS Starting Strong 2018 data alone. The international reports (OECD, 2019^[1]; OECD, forthcoming^[5],) refrained from making such inferences or using causal language.
- The TALIS 2018 and TALIS Starting Strong 2018 instruments include a mixture of questions relating to factual information as well as to attitudes, beliefs and perceptions. All this information was self-reported by the respondents. This implies

that a wording such as “the estimated proportion of teachers with X is ...” would be preferable to writing “X percent of teachers reported that they were ...”.

- TALIS 2018 and TALIS Starting Strong 2018 were carried out in participating countries/economies with diverse educational systems and sometimes further divided within the participating country/economy by jurisdiction and cultural contexts. Thus, the perception of questions or the terminology used might not be fully equivalent across these or other boundaries. This effect became evident in the analysis of cross-cultural measurement invariance (see Chapter 5 of this user guide).
- The vast majority of variables in TALIS 2018 and TALIS Starting Strong 2018 are categorical in nature (nominal or ordered). This implies that analysts will need to consider categorical, non-parametric analysis methods for these types of variables. Techniques for continuous variables (provided that the required assumptions hold) should only be used on the derived scales obtained through data reduction or scaling methods based on factor analysis or item response theory.

Additionally, analysts will need to have a working knowledge of SPSS or Stata (or another software of choice) and knowledge of descriptive and inferential statistics, such as estimating means, correlations or linear regression parameters. Appropriate theoretical knowledge will be needed to conduct advanced analyses such as logistic regressions.

1.7.2. Estimation requirements

For those analysts who are familiar with using other large-scale international survey databases such as those produced by other OECD or IEA surveys, the analysis of TALIS 2018 and TALIS Starting Strong 2018 data will present little difficulty after they have made themselves familiar with the conceptual foundation and the methodological, operational and analytical details of the studies. For those users not accustomed to working with complex survey sample data, this user guide contains sufficient technical information to allow for correct basic analysis.

The two main analytical requirements that any analysis needs to account for are: 1) the use of sampling weights in computing estimates; and 2) the complex multi-stage cluster sample design that was implemented to balance the research goals and cost-efficient operations. Chapter 3 of this user guide includes a brief account of the weights and variance estimation techniques used for TALIS 2018 and TALIS Starting Strong 2018, whereas Chapters 5 and 9 of the technical reports (OECD, 2019_[4]; OECD, 2019_[5]) provide a more detailed description of the sample design and the estimation and replication weights found on the international database.

As previously mentioned, this user guide is primarily tailored to the use of SPSS. To date (i.e. Version 24), the SPSS base module still does not support complex survey designs like those used in TALIS 2018 or TALIS Starting Strong 2018 and cannot be used out of the box for methodologically correct estimations of sampling errors and of test statistics. The SPSS base module rather assumes that the data come from a single-stage, simple random sample, which is not the case in TALIS 2018 and TALIS Starting Strong 2018 (in common with most other large-scale surveys.). A “Complex Sampling” module for SPSS is available but does not handle replication for the estimation of sampling errors as required here. This gap is filled by the IEA IDB Analyzer which is licensed free of charge to analysts using the TALIS 2018 or TALIS Starting Strong 2018 database. In addition, Chapter 7 of

this guide gives examples of how to use the Stata *repest* module to replicate the tables of the international reports.

Alternative statistical software packages are available for the analysis of complex sample data (see Section 1.1 and Chapter 3).

1.7.3. Levels and units of analysis

The TALIS 2018 and TALIS Starting Strong 2018 studies defined two target populations which were sampled using a multi-stage stratified cluster design. Each school/centre is regarded as a “cluster” and all teachers/staff are nested within these clusters. In TALIS 2018 and TALIS Starting Strong 2018, the initial reports use the teachers/staff as the unit of analysis in the majority of tables, either on their own or by combining them with school-level/centre-level variables. In the latter case, school/centre information becomes an attribute of the teacher/staff and the information from both files can be used to answer research questions of the type “What percentage of teachers work in schools with a particular attribute?” In other words, the initial TALIS 2018 and TALIS Starting Strong 2018 publications generally report data and findings from the perspective of teachers/staff. It is important to note that in this case, the appropriate weight to be used is the final teacher weight TCHWGT for TALIS 2018 and the final staff weight STAFFWGT for TALIS Starting Strong 2018 (see Chapter 3). Some analyses in TALIS 2018 and TALIS Starting Strong 2018 use the principals and leader as the unit of analysis, independent of the teacher data. To support quality indications for this type of analyses, teacher and principal data were adjudicated separately for the first time in TALIS 2018.

Since the number of staff within centres is simply too small to fulfil sample size requirements conventionally formulated for multilevel modelling, TALIS Starting Strong 2018 data is not suitable for multilevel modelling. Therefore, the remainder of discussion regarding multilevel analysis will exclusively relate to TALIS data, and users of TALIS Starting Strong 2018 data are strongly discouraged from applying the data to multilevel models.

In TALIS 2018, schools can be referred to as the primary sampling units (level 2, in multilevel models) whereas teachers are the secondary sampling units (level 1, in multilevel models). Populations were defined to be as broad as possible and samples were designed to yield unbiased estimates for both school and teacher populations. Schools can be considered as units of analysis in their own right although, as in PISA, the school information in TALIS 2018 was of secondary interest; samples were optimised to enrich and contribute to the teacher information that was of central interest.

Another possibility in working with the data is to “aggregate” teacher-level information to the school level and to use this information in school-level analyses. In this “aggregation” scenario, analysts need to be aware of the implicit shift of focus to the school level: inferences and interpretations can no longer refer to the level 1 units, in this case the teachers. Ignoring these issues may result in an “ecological fallacy” (Robinson, 1950^[8]) when aggregated information is analysed. This fallacy assumes that each individual member of a group has the average characteristics of the group at large.

The pros and cons of both “disaggregating” and “aggregating” information are summarised in Chapter 3 of Snijders and Bosker (2012^[9]). However, it is important to note firstly that for certain research questions neither of these two methods may fully account for the hierarchical nature of the data and, secondly, to note the potential effects that arise from the fact that teachers/staff are nested within schools/centres. In the worst-case scenario, the

questions may provide an incomplete or misleading representation of educational systems and processes. If an analyst is interested in answering research questions that refer to or try to explain the degree of variability of a characteristic that is located within schools and between schools, multilevel models (e.g. a two-level hierarchical linear model) for analysis of the TALIS 2018 data may be advisable.

While TALIS 2018 was designed with multilevel modelling in mind, such models are not discussed in either theoretical or practical terms in this introductory guide, since more factors and considerations than can be addressed here determine their specification in the light of specific research questions. Users will need a full understanding of the theoretical and mathematical basis for multilevel analysis, for example with respect to the use of conditional weights at level 1 and centring options for effects.

More specifically:

- Users should understand that a sufficiently large number of level-1 units (teachers) need to exist within each level-2 unit (schools) in order to estimate variance components with confidence: see, for example, Maas and Hox (2005^[10]). If the model is derived using too few level-1 units, the results of the variance decomposition may be unreliable. With a default (minimum) within-school sample size of 20 teachers and a minimally required participation rate of 75% at the teacher level, 15 or more teachers (level-1 units) should contribute to the analysis in each school. Models for those participating countries/economies with a larger number of small schools (and consequently fewer contributing level-1 units in each) and models with a high number of parameters to be estimated are likely to be more difficult (sometimes impossible) to fit.
- While there are no major differences in the definition of a teacher for the purpose of TALIS 2018, there may be, from one participating country/economy to another, differences in what a school comprises (e.g. with respect to administrative units, multi-campus schools, buildings, streams and shifts). As in PISA, the results of multilevel and variance decomposition analyses, that investigate the between-school variability of a characteristic, need to be interpreted in the light of the structure of the education systems, the definitions underlying the school sample frame and the specific schools that teachers and principals were asked to refer to in the questionnaires. The sampling summaries included in the *TALIS 2018 Technical Report* (OECD, 2019^[4]) should be helpful in this respect.

A comprehensive introduction to sampling and estimation in descriptive surveys, including design effect statistics, has been written by Lehtonen and Pahkinen (2004^[11]). *Applied Survey Data Analysis* by Heeringa, West and Berglund (2010^[12]) provides an intermediate-level statistical overview of the analysis of complex sample survey data. A readable, straightforward introduction to multilevel analysis has been written by Snijders and Bosker (2012^[9]). With respect to the actual estimation of such models, interested analysts should refer to the popular multilevel software packages that include Stata (StataCorp, 2014^[13]), HLM 6 (Raudenbush et al., 2004^[14]) Mplus (Muthén and Muthén, 1998-2012^[15]), MLwiN (Rasbash et al., 2014^[16]) and SAS⁵ (SAS Institute Inc., 2013^[17]).

1.7.4. Limitations of the public-use database

The TALIS 2018 and TALIS Starting Strong 2018 public-use databases have one substantial limitation which is that the data from Iceland were not included, at the country's

request. No secondary analysis that includes Iceland can be performed with the public-use IDB (International Database) unless the data files are obtained directly from the country.

This limitation implies that the tables presented in the international reports (OECD, 2019^[3]; OECD, 2019^[6]; OECD, forthcoming^[7]) including the “TALIS Average” cannot be fully reproduced by secondary analysts.

For further limitations resulting from the application of measures to protect confidentiality, please refer to Chapter 2 of this user guide.

References

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Notes

¹ This is equally relevant for the upcoming second volume that will be released in Spring 2020 (OECD, forthcoming^[7]).

² This is equally relevant for the upcoming second volume that will be released in Spring 2020 (OECD, forthcoming^[7]).

³ Data from Iceland is only available on request. Please contact the TALIS team at the OECD to be put in contact with Iceland (see <http://www.oecd.org/edu/school/talis-contact-us.htm> for contact details).

⁴ Data from Iceland is only available on request. Please contact the TALIS Starting Strong Survey 2018 team at the OECD to be put in contact with Iceland (see <http://www.oecd.org/education/school/ecec-contact.htm> for contact details).

⁵ MIXED, NLMIXED and GLIMMIX procedures.

Chapter 2. The TALIS 2018 and TALIS Starting Strong 2018 data files – Christine Busch and Alena Becker

This chapter details the content of the OECD Teaching and Learning International Survey (TALIS) 2018 and the OECD Starting Strong Teaching and Learning International Survey (TALIS Starting Strong) 2018 International Database (IDB). It describes the files included in the database as well as their formats and gives an overview of the records as well as the variables included in each file. Furthermore, it describes the way in which missing information was coded in the data and details the four types of missing data used in the TALIS 2018 and TALIS Starting Strong 2018. The final section describes the confidentiality measures applied to the public-use international database for all participating countries/economies and in specific national datasets.

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

2.1. Overview

The OECD has made the IDB for the third cycle of TALIS 2018 and the international database for the first cycle of TALIS Starting Strong 2018 available for download from its website. The materials comprise data archives in SPSS, SAS and Stata formats as well as the *TALIS 2018 and TALIS Starting Strong 2018 User Guide*, the *TALIS 2018 Technical Report* (OECD, 2019_[1]) and the *TALIS Starting Strong 2018 Technical Report* (OECD, 2019_[2]). For more flexibility, the data are available for each participating country/economy separately as well as in a combined file including all participating countries/economies within the same level of education.

Certain measures were implemented for the public-use international database to protect the identity of respondents and to maintain the confidentiality of information. Some of these measures were implemented across all participating countries/economies; others were implemented for individual participating countries/economies as a result of bilateral consultations. Section 2.6 of this guide provides an overview of these measures.

2.2. Files and codebooks

This section describes the file types, contents and formats of the database.

The TALIS 2018 and TALIS Starting Strong 2018 databases each include various files that group survey information on different levels. Generally, files are provided by target population and file type (principal, teacher, leader and staff). Both databases include a combined file including all participating countries/economies per target population and file type. These combined files contain the acronym ‘INT’ in the file name. Furthermore, for each file type, a separate file exists for each participating country/economy and for any population the country/economy administers.

Attention point

ISCED level 2 data for Belgium include two languages: Flemish and French. This corresponds to the TALIS 2018 database. The *TALIS 2018 Results (Volume I)*¹ (OECD, 2019_[3]) additionally includes the Flemish Community of Belgium as a sub-national entity based on ISCED level 2 data. To select the corresponding data in the TALIS 2018 database, the Belgium ISCED level 2 data needs to be filtered by the language “Flemish (Belgium)”.

Files of the same type are structurally identical throughout all participating countries/economies, i.e. each file includes the same uniformly defined set of variables. TALIS 2018 files of the same type are further structurally isomorphic across all four levels. TALIS Starting Strong 2018 files differ slightly between the two target populations as there are a few variables that exist in the files that relate to one target population but which do not exist in the files that relate to the other target population, and vice versa.

Each file is available in three different formats: SPSS, SAS and Stata.

The SPSS files include full dictionary/meta information, i.e. variable name, format (type, width and decimals), label, value labels, missing values and appropriately set measurement level (nominal, ordinal or scale). The dictionary information can be accessed through the SPSS “View → Variables” menu, or in output form through the “File → Display Data File Information” menu.

SAS files include appropriate display formats and variable labels. SAS does not store value labels in data files permanently so analysts would need to associate corresponding format files with each session, if desired.

The Stata files include full dictionary/meta information, i.e. variable name, format (type, width and decimals), label and value labels. The dictionary information can be accessed through the Properties “Window → Properties” menu.

For information related to the structure of the data files, as well as the source, format, descriptive labels, and response option codes, please refer to Annexes I and J.

2.2.1. TALIS 2018 files and codebooks

The filenames consist of an eight-character string followed by a file extension using the following naming conventions:

- The first character of a file name indicates the population or level:
 - “A”, denoting populations associated with primary education (ISCED level 1);
 - “B”, denoting populations associated with lower secondary education (ISCED level 2);
 - “C”, denoting populations associated with upper secondary education (ISCED level 3);
 - “P”, denoting populations associated with the TALIS-PISA link.
- The second character indicates the questionnaire type that defines the content of the file. The letter “C” indicates school-level data and the letter “T” teacher-level data.
- The third character defines the context or scope of the information in a file. The letter is always “G”. It defines general questionnaire data.
- The fourth to sixth characters identify the participating country/economy using a three-character alphanumeric abbreviation based on the ISO 3166 coding scheme. Table 1.1 lists the codes of all participating countries/economies. The acronym “INT” identifies files holding data for all available countries/economies.
- The seventh and eighth characters indicate the study and cycle. The combination “T3” is used for the third round of TALIS conducted in 2018.
- The character file extensions used for the data files are .SAV for the SPSS format, .SAS7BDAT for SAS format and .DTA for the Stata format files.

For example, the file name “BTGBRAT3.SAV” indicates an ISCED level 2 teacher file for Brazil from the third round of TALIS in SPSS format.

2.2.2. TALIS Starting Strong 2018 files and codebooks

The filenames consist of an eight-character string followed by a file extension using the following naming conventions:

- The first character of a file name indicates the population:
 - “A”, denoting populations associated with children under the age of three (U3)
 - “B”, denoting populations associated with pre-primary education (ISCED level 02).

- The second character indicates the questionnaire type that defines the content of the file. The letter “L” indicates leader data and the letter “S” staff data.
- The third character defines the context or scope of the information in a file. The letter is always “G”. It refers to general questionnaire data.
- The fourth to sixth characters identify the participating country using a three-character alphanumeric abbreviation based on the ISO 3166 coding scheme. Table 1.2 lists the codes of all participating countries. The acronym “INT” identifies files holding data for all available countries.
- The seventh and eighth characters indicate the study and cycle. The combination “S1” is used for the first round of TALIS Starting Strong conducted in 2018.
- The character file extensions used for the data files are .SAV for the SPSS format, .SAS7BDAT for SAS format, and .DTA for the Stata format files.

For example, the file name “BSGTURS1.SAV” indicates an ISCED level 02 staff file for Denmark from the first round of the TALIS Starting Strong 2018 in SPSS format.

Attention point

In addition to the staff and leader questionnaire, TALIS Starting Strong 2018 included combined centre questionnaires. For more information see Chapter 1 of this user guide. Responses to the combined centre questionnaires were added to the staff and leader files as part of the international data processing at the IEA (for more information see Chapter 8 of the *TALIS Starting Strong 2018 Technical Report* (OECD, 2019^[2]).

For leaders who completed the leader questionnaire but had staff duties in addition to their role as leader, an additional record was added to the staff dataset. This was done for any matching questions between the staff and the leader questionnaire (for more information see Chapter 8 of the *TALIS Starting Strong 2018 Technical Report* (OECD, 2019^[2])

2.3. Records included

The international databases for TALIS 2018 and the TALIS Starting Strong 2018 include all records that satisfied the international sampling standards. Data from those teachers/staff who either did not participate or did not pass adjudication, for example because within-school or within-centre participation was not sufficient, were removed from the final database.

More specifically, the following records are included:

- Schools or centres where the principal or leader responded to the questionnaire - regardless of whether sufficient numbers of teachers or staff of the respective school or centre responded to the questionnaire - have a record in the school or centre-level international files.
- Schools or centres where the principal or leader did not respond to the questionnaire, but where at least 50% of the sampled teachers or staff responded to the questionnaire, have a record in the school or centre-level international files.

- Participating teachers or staff whenever at least 50% of the teachers or staff of the respective school or centre responded to the questionnaire have a record in the teacher or staff-level international files.

Consequently, the following records were excluded from the database:

- Schools or centres where the principal or leader did not respond to the questionnaire and fewer than 50% of the sampled teachers or staff participated;
- Sampled teachers or staff that were reported as not in scope, not eligible, excluded or no longer at the school or centre;
- Sampled teachers or staff from those schools or centres where less than 50% of the sampled teachers or staff participated;
- Sampled teachers or staff in schools or centres considered participating but who did not respond to the questionnaire; and
- Any other records that were considered unreliable, of undocumented origin or otherwise in violation of accepted sampling and adjudication standards.

In addition, any additional data collected by countries/economies beyond the international scope to meet exclusively national requirements were excluded from the international database.

Attention point

Although data for all participating entities are included in the IDB, the sample adjudication process determined those data records that cannot reliably represent the population from which the sample was drawn. The sampling adjudication variable INTAL18 (TALIS 2018) or IN3S18 (TALIS Starting Strong 2018) was therefore set to zero for the respective data records. When conducting analyses, database users should ensure that they use only those cases where INTAL18/IN3S18 equals 1.

For **TALIS 2018**, INTAL18 was set to 0 for the ISCED level 1 teacher and principal data for the Netherlands and Australia as well as the ISCED level 2 principal data for Australia. For **TALIS Starting Strong 2018**, IN3S18 was set to 0 for the staff and leader data from Denmark in ISCED level 02 and U3.

The TALIS 2018 and TALIS Starting Strong 2018 adjudication rules were proposed by the consortium, and approved by the TALIS Governing Board (TGB) and the Extended Early Childhood and Care Network (Extended ECEC Network). More information on sampling standards and adjudication can be found in Chapters 5, 9 and 10 of the technical reports belonging to TALIS 2018 and TALIS Starting Strong 2018 (OECD, 2019_[1]; OECD, 2019_[2]).

2.4. Survey variables

2.4.1. TALIS 2018 survey variables

For each school that participated in the survey, the following information is available:

- the identification variables for the country/economy and school
- additional administrative variables

- the school principal's responses to the school questionnaire
- the school indices derived from the original questions in the school questionnaire
- the school estimation and replicate weights
- the database version and the date of the release.

Attention point

The international database also includes a record of schools where the principal did not participate, but the number of participating teachers met the minimum participation rate of 50%.

For each teacher who participated in the survey, the following information is available:

- the identification variables for the participating country/economy, school and teacher
- additional administrative variables
- the teacher's responses to the teacher questionnaire
- the teacher indices derived from the original questions in the school questionnaire
- the teacher estimation and replicate weights
- the database version and the date of the release.

These variables are explained in more detail in the next three sections.

Identification variables

The following identification variables are used to identify uniquely each record in the data files:

- **CNTRY** – This variable specifies a 3-digit alphanumeric code that is based on the ISO code for the respective country (see Table 1.1).
- **IDCNTRY** – A two- to six-digit numeric code identifying the country/economy. Where possible, the ISO 3166 codes were used. For some countries/economies that are not covered in the ISO 3166 code list, a numeric code was created and assigned by the IEA Hamburg (see Table 1.1).
- **IDCNRTRYR** – A two-digit numeric code identifying the country/economy. This variable was created to sort the countries/economies according to the tables in the *TALIS 2018 Results (Volume I)*² (OECD, 2019_[3]) (again, see Table 1.1).
- **IDPOP** – This variable defines the four target populations: Code 2 defines the ISCED level 2 core, code 1 defines ISCED level 1, code 3 defines ISCED level 3 and code 8 defines the TALIS-PISA link.
- **IDCNPPOP** – This variable is a combination of the 3-digit alphanumeric country code and the ISCED level for which the teacher was sampled (please note that the samples for the TALIS-PISA link are coded as 8, e.g. SGP8).
- **IDSCHOOL** – In all school- and teacher-level files, this four-digit numeric code identifies the school within a country/economy. Note that codes are only unique

within a country/economy. To uniquely identify schools across countries/economies, IDSCHOOL has to be used in combination with IDCNTRY.

- **PISASCHOOLID** – This variable provides the ID that can be used to merge the TALIS 2018 school file with the PISA 2018 school file. This variable is only relevant for TALIS-PISA link files but exists in all other files as well. In these files, no value was assigned and the field therefore is blank.

In addition, the teacher files ATG, BTG, CTG and PTG include the following:

- **IDTEACH** – A six-digit numeric code to identify teachers within schools. The first four digits are composed of the school ID (IDSCHOOL), followed by a unique, sequentially assigned two-digit number within each school. Note that codes are only unique within a country/economy. To uniquely identify teachers across countries/economies, IDTEACH has to be used in combination with IDCNTRY.

Attention point

For reasons of confidentiality, the original identification variables IDSCHOOL and IDTEACH were scrambled for the public-use international database and no longer match those used during the data collection.

However, the structural link between the school and teacher level – as implemented via the variable IDSCHOOL in the teacher file that is identical to the first four digits of any IDTEACH – was maintained for all participating countries/economies.

Administration variables

The international database includes several variables that, while not contributing directly to any analysis, provide additional information about survey administration, participation and other basic characteristics of respondents. The following variables are used for this purpose in the school- and teacher-level files:

- **CPART/TPART** Final participation/response status information for school principals and teachers as derived from the tracking forms and the data itself. For codes, see Annex I and/or J.
- **MODEA_PrQ/MODEA_TcQ** Indication of the questionnaire administration mode for school principals and teachers. The value was set to “1” for questionnaires administered on line and “2” for questionnaires administered on paper.
- **IDLANG** This variable indicates the language of the questionnaire used by the respondent followed by the name of the country in brackets, e.g. “French (Belgium)”. Additional information about questionnaire languages is included in Chapter 4 of the *TALIS 2018 Technical Report* (OECD, 2019[i]). A description about the specific situation of the Belgium data is included in Annex M of this user guide.
- **INTAL18** This variable indicates whether the observation is considered to be part of the sample after adjudication. The sample adjudication process determined those data records that cannot reliably represent the population from which the sample was drawn. The variable INTAL18 was therefore set to zero for the ISCED level 1 teacher and principal data for the Netherlands and Australia and the ISCED level 2 principal data for Australia as well as for any principal that did

not participate but where the minimum within-school participation rate for teachers was met. INTAL18 was set to “1” for all records that met the adjudication requirements.

- **TALIS13POP** This variable defines whether the observation is considered to be comparable to the TALIS 2013 target population definition. Comparisons with TALIS 2013 must exclude teachers that belong to small schools (fewer than 5 teachers) for New Zealand for ISCED level 2 and in respect of data from the United Arab Emirates for ISCED level 1, 2 and 3 where comparisons must be limited to Abu Dhabi.

In addition, the teacher files ATG, BTG, CTG and PTG include the following:

- **TALIS08POP** This variable defines whether the observation is considered to be comparable to the TALIS 2008 target population definition. Comparisons with TALIS 2008 must exclude teachers teaching exclusively special needs students. This is the case whenever a teacher responded to question 14 in the teacher questionnaire by saying that all students within their classes are special needs students ($TT3G14 = 4$). Consequently, the variable gets the value “0” for observations that are not comparable to the TALIS 2008 target population definition and the value “1” is assigned for observations that are comparable to TALIS 2008 target population definition.

Questionnaire variables

This section describes the variables collected from principals and teachers using the survey’s instruments. The two questionnaires including the respective variable names can be found in Annex A and B of this document. The variable names used in the database were assigned using a consistent and systematic naming convention. The variable names are the same across the different education levels covered by the TALIS options:

- The first four digits indicate the source of the data. Variable names beginning with “TC3G” indicate data from the principal questionnaire and variable names beginning with “TT3G” indicate data from the teacher questionnaire.
- The fifth and sixth digits represent the question number within the questionnaire.
- For example, the variable name TC3G03 relates to question 3 of the principal questionnaire: “What is the highest level of formal education you have completed?”
- If needed, the seventh digit indicates the dimension of the question, i.e. if a question is divided into several items, letters indicate the items in alphabetical order. For example, TT3G11B refers to item B of question 11 of the teacher questionnaire, “years working as a teacher in total”.
- If questions are even further divided, e.g. in complex matrix questions such as question 29 of the teacher questionnaire, the eighth digit sequentially identifies the sub-items. For example, TT3G29C4 refers to the item C “Assessment of my content knowledge” and to the fourth category “I have never received this feedback in this school”.

The resulting variable names are TC3G01 to TC3G45E for the school-level files and TT3G01 to TT3G58 in the teacher-level files.

The raw information collected by the questionnaires underwent extensive processing, inspection, cleaning and editing. Out-of-range values, questions determining the flow of the questionnaire, as well as inconsistent or implausible combinations of responses were routinely inspected and cleaned, where necessary, in consultation with the concerned country/economy, the questionnaire experts and the OECD. To address residual inconsistencies, certain automatic edits, for example the removal of responses to percentage questions that did not total a plausible value, were imposed for all countries/economies. For further information on data collection, capturing, processing, editing, weighting and adjudication of the international database, please consult Chapters 8, 9 and 10 of the *TALIS 2018 Technical Report* (OECD, 2019_[1]).

Attention point

The information in the database that this guide accompanies is in the state in which it was used in the *TALIS 2018 Results (Volume I)*³ (OECD, 2019_[3]). A small number of residual inconsistencies or implausible combinations of responses may still exist in the data in cases where no clear rationale for deletion or editing could be developed by the consortium or the OECD.

It is therefore strongly recommended that database users pay particular attention to the variables or combinations of variables used, when confronted by problematic information or assumptions.

For the international database, the data cleaning process at the IEA ensured that information coded in each variable was in fact internationally comparable, that national adaptations were reflected appropriately in all concerned variables, that questions not internationally comparable were removed from the database and eventually that all entries could be successfully linked between levels. For more information on national adaptations and their eventual handling, please consult Annex G in this guide.

Indices and scales derived from the questionnaire data

The analyses in the *TALIS 2018 Results (Volume I)*⁴ (OECD, 2019_[3]) are based on both individual questionnaire variables as described above and on composite and derived variables created from multiple variables in the questionnaire that formed a construct and eventually an index. Chapter 11 of the *TALIS 2018 Technical Report* (OECD, 2019_[1]) includes comprehensive information about the scale and index construction and validation.

The school file contains three types of indices. The first set is based on a simple transformation of one variable or on a combination of variables. The database includes six ratios of this first type.

- **TPRATIO** Teacher – Pedagogical Support Personnel Ratio (TC3G13A/TC3G13B)
- **TARATIO** Teacher – Administrative or Management Personnel Ratio (TC3G13A/(TC3G13C+ TC3G13D))
- **STRATIO** Student – Teacher Ratio (TC3G16/TC3G13A)
- **SCHLOC** School location – collapsed (TC3G10)
- **PRAGEGR** Principal Age Groups (TC3G02)

- **NENRSTUD** Number of enrolled students – categorised (TC3G16).

For more information on simple indices, please see Chapter 11 of the *TALIS 2018 Technical Report* (OECD, 2019_[1]).

The second set, comprising eight indices, was created using recodings of the source variables. These indices are not based on a latent variable framework (see Chapter 11 of the *TALIS 2018 Technical Report* (OECD, 2019_[1]).

- **T3PAUTS** School autonomy for staffing
- **T3PAUTB** School autonomy for budgeting
- **T3PAUTP** School autonomy for educational policies
- **T3PAUTI** School autonomy for instructional policies
- **T3PAUTC** School autonomy for curriculum
- **T3PLACPE** Lack of pedagogical personnel
- **T3PLACRE** Lack of resources
- **T3PLACMA** Lack of material resources

The third set of 12 scales was computed as factor scores by using confirmatory factor analysis (CFA). The specification of parameters (factor loadings and intercepts) in the final model was implemented separately for each ISCED level and depended on the level of invariance established in both cross-country and cross-ISCED level analysis. The weights were rescaled in such a way that all countries/economies equally contribute to the parameter estimates. For countries that did not meet the Technical Standards (ISCED level 2 principal data for Australia), countries with late data collection (ISCED level 2 teacher and principal data from South Africa) as well as the TALIS-PISA link populations, the scale scores were estimated using the international parameters from the final scale models. The initial factor scores were standardised in such a way that the value of 10 corresponds to the theoretical midpoint of the response scale of the questions used for the scale construction. The standard deviation was set to 2. The level of measurement invariance reached by each of the scales is indicated in the dataset in the variable label as “Configural”, “Metric” or “Scalar”. For more information on the scaling procedures, please see Chapter 11 of the *TALIS 2018 Technical Report* (OECD, 2019_[1]).

- **T3PACAD** Academic pressure / Metric (All)
- **T3PCOM** Stakeholder involvement, partnership / Metric (All)
- **T3PDELI** School delinquency and violence / Configural (All)
- **T3PDIVB** Diversity beliefs / Scalar (1, 2) - Configural (3)
- **T3PJOBSA** Job satisfaction, overall, teacher / Configural (All)
- **T3PJSENV** Job satisfaction with work environment, principal / Configural (All)
- **T3PJSPRO** Job satisfaction with profession, principal / Configural (1, 2) - Metric (3)
- **T3PLACSN** Lack of special needs personnel / Metric (All)
- **T3PLEADP** Participation among stakeholders, principals / Metric (All)

- **T3PLEADS** School leadership / Metric (1, 2) - Scalar (3)
- **T3PORGIN** Organisational innovativeness / Configural (All)
- **T3PWLOAD** Workload stress / Metric (1, 3) - Configural (2)

The teacher-level files contain two types of indices. The first set is based on a simple transformation of one variable. The database includes one index or ratio of this first type.

- **TCHAGEGR** Teacher Age Groups (TT3G02)

For more information on simple indices, please see Chapter 11 of the *TALIS 2018 Technical Report* (OECD, 2019^[1]).

The next set contains 31 scales resulting from CFA, analogous to the third set described for the school-level files above (see above).

- **T3CLAIN** Clarity of instruction / Metric (All)
- **T3CLASM** Classroom management / Metric (1) - Configural (2, 3)
- **T3COGAC** Cognitive activation / Metric (All)
- **T3COLES** Professional collaboration in lessons among teachers / Metric (All)
- **T3COOP** Teacher cooperation, overall / Configural (All)
- **T3DISC** Teachers perceived disciplinary climate / Metric (All)
- **T3DIVP** Diversity practices, teacher / Configural (All)
- **T3EFFPD** Effective professional development / Scalar (1, 3) - Configural (2)
- **T3EXCH** Exchange and cooperation among teachers / Configural (All)
- **T3JOBSA** Job satisfaction, overall, teacher / Metric (All)
- **T3JSENV** Job satisfaction with work environment, teacher / Metric (All)
- **T3JSPRO** Job satisfaction with profession, teacher / Metric (All)
- **T3PDBAR** Professional development barriers / Configural (All)
- **T3PDIV** Need prof. developmt. for teaching for diversity / Metric (All)
- **T3PDPED** Need prof. developmt. in subject matter and pedagogy / Metric (All)
- **T3PERUT** Personal utility value / Metric (All)
- **T3SATAT** Satisfaction with target class autonomy / Metric (All)
- **T3SECLS** Self-efficacy in classroom management / Metric (All)
- **T3SEENG** Self-efficacy in student engagement / Metric (All)
- **T3SEFE** Self-related efficacy in multicultural classrooms / Metric (All)
- **T3SEINS** Self-efficacy in instruction / Metric (All)
- **T3SELF** Teacher self-efficacy, overall / Metric (All)
- **T3SOCUT** Social utility value / Metric (All)

- **T3STAKE** Participation among stakeholders, teachers / Metric (All)
- **T3STBEH** Student behaviour stress / Configural (All)
- **T3STUD** Teacher-student relations / Metric (All)
- **T3TEAM** Team innovativeness / Scalar (All)
- **T3TPRA** Teaching practices, overall / Metric (1) - Configural (2, 3)
- **T3VALP** Perceptions of value and policy influence / Metric (All)
- **T3WELS** Workplace well-being and stress / Configural (1, 3) - Metric (2)
- **T3WLOAD** Workload stress / Metric (1, 2) - Configural (3)

Weighting and variance estimation variables

To calculate population estimates, the following weight variables are included in the international database:

- **SCHWGT** Final principal weight for the school-level files
- **TCHWGT** Final teacher weight for the teacher-level files

To calculate correct BRR-Fay (Balanced Repeated Replication by Fay) variance estimates, the following replicate weights are included in the international database.

- **SRWGT1 to SRWGT100** 100 school BRR replicate weights are included in the school files
- **TRWGT1 to TRWGT100** 100 teacher BRR replicate weights are included in the teacher files

Further details about weighting and variance estimation are provided in Chapter 3 and subsequent chapters of this user guide.

Attention point

For reasons of confidentiality, variables for explicit (IDSTRATE) and implicit stratification (IDSTRATI), variables for BRR zone (BRRSZONE, BRRZONE) and BRR unit (BRRSREP, BRRTREP) as well as all weighting factors (WGTFAC1, WGTFAC2) and adjustments factors (WGTADJ1, WGTADJ2, WGTADJ3 and WGTADJ4) used for the computation of the final weights were removed from the public-use international database. Likewise, certain variables used exclusively for the stratification (frame grouping and sorting) within schools such as age, gender or subjects taught were also removed.

Database version and date of release

Two additional variables include versioning information:

- **VERSION** Release version number of the database
- **IEADATE** File creation date, formatted as YYYYMMDD

2.4.2. TALIS Starting Strong 2018 survey variables

For each centre leader that participated in the survey, the following information is available:

- the identification variables for the country and centre
- additional administrative variables
- the centre leader's responses to the leader questionnaire or to one of the two combined centre questionnaires
- the leader indices derived from the original questions in the leader or combined centre questionnaires
- the centre estimation and replicate weights
- the database version and the date of the release.

Attention point

The international database also includes a record for centres where the leader did not participate, but the amount of participating staff met the minimum participation rate of 50%.

For all staff members who participated in the survey, the following information is available:

- the identification variables for the country, centre and staff
- additional administrative variables
- the staff's responses to the staff questionnaire or to one of the two combined centre questionnaires
- the staff indices derived from the original questions in the staff or combined centre questionnaires
- the staff estimation and replicate weights
- the database version and the date of the release.

These variables are explained in more detail in the next three sections.

Identification variables

The following identification variables are used to identify uniquely each record in the data files:

- **CNTRY** This variable specifies a 3-digit alphanumeric code that is based on the ISO code for the respective country (see Table 1.2) (OECD, 2019^[4]).
- **IDCNTRY** A three-digit numeric code identifying the country. The ISO 3166 codes were used. (see Table 1.2) (OECD, 2019^[4]).
- **IDCNTRYR** A two-digit numeric code identifying the country. This variable was created to sort the countries alphabetically and reproduce the order of the appearance of tables in the TALIS Starting Strong 2018 international report (OECD, 2019^[4]) (again, see Table 1.2).
- **IDPOP** – This variable defines the two target populations: Code 1 defines settings for children under the age of three (U3) and code 2 defines centres in ISCED level 02.

- **IDCNPPOP** This variable is a combination of the 3-digit alpha numeric ID Code and the population for which the staff was sampled.
- **IDCENTRE** In all centre- and staff-level files, this four-digit numeric code identifies the centre/leader within a country. Note that codes are only unique within a country. To uniquely identify centres/leaders across countries, IDCENTRE has to be used in combination with IDCNTRY.

In addition, the staff files ASG and BSG include the following:

- **IDSTAFF** A six-digit numeric code to identify staff within centres. The first four digits are composed of the centre ID (IDCENTRE), followed by a unique, sequentially assigned two-digit number within each centre.

Attention point

For reasons of confidentiality, the original identification variables IDCENTRE and IDSTAFF were scrambled for the public-use international database and do not match those used during the data collection. However, the structural link between the centre and staff level – as implemented via the variable IDCENTRE in the staff file that is identical to the first four digits of any IDSTAFF – was maintained for all countries.

Administration variables

The international database includes several variables that, while not contributing directly to any analysis, provide additional information about survey administration, participation and other basic characteristics of respondents. The following variables are used for this purpose in the centre- and staff-level files:

- **LPART/SPART** defines the final participation/response status information for centre leaders and staff as derived from the tracking forms and the data itself. For codes, see Annex K and/or Annex L.
- **MODE_L/ MODE_S** indicates the questionnaire administration mode for centre leader and staff. The value was set to “1” for questionnaires administered online and “2” for questionnaires administered on paper.
- **IDLANG** This variable indicates the language of the questionnaire used by the respondent followed by the name of the country in brackets, e.g. “Hebrew (Israel)”. Additional information about questionnaire languages is included in Chapter 4 of the technical report (OECD, 2019_[2]).
- **IN3S18** This variable indicates whether the observation is considered to be part of the sample after adjudication. The sample adjudication process determined those data records that cannot reliably represent the population from which the sample was drawn. The variable IN3S18 was therefore set to zero for the staff and leader data from Denmark in ISCED level 02 and U3 as well as for any leader that did not participate but where the minimum within-centre participation rate for the staff was met. IN3S18 was set to “1” for all records that met the adjudication requirements.
- **QUESTIONNAIRE** indicates which questionnaire type the respondent initially completed (staff, leader, combined centre or combined centre Plus). Please

note that the staff file may contain responses from a leader questionnaire (see 2.2.2). The values are set as follows:

- 40 defines the leader questionnaire for ISCED level 02
- 41 defines the leader questionnaire for U3
- 50 defines the staff questionnaire for ISCED level 02
- 51 defines the staff questionnaire for U3
- 60 defines the combined centre questionnaire for ISCED level 02
- 61 defines the combined centre questionnaire for U3
- 62 defines the combined centre questionnaire Plus for ISCED level 02
- **LEADERROLE** identifies the role listed for the leader on the listing form. The variable values are as follows, where the codes 2-5 define responsibilities the respondent had in addition to his responsibility as leader:
 - 1 defines the role “Only centre leader (no pedagogical work)”
 - 2 defines the role “Teacher”
 - 3 defines the role “Assistant”
 - 4 defines the role “Staff for individual children”
 - 5 defines the role “Staff for special tasks”
- **STAFFROLE** identifies the role of the staff within a centre. The variable values are as follows:
 - 1 defines the role “Only centre leader (no pedagogical work)”
 - 2 defines the role “Teacher”
 - 3 defines the role “Assistant”
 - 4 defines the role “Staff for individual children”
 - 5 defines the role “Staff for special tasks”
 - 6 defines the role “Intern”
- **CENTRETYPE** gives information about the institution type. It defines if leaders work in a centre or in a home setting. The variable values are as follows:
 - 1 defines centre-based centres
 - 2 defines home-based centres

Questionnaire variables

This section describes the variables collected from leader and staff using the four survey’s instruments. The four questionnaire types including the respective variable names can be found in Annexes C-F of this document. The variable names used in the database were assigned using a consistent and systematic naming convention. The variable names are the same across all four questionnaire types and across both populations covered by the TALIS Starting Strong 2018 whenever the questions are the same. This is true for most of the questions. A few questions are nevertheless only part of either ISCED level 02 or of U3 as not all questions are suitable for both populations.

- The first four digits indicate the source of the data. Variable names beginning with “SL1G” indicate data from the leader questionnaire, variable names beginning with “SS1G” indicate data from the staff questionnaire.
- The fifth and sixth digits represent the question number within the questionnaire.
- For example, the variable name SL1G03 relates to question 3 of the leader questionnaire: “What is the highest level of formal education you have completed?” The same variable nevertheless may also relate to the same question as part of the two combined centre questionnaires. In this case, the number does not necessarily relate to the position of the question in the combined centre questionnaire but to the position of the equivalent question in the leader questionnaire. The same is true for the variable names of questions in the staff questionnaire.
- If needed, the seventh digit indicates the dimension of the question. If a question is divided into several items, letters indicate the items in alphabetical order. For example, SS1G06B refers to item B of question 6 of the staff questionnaire: “Year(s) working as an <ECES staff> in total”.
- If questions are even further divided, e.g. in complex matrix questions such as question 21 of the leader questionnaire, the eighth digit sequentially identifies the sub-items. For example, SL1G21C4 refers to the domain C “Establishing <ECEC staff> salaries” and to the fourth category “Not applicable”.

The resulting variable names are SL1G01 to SL1G37J for the centre-level files and SS1G01 to SS1G46 for the staff-level files.

The raw information collected by the questionnaires underwent extensive processing, inspection, cleaning and editing. Out-of-range values, questions determining the flow of the questionnaire as well as inconsistent or implausible combinations of responses were routinely inspected and cleaned, where necessary, in consultation with the concerned country, the questionnaire experts and the OECD. To address residual inconsistencies, certain automatic edits, for example the removal of responses to percentage questions that did not total an intended value, were imposed for all countries. For further information on data collection, capturing, processing, editing, weighting and adjudication of the international database, please consult chapters 8, 9 and 10 of the *TALIS Starting Strong 2018 Technical Report* (OECD, 2019^[2]).

Attention point

The information in the database that this guide accompanies is in the state in which it was used in the OECD’s TALIS Starting Strong 2018 international report (OECD, 2019^[4]). A small number of residual inconsistencies or implausible combinations of responses may still exist in the data in cases where no clear rationale for deletion or editing could be developed by the consortium or the OECD.

It is therefore strongly recommended that database users pay particular attention to the variables or combinations of variables used, when confronted by problematic information or assumptions.

For the international database, the international data processing at the IEA ensured that information coded in each variable was in fact internationally comparable, that national adaptations were reflected appropriately in all concerned variables, that questions not

internationally comparable were removed from the database and eventually that all entries could be successfully linked between levels. For more information on national adaptations and their eventual handling, please consult ANNEX H in this guide.

Indices and scales derived from the questionnaire data

The analyses in the TALIS Starting Strong 2018 international report (OECD, 2019_[4]) are based on both individual questionnaire variables as described above and on composite and derived variables created from multiple variables in the questionnaire that formed a construct and eventually an index. Chapter 11 of the *TALIS Starting Strong 2018 Technical Report* (OECD, 2019_[2]) includes comprehensive information about the scale and index construction and validation.

The leader file contains two types of indices. The first set is based on a simple transformation of one variable or on a combination of variables. The database includes four indices or ratios of this first type.

- **SUMSTAFF** Sum of all staff members (SL1G17A-G)
- **HEADASTCH** Headcount of assistants per teacher (SL1G17C/SL1G17B)
- **LAGEGR** Leader Age Groups (SL1G02)
- **NENRCHLD** Number of enrolled children - categorized (SL1G19)

For more information on simple indices, please see Chapter 11.2.1 of the *TALIS Starting Strong 2018 Technical Report* (OECD, 2019_[2]).

The next set of seven scales was computed as factor scores by using confirmatory factor analysis (CFA). The specification of parameters (factor loadings and intercepts) in the final model was separate for each population (U3 and ISCED level 02) and depended on the level of invariance established in both cross-country and cross-population level analysis. The weights were rescaled in such a way that all countries/economies equally contribute to the parameter estimates. For countries that did not meet the Technical Standards (i.e. Denmark), the scale scores were estimated using the international parameters from the final scale models. The initial factor scores were standardised in such a way that the value of 10 corresponds to the theoretical midpoint of the response scale of the questions used for the scale construction. The standard deviation was set to 2. The level of measurement invariance reached by each of the scales is indicated in the dataset in the variable label as “Configural”, “Metric” or “Scalar”. For more information on the scaling procedures, please see Chapter 11 of the *TALIS Starting Strong 2018 Technical Report* (OECD, 2019_[2]).

- **S1LDEV** Prof development - needs leadership / Configural (U3) - Metric (0.2)
- **S1LDIVB** Diversity beliefs / Scalar (U3) - Configural (0.2)
- **S1LEADP** Distributed leadership / Metric (U3) - Configural (0.2)
- **S1LEADS** Leader support for pedagogical learning / Metric (All)
- **S1LNIGHB** Neighbourhood / Metric (U3) - Configural (0.2)
- **S1LPANE** Networking / Scalar (U3) - Metric (0.2)
- **S1LPART** Opportunities for parental participation / Configural (All)

As the leader file, the staff files include two sets of indices. The first set is based on a simple transformation of one variable or on a combination of variables. The database includes five indices or ratios of this first type.

- **DIVPRAC** Index of ECEC centre diversity practices (SS1G34A-D)
- **SUMSTAFFTG** Sum of staff members working with the <target group> (SS1G35A-G)
- **SUMCHILD** Sum of boys and girls in <target group> (SS1G37A-B)
- **HEADCHPAD** Headcount of children per adult (SUMCHILD/SUMSTAFFTG)
- **SAGEGR** Staff age groups (SS1G02)

For more information on simple indices, please see Chapter 11 of the *TALIS Starting Strong 2018 Technical Report* (OECD, 2019^[2]).

The second set contains 18 scales resulting from CFA. The procedure to derive these scales followed the same steps as the one for the centre leader scales (see above).

- **S1ACTIV** Activities to enhance child development / Configural (U3) - Metric (0.2)
- **S1COLL** Engagement in collaborative practices / Metric (All)
- **S1JOBSA** Satisfaction with working conditions / Configural (U3) - Metric (0.2)
- **S1PAREN** Parent engagement / Metric (All)
- **S1PDIV** Prof development - needs diversity / Scalar (U3) - Configural (0.2)
- **S1PDNET** Staff participation in collaborative prof. development / Configural (All)
- **S1PDPE** Prof development - needs pedagogy / Scalar (U3) - Metric (0.2)
- **S1PRACT** Pedagogical practices / Metric (All)
- **S1PRDEV** Process quality - facilitating socio-emotional development, overall / Metric (All)
- **S1PREM** Process quality - facilitating emotional development / Configural (U3) - Metric (0.2)
- **S1PRINT** Process quality - facilitating child initiative / Metric (U3) - Configural (0.2)
- **S1PRLAN** Process quality - facilitating language / Metric (U3) - Configural (0.2)
- **S1PROLD** Process quality - facilitating learning and development, overall / Configural (All)
- **S1PROLI** Process quality - facilitating literacy / Configural (U3) - Metric (0.2)

- **S1PRONU** Process quality - facilitating numeracy / Metric (All)
- **S1PRSOC** Process quality - facilitating prosocial behaviour / Metric (All)
- **S1SOCIAL** Support for social skills / Configural (U3) - Metric (0.2)
- **S1STRES** Sources of work stress / Metric (All)

Weighting and variance estimation variables

To calculate population estimates, the following weight variables are included in the international database:

- **CNTRWGT**– Final leader weight for the centre-level files
- **STAFFWGT**– Final staff weight for the staff-level files

To calculate correct BRR variance estimates, the following replicate weights are included in the international database.

- **CRWGT1 to CRWGT92** 92 centre BRR replicate weights are included in the leader files
- **SRWGT1 to SRWGT92** 92 staff BRR replicate weights are included in the staff files

Further details about weighting and variance estimation are provided in Chapter 3 of this user guide.

Attention point

For reasons of confidentiality, variables for explicit (IDSTRATE) and implicit stratification (IDSTRATI), variables for BRR zone (BRRCZONE, BRRSZONE) and BRR unit (BRRCREP, BRRSREP) as well as all weighting factors (WGTFAC1, WGTFAC2) and adjustments (WGTADJ1, WGTADJ2 and WGTADJ4) used for the computation of the final weights were removed from the public-use international database. Likewise, certain variables used exclusively for the stratification within centres such as age or gender were also removed.

Database version and date of release

Two additional variables include versioning information:

- **VERSION** Release version number of the database
- **IEADATE** File creation date, formatted as YYYYMMDD

2.5. Coding of missing data

A response to a question can be missing for several reasons. The question might have been excluded from the questionnaire, the respondent might have chosen not to respond to the question, or the question did not apply to them. These kinds of missing data were inspected and handled differently during data processing and editing and are therefore also coded

differently in the data files. The codes used to represent each type of missing data depend on the file format – SAS, SPSS or Stata.

The four different types of missing values used by TALIS and by TALIS Starting Strong are explained below. Unlike some sample surveys, TALIS and TALIS Starting Strong did not use a special code to indicate invalid responses and instead, these were collapsed with the code for “omitted or invalid” responses.

Attention point

It is strongly recommended that database users inspect variables of interest or combinations of variables prior to any analysis with respect to the level of missing data.

2.5.1. Not administered questions

A response to a question was coded as “not administered” in the following cases:

- When a questionnaire was returned empty, was not returned or was lost. All variables referring to that questionnaire and any derived variables were coded as “not administered”.
- When, for socio-cultural reasons, a participating country/economy might have chosen to not administer a certain question in its national questionnaire. The variables corresponding to the question that was removed were coded as “not administered”. See Chapter 4 of the technical reports (OECD, 2019_[1]; OECD, 2019_[2]) and Annexes G and H in this guide for details on national adaptations.
- When the variable was suppressed as part of the confidentiality measures applied in the public-use international database.
- When according to their origin, the data of respondents who received combined questionnaires were distributed to the leader and staff datasets. For these respondents, all other questions that were not part of the combined questionnaires were coded as “Not administered”.
- When in staff records that were created for a leader who completed the leader questionnaire but had staff roles in addition to their role as leader (see 1.2.2), the code “not administered” was used for any variable belonging to questions that do not have a match in the leader questionnaire.

The code for not administered questions in SPSS files are “8”, “98”, “998” and so on (depending on the field length of the variable). The code for not administered questions in the SAS files is “.A” and in Stata it is “.a”.

This code was assigned only at the IEA Hamburg after data collection.

2.5.2. Omitted questions and invalid responses

The response to a question was coded as “omitted or invalid” in the following cases:

- When the question was administered but no response was provided.
- When the respondent selected more than the expected number of checkboxes or gave a response that was not interpretable.

- When a particular question (or a whole page) was misprinted or left out of a questionnaire or for other reasons was not available to the respondent.
- When a particular response or a set of responses was found to be implausible and a forced cleaning action was defined for these variables, e.g. in the case of numeric response outside of a plausible range for the number of students enrolled in the target class (variable TT3G38) or for the amount of the leader's working hours per week (variable SL1G06).

The code for these responses in SPSS files is “9”, “99”, “999” and so on (depending on the field length of the variable). The code for omitted or invalid responses in SAS and Stata files is “.”.

This code was mostly assigned by the national centre during data capture or by the IEA Hamburg during data cleaning and editing.

2.5.3. Not reached questions

For evaluation purposes, a special missing code was temporarily assigned to questions that were deemed “not reached” to distinguish them from omitted responses. Omitted questions are those that a respondent most likely read, but either consciously decided not to answer or accidentally skipped. “Not reached” variables, in contrast, are the responses omitted towards the end of the questionnaire, possibly due to a lack of time or interest. “Not reached” values are therefore exclusively located towards the end of the questionnaire.

Before assigning the “not reached” code, the last valid answer given in a questionnaire was identified. The first omitted response after this last answer was coded as “omitted”, but all following responses were then coded as “not reached.” For example, and assuming the SPSS data file format, the response pattern “1 9 4 2 9 9 9 9 9” (where “9” represents “omitted or invalid”) was recoded to “1 9 4 2 9 7 7 7 7” (where “7” represents “not reached”). When recoding “omitted” values to “not reached”, all “not administered” values were ignored. For example, the pattern “3 1 5 2 9 9 9 8 9” (where “8” represents “Not Administered”) would be recoded to “3 1 5 2 9 7 7 8 7.”

The code for not reached responses in SAS is “.R” and in Stata is “.r”.

This code was assigned only by the IEA Hamburg after data collection.

2.5.4. Logically not applicable questions

The response to a variable was coded as “logically not applicable” in the following case:

- When the previous filter question was answered in a way that made a response to dependent questions logically impossible, and the dependent questions were validly skipped.

This code was assigned only by the IEA Hamburg after data collection.

Logically not applicable responses are coded in the SPSS files as “6”, “96”, “996” and so on (depending on the field length of the variable). The code for responses not logically applicable in SAS files is “.B” and in Stata files is “.b”.

Attention point

Depending on the analysis desired, it is recommended that analysts review the questionnaire to determine whether any of their included questions are dependent on previous responses, as in such a case coverage may be reduced. It might then be advisable to filter the dataset and only select respondents to whom the question applied.

2.6. Confidentiality measures applied to the public-use international database and resulting limitations

To protect the confidentiality of the respondents' information, disclosure avoidance measures were applied at the international level (i) consistently for all participating countries/economies and (ii) in specific national datasets. These measures were implemented for all data versions and exports of the IDB for use by all other participating countries/economies and the public users.

2.6.1. TALIS 2018

International-level measures

The following set of international-level measures applied to all public-use datasets:

- The teacher unique identifier (IDTEACH) and the school unique identifier (IDSCHOOL) were scrambled and thus do not match those used during data collection. However, the structural link between the school and teacher level (the variable IDSCHOOL in the teacher file and the first four digits of any IDTEACH) were maintained for all countries/economies. For each country/economy, unique matching tables were created and made available to authorised individuals.
- Variables used purely for the stratification of the teacher sample, i.e. birth year (ITBIRTHY), gender (GENDER) and the teachers' main subject domain (SUBJDOMAIN) were removed. Only the gender (TT3G01) and categorised age (TCHAGEGR, see below) variables as collected in the questionnaires were retained.
- Variables used purely for stratification of schools were removed (IDSTRATE and IDSTRATI) to avoid the identification of geographical or organisational groups. It should be noted that the stratum information is mostly of interest for national-level analysis and was of course made available to the country/economy concerned. Experience shows that analysis by stratification may also be desired by researchers from other countries/economies, in which case the stratification variables may be requested directly from the country/economy.
- Information used in the calculation of final sample and replicate weights was removed (for the school level: WGTFACT1 and WGTADJ1; for the teacher level: WGTFACT1, WGTADJ1, WGTFACT2, WGTADJ2, WGTADJ3 and WGTADJ4) as the information could allow the identification of stratification cells.
- Replication zone and unit variables (BRRSZONE, BRRSREP, BRRTZONE and BRRTREP), which could cause indirect identification of schools, were also dropped from the public-use micro-data.

- Some answers to numeric/count questions that increase the probability of identifying schools and teachers were categorised. This applies to questions about the principals' and teachers' age (PQ-02 and TQ-02) and the school enrolment (PQ-16). The original variables TC3G02, TT3G02 and TC3G16 therefore have been replaced by the categorised variables PRAGEGR, TCHAGEGR and NENRSTUD. For more information, please see Chapter 11 of the *TALIS 2018 Technical Report* (OECD, 2019^[1]).

Country/economy-level measures

Iceland did not authorise the release of its data as part of the IDB. To fully reproduce the results presented in the *TALIS 2018 Results (Volume I)*⁵ (OECD, 2019^[3]), the data should be requested directly from Iceland.

In addition to the international-level measures, New Zealand suppressed the principal question 10, Singapore suppressed principal questions 4, 12 and PRAGEGRP as well as teacher questions 15f and 15j and Romania suppressed principal question 12 to manage the risk of disclosure and protect the identity of survey respondents.

2.6.2. TALIS Starting Strong 2018

International-level measures

The following set of international-level measures applied to all public-use datasets:

- The staff unique identifier (IDSTAFF) and the centre unique identifier (IDCENTRE) were scrambled and thus do not match those used during data collection. However, the structural link between the centre and the staff (the variable IDCENTRE in the staff file and the first four digits of any IDSTAFF) were maintained for all participating countries/economies. For each participating country/economy, unique matching tables were created and made available to authorised individuals.
- Variables used purely for the stratification of the staff sample, i.e. birth year (ITBIRTHY_S) and gender (GENDER_S), were removed as well as the corresponding variables for the leader sample (ITBIRTHY_L and GENDER_L). Only the gender (for staff only, SS1G01) and the categorised age (SAGEGR as well as LAGEGR, see below) variables as collected in the questionnaires were retained.
- Variables used purely for stratification of centres were removed (IDSTRATE and IDSTRATI) to avoid the identification of geographical or organisational groups. It should be noted that the stratum information is mostly of interest for national-level analysis and was of course made available to the country/economy concerned. Experience shows that analysis by stratification may also be desired by researchers from other countries/economies, in which case the stratification variables may be requested directly from the country/economy.
- Information used in the calculation of final sample and replicate weights was removed (for the centre level: WGTFACT and WGTADJ1; for the staff level: WGTFACT, WGTADJ1, WGTFACT2, WGTADJ2 and WGTADJ4) as the information could allow the identification of stratification cells.

- Replication zone and unit variables (BRRCZONE, BRRCREP, BRRSZONE and BRRSREP), which could cause indirect identification of centres, were also dropped from the public-use micro-data.
- Answers to numeric questions that make centres and staff easily identifiable were categorised. This applies to questions about the age of the leader and staff (LQ-02 and SQ-02), years of experience of the leader (LQ-05) and the centre enrolment (LQ-19). The original variables SL1G02, SS1G02, SL1G05B and SL1G19 therefore have been replaced by the categorised variables LAGEGR, SAGEGR, LEXPGR and NENRCHLD. The number of staff at the centre (LQ-17) was also recoded into categories based on the proportion of these roles within a centre's workforce. The original variables SL1G17A-G have been replaced by three categorised variables: LTEACHGR (combining leaders and teachers in the centre), LASSISTGR (reflecting assistants in the centre) and LSTOTH (reflecting other staff in the centre). The number of staff who permanently left the centre during the last 12 months (SL1G18B) has been replaced by the categorised variable LSTAFFLEFT based on the proportion of these former staff relative to the current workforce. The variable reflecting the sum of staff members has been derived from the sum of SL1G17A-G and then transformed into the categorised variable SUMSTAFGR. In addition, responses were collapsed for two questions on centre funding sources (non-governmental organisations and benefactors/donations, both from LQ-14). The original variables SL1G14C and SL1G14D have been replaced by the combined responses in variable SL1G14CD. For more information, please see Chapter 11 of the *TALIS Starting Strong 2018 Technical Report* (OECD, 2019_[2]).
- Additional variables that make leaders and thereby centres easily identifiable were dropped from the public-use micro-data. These include leader gender (SL1G01), details of leader work experience (SL1G05A and SL1G04C-E), hours worked each week (SL1G06), the number of centres where the leader works (SL1G07), the centre location (SL1G11 and SL1G13A-G), centre for-profit status (SL1G16), the number of staff who began work at the centre (SL1G18A), the number of staff who temporarily did not work at the centre (SL1G18C) and the assigned mode of the leader questionnaire (i.e. online or paper, MODE_L).
- Finally, several staff variables were dropped from the public-use micro-data that could be sensitive if individual leaders were identified. Staff responses about job satisfaction (SQ-44) were dropped, with the exception of items not specific to staff work at a particular centre (SS1G44A, SS1G44I, SS1G44J and SS1G44K). The most likely reason for staff to leave their role as an ECEC staff member (SS1G46) was also dropped.

Country-level measures

Iceland did not authorise the release of its data as part of the IDB. To fully reproduce the results presented in the TALIS Starting Strong 2018 international report (OECD, 2019_[4]) the data should be requested directly from Iceland.

Data on leaders' educational attainment (SL1G03) have been replaced by the categorical variable LISCED. Furthermore, the variable LISCED has been dropped additionally for Denmark to reduce the risk of identifying individual leaders in this country.

References

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Notes

¹ This is equally relevant for the upcoming second volume that will be released in Spring 2020 (OECD, forthcoming^[5]).

² This is equally relevant for the upcoming second volume that will be released in Spring 2020 (OECD, forthcoming^[5]).

³ This is equally relevant for the upcoming second volume that will be released in Spring 2020 (OECD, forthcoming^[5]).

⁴ This is equally relevant for the upcoming second volume that will be released in Spring 2020 (OECD, forthcoming^[5]).

⁵ This is equally relevant for the upcoming second volume that will be released in Spring 2020 (OECD, forthcoming^[5])

Chapter 3. Weights and complex sample variance estimation – Jean Dumais

OECD Teaching and Learning International Survey (TALIS) 2018 and the OECD Starting Strong Teaching and Learning International Survey (TALIS Starting Strong) both rely on complex sampling designs. Survey weights and accounting for the sampling design features are crucial elements of data tabulation and modelling. In this chapter, the use of estimation and replication weights is reviewed. Examples are also given. How weights are derived is covered in the respective technical reports.

3.1. Overview

This chapter gives a brief introduction to the use of weighting and variance estimation variables. The names and locations of these variables in the international database are described and their specific roles in the analysis of institution-level or person-level data are explained. Examples regarding the importance of using the appropriate weighting and variance estimation techniques are given.

3.2. Sampling weights

3.2.1. Why weights are needed

All data in the TALIS 2018 international databases, or TALIS Starting Strong 2018 databases, are derived from random samples of schools and teachers (TALIS), or centres and staff (TALIS Starting Strong). As the samples are random, the results of the study hold not only for the sampled institutions and their staff but also for the entire educational community participating in the study. To make correct inferences about educational and early childhood education and care systems, it is necessary to account for the complex structure of the sampling design implemented in the third round of TALIS and in the TALIS Starting Strong 2018 (Lohr, 2019^[1]).

Details about the general TALIS sampling design are reported in Chapter 5 of the *TALIS 2018 Technical Report* (OECD, 2019^[2]). Details about national implementation can be found in Annex C of the *TALIS 2018 Technical Report* (OECD, 2019^[2]). Details about the general TALIS Starting Strong 2018 sampling design can be found in Chapter 5 of the *TALIS Starting Strong 2018 Technical Report* (OECD, 2019^[3]) and about national implementations in Annex E of the same report.

The main features of the TALIS 2018 and the TALIS Starting Strong 2018 designs are similar. The sampling design called for different selection probabilities for sampling institutions (schools or ECEC centres) and people (teachers or staff) within selected institutions. Sampling weights reflect and compensate for the disproportional selection probabilities among the institutions and people. If any sampling unit had a small selection probability, this was compensated for with a large weight, and vice versa. Given that some sampled institutions and people refused or were unable to participate in the study, it was necessary to adjust the sampling weights to compensate for the sample size loss. Thus, the sampling weights were multiplied by non-response adjustments. The final (estimation) weights are the product of weight factors and adjustment factors as indicated above in Section 2.4.2 of this user guide.

Details about weighting and adjustment are reported in Chapter 9 of the *TALIS 2018 Technical Report* (OECD, 2019^[2]) and Chapter 9 of the *TALIS Starting Strong 2018 Technical Report* (OECD, 2019^[3]).

3.2.2. Selecting the appropriate weight variable

Each TALIS database comes with the appropriate set of weights.

- For school-level analyses (schools, principals), SCHWGT, found on the TCG-type files, must be used.
- For teacher-level analyses, TCHWGT, found on TTG-type files, must be used.

Similarly, each TALIS Starting Strong database comes with the appropriate set of weights.

- For centre-level analyses (centres, leaders), CNTRWGT, found on the ALG/BLG-type files, must be used.
- For staff-level analyses, STAFFWGT, found on ASG/BSG-type files, must be used.

If researchers plan to analyse data from more than one level, they must carefully choose the correct weight.

- Analysing combined person-level data and institution-level data is straightforward with the IDB Analyzer (see Chapter 4). The software can be used to easily add institutional data to the person data. This way, for example, school information becomes an attribute of the teacher, and the user can analyse information from both files. For example, the research question could be of this type: “What percentage of teachers work in schools with a particular attribute?” TCHWGT must be used for this type of data analysis. The use of SCHWGT is inappropriate in this case and the IDB Analyzer automatically drops this weight from any merged file. Similar questions can be treated in the TALIS Starting Strong by merging the centre-level file and the staff-level file using the IDB Analyzer.
- If person-level information is regarded as an attribute of the institution, for example, the research question could be: “What percentage of schools employ teachers with a particular characteristic?”, this cannot be handled with the IDB Analyzer. The researcher must use other software, such as SPSS (IBM, 2013^[4]), SAS (SAS Institute Inc., 2013^[5]) or Stata (StataCorp, 2014^[6]) first, to aggregate the person-level data and then to merge the aggregated data into the institution data file. When statements are made about institutions that have aggregated person-level information attached, SCHWGT or CNTRWGT must be used, depending on the survey.

3.2.3. Example of analysing data with and without weights

Not using weights in data analysis can lead to severely biased results. The following example illustrates the importance of using weights in research with TALIS 2018 and TALIS Starting Strong 2018 data. This example is taken from TALIS 2018, but a similar example could just as easily be derived from the TALIS Starting Strong 2018 data files.

A researcher may be interested in the average score of the “diversity beliefs” scale (variable T3PDIVB in the TCG files). Using unweighted data (e.g. in SPSS or MS Excel), the researcher computed the mean score and its standard error. For comparison, means and standard errors using weights are also given in Table 3.1.

**Table 3.1. Unweighted and weighted results for mean “diversity beliefs” scale
(ISCED level 2)**

	Unweighted mean score	Unweighted s.e. (mean)	Weighted mean score	Weighted s.e. (mean) no account for design
Austria	9.99	0.107	9.85	0.048
Hungary	9.26	0.157	9.16	0.042
Mexico	10.09	0.139	10.23	0.014
United States	10.28	0.153	10.65	0.007
Shanghai (China)	9.07	0.178	8.96	0.099

Notes: s.e. (mean) stands for the estimated sampling error of the estimated mean.

Source: OECD, TALIS 2018 school database.

At first glance, the differences in mean scores appear small, and do not seem to follow any given direction: some weighted means are larger, some smaller than their unweighted counterpart. However, upon closer inspection, one sees that the difference between the unweighted and weighted estimates for the United States is about 2 standard errors; a difference of that magnitude is often where tests are said to show statistical significance.

The difference between the unweighted and the weighted results for T3PDIVB mean scores can be explained by the sampling design, in which the proportion of large schools in the sample is usually higher than in the total population. The sampling weights compensate for that disproportional school sample allocation, and not using weights leads to an incorrect and biased population estimate.

More remarkable is the difference between the unweighted and weighted estimates of the sampling error: the ratios of unweighted to weighted range from 2 (Austria and Shanghai [China]) to 20 (United States). This is because using the weights (e.g. switching “Data/Weight cases...” on in SPSS, or using “=sumprod” of the weight and scale variables in Excel) pushes the software to use the sum of weights (possibly, several thousand) as the sample size rather than the actual 200 schools (the nominal sample size in TALIS). Those software programs can be used to compute weighted estimates but not their weighted design-based estimate of sampling error.

This inflation in sample sizes is not a feature of TALIS 2018 or of TALIS Starting Strong 2018 but more generally a failure of basic software to recognise and account for sampling design and clustering. This will occur with any survey relying on a complex sampling design.

3.3. Variance estimation

3.3.1. Why variance estimation is needed

Since all estimates, statements and inferences in TALIS 2018 and in TALIS Starting Strong 2018 are based on sample data, they can only be stated with a degree of uncertainty. With all research that is performed using the data, the precision of the population estimates should be reported.

Because of the complex sampling design used, it is not possible to calculate standard errors or to easily perform significance tests with standard software packages such as SPSS. While these programs implicitly assume that the data are derived from a simple random sample, the principal and teacher data, respectively the leader and staff data, come from a multi-

stage stratified cluster sample (each school or centre being regarded as a “cluster” of teachers or staff, depending on the survey). Any method for estimating sampling variance must take this design into account.

The international database contains variables that allow for the use of a variance estimation method called “Balanced Repeated Replication” (BRR), more specifically Fay’s variation of BRR (Fay, 1989^[7]; Judkins, 1990^[8]; Lohr, 2019^[1]).

These variables are referred to as “BRR weights”. The BRR technique has been implemented in the IDB Analyzer software; that method of variance estimation is also recognised by other software packages, including WesVar, some specific R scripts and the SAS “PROC SURVEY” family of procedures, or the “svy” or “repweight” commands of Stata. For details about the BRR technique and how replicate weights were computed, please refer to Chapter 9 of the *TALIS 2018 Technical Report* (OECD, 2019^[2]) or Chapter 9 of the *TALIS Starting Strong 2018 Technical Report* (OECD, 2019^[3]) and Section 2.4.2 of this document for variables related to BRR.

3.3.2. Selecting the appropriate variance estimation variables

The following replicate weights are included in the TALIS 2018 international database. The BRR replicate weights have been computed once for every participating educational system and are part of the data files; for school-level analyses, 100 school replicate weights are added to the TCG files, labelled SRWGT1 to SRWGT100; for teacher-level analyses, 100 teacher replicate weights are added to the TTG files, labelled TRWGT1 to TRWGT100.¹

When analysing TALIS Starting Strong 2018 data, users will find that the ALG/BLG centre-level files contain replicate weights labelled CRWGT1 to CRWGT92; users will also find that the ASG/BSG staff-level files contain their own replicate weights labelled SRWGT1 to SRWGT92.

When creating a dataset combining school-level information and teacher-level information, or combining centre-level and staff-level data in the case of the TALIS Starting Strong, the IDB Analyzer will select the correct set of final and replicate weights (i.e. TCHWGT and TRWGT1-100 for TALIS, SRWGT1 to SRWGT92 for TALIS Starting Strong). If other software is used for analysis, it is advisable first to combine the institution-level and person-level data with the IDB Analyzer to ensure the correct weights are used.

3.3.3. Estimating the sampling error

Let θ be the population parameter of interest. Let t^* be the full-sample estimate for θ obtained by using the final weight and let $t_g, g = 1, \dots, G$, be the G replicate estimates of the same parameter of interest obtained by using the BRR weights described in the previous section. Typically, from experience, the Fay factor is set at $k = 0.5$. Then, Fay’s BRR estimate of the sampling variance of t^* is given by

$$\hat{V}_{FAY}(t^*) = \frac{1}{G(1-k)^2} \sum_{g=1}^G (t_g - t^*)^2$$

The standard error $se(t^*)$ is the square root of the BRR-Fay sampling variance.

$$se(t^*) = \sqrt{\hat{V}_{FAY}(t^*)}$$

The number of replicates G is 100 for TALIS and $G = 92$ for TALIS Starting Strong. See Chapter 9 of the respective technical reports for details on creation of replicates.

3.3.4. Obtaining confidence intervals

If t^* is one of the statistics described above and $se(t^*)$ is the standard error of t^* , then confidence intervals about t^* can easily be obtained by computing the following boundaries:

$$\text{lower} = t^* - t_{\frac{\alpha}{2};df} se(t^*) \text{ and upper} = t^* + t_{\frac{\alpha}{2};df} se(t^*)$$

where $1-\alpha$ is the pre-set confidence level (e.g., for $\alpha=0.05$, $1-\alpha=0.95$), $t_{\frac{\alpha}{2};df}$ is the $1-\alpha/2$ percentile of the Student distribution with df degrees of freedom.

In most applications, df will be large enough to allow the use of the standard normal deviate $z_{1-\alpha/2}$ (e.g. for $\alpha = 0.05$, $1-z_{\alpha/2} = 1.96$); however, when estimating from small sample counts or for small domains, users should verify how many replicates contribute to the computation of $se(t^*)$ to confirm the number of degrees of freedom.

3.3.5. Example for variance estimation

Table 3.1 shows the effect of using the estimation weight but not accounting for the design when estimating the sampling error. Not using the BRR variables in data analysis will lead to incorrect estimates of sampling precision. The following example illustrates the importance of using the BRR technique in research and analysis with TALIS 2018 or TALIS Starting Strong 2018 data. In this example, problems occur when the statistical analysis package SPSS is used for data analysis. The IDB Analyzer was specifically designed to overcome these problems.

Using the earlier example, a researcher may use SPSS directly and thereby ignore the complex sample design and clustering effects. This researcher would find that the (weighted) average scale score is the same whether the design is accounted for or not; however, the estimated sampling errors would be severely off (see Table 3.2).

Table 3.2. Unweighted, weighted (ignoring design) and BRR results for “diversity beliefs” scale

	Unweighted mean score	Unweighted s.e. (mean)	Weighted, ignoring design mean score	Weighted, ignoring design s.e. (mean)	Weighted, accounting for design mean score	Weighted, accounting for design s.e. (mean)
Austria	9.99	0.107	9.85	0.048	9.85	0.145
Hungary	9.26	0.157	9.16	0.042	9.16	0.178
Mexico	10.09	0.139	10.23	0.014	10.23	0.123
United States	10.28	0.153	10.65	0.007	10.65	0.233
Shanghai (China)	9.07	0.178	8.96	0.099	8.96	0.163

Note: s.e. (mean) stands for the estimated sampling error of the estimated mean

Source: OECD, TALIS 2018 school database.

This difference between the estimated sampling errors can be explained by the fact that schools did not all have the same likelihood of being selected and thus that their weights were very different; a similar argument can be made for the teachers. As TALIS Starting Strong 2018 follows a similar sampling design, this is also true for centres and staff. Moreover, people selected from the same institution are more likely to give similar answers to a given question than people from different institutions. Conditions are likely to vary

more between institutions than between people who work in the institutions. This effect is not considered by SPSS directly, but it is by the IDB Analyzer and other specialised software.

3.4. Statistical software packages for estimation in complex sample designs

In addition to the IDB Analyzer (IEA, 2014^[9]) explained in more detail later (see Chapter 4 of this guide), a growing number of software packages are available to handle the BRR replication method implemented in TALIS 2018 and TALIS Starting Strong 2018 and other replication methods such as jackknifing.

The software WesVar (Westat, 2008^[10]) for complex sample analysis is available free of charge from Westat's webpage at <https://www.westat.com/capability/information-systems-software/wesvar>. An instruction manual is also available for download.

In the context of OECD's PISA program, the Australian Council for Educational Research (ACER) prepared both SPSS (OECD, 2009^[11]) and SAS macros (OECD, 2009^[12]) to analyse complex sample data.

Commercial packages that include support for the weights and the replication method used in TALIS 2018 and TALIS Starting Strong 2018, among others, are SAS 9.4² and later editions (SAS Institute Inc., 2013^[5]), SUDAAN 11 and later editions (RTI, 2013^[13]), and Stata 13³ and later editions (StataCorp, 2014^[6]). The more statistically-versed reader already familiar with R might want to investigate the R scripts for the analysis of complex survey data, widely available on the internet (e.g. <http://r-survey.r-forge.r-project.org/survey/>).

It should be noted that the commercially available SPSS Complex Samples add-on currently only supports Taylor expansion but not the replication technique required for the analysis of TALIS data.

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Notes

¹ Since the replicate weights are already on the files, the “zone” and “replicate” markers that users of other large-scale surveys may be expecting are not required on the international databases.

² See SURVEYFREQ, SURVEYMEANS, SURVEYREG and SURVEYLOGISTIC procedures.

³ See the SVY procedure.

Chapter 4. Analysing the TALIS 2018 data using the IEA IDB Analyzer – Falk Brese and Ann-Kristin Koop

This chapter describes analyses of OECD Teaching and Learning International Survey (TALIS) 2018 and the OECD Starting Strong Teaching and Learning International Survey (TALIS Starting Strong) 2018 data using the IEA (International Association for the Evaluation of Educational Achievement) IDB (International Database) Analyzer software. The IEA IDB Analyzer automatically takes into account the TALIS 2018 and TALIS Starting Strong 2018 designs by using replication techniques. Example analyses include the estimation of percentages, means and percentiles as well as correlations and regression coefficients. Where applicable, the example analysis will show how to replicate results from Volume I of the TALIS 2018 international report (OECD, 2019[1]).

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

4.1. Overview

This chapter describes the use of the IEA International Database (IDB) Analyzer software (IEA, 2019_[2]). Example analyses will illustrate the capabilities of the IEA IDB Analyzer from a technical perspective and compute a variety of statistics, including percentages, means, regression coefficients, correlations and percentiles and their corresponding standard errors (using balanced repeated replication [BRR])¹ utilising the TALIS 2018 international data files.² The examples further replicate some of the results included in the *TALIS 2018 Results (Volume I)* report (OECD, 2019_[1]). The analyses and principles in this chapter will be described using TALIS 2018 data only. Nevertheless, these analyses and principles also apply to analyses with the TALIS Starting Strong 2018 data.

4.2. The IEA IDB Analyzer

The IEA IDB Analyzer is a stand-alone software originally developed by the IEA for use in the IEA's large-scale surveys Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS). It operates in conjunction with IBM SPSS (IBM Corp., 2016_[3]) and SAS (SAS Institute Inc., 2012_[4]) and enables users to combine individual SPSS or SAS data files from large-scale assessments and conduct analyses using SPSS or SAS without writing their own syntax. The IEA IDB Analyzer generates SPSS or SAS syntax that correctly takes into account the sampling and study design in computing statistics and their standard errors.

In addition, the IEA IDB Analyzer can correctly handle plausible values (multiple imputations) for calculating estimates of achievement in surveys such as TIMSS, PIRLS and PISA (Programme for International Student Assessment) and their corresponding standard errors by combining both sampling and imputation variance components. In TALIS, plausible values have not been used so this functionality will not be discussed in this chapter. Those interested in the plausible values methodology and its use in analysis can refer to (Foy, Arora and Stanco, 2013_[5]) and (Martin and Mullis, 2012_[6]).

The examples used in this chapter will concentrate on the use of SPSS as a computational engine. Working with the user interface of the IEA IDB Analyzer is similar and for most of the work even identical for both options, SPSS or SAS. Where there are substantial differences between the SPSS or SAS option, these will be explicitly mentioned.

4.2.1. The Merge and Analysis Modules

The IEA IDB Analyzer version 4 (IEA, 2019_[2]) has one common interface with two modules: 1) the Merge Module and 2) the Analysis Module, both operating in the same application window.

1. The Merge Module is used to create analysis datasets by combining data files of different types and from different participating countries/economies and selecting subsets of variables for analysis.
2. The Analysis Module provides procedures for computing various statistics and their standard errors for variables of interest. These procedures can be applied for a country/economy participating in the study and for specific subgroups within a participating country/economy.

Both modules can be accessed using the Windows Start menu (Start ⇔ IEA ⇔ IEA IDBAnalyzer).

Support for the IEA IDB Analyzer can be obtained by contacting the software unit at IEA Hamburg at software@iea-hamburg.de.

4.2.2. System requirements

The IEA IDB Analyzer requires the following:

- PC with 1 GHz or higher processor speed
- 512 megabytes (MB) of RAM or higher
- about 12 megabytes (MB) of available hard disk space during setup
- Super VGA (1024 x 768) or higher-resolution video adapter and monitor
- keyboard and mouse or compatible pointing device
- Microsoft Windows 7, 8 or 10
- Microsoft Excel 2003 or later version (installed beforehand)
- SPSS for Windows Version 18 or later (installed beforehand)
- [.Net Framework 4.0](#)
- local administrator rights for the installation.

4.2.3. Download, licensing and usage in the context of TALIS 2018

As part of the contract for the implementation of TALIS 2018 between the OECD (Organisation for Economic Co-operation and Development) and the IEA, the IEA IDB Analyzer is available to users of the TALIS international database from IEA's website at <http://www.iea.nl/data-tools>.

The IEA IDB Analyzer is licensed free of charge, not sold, to analysts for use only in accordance with the terms of the accompanying licensing agreement, which is included in the setup and needs to be confirmed during installation. Users do not have ownership (intellectual or otherwise) of the software itself or its components, including, especially, the SPSS and SAS macros, and are only authorised to use these: 1) in combination with the IEA IDB Analyzer; and 2) for secondary analysis of TALIS 2018 and other OECD or IEA datasets.

This software is provided “as is” without any kind of warranty for the results from analyses.

The licence granted to users expires at the end of each calendar year, at which point the user will again have to download and reinstall the most recent version of the software from the IEA’s website. Users will be automatically notified as soon as a new version has been published.

At the IEA webpage, video tutorials are available to guide users through analyses with the IEA IDB Analyzer; see <https://www.iea.nl/research-services/training#spy-para-200>.

4.3. Merging files with the IEA IDB Analyzer

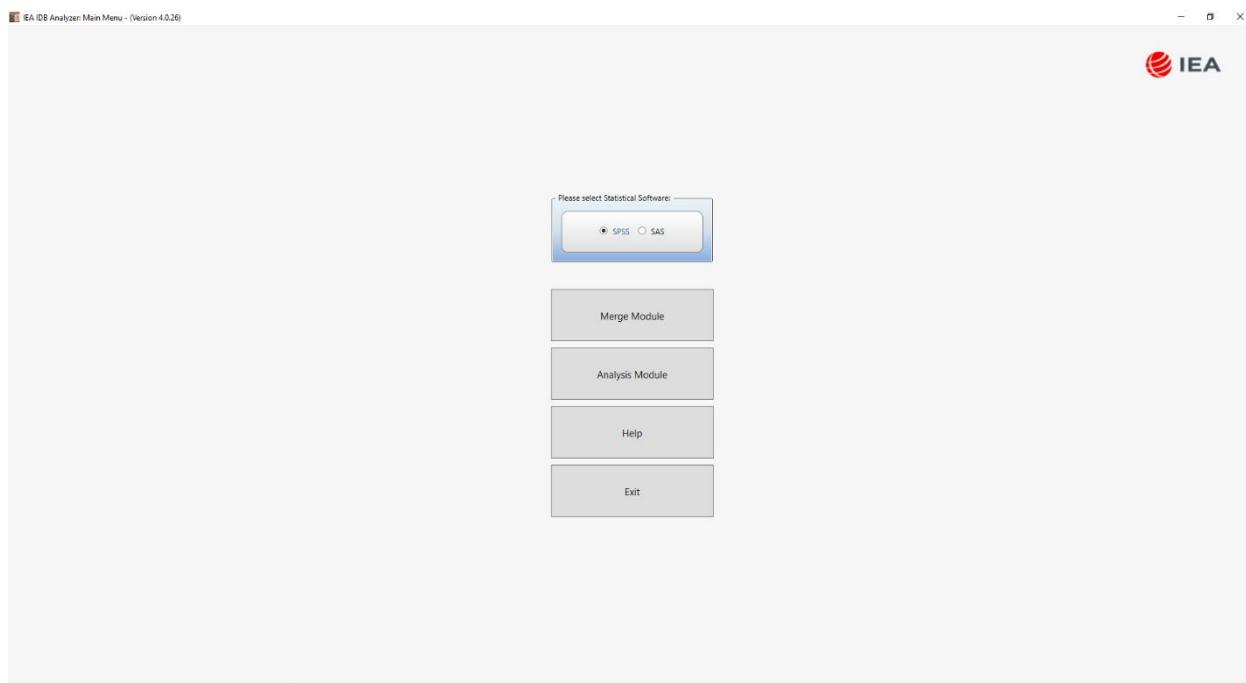
Data from TALIS 2018 are distributed separately by participating country/economy, ISCED levels and file types (see endnote 2). The Merge Module of the IEA IDB Analyzer allows the user to combine data from different countries/economies into a single dataset for analysis. It also facilitates the combination of data from different sources (namely school

and teacher files) into a single SPSS or SAS dataset. Combining files from different participating countries/economies will permit the conducting of cross-national analyses. When running the Merge Module, the IEA IDB Analyzer creates SPSS or SAS code that can be used later without the need of the IEA IDB Analyzer itself. The data files created using the Merge Module can be analysed with the Analysis Module of the IEA IDB Analyzer.

The software does not support merging data from different ISCED levels. These have to be combined using SPSS or SAS after merging data from different participating countries/economies and/or sources (namely school and teacher files) into single SPSS or SAS datasets per ISCED levels, containing the same participating country/economy and sources using plain SPSS or SAS. An example is provided at the end of this chapter.

For the examples in this chapter, data from all countries/economies participating in TALIS 2018 with all ISCED levels (ISCED 1, 2 and 3) will be located in the “C:\TALIS2018\Data” folder. The examples will employ ISCED 2 data from Chile, Lithuania, Turkey and the United Arab Emirates. The steps below show the procedure to merge SPSS data from ISCED level 2 from these countries/economies:

Figure 4.1. IDB Analyzer Main Menu

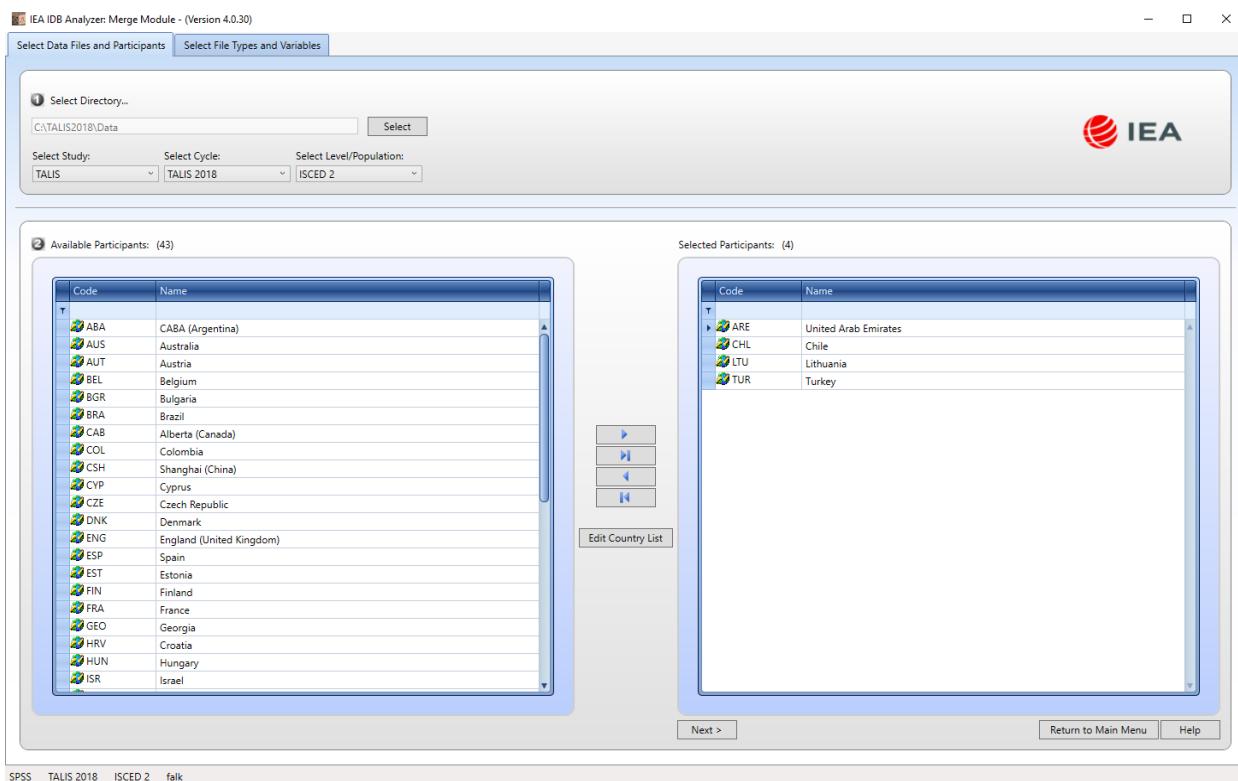


1. Open the IEA IDB Analyzer from the Windows Start menu (Start \Rightarrow IEA \Rightarrow IEA IDB Analyzer). You will see the application window of the IEA IDB Analyzer with its Main Menu as shown in Figure 4.1.
2. Choose Merge Module.
3. Press the Select button next to the $\textcircled{1}$ *Select Directory...* field, browse to the folder where the TALIS IDB data files in SPSS format are located. In the example in Figure 4.2, all SPSS data files are located in the “C:\TALIS2018\Data” folder. The programme will automatically recognise and complete the *Select Study*, *Select Year* and *Select Level/Population* fields and list all participating countries/economies

available in this folder as possible candidates for merging. If the folder contains data from more than one supported study and from more than one year, the IEA IDB Analyzer will prompt users to select files from the desired study and year for analyses. If there are data for more than one ISCED level or population (as in this case), the desired ISCED level has to be selected manually from the drop-down menu under *Select Level/Population*. Select ISCED 2 from this drop-down menu.

4. Select the country/economy of interest from the *Available Participants* list and use the arrow buttons to include them in the list of *Selected Participants*. To select multiple countries/economies, hold the CTRL key of the keyboard when selecting the countries/economies. For the examples used in this chapter, ISCED level 2 data from Chile, Lithuania, Turkey and the United Arab Emirates have been selected (Figure 4.2).

Figure 4.2. Merge Module – Selecting participants



Notes:

Note by Turkey

The information in this document with reference to “Cyprus” relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the “Cyprus issue”.

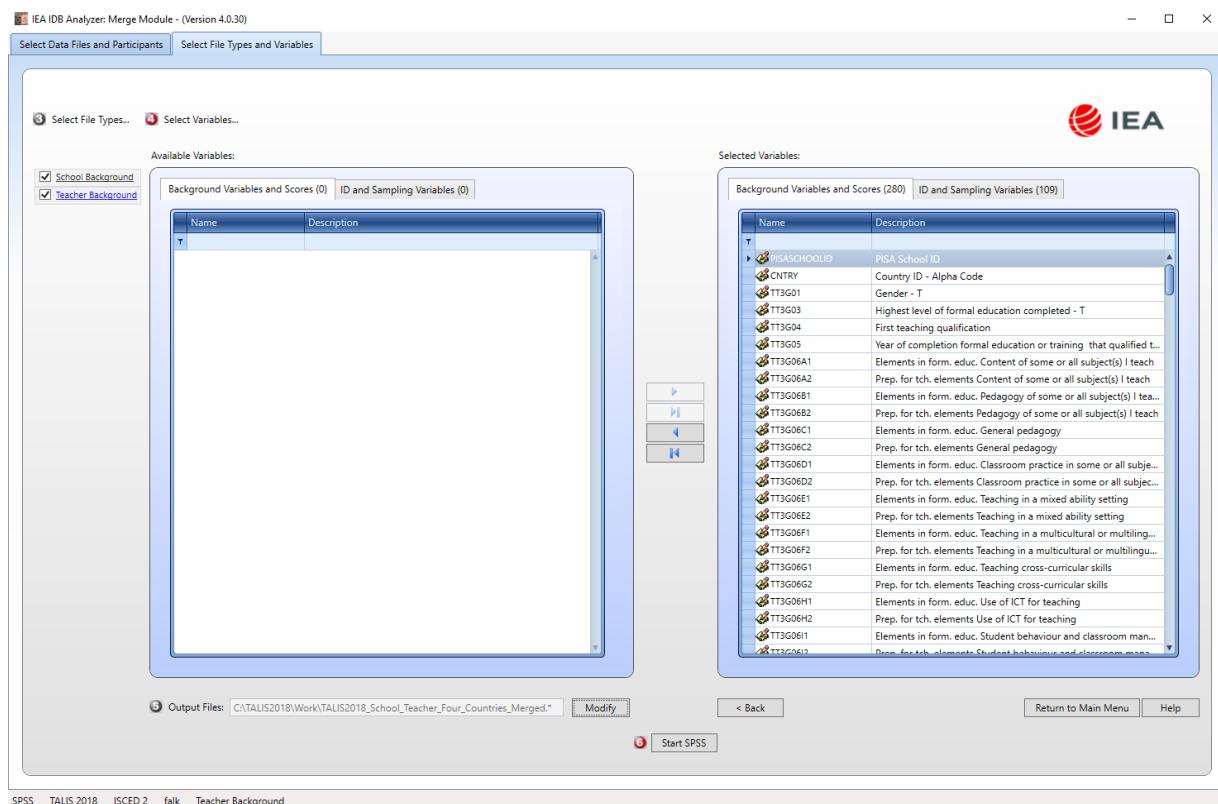
Note by all the European Union Member States of the OECD and the European Union

The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

5. Press the **Next >** button to proceed. The software will open the second window of the Merge Module, as shown in Figure 4.3, to select the file types and the variables to be included in the merged data file.
6. Select the file type for merging by checking the appropriate box to the upper left of the window at the **Select File Types...** section. For the example used, check the box next to *Teacher Background*.
7. Select the variables to be included in the merged file from the list of *Available Variables* in the left panel. Clicking the “play to end” button (arrow pointing to right followed by vertical line) will select all variables as in the example shown in Figure 4.3. Note that the IEA IDB Analyzer automatically selects the identification and sampling variables that are required for any analysis.
8. Repeat steps 6 and 7 in order to include the variables of the school questionnaire in the merged file. Check the box close to *School Background* at the upper left of the window and select the variables to be included in the merged file from the list of *Available Variables* in the left panel by clicking on the “play to end” button.

NOTE: When selecting variables from multiple file types, add the variables you wish to appear in the list of *Selected Variables* immediately after ticking the checkbox for the corresponding file type. Otherwise, the list of *Selected Variables* may not contain variables from all file types. You can check what variables are currently selected to be included in the merged file by clicking on the *Teacher Background* or *School Background* text in the upper left corner of the window. Make sure the checkboxes remain checked.

Figure 4.3. Merge Module – Selecting file types and variables



9. Specify the desired name of the merged data file and the folder where it will be stored in the *⑤ Output Files* field by clicking the **Modify** button. In addition to the merged data file, the IEA IDB Analyzer will create an SPSS syntax file (*.SPS) of the same name and in the same folder. This syntax file contains the code necessary for executing the merge. In the example shown in Figure 4.3, the output file is named “TALIS2018_School_Teacher_Four_Countries_Merged.sps” in the work folder “C:\TALIS2018\Work”. The resulting merged SPSS file after executing the syntax will be named “TALIS2018_School_Teacher_Four_Countries_Merged.sav”. This file will be stored in the same folder as specified for the syntax file. The merged data file will contain school and teacher data with the variables shown in the *Selected Variables* panel to the right for the selected participants (Chile, Lithuania, Turkey and the United Arab Emirates).

NOTE: The IEA IDB Analyzer accepts only alphanumeric (A-Z, a-z, 0-9) characters and underscores (“_”) in the filenames.

10. Click on the **Start SPSS** button to create the SPSS syntax file. SPSS will automatically start (if not already running) and the SPSS syntax will open automatically in a separate window containing the code ready for execution. The IEA IDB Analyzer will prompt the user if it is about to overwrite an existing file in the specified folder. The syntax file must be executed by opening the **Run** menu of SPSS and clicking on the **All** option.

NOTE: The resulting SPSS merged data file will be created in the specified location with the specified name but will not open automatically. During the merge process, temporary files are created in the same location (file names starting with “tmp”). These can be deleted after the merged file has been created.

Attention point

The resulting SPSS output file should be checked for possible warnings or errors. If they appear, this may indicate that the merge process was not performed properly and the resulting merged data file might not be the one expected.

4.4. Merging data across ISCED levels

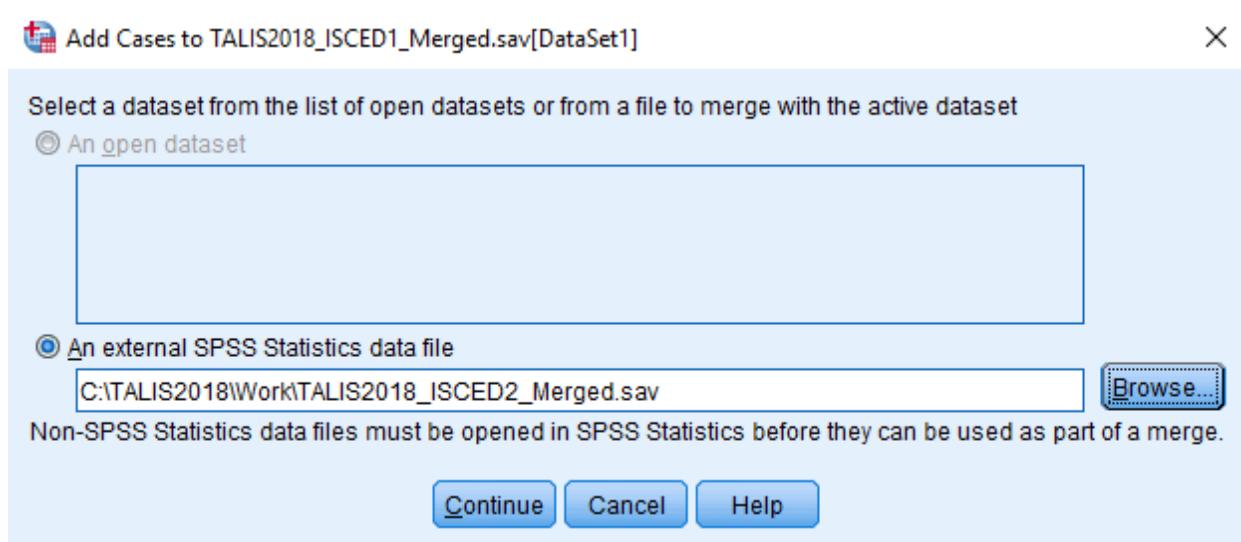
Some participating countries/economies chose to conduct TALIS 2018 not only in ISCED level 2 (the target population of the survey) but also in ISCED level 1 and 3. The IEA IDB Analyzer Merge Module is capable of merging data from different respondents (i.e. teachers and school principals) and different participating countries/economies but not from different ISCED levels. Such merging can be done in two steps, using the Merge Module and plain SPSS or SAS. The steps below provide an example of how to merge data from teacher and school principals across ISCED levels 1, 2 and 3 with SPSS. The countries/economies will be Turkey and the United Arab Emirates because from the four example countries/economies in the folder “C:\TALIS2018\Data”, these have data on all the three ISCED levels.

1. Merge the ISCED 1 teacher and school principal data from Turkey and the United Arab Emirates following the same steps from Section 4.3 and taking all variables. Merge the same countries'/economies' data for ISCED levels 2 as well as ISCED level 3 accordingly. This will result in three merged data files – one for each ISCED

level – with identical countries/economies, file types (teacher and school principal data files) and variables. Name the files as “TALIS2018_ISCED1_Merged.sav”, “TALIS2018_ISCED2_Merged.sav” and “TALIS2018_ISCED3_Merged.sav”.

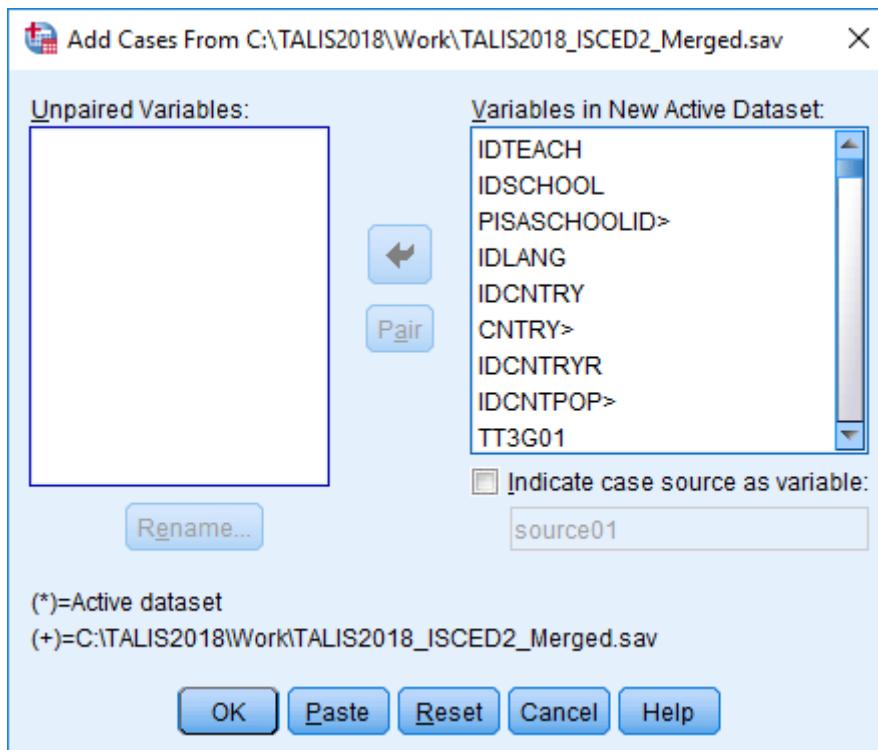
2. Open the merged file “TALIS2018_ISCED1_Merged.sav” in SPSS.
3. From the menu **Data** choose the **Merge files** option and select **Add Cases**.
4. In the dialog box that appears, click on **Browse....**. Navigate to the folder containing all the separate ISCED levels merged files and choose “TALIS2018_ISCED2_Merged.sav”. Then click on **Continue**. These steps are shown in Figure 4.4.

Figure 4.4. Dialog box for choosing a file from which to add cases to the active file “TALIS2018_ISCED1_Merged.sav”



5. After clicking on the button **Continue**, another dialog box will appear as shown in Figure 4.5. It will provide the option to choose the variables to be included in the merged file. In the example, all variables show up in the *Variables in New Active Dataset* section and, consequently, all variables will go into the merged file in the file. Leave all other settings unchanged as well.

Figure 4.5. SPSS dialog box for choosing variables in the file merging ISCED 1 and 2 data



6. Clicking **OK** will merge the data from ISCED 2 to the ISCED 1 file.
7. Repeat the steps 3 to 6 to add the cases from the ISCED level 3 data file “TALIS2018_ISCED3_Merged.sav”.
8. Save the resulting file containing the data from all three ISCED levels with a new file name – “C:\TALIS2018\Work\TALIS2018_ISCEDs_Merged.sav”. An example of an analysis using this file will be presented later in this chapter.

All the steps above can be completed by running the following SPSS syntax:

```

GET FILE = "C:\TALIS2018\Work\TALIS2018_ISCED1_Merged.sav".
ADD FILES /FILE=*
  /FILE="C:\TALIS2018\Work\TALIS2018_ISCED2_Merged.sav".
EXECUTE.

ADD FILES /FILE=*
  /FILE="C:\TALIS2018\Work\TALIS2018_ISCED3_Merged.sav".
EXECUTE.

SAVE OUTFILE = "C:\TALIS2018\Work\TALIS2018_ISCEDs_Merged.sav".

```

Attention point

The data files for each of the ISCED levels must contain exactly the same countries/economies and exactly the same variables. Any resulting SPSS output file should be checked for possible warnings or errors. If such appear, this may indicate that the merge process was not performed properly and the resulting merged data file might not be the one expected.

4.5. Performing analyses with the IEA IDB Analyzer

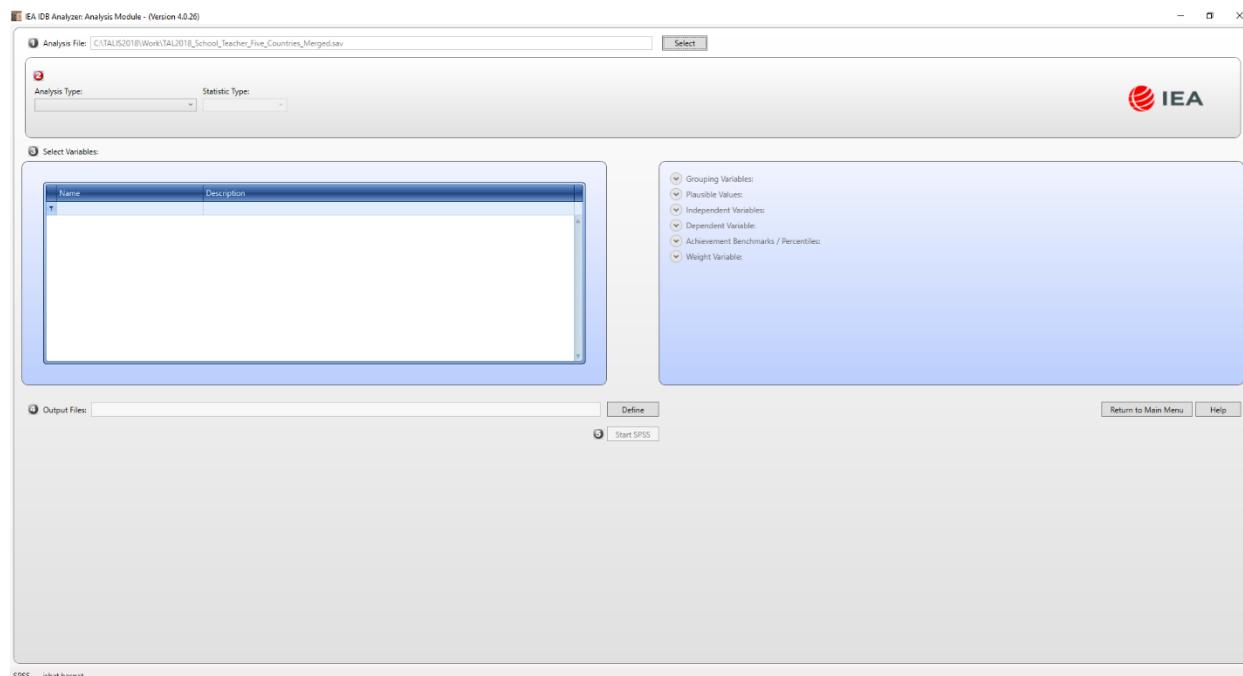
This section describes a few analysis types available within the IEA IDB Analyzer to compute specific statistics with their correct standard errors taking into account the sampling design and other analysis issues related with the data. By using the IEA IDB Analyzer with TALIS 2018 data, sampling weights are always used for analysis and standard errors are correctly computed using the required BRR method.

4.5.1. Supported analysis types and required parameters

The Analysis Module of the IEA IDB Analyzer is used to analyse the data, whether or not these have been pre-processed with the Merge Module. It can create code for several analysis procedures. Upon startup, the IEA IDB Analysis Module automatically selects the file merged in the previous step as the analysis file or the last file used for analysis.

If the Merge Module of the IEA IDB Analyzer is still open, the analyst can go back by clicking the **Return to Main Menu** button and from there clicking on the **Analysis Module** button (Figure 4.1). The Analysis Module loads (Figure 4.6).

Figure 4.6. IEA IDB Analyzer – Analysis Module



Depending on the type of analysis chosen, the interface of the Analysis Module of the IEA IDB Analyzer will change dynamically and will show different fields where different parameters have to be defined.

First, the **Analysis Type** and **Statistic Type** have to be defined with the parameters that apply to each option:

Analysis Type

This depends on the data source contained in the chosen **Analysis File**:

- If the file contains only teacher data from a single ISCED level, then **TALIS 2018 Single Level/Population (Using Teacher Weights)** must be selected.
- If the file contains only school level data from a single ISCED level, then **TALIS 2018 Single Level/Population (Using School Weights)** must be selected.
- If the file contains merged teacher and school data from a single ISCED level, then **TALIS 2018 Single Level/Population (Using Teacher Weights)** must be selected and the interpretation of the analysis results has to refer to teachers teaching in schools with certain characteristics.
- If the file contains teacher data only but from different ISCED levels, then **TALIS 2018 Multiple Level/Population (Using Teacher Weights)** must be selected.
- If the file contains school data only but from different ISCED levels, then **TALIS 2018 Multiple Level/Population (Using School Weights)** must be selected.
- If the file contains both teacher and school data from different ISCED levels, then **TALIS 2018 Multiple Level/Population (Using Teacher Weights)** must be selected and the interpretation of the analysis results has to refer to teachers teaching in schools with certain characteristics.

NOTE: If you select to analyse data from different ISCED levels, the IEA IDB Analyzer will automatically add the variable IDCNTPOP as a grouping variable to the analysis, separating each combination of country and ISCED level, so that results are provided separately for each ISCED level within each country.

- **Statistic Type**

- **Percentages and Means**

Computes the percentages of school principals or teachers within specified subgroups and their mean and standard deviation on the continuous variable selected. Also computes the appropriate BRR standard errors for those percentages, means and standard deviations.

- **Percentages only**

Computes the percentages of school principals or teachers within specified subgroups and the appropriate BRR standard errors for those percentages.

- **Regression**

Computes a simple or multiple linear regression between a dependent variable and a set of independent variables. Can apply dummy and effect coding to test for differences across groups. Computes the regression coefficients and their corresponding BRR standard errors.

- **Correlations**
Calculates correlation coefficients between selected analysis variables and their BRR standard errors.
- **Percentiles**
Calculates the score points that separate a given percentage of the distribution of a variable by subgroups defined by the grouping variables with BRR standard errors.

There are a number of settings that apply to various types of the available statistics.

- **Number of Decimals**
Defines the number of decimals in the SPSS output. Applies to all statistic types.
- **Missing Data Option**
Defines how the cases with missing data in multivariate analysis shall be treated: “Listwise” or “Pairwise”. When choosing “Pairwise”, all available data are used in the analysis; when choosing “Listwise”, only cases with complete data are used in the analysis. Applies to **Regression** and **Correlation** statistic types.
- **Show Graphs**
Defines whether or not line, bar and cluster bar charts shall be displayed in the SPSS output. Applies only to **Percentages only** and **Percentages and Means** statistic types.

After defining the **Analysis Type** and **Statistic Type** and their corresponding parameters at the top of the screen, the variables and their parameters must be defined on the right side of the screen.

- **Grouping Variable(s)**
This is the list of variables that are to be used to define the subgroups. The list can consist of one or more variables. By default, the IEA IDB Analyzer always includes IDCNTRY as the first grouping variable and there should always be at least this one grouping variable. If the file contains data from multiple ISCED levels, IDCNTPOP (Country Alpha Code and ISCED Level) is a second default grouping variable selected automatically.

Subgroups are created and reported using the order of the variables as they appear in this list. For example, if teacher gender is added as a second grouping variable (in addition to the country identifier IDCNTRY) to a Percentages only analysis, the results will provide percentages per teacher gender in each country included in the analysis. If, in addition, the teacher's highest level of education is added as a third grouping variable to a Percentages only analysis, the results will provide percentages per education level, separate for each gender in each country included in the analysis.

If the option **Exclude Missing from Analysis** is checked, only cases that have non-missing values in the grouping variables will be used in the analysis. Note that this box needs to remain checked when reproducing results from the international report.

This variable type is accessible and required for all analysis types.

- **Separate Tables by**
This is the list of classification variables used to generate separate tables with results. When omitted, it will generate tables using only the grouping variables.

This option is accessible for **Percentages only** and **Percentages and Means** statistic types.

- **Analysis Variable(s)**

This is the list of variables for which the statistics are to be computed. Researchers may select more than one analysis variable. This variable type is accessible and required for **Percentages and Means**, **Correlations** and **Percentiles statistic types**.

- **Independent Variables**

This is the list of analysis variables used as predictors in a regression model. The independent variables can be classified as categorical or continuous. Variables classified as categorical will be either dummy or effect contrast coded. Variables classified as continuous will be entered in the equation without further recoding. You can enter any combination of categorical or continuous variables. Applies only to **Regression** statistic type.

- **Dependent Variable**

This is the dependent variable to be predicted by the list of independent variables in **Regression** statistic type. Only one dependent variable can be listed for regression analysis. This variable type is accessible and required for **Regression** analysis only.

- **Percentiles**

These are the percentiles that will be calculated from the distribution of values for the variables. These need to be sorted in increasing order, separated by spaces and written with no decimals.

- **Weight Variable**

The estimation weight that will be used in the analysis. Please note that the weight selected automatically from the IEA IDB Analyzer depends on the data file types you use. If you use files containing only school data, then the SCHWGT will be selected. If you use files containing only teacher data, then the TCHWGT will be selected. If you use files that contain both school and teacher data, TCHWGT will be selected by the IEA IDB Analyzer. In this case, the results should be interpreted as (for example) “Percentage of teachers in school with characteristic A” without making any direct inferences for the school themselves. Also, in this case, the analyst should be careful with any missing data on the school level which can sometimes lead to problems with the analysis and interpretation of the results.

The examples presented in this section use the SPSS data file merged in the previous step (“C:\TALIS2018\Work\TALIS18_School_Teacher_Four_Countries_Merged.sav”) as shown in Section 4.3, which contains the merged ISCED level 2 school and teacher data files for the four participating countries/economies (Chile, Lithuania, Turkey and the United Arab Emirates).

4.5.2. Computing percentages (only) and their standard errors

To compute percentages of variables with their BRR standard errors using the file merged in the previous step (see Section 4.3), analysts will need to select **TALIS 2018 Single Level/Population (Using Teacher Weights)** as the **Analysis Type** and **Percentages only** as the **Statistic Type**. This type can compute the percentages within specified subgroups and will also compute the appropriate BRR standard errors for those. If the **Show Graphs**

option is checked, a clustered bar chart will be produced, displaying the percentages of respondents per category of the grouping variable(s).

Analysis on teacher-level

The example of a percentages analysis on the teacher-level will investigate the percentages and their BRR standard errors of teachers' gender. The results of this analysis are presented in Figure I.3.4 of the *TALIS 2018 Results (Volume I)* report (OECD, 2019^[1]); see Figure 4.7 below. The example uses the statistic types **Percentages only**.

The first step in the analysis is to identify the variables of interest in the appropriate data files. Variable TT3G01 contains the information on teacher gender, provided directly by the teacher (see Teacher Questionnaire, Q1, p. 6 of Annex B of this user guide).

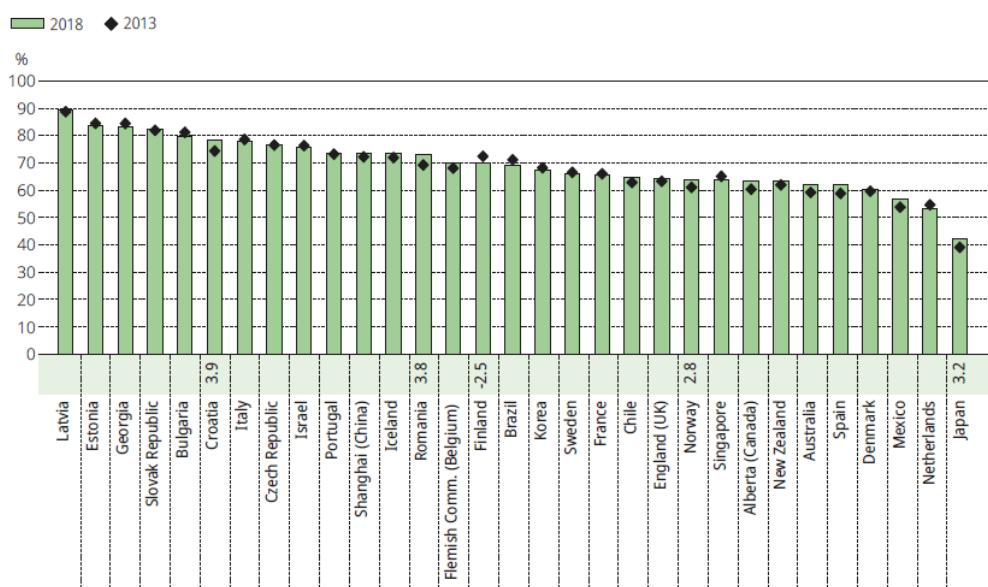
To help the analyst, the annexes of this guide provide all questionnaires and include the respective variables names as they appear in the files of the international database. As some participating countries/economies had to adapt certain questions according to cultural or national sensitivities, it is important to assure that there were no adaptations leading to deviations compared to the international version. This can be done by reviewing the reports of the national adaptations in Annex G in this user guide. Regarding the questions on teacher gender, there were no adaptations that could lead to deviations, so the analysis can continue without additional modifications.

The examples below are merely illustrations of the possible analyses that can be conducted using the IEA IDB Analyzer.

Figure 4.7. Figure I.3.4 of the TALIS 2018 Results (Volume I) report for the example of percentages analysis

Figure I.3.4 Change in gender balance among teachers from 2013 to 2018

Average proportion of lower secondary female teachers



Notes: Only countries and economies with available data for 2013 and 2018 are shown.

Statistically significant changes between 2013 and 2018 (TALIS 2018 – TALIS 2013) are found next to the category and the country/economy name (see Annex B).

Countries and economies are ranked in descending order of the average proportion of lower secondary female teachers.

Source: OECD, TALIS 2018 Database, Table I.3.20.

StatLink <http://dx.doi.org/10.1787/888933932190>

Source: OECD (2019[1]), TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners, <https://dx.doi.org/10.1787/1d0bc92a-en>, Figure I.3.4.

The percentages used as a basis for Figure I.3.4 are provided online in Table I.3.20 (<https://doi.org/10.1787/888933933064>); see Figure 4.8. Note that only those countries and economies with available data for 2013 and 2018 are included.

Figure 4.8. Table I.3.20 used for Figure I.3.4 of the *TALIS 2018 Results (Volume I)* report for the example of teacher-level analysis

	Percentage of female teachers									
	TALIS 2008		TALIS 2013		TALIS 2018		Change between 2008 and 2018 (TALIS 2018 - TALIS 2008)		Change between 2013 and 2018 (TALIS 2018 - TALIS 2013)	
	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.	% dif.	S.E.
Alberta (Canada)	a	a	60.3	(1.3)	63.5	(2.3)	a	a	3.2	(2.7)
Australia	59.2	(1.1)	59.2	(1.4)	62.1	(1.0)	3.0	(1.5)	3.0	(1.7)
Austria	67.9	(0.7)	a	a	70.5	(0.7)	2.6	(1.0)	a	a
Brazil	73.6	(1.0)	71.1	(0.7)	69.0	(1.4)	-4.6	(1.7)	-2.1	(1.6)
Bulgaria	82.7	(1.0)	81.2	(0.8)	79.5	(0.9)	-3.2	(1.4)	-1.7	(1.2)
Chile	a	a	62.8	(1.3)	64.6	(1.3)	a	a	1.8	(1.8)
Croatia	a	a	74.3	(0.8)	78.2	(0.6)	a	a	3.9	(1.0)
Cyprus	a	a	70.1	(1.1)	73.6	(1.0)	a	a	3.4	(1.5)
Czech Republic	a	a	76.5	(0.7)	76.4	(0.7)	a	a	-0.1	(1.0)
Denmark	58.1	(1.2)	59.6	(1.2)	60.1	(1.0)	2.0	(1.6)	0.5	(1.6)
England (UK)	a	a	63.2	(1.1)	64.4	(1.0)	a	a	1.1	(1.5)
Estonia	83.7	(0.6)	84.5	(0.6)	83.8	(0.6)	0.1	(0.8)	-0.6	(0.8)
Finland	a	a	72.4	(0.7)	69.8	(0.7)	a	a	-2.5	(1.0)
Flemish Comm. (Belgium)	68.9	(1.4)	68.1	(1.4)	70.2	(1.0)	1.2	(1.8)	2.1	(1.7)
France	a	a	66.0	(0.7)	65.3	(0.9)	a	a	-0.7	(1.2)
Georgia	a	a	84.4	(0.8)	83.3	(1.2)	a	a	-1.1	(1.5)
Hungary	76.9	(1.3)	a	a	79.1	(0.7)	2.2	(1.5)	a	a
Iceland	69.1	(1.5)	71.9	(1.2)	73.3	(1.3)	4.1	(2.0)	1.4	(1.8)
Israel	a	a	76.3	(1.4)	75.5	(1.2)	a	a	-0.8	(1.8)
Italy	77.7	(0.7)	78.5	(0.7)	78.1	(0.9)	0.4	(1.1)	-0.5	(1.1)
Japan	a	a	39.0	(0.8)	42.2	(0.8)	a	a	3.2	(1.1)
Korea	64.4	(1.3)	68.2	(1.1)	67.3	(1.1)	2.9	(1.7)	-0.9	(1.5)
Latvia	a	a	88.7	(0.6)	89.2	(0.7)	a	a	0.5	(0.9)
Lithuania	84.9	(0.6)	a	a	84.9	(0.5)	-0.1	(0.8)	a	a
Malta	61.4	(1.7)	a	a	69.7	(1.9)	8.3	(2.6)	a	a
Mexico	53.2	(1.3)	53.8	(1.1)	56.6	(1.0)	3.4	(1.6)	2.8	(1.5)
Netherlands	p	p	54.6	(1.3)	53.2	(1.0)	p	p	-1.4	(1.6)
New Zealand	a	a	61.9	(1.3)	63.2	(1.6)	a	a	1.3	(2.0)
Norway	60.4	(1.1)	61.0	(1.0)	63.8	(0.9)	3.4	(1.4)	2.8	(1.4)
Portugal	70.7	(0.9)	73.2	(0.8)	73.7	(0.7)	3.0	(1.2)	0.5	(1.1)
Romania	a	a	69.2	(1.0)	73.0	(0.8)	a	a	3.8	(1.3)
Russia ^a	a	a	85.6	(0.7)	85.0	(0.8)	a	a	-0.6	(1.0)
Shanghai (China)	a	a	72.2	(0.6)	73.7	(0.6)	a	a	1.5	(0.9)
Singapore	a	a	65.0	(0.9)	63.6	(0.9)	a	a	-1.4	(1.2)
Slovak Republic	81.7	(0.8)	81.9	(0.8)	82.1	(0.7)	0.4	(1.1)	0.2	(1.1)
Slovenia	80.4	(0.7)	a	a	79.0	(1.0)	-1.3	(1.2)	a	a
Spain	56.9	(1.0)	58.8	(1.0)	61.8	(1.3)	4.9	(1.6)	3.1	(1.6)
Sweden	a	a	66.5	(0.8)	65.8	(1.2)	a	a	-0.7	(1.4)
Turkey	52.0	(2.3)	a	a	55.8	(1.0)	3.9	(2.5)	a	a
United States	a	a	p	p	65.8	(1.3)	a	p	p	p

Note: Add the note here. If you do not need a note, please delete this line.

Source: Add the source here. If you do not need a source, please delete this line.

Note: Tables in this chapter were shortened to highlight important statistical aspects and thus to increase readability. All footnotes not important in the context of this chapter were deleted from the tables.

Source: OECD (2019[1]), *TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners*, <https://dx.doi.org/10.1787/1d0bc92a-en>, Table I.3.20, <https://doi.org/10.1787/888933933064>.

The analyses to replicate the percentage of female teachers in 2018 in Figure I.3.4 are conducted with the IEA IDB Analyzer Analysis Module, using **Percentages only** as the **Statistic Type**.

To compute percentages of variables with their BRR standard errors using the file merged in the previous step (see Section 4.3), analysts will need to select **TALIS 2018 Single Level/Population (Using Teacher Weights)** as the **Analysis Type** and **Percentages only**

as the **Statistic Type**. This type can compute the percentages within specified subgroups and will also compute the appropriate BRR standard errors for those. If the **Show Graphs** option is checked, a clustered bar chart will be produced, displaying the percentages of respondents per category of the grouping variable(s).

This example will compute the percentage of female teachers in 2018 (variable TT3G01). The weighting variable TCHWGT will be used and the standard errors will be computed based on 100 BRR weights.

The steps in the IEA IDB Analyzer are as follows:

1. Open the Analysis Module of the IEA IDB Analyzer.
2. Select the data file called “TALIS2018_School_Teacher_Four_Countries_Merged.sav” that was merged in the previous step as the **Analysis File**. Note that the IEA IDB Analyzer Analysis Module automatically selects the last file that was used in the previous action. If the previous action was merging data files, the IEA IDB Analyzer will automatically select the file merged by the Merge Module. If the previous action has been another analysis, the IEA IDB Analyzer will automatically select the data file used for the previous analysis.
3. As the **Analysis Type** select **TALIS 2018 Single Level/Population (Using Teacher Weights)** and as **Statistic Type** choose **Percentages only**. Note that by default the programme will exclude missing values on the grouping variable from the analysis. This can be deactivated by removing the tick from the checkbox **Exclude Missing from Analysis**. If the analysts need to change the default number of decimals (2), they can do it from the **Number of Decimals** drop-down menu.
4. In the next step, analysts will need to define the grouping variables. As **Grouping Variable**, the software always selects variable IDCNTRY by default. For this example analysis, analysts will need to select the **Grouping Variables** field and then add TT3G01 (Teacher Questionnaire, Q01, p. 3) as a second grouping variable. To do this, select the variable from the variable list on the left-hand side of the window and press the right arrow button belonging to the section of the grouping variable. This will move the variable TT3G01 from the variable list on the left-hand side into the field for the grouping variables on the right-hand side. Since there are a lot of variables in the merged data file, you can search for the one of interest using the search box located above the variable list in the left side of the screen either by name or description (variable label).
5. The **Weight Variable** (TCHWGT) is automatically included in the analysis by the software. Additionally, the BRR teacher replicate weights (TRWGT1-100) are included automatically in the computations as well, although they do not show in the IEA IDB Analyzer user interface.
6. Specify the name and folder for the output files in the **Output Files** field by clicking on the **Define** button (which alters to **Modify** once you have defined a name), browsing to the desired folder and typing the desired name. The example will use “Figure_I_3_4” as the file name. The IEA IDB Analyzer will use this name and folder to create six output files:
 - a. an SPSS syntax file that contains the code for performing the analysis (file extension .sps); and after executing this syntax
 - b. an SPSS output file with the results (file extension .spv)

- c. an SPSS data file with the results (file extension .sav)
 - d. an Excel file with these same results (file extension .xlsx)
 - e. an SPSS data file with results for testing statistically significant differences (file suffix “_Sig”; file extension .sav)
 - f. an Excel file with these significance testing results (file suffix “_Sig”; file extension .xlsx).
7. Press the **Start SPSS** button to create the SPSS syntax file. This will automatically start SPSS and open the SPSS syntax file in an SPSS syntax window. The SPSS syntax needs to be executed manually by opening the **Run** menu in SPSS and selecting the **All** menu option. If applicable, the IEA IDB Analyzer will prompt the user to confirm overwriting already existing files.

Figure 4.9 shows the corresponding setup of the IEA IDB Analyzer. Variables IDCNTRY and TT3G01 have been selected as **Grouping Variables**. As **Weight Variable** the IEA IDB Analyzer automatically selects the variable TCHWGT. As an option, the analyst can change the number of decimals in the output.

Figure 4.9. Analysis Module setup for example of percentages analysis for Figure I.3.4 (change in gender balance among teachers from 2013 to 2018)

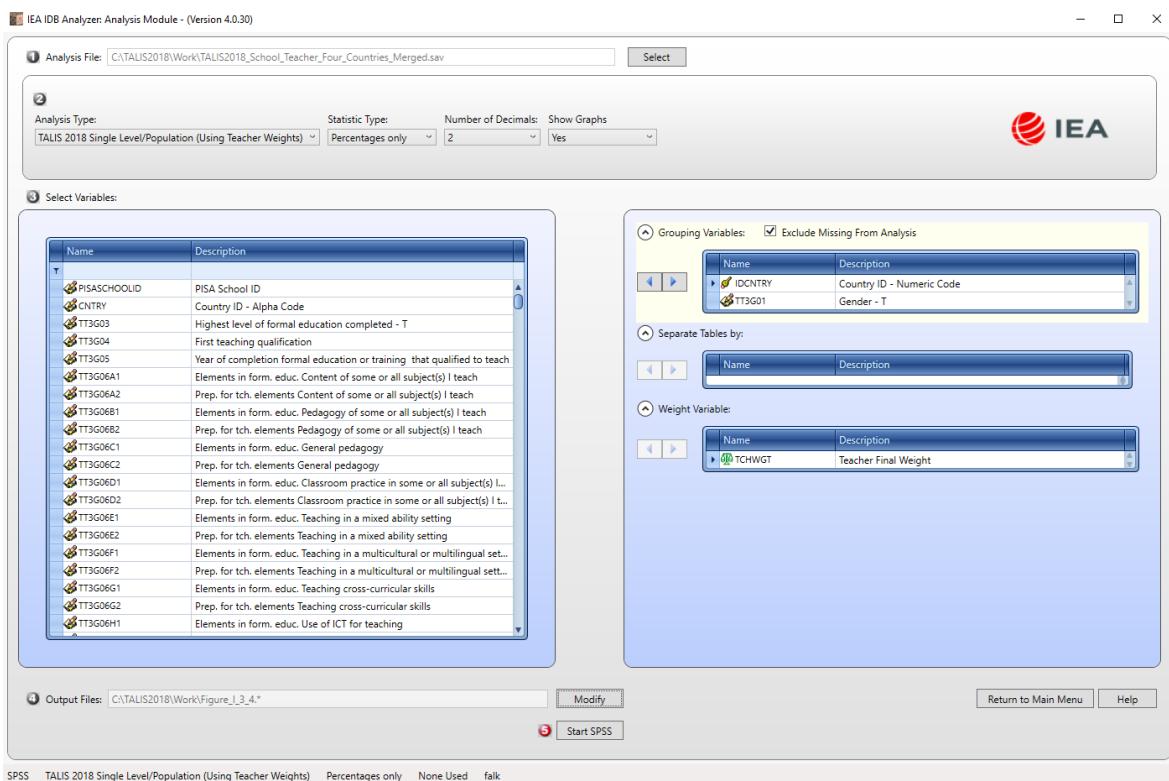


Figure 4.10 presents the SPSS output when running the analysis above.

Figure 4.10. SPSS output for example of percentages analysis for Figure I.3.4 (teacher gender)

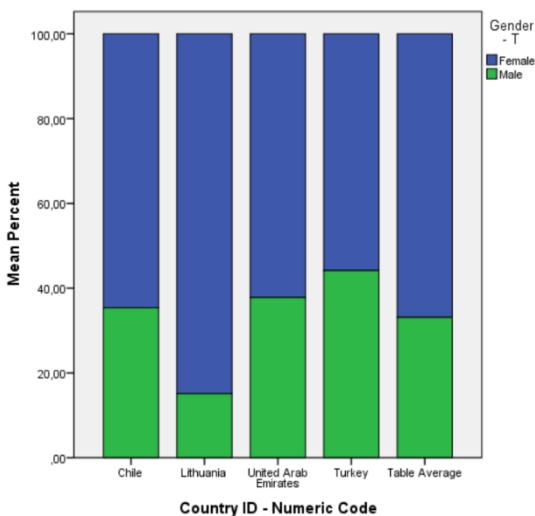
Percentages by (IDCNTRY TT3G01)

Country ID - Numeric Code	Gender - T	N of Cases	Sum of TCHWGT	Sum of TCHWGT (s.e.)	Percent	Percent (s.e.)
Chile	Female	1276	36165	1419,18	64,62	1,28
	Male	687	19804	816,40	35,38	1,28
Lithuania	Female	3170	16848	460,92	84,88	,54
	Male	589	3001	149,26	15,12	,54
United Arab Emirates	Female	5244	9013	78,26	62,21	,45
	Male	3404	5475	64,31	37,79	,45
Turkey	Female	2286	154773	2941,67	55,84	1,00
	Male	1666	122414	2730,35	44,16	1,00
Table Average	Female	.	.	.	66,89	,44
	Male	.	.	.	33,11	,44

The countries are identified in the first column. The second column describes the categories of TT3G01 being reported. In this example, each country's/economy's results are presented in two lines, one for each category of the variable TT3G01 (Female and Male). In this example, only the results for Female are needed. The third column reports the number of valid cases and the fourth and fifth the sum of weights of the sampled teachers in the respective category and its standard error. The last two columns display the percentage of teachers in each category and the associated BRR standard error. Note that the SPSS output has a different number of decimals (hence different rounding) for the percentages and their BRR standard errors than the table used for the figure of the TALIS 2018 report. The analyst can use the Excel output file saved in the work folder with the same results for further processing and adjust the number of decimals there.

Figure 4.10 shows that the estimated proportion of female ISCED 2 teachers in Chile is 64.62% (standard error 1.28%), replicating the numbers for Chile in Figure I.3.4 of the *TALIS 2018 Results (Volume I)* report (OECD, 2019[1]).

The SPSS output also contains graphs presenting the percentage of female and male teachers. The graph is presented in Figure 4.11. The resulting estimates are also available in Excel and SPSS data format. These files are saved directly in the folder specified in the **Output Files**.

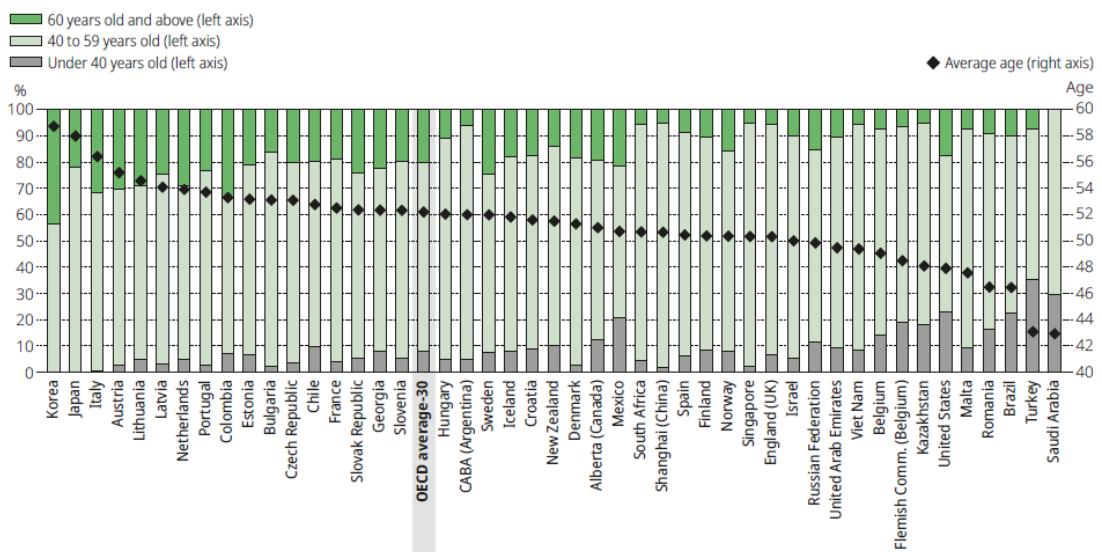
Figure 4.11. Graphical output from the analysis Percentages only

Analysis on school-level

As an example of school-level analysis we will replicate results from the *TALIS 2018 Results (Volume I)* report (OECD, 2019^[1]) on the school principals' age. The corresponding information is provided in Figure I.3.2 on page 85. Part of this figure is presented in Figure 4.12.

Figure 4.12. Figure I.3.2 from the TALIS 2018 Results (Volume I) report for the example of school-level analysis**Figure I.3.2 Principals' age**

Percentage of lower secondary principals, by age group and average age of principals



Countries and economies are ranked in descending order of the average age of principals.

Source: OECD, TALIS 2018 Database, Table I.3.5.

StatLink <http://dx.doi.org/10.1787/888933932152>

Source: OECD (2019^[1]), *TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners*, <https://dx.doi.org/10.1787/1d0bc92a-en>, Figure I.3.2.

The data for Figure I.3.2 are provided online in Table I.3.5 (<https://doi.org/10.1787/888933933064>); see parts of the table in Figure 4.13.

Figure 4.13. Part of Table I.3.5 used for Figure I.3.2 of the *TALIS 2018 Results (Volume I)* report for the example of school-level analysis

	Percentage of principals					
	Under age 40		Age 40 to 59		Age 60 and above	
	%	S.E.	%	S.E.	%	S.E.
Alberta (Canada)	12.3	(4.1)	68.4	(12.5)	19.3	(13.9)
Austria	2.7	(2.1)	66.8	(4.0)	30.5	(3.6)
Belgium	14.0	(2.1)	78.7	(2.7)	7.3	(1.8)
- Flemish Comm. (Belgium)	18.9	(2.8)	74.7	(3.5)	6.4	(2.3)
Brazil	22.6	(3.6)	67.6	(3.9)	9.9	(1.9)
Bulgaria	2.1	(1.0)	81.9	(3.1)	16.0	(3.0)
CABA (Argentina)	4.7	(1.9)	89.0	(3.0)	6.2	(2.3)
Chile	9.8	(2.4)	70.6	(3.3)	19.6	(3.3)
Colombia	7.0	(2.4)	59.7	(6.0)	33.3	(6.4)
Croatia	8.8	(2.5)	73.7	(3.6)	17.5	(2.8)
Cyprus	4.9	(2.9)	47.4	(5.1)	47.6	(4.9)
Czech Republic	3.7	(1.4)	76.3	(2.9)	20.0	(2.7)
Denmark	2.5	(1.3)	79.0	(3.8)	18.5	(3.6)
England (UK)	6.6	(1.5)	87.9	(2.7)	5.5	(2.3)
Estonia	6.6	(1.8)	72.4	(3.2)	20.9	(2.9)
Finland	8.5	(2.3)	81.0	(3.4)	10.5	(2.5)
France	4.1	(1.4)	77.1	(2.9)	18.8	(2.5)
Georgia	7.8	(2.2)	69.9	(3.8)	22.2	(3.2)
Hungary	4.7	(2.0)	84.4	(3.1)	10.9	(2.4)
Iceland	7.9	(2.8)	74.3	(4.5)	17.8	(3.6)
Israel	5.2	(1.7)	84.7	(3.0)	10.2	(2.6)
Italy	0.6	(0.6)	67.6	(3.9)	31.7	(4.0)
Japan	0.0	(0.0)	78.0	(3.0)	22.0	(3.0)
Kazakhstan	18.3	(3.5)	76.7	(3.7)	5.0	(1.5)
Korea	0.0	(0.0)	56.3	(4.8)	43.7	(4.8)
Latvia	3.1	(1.0)	72.3	(4.7)	24.7	(4.6)
Lithuania	5.0	(2.3)	66.1	(4.5)	28.9	(3.9)
Malta	9.4	(3.6)	83.1	(5.2)	7.5	(3.8)
Mexico	21.0	(3.6)	57.6	(4.5)	21.4	(3.5)
Netherlands	4.8	(1.9)	66.4	(4.4)	28.8	(4.5)
New Zealand	10.0	(5.5)	75.9	(6.2)	14.1	(3.0)
Norway	8.1	(2.6)	76.1	(3.5)	15.8	(3.0)
Portugal	2.6	(0.8)	74.0	(2.9)	23.4	(2.8)
Romania	16.4	(3.2)	74.4	(3.8)	9.2	(2.0)
Russia	11.4	(3.4)	73.2	(4.8)	15.4	(3.5)
Saudi Arabia	29.6	(3.9)	70.4	(3.9)	0.0	(0.0)
Shanghai (China)	1.6	(0.8)	93.1	(1.3)	5.3	(1.2)
Singapore	2.1	(1.0)	92.6	(2.1)	5.3	(1.8)
Slovak Republic	5.1	(1.9)	70.6	(3.6)	24.3	(3.2)
Slovenia	5.5	(1.9)	75.0	(4.0)	19.5	(4.1)
South Africa	4.4	(1.7)	90.0	(3.2)	5.7	(2.8)
Spain	6.4	(2.9)	84.8	(3.3)	8.9	(2.0)
Sweden	7.4	(2.4)	68.2	(8.8)	24.4	(9.3)
Chinese Taipei	0.5	(0.5)	82.6	(2.7)	16.9	(2.7)
Turkey	35.2	(4.9)	57.7	(5.3)	7.2	(2.5)
United Arab Emirates	9.3	(1.4)	80.1	(1.9)	10.6	(1.3)
United States	22.9	(9.7)	59.7	(9.6)	17.4	(7.6)
Viet Nam	8.6	(2.2)	85.8	(2.8)	5.5	(2.1)
OECD average-30	7.8	(0.5)	72.3	(0.9)	20.0	(0.9)
EU total-23	5.8	(0.6)	76.9	(1.0)	17.3	(0.8)
TALIS average-47	8.4	(0.4)	74.5	(0.7)	17.1	(0.6)
Australia^a	11.4	(2.6)	69.3	(4.9)	19.3	(3.8)

Note: Tables in this chapter were shortened to highlight important statistical aspects and thus to increase readability. All footnotes not important in the context of this chapter were deleted from the tables.

Source: OECD (2019[1]), *TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners*, <https://dx.doi.org/10.1787/1d0bc92a-en>, Table I.3.5, <https://doi.org/10.1787/888933933064>.

As with the previous analysis, the first step is to identify the variables relevant to the analysis in the appropriate files. In TALIS 2018, the information on the age of school principals has been collected with a variable asking the school principals to write their actual age (TC3G02, see Q2 in the Principal Questionnaire in Annex A, p. 6) at the time the survey was administered. For the public release of the TALIS 2018 data, this information has been recoded to a categorical variable (PRAGEGR), providing information on the age group the school principal belonged to. Hence, we can replicate the distribution of principals to the different age groups in a country as shown in Figure I.3.2 of the *TALIS 2018 Results (Volume I)* report (OECD, 2019^[1]).

For the analysis, we need to combine data from the school files of all countries/economies. The weight variable that will be used is the school weight (SCHWGT). Note that the data from Australia's principal population did not meet the requirements determined in the technical standards – see also Chapter 10 of the *TALIS 2018 Technical Report* (OECD, 2019^[7]). The TALIS 2018 public database does not provide school weights for Australia; therefore, no reports of school-level analysis in Australia will be provided in this user guide.

The **Merge Module** of the IEA IDB Analyzer will combine data from the school data files of the four example countries/economies of Chile, Lithuania, Turkey and the United Arab Emirates following the steps below. For reasons of simplicity, all variables will be selected and included in the merged file.

Figure 4.14 and Figure 4.15 show the setup screens of the IEA IDB Analyzer Merge Module where **School Background** has been selected as the (only) file type. In this example the merged file will be saved to a file called “TALIS2018_School_Four_Countries.sav”. The identification and weighting variables are automatically selected by the IEA IDB Analyzer.

Figure 4.14. Merge Module for example of school-level analysis (Screen 1)

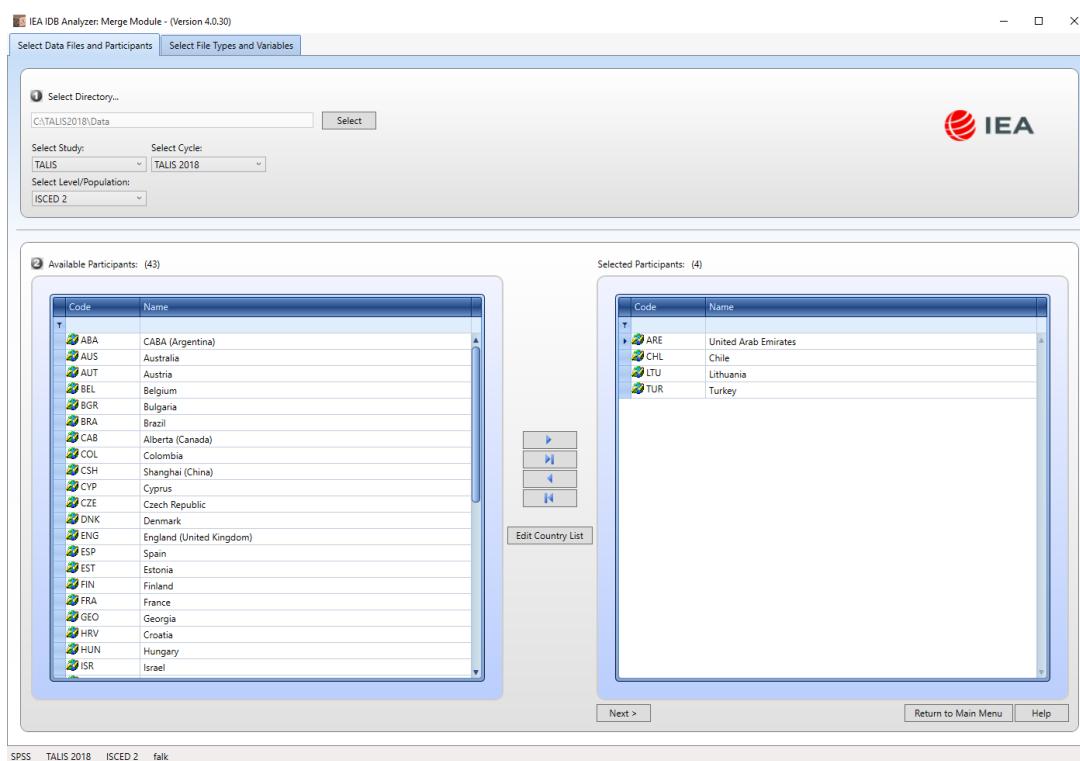
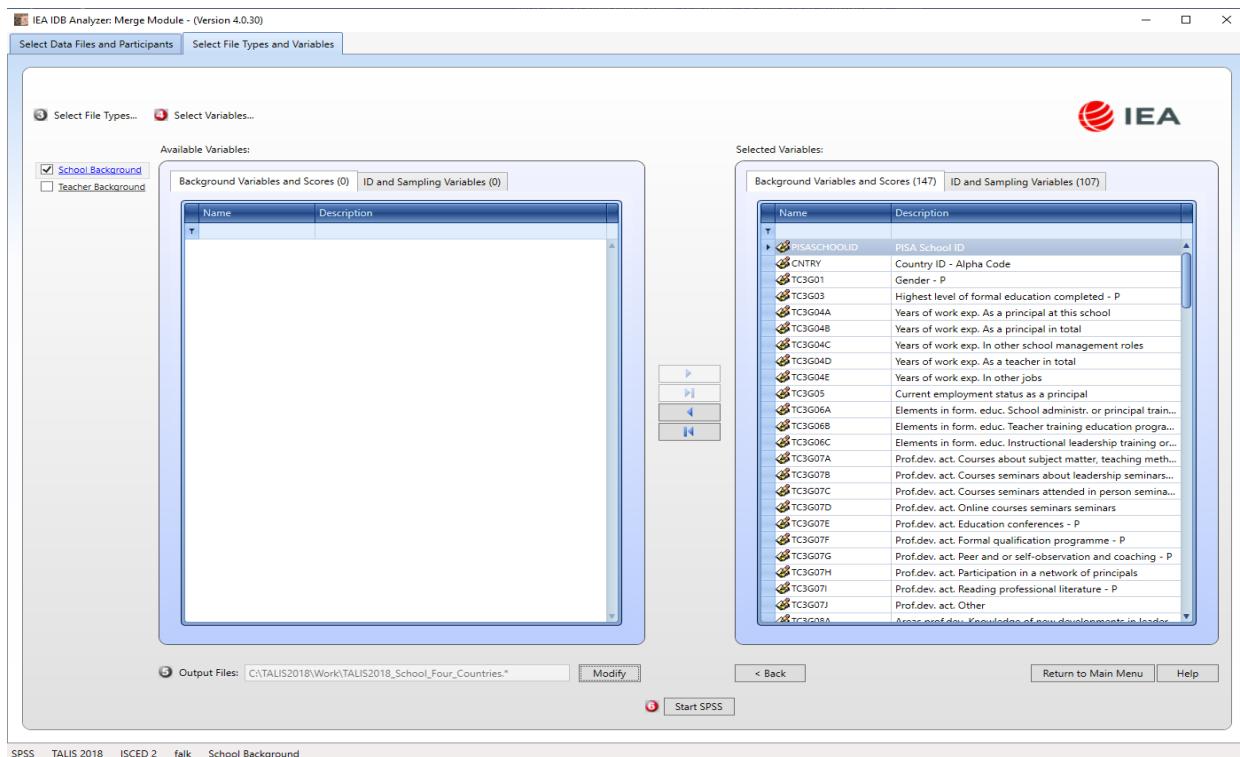


Figure 4.15. Merge Module for example of school-level analysis (Screen 2)



Follow the steps described in Section 4.3 to merge the school principal data of all participating countries/economies (except Australia).

The variable provided in the TALIS data comprises four categories (under 40 years, 40-49 years, 50-59 years, 60 and above). Figure I.3.2 reports on three categories (under 40 years, 40-59 years, 60 and above). To replicate the results of Figure I.3.2, variable PRAGEGR needs to be recoded, so that categories two (40-49 years) and three (50-59 years) become collapsed to just one category (40-59 years). The SPSS syntax shown in Figure 4.16 can be used to recode the data accordingly:

Figure 4.16. SPSS syntax to recode the information on school principals' age groups

```
GET FILE = "C:\TALIS2018\Work\TALIS2018_School_Four_Countries.sav".

RECODE PRAGEGR (1 = 1) (2 THRU 3 = 2) (4 = 3)
(ELSE = COPY) INTO PRAGEGRrec.
VARIABLE LABELS PRAGEGRrec "Recoded PRAGEGR - Principal Age Groups".
VALUE LABELS PRAGEGRrec
1 "Under 40"
2 "40-59"
3 "60 and above".
MISSING VALUES PRAGEGRrec (7 8 9).

EXECUTE.

SAVE OUTFILE = "C:\TALIS2018\Work\TALIS2018_School_Four_Countries.sav".
```

Figure 4.17 shows the setup for the analysis to replicate the percentages of school principals in the three different age groups. The statistic type is **Percentages only**, the first grouping variable is IDCNTRY (selected by default). The analyst has to add the recoded variable on the school principals' age group (PRAGEGRrec) as the second grouping variable. The **Weight Variable** SCHWGT is selected by the IEA IDB Analyzer automatically because the data file contains school-level data only. The output is displayed in Figure 4.18.

Figure 4.17. Analysis module for school-level analysis (school principals' age groups)

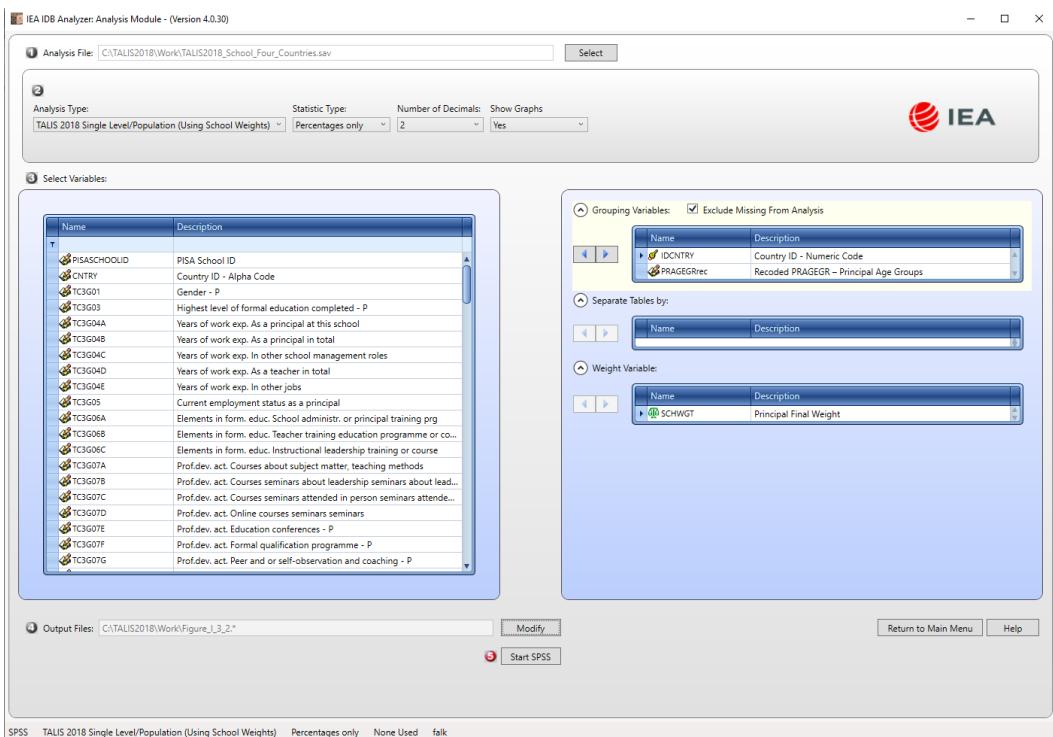


Figure 4.18. SPSS output for example of school-level analysis (school principals' age groups)

Percentages by (IDCNTRY PRAGEGRREC)						
Country ID - Numeric Code	Recoded PRAGEGR - Principal Age Groups	N of Cases	Sum of SCHWGT			Percent (s.e.)
			Sum of SCHWGT	(s.e.)	Percent	
Chile	Under 40	15	505	123,92	9,83	2,42
	40-59	116	3625	171,84	70,57	3,27
	60 and above	35	1007	169,49	19,60	3,27
Lithuania	Under 40	6	41	19,60	4,98	2,34
	40-59	129	551	38,97	66,15	4,49
	60 and above	60	240	33,13	28,87	3,88
United Arab Emirates	Under 40	43	48	7,25	9,29	1,40
	40-59	378	413	9,98	80,13	1,88
	60 and above	50	55	6,61	10,58	1,29
Turkey	Under 40	53	5646	804,12	35,16	4,90
	40-59	127	9263	866,18	57,69	5,32
	60 and above	15	1149	391,26	7,15	2,45
Table Average	Under 40	.	.	.	14,82	1,53
	40-59	.	.	.	68,64	1,98
	60 and above	.	.	.	16,55	1,44

The first two columns in the SPSS output show the categories of the grouping variables – country/economy and the different age groups. The third, fourth and fifth columns show the number of cases in the sample, the population estimates and their standard errors for each combination of country/economy and age group. The last two columns show the estimated percentages of school principals per age group defined by the grouping variables – IDCNTRY and PRAGEGRrec. These percentages and standard errors match the numbers in the third, fourth and fifth columns in Table I.3.5 of the TALIS 2018 database. Note that these percentages and their standard errors use different rounding than the ones in the table in the database. To display them the same way, the analyst can open the Excel output that was saved in the working directory and change the number of decimals accordingly.

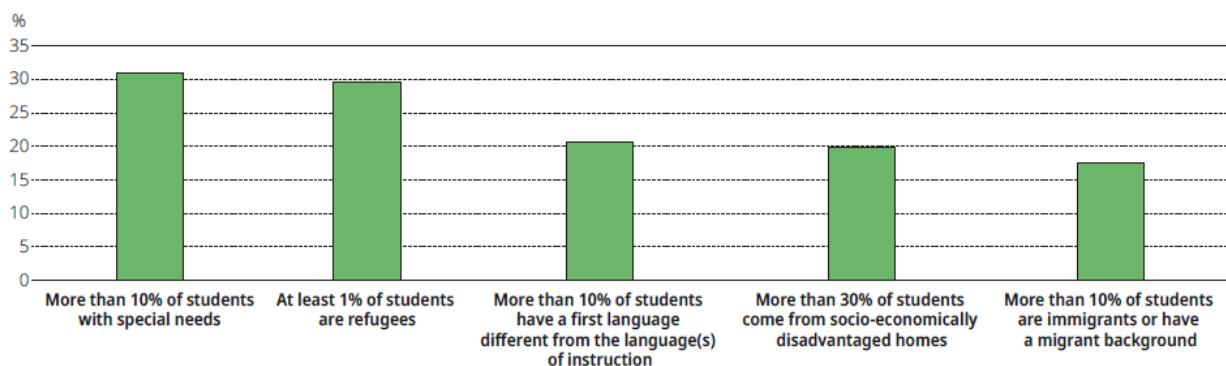
Analysis with combined teacher- and school-level data

This example of a teacher-level analysis including variables from both teacher- and school-level will investigate the percentages of teachers in schools with more than 10% of students with special needs. The results of such an analysis are presented in Figure I.3.6 of the *TALIS 2018 Results (Volume I)* report (OECD, 2019[1]); see Figure 4.19. Data for this figure are provided in Table I.3.25 of the TALIS 2018 database; see Figure 4.20. For this example, the merged teacher and school principal data file “TALIS2018_School_Teacher_Four_Countries.sav” will be used. The statistic type is again **Percentages only**.

Figure 4.19. Figure I.3.6 from the TALIS 2018 Results (Volume I) report for the example of analysis with combined teacher- and school-level data

Figure I.3.6 School composition

Percentage of lower secondary teachers teaching in schools with the following composition (OECD average-30)



Values are ranked in descending order of the percentage of lower secondary teachers teaching in schools with the following composition.

Source: OECD, TALIS 2018 Database, Table I.3.25.

StatLink <http://dx.doi.org/10.1787/888933932228>

Source: OECD (2019[1]), *TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners*, <https://dx.doi.org/10.1787/1d0bc92a-en>, Figure I.3.6.

Figure 4.20. Table I.3.25 used for Figure I.3.6 from the *TALIS 2018 Results (Volume I)* report for the example of analysis with combined teacher- and school-level data

	Percentage of teachers ¹ teaching in schools with the following composition									
	More than 10% of students are non-native speakers ²		More than 10% of students have special needs ³		More than 30% of students come from socio-economically disadvantaged homes ⁴		More than 10% of students are immigrants or with migrant background ⁵			
	%	S.E.	%	S.E.	%	S.E.	%	S.E.		
Alberta (Canada)	50.2	(4.7)	45.6	(5.5)	11.0	(3.6)	45.2	(5.3)	46.1	(4.7)
Austria	50.6	(3.1)	9.9	(1.7)	20.6	(2.4)	48.3	(3.1)	74.0	(2.7)
Belgium - Flemish Comm. (Belgium)	37.4	(3.2)	42.7	(3.2)	18.5	(2.5)	39.1	(3.3)	57.1	(3.4)
Brazil	0.7	(0.7)	9.8	(2.1)	41.5	(3.7)	1.5	(0.8)	2.0	(1.3)
Bulgaria	42.8	(3.0)	4.6	(1.4)	23.1	(2.5)	0.0	(0.0)	3.1	(1.3)
CABA (Argentina)	7.9	(3.5)	4.5	(2.5)	14.2	(3.3)	33.7	(5.4)	8.3	(2.3)
Chile	2.7	(1.3)	54.4	(4.0)	57.0	(3.8)	8.0	(2.0)	4.8	(1.8)
Colombia	3.6	(2.0)	8.6	(2.6)	76.2	(3.6)	3.5	(1.6)	24.5	(4.2)
Croatia	10.7	(1.9)	10.7	(2.4)	10.8	(2.9)	0.0	(0.0)	2.1	(1.0)
Cyprus	41.2	(5.7)	15.6	(4.0)	5.0	(2.0)	22.8	(4.5)	65.3	(4.5)
Czech Republic	2.5	(1.0)	37.1	(3.1)	1.5	(0.8)	0.8	(0.5)	4.0	(1.3)
Denmark	27.6	(4.2)	32.1	(4.3)	7.1	(1.9)	25.1	(3.3)	62.9	(3.7)
England (UK)	41.4	(4.3)	53.8	(4.1)	26.1	(2.5)	25.4	(3.2)	55.0	(4.4)
Estonia	13.3	(3.1)	29.8	(3.8)	4.2	(1.2)	0.9	(0.5)	8.5	(2.0)
Finland	18.2	(3.1)	31.1	(4.5)	2.9	(1.5)	17.1	(3.0)	51.2	(4.6)
France	15.9	(2.7)	42.4	(3.9)	41.6	(3.0)	32.3	(3.2)	44.1	(3.8)
Georgia	9.1	(2.2)	1.0	(0.7)	7.4	(2.0)	1.7	(1.0)	36.8	(3.6)
Hungary	1.2	(0.9)	21.8	(3.2)	20.0	(2.7)	0.0	(0.0)	1.9	(0.9)
Iceland	33.1	(0.3)	56.5	(0.3)	1.3	(0.1)	28.3	(0.2)	27.3	(0.2)
Israel	24.6	(3.7)	38.7	(5.2)	35.0	(4.1)	13.6	(3.4)	8.4	(2.2)
Italy	31.1	(3.4)	41.0	(4.2)	7.8	(2.0)	35.0	(3.2)	15.4	(3.0)
Japan	2.0	(1.0)	8.5	(2.1)	7.5	(2.0)	0.9	(0.6)	0.0	(0.0)
Kazakhstan	17.9	(3.3)	0.8	(0.5)	9.6	(1.8)	4.6	(1.9)	0.7	(0.7)
Korea	1.2	(0.8)	1.3	(1.0)	4.5	(1.7)	0.0	(0.0)	2.5	(1.2)
Latvia	23.0	(3.7)	9.5	(2.4)	6.8	(1.8)	1.3	(1.3)	0.5	(0.5)
Lithuania	5.8	(1.7)	23.9	(3.1)	7.9	(2.1)	0.0	(0.0)	2.2	(1.4)
Malta	18.7	(7.9)	38.6	(8.4)	1.3	(1.2)	10.4	(6.9)	49.7	(7.5)
Mexico	2.9	(1.2)	6.6	(2.2)	40.6	(3.5)	4.9	(1.8)	2.8	(1.1)
Netherlands	25.1	(6.1)	50.6	(5.9)	7.1	(3.8)	15.3	(3.5)	71.7	(6.1)
New Zealand	29.0	(3.2)	18.5	(3.7)	19.2	(3.0)	27.7	(4.2)	48.6	(4.3)
Norway	22.0	(3.1)	42.7	(4.0)	3.3	(1.5)	24.9	(3.6)	68.7	(3.6)
Portugal	7.2	(1.7)	33.0	(3.4)	52.5	(3.6)	14.0	(2.4)	13.7	(2.5)
Romania	8.5	(2.3)	4.3	(1.8)	19.9	(3.0)	0.2	(0.2)	0.8	(0.6)
Russia	12.4	(2.7)	2.3	(1.5)	1.9	(1.4)	4.1	(1.9)	12.4	(2.6)
Saudi Arabia	3.9	(1.4)	1.7	(1.1)	12.7	(3.3)	6.6	(1.8)	29.5	(3.5)
Shanghai (China)	0.5	(0.5)	1.3	(0.8)	4.6	(1.2)	0.3	(0.3)	0.0	(0.0)
Singapore	81.8	(0.1)	13.8	(0.1)	4.7	(0.0)	38.4	(0.1)	0.0	(0.0)
Slovak Republic	11.4	(0.2)	17.7	(0.2)	5.2	(0.1)	1.0	(0.0)	0.5	(0.0)
Slovenia	13.5	(3.5)	26.7	(4.3)	3.6	(1.9)	4.0	(2.1)	7.8	(3.0)
South Africa	60.2	(4.3)	16.5	(3.9)	71.1	(3.7)	11.2	(2.6)	19.6	(3.7)
Spain	21.5	(3.3)	17.3	(3.2)	9.1	(3.1)	26.3	(3.1)	12.6	(2.0)
Sweden	55.1	(0.2)	52.5	(0.2)	15.8	(0.1)	51.7	(0.2)	84.2	(0.2)
Chinese Taipei	24.2	(2.9)	6.4	(1.6)	12.6	(2.1)	36.8	(3.2)	4.9	(1.8)
Turkey	20.7	(0.2)	6.1	(0.1)	20.6	(0.2)	10.3	(0.1)	48.0	(0.2)
United Arab Emirates	47.4	(0.2)	13.2	(0.1)	7.2	(0.1)	27.8	(0.2)	11.0	(0.1)
United States	23.5	(4.4)	65.4	(4.8)	62.3	(5.6)	a	a	37.8	(5.2)
Viet Nam	22.4	(2.9)	2.8	(1.2)	7.7	(1.9)	0.6	(0.6)	1.2	(0.8)
OECD average-30	20.6	(0.5)	30.9	(0.6)	19.9	(0.5)	17.4	(0.5)	29.6	(0.5)
EU total-23	24.9	(1.1)	34.0	(1.2)	19.1	(0.9)	23.8	(1.0)	31.9	(1.1)
TALIS average-47	21.9	(0.4)	22.9	(0.5)	18.1	(0.4)	15.3	(0.4)	24.1	(0.4)
Australia^a	36.0	(0.1)	36.1	(0.1)	24.7	(0.1)	41.1	(0.1)	62.1	(0.1)

Note: Tables in this chapter were shortened to highlight important statistical aspects and thus to increase readability. All footnotes not important in the context of this chapter were deleted from the tables.

Source: OECD (2019₍₁₎), *TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners*, <https://dx.doi.org/10.1787/1d0bc92a-en>, Table I.3.25, <https://doi.org/10.1787/888933933064>.

As with the previous analysis, the first step is to identify the variable relevant to the analysis in the appropriate files. The variable is the school composition regarding the share of students with special needs (TC3G17B, see Annex A, Principal Questionnaire, Q17, p. 11).

Since we want to investigate the percentage of teachers whose principal reports the share of students with special needs at the school, we need to combine data from both school and teacher files. We will use the school-level variable “disaggregated” to the teacher level as a grouping variable. Consequently, the weight variable that will be used is the teacher weight (TCHWGT). In such cases, the interpretation of the results should be as “Percentage of teachers in schools with characteristic X” without making any direct inferences for the schools themselves.

The figure in the TALIS report only displays one category of the variable TC3G17B: the percentage of teachers teaching in schools with more than 10% of students with special needs. The variable in the TALIS 2018 Principal Questionnaire consists of five categories (none, 1% to 10%, 11% to 30%, 31% to 60%, more than 60%), so, for this analysis there is a need to recode data. Categories 1 (none) and 2 (1% to 10%) need to be collapsed and categories 3, 4 and 5 also need to be collapsed. The following syntax can be run to get the desired recoding:

Figure 4.21. SPSS syntax to recode the information on the share of students with special needs in schools for the example analysis

```
GET FILE = "C:\TALIS2018\Work\TALIS2018_Teacher_School_Four_Countries_Merged.sav".
RECODE TC3G17B (1 THRU 2 = 1) (3 THRU 5 = 2)
(ELSE = COPY) INTO TC3G17Brec.
VARIABLE LABELS TC3G17Brec "Recoded TC3G17B - School Background/ Perc. students with special
needs".
VALUE LABELS TC3G17Brec
1 "Up to 10%"
2 "More than 10%".
MISSING VALUES TC3G17Brec (7 8 9).
EXECUTE.

SAVE OUTFILE = "C:\TALIS2018\Work\TALIS2018_School_Teacher_Four_Countries_Merged.sav".
```

Conducting the analyses with the IEA IDB Analyzer Analysis Module is the next step.

Computing the percentages of teachers working in schools with different shares of students with special needs will reproduce Table I.3.25 (OECD, 2019^[1]). Figure 4.22 shows the setup for this analysis. The statistic type is **Percentages only**, the first grouping variable is IDCNTRY (selected by default). The analyst has to add the recoded variable on the share of special needs students in schools, as provided by the school principal (TC3G17Brec), as the second grouping variable. The **Weight Variable**, TCHWGT is selected by the IEA IDB Analyzer automatically because when merging teacher- and school-level data with the IEA IDB Analyzer, school-level data is disaggregated to teacher level and the resulting merged file will consist of records on teacher level. A printout of the output is displayed in Figure 4.23.

Figure 4.22. Analysis module for the example of analysis combining teacher- and school-level data

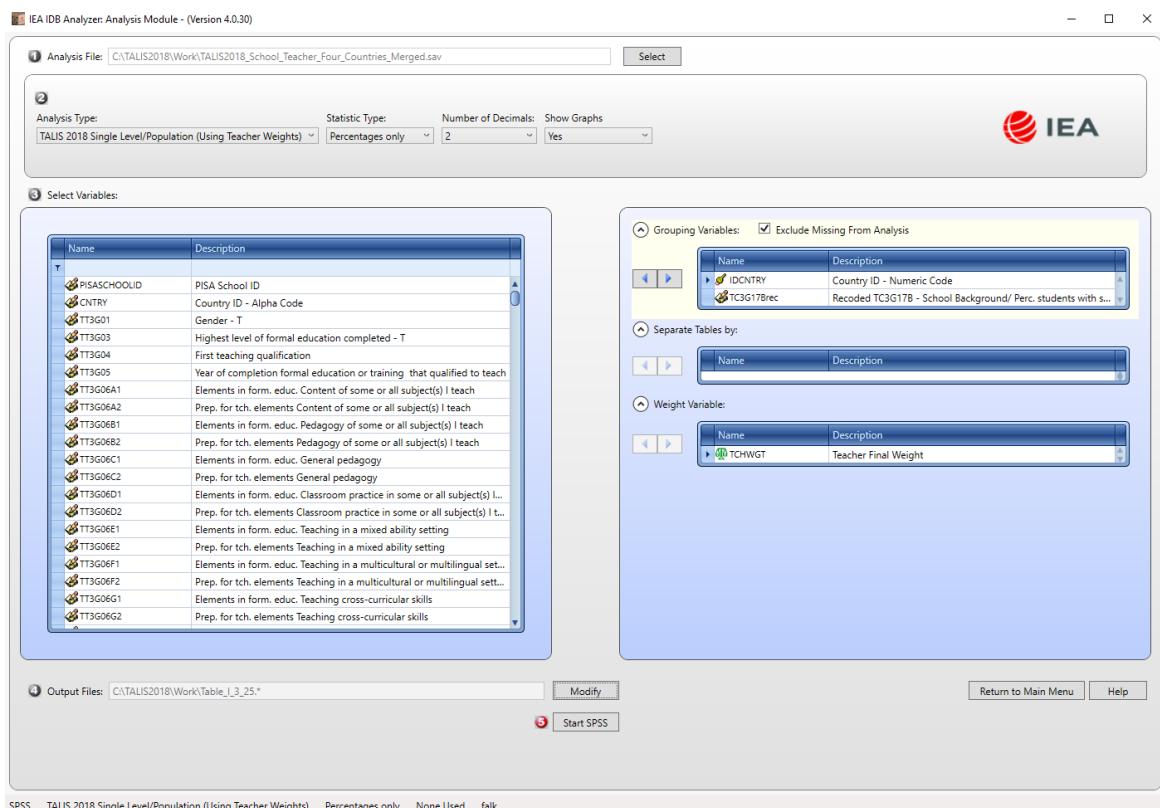


Figure 4.23. SPSS output for example of teacher- and school-level analysis (school location)

Percentages by (IDCNTRY TC3G17BREC)						
Country ID - Numeric Code	Recoded TC3G17B - School Background/ Perc. students with special needs		N of Cases	Sum of TCHWGT (s.e.)	Sum of TCHWGT (s.e.)	Percent (s.e.)
	Up to 10%	More than 10%				
Chile	Up to 10%	877	23971	2378,97	45,61	4,04
	More than 10%	954	28591	2221,73	54,39	4,04
Lithuania	Up to 10%	2775	14866	814,91	76,12	3,08
	More than 10%	924	4665	588,88	23,88	3,08
United Arab Emirates	Up to 10%	6498	10463	40,58	86,84	,10
	More than 10%	988	1586	12,24	13,16	,10
Turkey	Up to 10%	3555	255407	1234,56	93,91	,06
	More than 10%	292	16568	145,92	6,09	,06
Table Average		Up to 10%	.	.	75,62	1,27
		More than 10%	.	.	24,38	1,27

The first two columns in the SPSS output in Figure 4.23 show the categories of the grouping variables – country/economy and the two different categories of the share of special needs students in the school. The third, fourth and fifth columns show the number of cases in the sample, the population estimates and their standard errors. The last two columns show the estimated percentages of teachers per groups defined by the grouping variables – IDCNTRY and TC3G17Brec.

The percentages and standard errors provided by this example analysis match the numbers in Table I.3.25 of the TALIS 2018 results. In Lithuania, for example, 23.88% (standard error of 3.08%) of ISCED 2 teachers work in schools in which the principal reports that more than 10% of the students have special needs.

In order to yield the OECD average shown in Figure I.3.6 of the TALIS 2018 results, the analyst needs to run the analysis presented above with all 30 countries/economies included in the OECD average for this figure (see Annex B of the *TALIS 2018 Results (Volume I)* report (OECD, 2019_[1]) for the list of countries/economies and their contribution to the different averages used throughout the *TALIS 2018 Results (Volume I)* report (OECD, 2019_[1])), then average the results of all these 30 countries/economies.

$$OECD\ Ave_{TC3G17Brec} = \frac{\sum_{c=1}^C Mean(TC3G17Brec)_c}{C}$$

with C being the number of countries/economies included in the OECD average ($C=30$ in this example). The standard error of the OECD average can be calculated as the square root of the sum of the squared standard errors of the country/economy estimates for the percentage of teachers teaching in schools with more than 10% of students with special needs divided by the squared number of countries/economies:

$$se_{OECD\ Ave_{TC3G17Brec}} = \sqrt{\frac{\sum_{c=1}^C se_{Mean(TC3G17Brec)_c}^2}{C^2}}$$

with C being the number of countries/economies included in the OECD average ($C=30$ in this example).

4.5.3. Computing percentages and means and their standard errors

To compute means of continuous variables with their corresponding BRR standard errors, researchers will need to select **Percentages and Means** as the statistic type. This statistic type computes the percentages of teachers (or school principals) within specified subgroups and their mean and standard deviation on the continuous variable selected. This analysis type also computes the appropriate BRR standard errors for these percentages, means and standard deviations.

The example of this teacher-level analysis will investigate the teachers' mean teaching time per week and the corresponding BRR standard error. The results of this analysis are presented in Figure I.4.12 of the *TALIS 2018 Results (Volume I)* report (OECD, 2019_[1]); see Figure 4.24 below. The data used for that figure is provided as Table I.4.57 (<https://doi.org/10.1787/888933933083>); see Figure 4.25. This example uses the statistic type **Percentages and Means**.

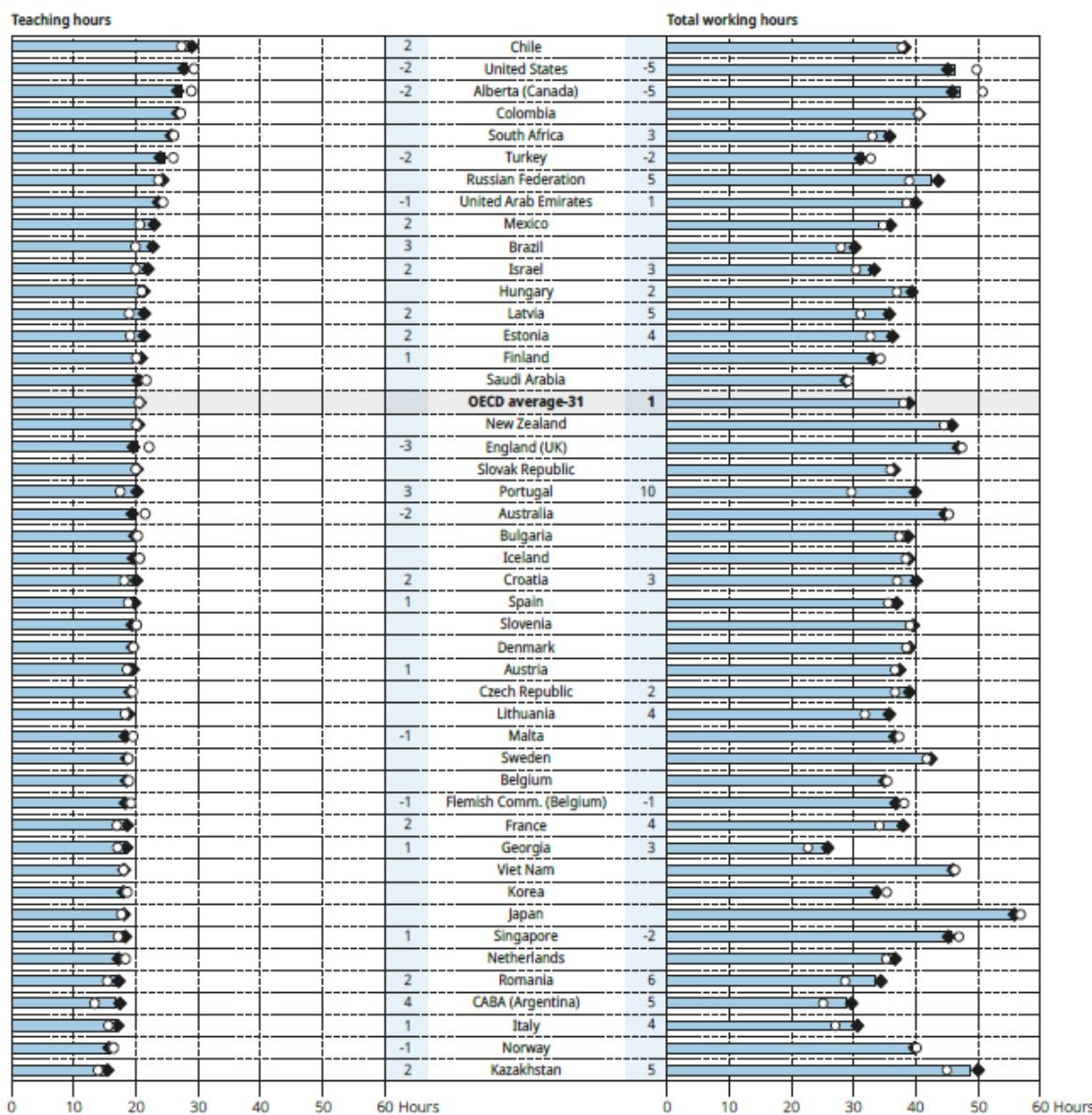
The first step in the analysis is to identify the variables of interest in the appropriate data files. Variable TT3G17 contains the information on teachers' average time spent on teaching per week, provided by the teacher (see Teacher Questionnaire, Q17, Annex B, p. 13).

Figure 4.24. Figure I.4.12 of the TALIS 2018 Results (Volume I) report for the example of teacher-level analysis

Figure I.4.12 Teachers' workload, by experience

Average number of 60-minute hours lower secondary teachers spend on working, in total, and on teaching¹

All teachers ◊ Novice teachers ◆ Experienced teachers



1. Refers to activities during the most recent complete calendar week. Also includes tasks that took place during weekends, evenings or other out-of-classroom hours.

Note: Statistically significant differences between experienced teachers (with more than 5 years of experience) and novice teachers (with less than or equal to 5 years of experience) are shown next to the country/economy name (see Annex B).

Countries and economies are ranked in descending order of lower secondary teachers' average number of teaching hours during the most recent complete calendar week.

Source: OECD, TALIS 2018 Database, Table I.4.57.

StatLink <http://dx.doi.org/10.1787/888933932684>

Source: OECD (2019[1]), TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners, <https://dx.doi.org/10.1787/1d0bc92a-en>, Figure I.4.12.

Figure 4.25. Table I.4.57 used for Figure I.4.12 of the *TALIS 2018 Results (Volume I)* report for the example of teacher-level analysis (part of data table)

	Average number of 60-minute hours teachers report having spent at the current school on the following activities during the most recent complete calendar week ¹ , by teachers' teaching experience							
	Hours spent on teaching							
	Total	Less than or equal to 5 years (a)		More than 5 years (b)		(b) - (a)		
	Mean	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.
Alberta (Canada)	27.2	(0.5)	28.9	(0.7)	26.7	(0.5)	-2.2	(0.8)
Australia	19.9	(0.2)	21.5	(0.4)	19.4	(0.2)	-2.1	(0.5)
Austria	19.2	(0.1)	18.5	(0.3)	19.5	(0.1)	0.9	(0.3)
Belgium	18.5	(0.1)	18.8	(0.2)	18.5	(0.1)	-0.4	(0.2)
- Flemish Comm. (Belgium)	18.5	(0.2)	19.2	(0.4)	18.3	(0.1)	-0.9	(0.4)
Brazil	22.3	(0.5)	19.9	(1.0)	22.7	(0.5)	2.8	(1.0)
Bulgaria	19.9	(0.2)	20.2	(0.4)	19.8	(0.2)	-0.4	(0.4)
CABA (Argentina)	16.8	(0.4)	13.3	(0.6)	17.4	(0.4)	4.1	(0.6)
Chile	28.5	(0.3)	27.3	(0.6)	28.9	(0.4)	1.7	(0.6)
Colombia	26.8	(0.3)	27.1	(1.0)	26.7	(0.3)	-0.4	(1.0)
Croatia	19.7	(0.2)	18.1	(0.6)	20.0	(0.2)	1.9	(0.5)
Cyprus	17.4	(0.3)	17.4	(0.6)	17.4	(0.3)	0.0	(0.6)
Czech Republic	19.1	(0.1)	19.4	(0.3)	19.0	(0.1)	-0.4	(0.3)
Denmark	19.4	(0.2)	19.6	(0.4)	19.4	(0.2)	-0.1	(0.5)
England (UK)	20.1	(0.2)	22.1	(0.3)	19.6	(0.2)	-2.5	(0.4)
Estonia	20.9	(0.3)	19.1	(0.5)	21.3	(0.3)	2.2	(0.5)
Finland	20.7	(0.2)	20.0	(0.4)	20.8	(0.2)	0.8	(0.3)
France	18.3	(0.1)	16.9	(0.4)	18.6	(0.1)	1.7	(0.4)
Georgia	18.3	(0.4)	17.0	(0.6)	18.4	(0.4)	1.4	(0.7)
Hungary	21.2	(0.2)	20.9	(0.5)	21.3	(0.2)	0.4	(0.5)
Iceland	19.8	(0.2)	20.6	(0.5)	19.6	(0.2)	-1.0	(0.6)
Israel	21.4	(0.3)	19.9	(0.6)	21.9	(0.3)	1.9	(0.7)
Italy	16.8	(0.1)	15.6	(0.3)	17.0	(0.1)	1.5	(0.3)
Japan	18.0	(0.2)	17.6	(0.4)	18.1	(0.2)	0.4	(0.4)
Kazakhstan	15.1	(0.2)	13.9	(0.3)	15.4	(0.2)	1.5	(0.4)
Korea	18.1	(0.2)	18.6	(0.3)	18.0	(0.2)	-0.6	(0.4)
Latvia	21.0	(0.4)	18.9	(1.0)	21.3	(0.4)	2.4	(1.0)
Lithuania	18.7	(0.2)	18.2	(0.6)	18.8	(0.3)	0.6	(0.6)
Malta	18.6	(0.3)	19.5	(0.6)	18.3	(0.2)	-1.2	(0.6)
Mexico	22.4	(0.4)	20.6	(0.6)	22.9	(0.5)	2.3	(0.7)
Netherlands	17.4	(0.2)	18.3	(0.6)	17.2	(0.2)	-1.1	(0.7)
New Zealand	20.3	(0.3)	20.0	(0.6)	20.4	(0.3)	0.4	(0.7)
Norway	15.8	(0.1)	16.4	(0.2)	15.6	(0.1)	-0.7	(0.2)
Portugal	20.1	(0.1)	17.4	(0.7)	20.2	(0.1)	2.7	(0.7)
Romania	17.0	(0.2)	15.4	(0.6)	17.2	(0.2)	1.8	(0.5)
Russia	24.1	(0.3)	23.6	(0.5)	24.3	(0.4)	0.7	(0.6)
Saudi Arabia	20.7	(0.5)	21.6	(1.0)	20.3	(0.5)	-1.3	(1.0)
Shanghai (China)	w	w	w	w	w	w	w	w
Singapore	17.9	(0.2)	17.1	(0.3)	18.3	(0.2)	1.1	(0.4)
Slovak Republic	20.1	(0.2)	20.0	(0.5)	20.1	(0.2)	0.2	(0.6)
Slovenia	19.5	(0.2)	20.1	(0.6)	19.4	(0.2)	-0.7	(0.6)
South Africa	25.7	(0.6)	26.1	(1.1)	25.6	(0.7)	-0.4	(1.1)
Spain	19.6	(0.2)	18.7	(0.4)	19.7	(0.2)	1.0	(0.3)
Sweden	18.6	(0.2)	18.8	(0.5)	18.5	(0.2)	-0.3	(0.5)
Chinese Taipei	17.2	(0.2)	18.2	(0.6)	17.0	(0.2)	-1.1	(0.6)
Turkey	24.5	(0.2)	26.0	(0.4)	23.9	(0.2)	-2.1	(0.5)
United Arab Emirates	23.7	(0.1)	24.3	(0.3)	23.6	(0.1)	-0.7	(0.4)
United States	28.1	(0.4)	29.3	(0.6)	27.7	(0.5)	-1.6	(0.8)
Viet Nam	18.1	(0.4)	18.0	(0.8)	18.1	(0.4)	0.1	(0.7)
OECD average-31	20.6	(0.0)	20.5	(0.1)	20.6	(0.0)	0.2	(0.1)
EU total-23	18.8	(0.1)	18.4	(0.1)	18.9	(0.1)	0.4	(0.1)
TALIS average-48	20.3	(0.0)	20.0	(0.1)	20.3	(0.0)	0.3	(0.1)

Note: Tables in this chapter were shortened to highlight important statistical aspects and thus to increase readability. All footnotes not important in the context of this chapter were deleted from the tables.

Source: OECD (2019₍₁₎), *TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners*, <https://dx.doi.org/10.1787/1d0bc92a-en>, Table I.4.57, <https://doi.org/10.1787/888933933083>.

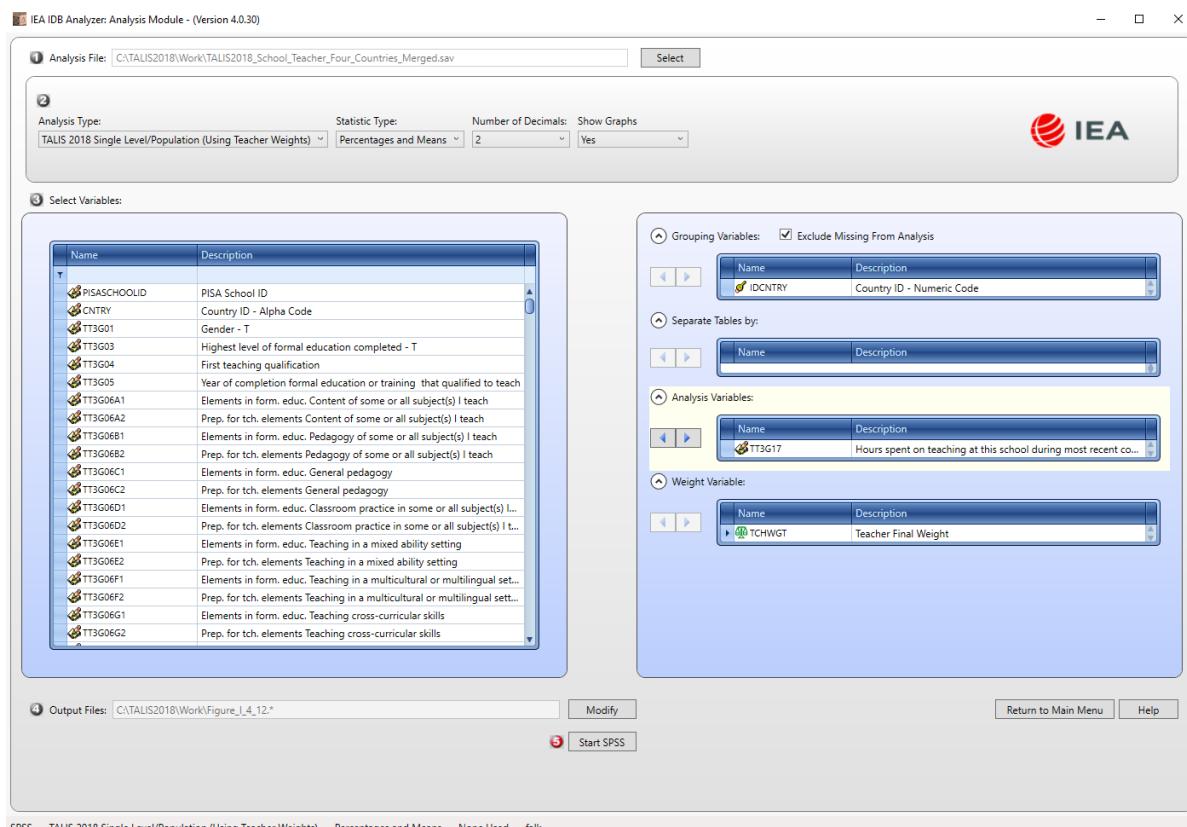
The type of statistic this time is **Percentages and Means**. IDCNTRY is the only grouping variable and TT3G17 is the analysis variable, for which its mean and BRR standard error will be estimated. TT3G17 is the amount of hours per week spent by teachers on teaching.

The steps in the IEA IDB Analyzer are as follows:

1. Open the **Analysis Module** of the IEA IDB Analyzer.
2. Select the **Analysis File** called “TALIS2018_School_Teacher_Four_Countries_Merged.sav” that was merged in a previous step (in case it is not selected automatically by the IEA IDB Analyzer).
3. As the **Analysis Type**, select **TALIS 2018 Single Level/Population (Using Teacher Weights)** and, as **Statistic Type**, choose **Percentages and Means**. The programme will exclude, by default, cases with missing grouping variables from the analysis. This can be changed by unchecking the option **Exclude Missing from Analysis**.
4. In the next steps, the variables need to be defined:
 - a. As **Grouping Variables**, the software always selects variable IDCNTRY by default. Depending on the purpose of the analysis, the analyst can add more grouping variables. Note that subgroups are created and reported in the order of the variables as they appear in this list. In this case, no additional grouping variable needs to be added.
 - b. Next, the **Analysis Variables** need to be defined. To activate this section, click somewhere on this field. For this example, select variable TT3G17 from the list of available variables and move it to the analysis variables field by pressing the right arrow button in this section. Note that for this statistic type more than one analysis variable can be selected.
5. Since this is an example for analysis on the teacher level, TCHWGT is used as the **Weight Variable**. It is selected by default by the IEA IDB Analyzer because there are both school and teacher data in the merged file. Whenever the IEA IDB Analyzer detects teacher-level variables in a merged file, it will select the teacher weights. If we were to analyse school variables which are in a merged file containing teacher data, the teacher weights would be used and the results should be interpreted as (for example) “Percentage of teachers in school with characteristic A” without any direct inferences for the schools themselves. Additionally, the teacher replicate weights (TRWGT1-100) are selected automatically by the software.
6. Specify the name and folder of the output files in the **Output Files** field. To follow the example, use “Figure_I_4_12” as the file name. The IEA IDB Analyzer will use this name and folder to create three output files:
 - a. an SPSS syntax file that contains the code for performing the analysis
 - b. an SPSS data file with the results
 - c. an Excel file with these same results.
7. Press the **Start SPSS** button to create the SPSS syntax file and open it in an SPSS syntax window. The syntax file needs to be executed by opening the **Run** menu in SPSS and selecting the **All** menu option. If applicable, the IEA IDB Analyzer will produce a prompt to confirm overwriting already existing files.

The IEA IDB Analyzer settings are displayed in Figure 4.26.

Figure 4.26. Analysis Module for example of teacher-level analysis for Figure I.4.12 (hours spent on teaching)



A partial printout of the SPSS output is presented in Figure 4.45.

Figure 4.27. SPSS output for example of teacher-level analysis for Table I.4.57 (hours spent on teaching)

Average for TT3G17 by (IDCNTRY)

Country ID - Numeric Code	N of Cases	Sum of TCHWGT	Sum of		Percent TT3G17 (Mean)	Std.Dev. (s.e.)	Percent Missing			
			(s.e.)	Percent						
Chile	1933	55026,23	1679,37	15,14	,39	28,45	,34	10,18	,26	1,68
Lithuania	3734	19694,96	551,22	5,42	,14	18,73	,25	9,72	,31	,77
United Arab Emirates	8516	14241,36	58,53	3,92	,03	23,72	,13	11,09	,17	1,71
Turkey	3916	274380,13	1324,64	75,52	,38	24,54	,19	10,23	,18	1,01
Table Average	.	.	.	25,00	,14	23,86	,12	10,31	,12	.

The participating countries/economies are identified in the first column. The second column reports the number of valid cases and the third and the fourth report the sum of weights of the sampled teachers and its standard error. The fifth and sixth columns report the estimated percentages of teachers as per participating country/economy and their standard errors. The seventh and the eighth columns display the average amount of hours per week spent by teachers on teaching per country/economy and their standard errors. The ninth and tenth columns report the standard deviations of the averages and their standard

errors and the last column presents the percentages of missing values for the analysis variable per country/economy. Again, note that the SPSS output has a different number of decimals (hence different rounding) for the percentages and their BRR standard errors than Table I.4.57 from the TALIS 2018 database (OECD, 2019^[1]). The analyst can open the Excel output file saved in the work folder and change them.

As an example, the output shows a mean amount of 24.54 hours ISCED 2 teachers in Turkey spent on teaching (standard error 0.19 hours). This is in line with the reported hours in Table I.4.57.

A second example will compute the average of the scale on teachers' need for professional development in subject matter and pedagogy (variable T3PDPED) per type of area where the school is located (variable TC3G10) and the associated BRR standard errors for each participating country/economy (IDCNTRY), using the weighting variable TCHWGT. The data will be read from the data file “TALIS2018_School_Teacher_Four_Countries_Merged.sav” and the standard errors will be computed using the 100 BRR teacher replicate weights.

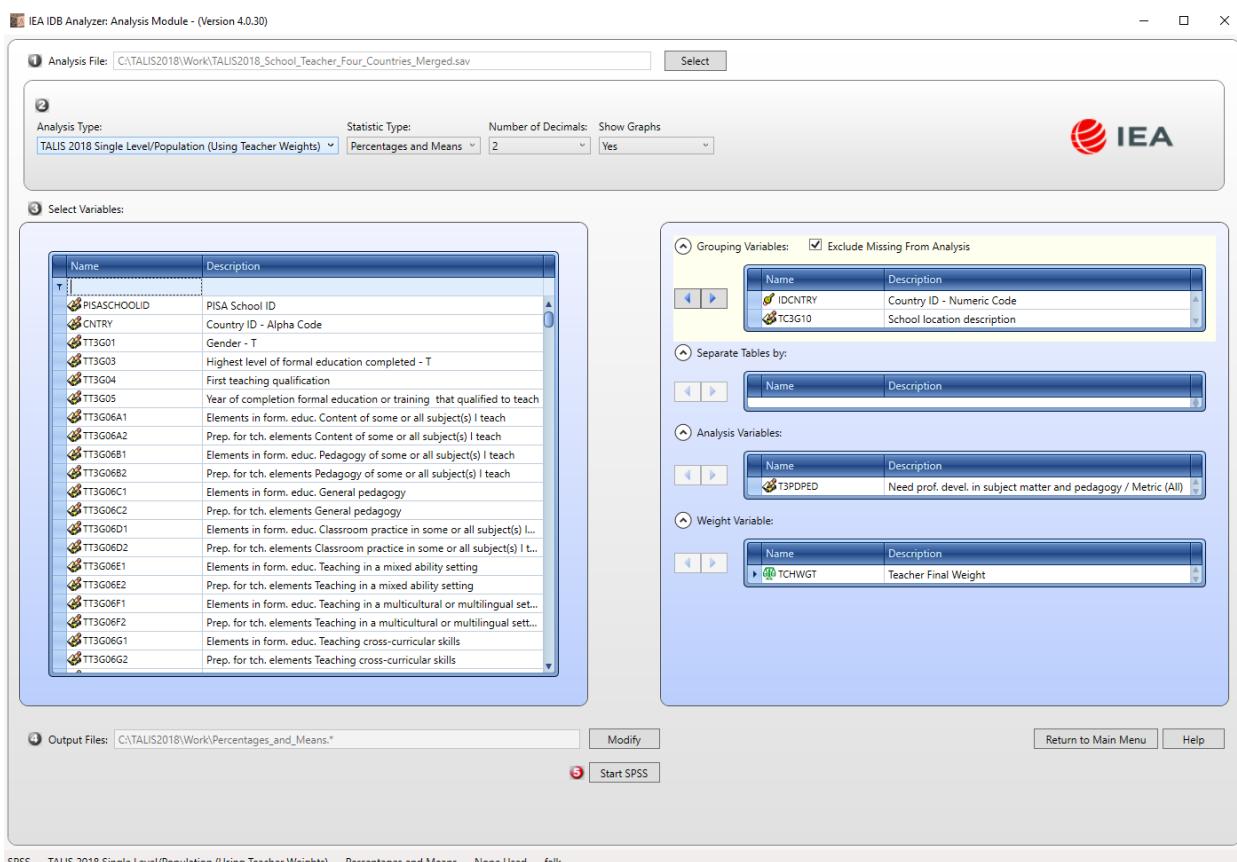
The steps in the IEA IDB Analyzer are as follows:

1. Open the **Analysis Module** of the IEA IDB Analyzer.
2. Select the **Analysis File** called “TALIS2018_School_Teacher_Four_Countries_Merged.sav” that was merged in a previous step (in case it is not selected automatically by the IEA IDB Analyzer).
3. As the **Analysis Type**, select **TALIS 2018 Single Level/Population (Using Teacher Weights)** and, as **Statistic Type**, choose **Percentages and Means**. The programme will exclude, by default, cases with missing grouping variables from the analysis. This can be changed by unchecking the option **Exclude Missing from Analysis**.
4. In the next steps, the variables need to be defined:
 - a. As **Grouping Variables**, the software always selects variable IDCNTRY by default. Depending on the purpose of the analysis, the analyst can add more grouping variables. In this case a second grouping variable (TC3G10) has to be added. To do this, select the variable TC3G10 from the variable list on the left-hand side of the window and press the right arrow button belonging to the section of the grouping variable. This will move the variable of interest from the variable list on the left-hand side into the field for the grouping variables on the right-hand side. Note that subgroups are created and reported in the order of the variables as they appear in this list.
 - b. Next the **Analysis Variables** need to be defined. To activate this section, click somewhere on this field. This time, select variable T3PDPED from the list of available variables and move it to the analysis variables field by pressing the right arrow button in this section. Note that for this statistic type more than one analysis variable can be selected.
5. Since this is an example for analysis on the teacher level, TCHWGT is used as the **Weight Variable**. It is selected by default by the IEA IDB Analyzer because there are both school and teacher data in the merged file. Whenever the IEA IDB Analyzer detects teacher-level variables in a merged file, it will select the teacher weights. Again, if we analyse school variables which are in a merged file containing teacher data, the teacher weights will be used and the results should be interpreted

as (for example) “Percentage of teachers in school with characteristic A” without any direct inferences for the schools themselves. Additionally, the teacher replicate weights (TRWGT1-100) are selected automatically by the software.

6. Specify the name and folder of the output files in the **Output Files** field. To follow the example, use “Percentages_and_Means” as the file name. The IEA IDB Analyzer will use this name and folder to create three output files:
 - a. an SPSS syntax file that contains the code for performing the analysis
 - b. an SPSS data file with the results
 - c. an Excel file with these same results.
7. Press the **Start SPSS** button to create the SPSS syntax file and open it in an SPSS syntax window. The syntax file needs to be executed by opening the **Run** menu in SPSS and selecting the **All** menu option. If applicable, the IEA IDB Analyzer will produce a prompt to confirm overwriting already existing files. Figure 4.28 displays the IEA IDB Analyzer Analysis Module window with all necessary settings for this analysis.

Figure 4.28. Analysis Module – Computing Percentages and Means



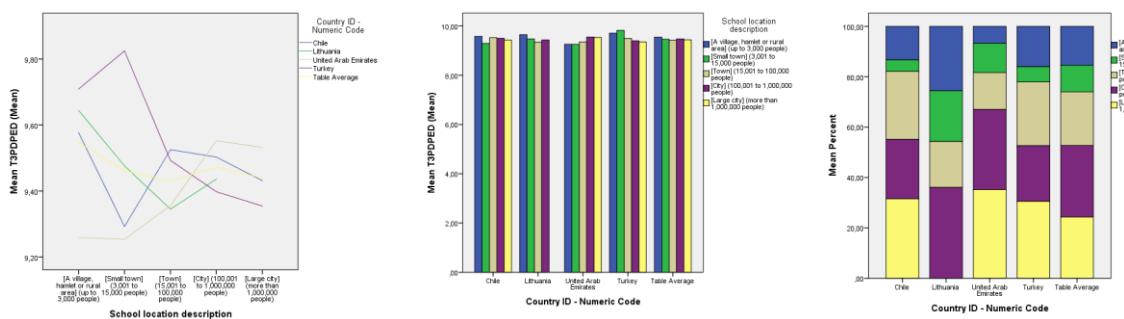
A printout of the SPSS output containing the results is presented in Figure 4.29. It exhibits the estimated average scale score for teachers' need for professional development in subject matter and pedagogy by the school location.

Figure 4.29. SPSS output for example of percentages and means analysis

Average for T3PDPED by (IDCNTRY TC3G10)													
Country ID - Numeric Code	School location description	N of Cases	Sum of TCHWGT	Sum of CHWGT		Percent (s.e.)	Percent T3PDPED (Mean)	Percent T3PDPED (s.e.)	Std.Dev. (s.e.)	Std.Dev. Percent	Missing		
				N of Cases	Sum of TCHWGT								
Chile	[A village, hamlet or rural area] (up to 3,000 people)	226	6814,32	1171,50	13,27	2,33	9,58	,15	2,14	,09	1,54		
	[Small town] (3,001 to 15,000 people)	73	2371,18	966,98	4,62	1,85	9,29	,34	2,04	,10	2,55		
	[Town] (15,001 to 100,000 people)	447	13847,32	2179,85	26,96	3,97	9,53	,10	2,11	,04	,53		
	[City] (100,001 to 1,000,000 people)	428	12127,50	1708,80	23,61	3,28	9,50	,11	2,11	,06	1,72		
	[Large city] (more than 1,000,000 people)	615	16206,82	1966,70	31,55	3,68	9,43	,09	2,01	,07	1,54		
Lithuania	[A village, hamlet or rural area] (up to 3,000 people)	712	5041,14	366,30	25,59	1,89	9,64	,09	1,96	,07	,20		
	[Small town] (3,001 to 15,000 people)	830	3959,20	527,67	20,10	2,68	9,48	,07	1,99	,04	1,08		
	[Town] (15,001 to 100,000 people)	875	3598,59	485,65	18,27	2,52	9,35	,07	1,95	,05	,96		
	[City] (100,001 to 1,000,000 people)	1307	7097,99	551,43	36,04	2,05	9,44	,07	2,03	,04	,07		
United Arab Emirates	[A village, hamlet or rural area] (up to 3,000 people)	714	867,76	8,49	6,74	,07	9,26	,10	2,16	,06	2,88		
	[Small town] (3,001 to 15,000 people)	1048	1493,77	9,69	11,60	,08	9,25	,07	2,18	,06	,93		
	[Town] (15,001 to 100,000 people)	1190	1886,43	12,54	14,65	,11	9,36	,07	2,18	,05	1,02		
	[City] (100,001 to 1,000,000 people)	2722	4100,11	21,42	31,84	,16	9,55	,05	2,36	,04	1,53		
	[Large city] (more than 1,000,000 people)	2090	4527,27	47,95	35,16	,25	9,53	,05	2,15	,04	3,17		
Turkey	[A village, hamlet or rural area] (up to 3,000 people)	266	42943,50	681,07	16,01	,22	9,71	,17	2,33	,11	1,41		
	[Small town] (3,001 to 15,000 people)	140	16254,63	391,59	6,06	,14	9,82	,20	2,55	,18	2,64		
	[Town] (15,001 to 100,000 people)	935	67931,42	697,48	25,33	,20	9,49	,09	2,11	,07	,67		
	[City] (100,001 to 1,000,000 people)	1090	59229,54	362,92	22,08	,14	9,40	,08	2,13	,08	1,13		
	[Large city] (more than 1,000,000 people)	1379	81873,92	598,56	30,52	,22	9,35	,08	2,08	,07	1,24		
Table Average	[A village, hamlet or rural area] (up to 3,000 people)	.	.	.	15,40	,75	9,55	,07	2,15	,04	.		
	[Small town] (3,001 to 15,000 people)	.	.	.	10,59	,82	9,46	,10	2,19	,06	.		
	[Town] (15,001 to 100,000 people)	.	.	.	21,30	,18	9,43	,04	2,09	,03	.		
	[City] (100,001 to 1,000,000 people)	.	.	.	28,39	,97	9,47	,04	2,16	,03	.		
	[Large city] (more than 1,000,000 people)	.	.	.	24,31	,92	9,44	,04	2,08	,03	.		

In the first line of the results shown in Figure 4.29 we see that Chilean teachers in villages or rural areas have a mean need for professional development in subject matter and pedagogy of 9.58, in small towns it is 9.29, in towns it is 9.53, in cities it is 9.50, and in large cities is 9.43. The BRR standard errors of these estimates are 0.15, 0.34, 0.10, 0.11, and 0.09. The standard deviations around the averages are 2.14, 2.04, 2.11, 2.11 and 2.01 and their corresponding BRR standard errors are 0.09, 0.10, 0.04, 0.06 and 0.07. The output's last column also reports the percentage of responses missing for the analysis variable T3PDPED within each level of the grouping variables IDCNTRY and TC3G10. The largest amount of missing data is found for the teachers in the United Arab Emirates from large cities (3.17%).

The SPSS output includes three graphs – line, bar and stacked bar charts. These are presented in Figure 4.30. The output also contains unweighted and weighted descriptive statistics of all variables included in the analysis (not presented here). The output is also available in Excel and SPSS data format. These files are saved directly in the folder specified in the **Output Files**.

Figure 4.30. Graphics from the output of the percentages and means analysis

4.5.4. Computing percentiles of a continuous variable and their standard errors

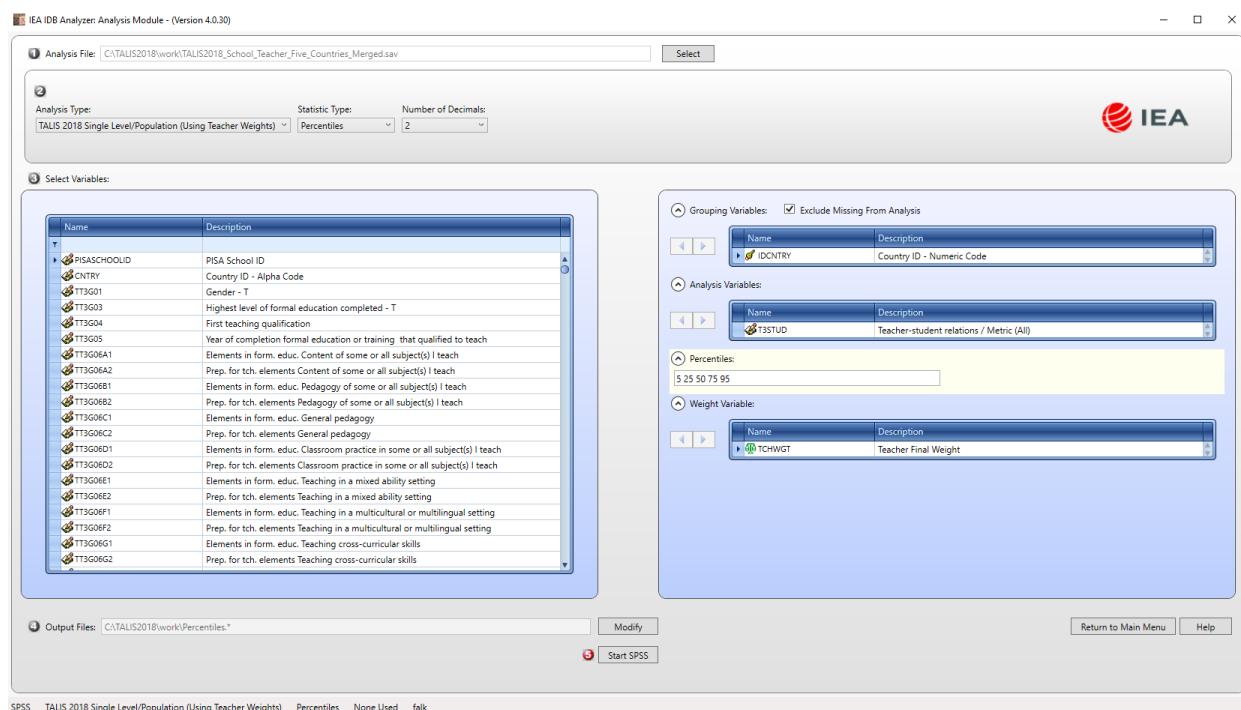
The **Percentiles** statistic type computes the score points that separate a given proportion of the distribution of scores by subgroups defined by the grouping variable(s). This statistic type also computes the BRR standard errors of the computed percentiles. To compute percentiles of the distribution of a continuous variable and their BRR standard errors, the **Percentiles** statistic type has to be selected.

The following example will compute the 5th, 25th, 50th, 75th and 95th percentiles of the teacher-students relations scale (variable T3STUD) and the BRR standard errors associated with each of the percentiles. The analysis will be run per country (IDCNTRY will be the only grouping variable). The data will be read from the data file “TALIS2018_School_Teacher_Four_Countries_Merged.sav”, the weighting variable will be TCHWGT, and the standard errors will be computed using the 100 BRR teacher replicate weights.

1. Open the **Analysis Module** of the IEA IDB Analyzer.
2. Select the **Analysis File** called “TALIS2018_School_Teacher_Four_Countries_Merged.sav” that was merged in a previous step if it is not already automatically preselected by the IEA IDB Analyzer.
3. As the type of analysis, select **TALIS 2018 Single Level/Population (Using Teacher Weights)** and, as type of statistic, choose **Percentiles**.
4. In the next steps the variables need to be defined:
 - a. As **Grouping Variables**, the software always selects variable IDCNTRY by default. This is the only grouping variable used for this analysis. Nevertheless, depending on the purpose of the analysis the analyst can add more grouping variables marking them in the list of available variables and moving them into the list of grouping variables using the right arrow button next to the list. Note that subgroups are created and reported using the order of the variables as they appear in this list.
 - b. Next the **Analysis variables** have to be defined. To activate this section, click somewhere on this field. This time, select variable T3STUD from the list of available variables and move it to the analysis variables field by pressing the right arrow button in this section. Note that if you select more than one analysis variable, you will get separate percentiles for each of these variables.
5. Since this is an example for analysis on the teacher level, TCHWGT is used as the **Weight Variable**. It is selected by default by the IEA IDB Analyzer because the merged file contains teacher data and school data disaggregated to teacher level. Additionally, the teacher replicate weights (TRWGT1-100) are defined automatically by the software.
6. Specify the name and folder of the output files in the **Output Files** field. The folder “C:\TALIS2018\work” is preselected. Use this folder and “Percentiles” as the file name to follow the example presented here. The IEA IDB Analyzer will use this name and folder to create four output files:
 - a. an SPSS syntax file that contains the code for running the analysis (.sps)
 - b. an SPSS output file that contains descriptive results and the percentiles results (.spv)

- c. an SPSS data file with the percentiles results (.sav)
d. an Excel file with these same results (xlsx).
7. Press the **Start SPSS** button to create the SPSS syntax file and open it in an SPSS syntax window. The syntax file will be executed by opening the **Run** menu in SPSS and selecting the **All** menu option. If necessary, the IEA IDB Analyzer will produce a prompt to confirm overwriting of already existing files. Figure 4.31 shows the IEA IDB Analyzer Analysis Module window with all necessary settings for this analysis.

Figure 4.31. Analysis Module – Computing Percentiles



A printout of the SPSS output containing the results is presented in Figure 4.32 showing the estimated 5th, 25th, 50th, 75th and 95th percentiles of the student-teacher ratio scale and the respective standard errors.

Figure 4.32. SPSS output for example of percentiles analysis

Percentiles for T3STUD by IDCNTRY														
Country ID - Numeric Code	Cases	TCHWGT	N of	Sum of	p5	p5_se	p25	p25_se	p50	p50_se	p75	p75_se	p95	p95_se
			Cases	TCHWGT										
Chile	1941	55393	9,75	,41 11,58	,00	13,56	,14	15,12	,56	16,01	,00			
Lithuania	3736	19691	10,83	,00 12,26	,00	12,26	,00	14,32	,04	16,61	,00			
United Arab Emirates	8460	14141	10,01	,03 11,47	,00	12,92	,00	16,05	,00	16,05	,00			
Turkey	3912	273743	9,53	,40 12,40	,00	12,40	,00	15,01	,29	17,06	,00			
Table Average	.	.	10,03	,14 11,93	,00	12,79	,03	15,12	,16	16,43	,00			

As we can see from the output on Figure 4.33, in Chile the 5th percentile equals 9.75, the 25th 11.58, the 50th to 13.56, the 75th to 15.12 and the 95th to 16.01. The corresponding

BRR standard errors are 0.41, 0.00, 0.14, 0.56 and 0.00. The output also contains weighted and unweighted descriptive statistics for the analysis variable (T3STUD).

4.5.5. Computing regression coefficients and their standard errors

The statistic type **Regression** is used to perform single or multiple linear regression between a dependent (or “to be explained”) variable and one or more independent (“explanatory”) variables. The statistic type **Regression** also has the option to compute regression coefficients with contrast coding of a categorical independent variable. The available options using the IEA IDB Analyzer in conjunction with SPSS are **Effect Coding** and **Dummy Coding**. The analyst does not need to recode the variables used for effector dummy coding in advance. The IEA IDB Analyzer will create the dummy or effect coded variables for each category of the independent variable automatically.

The following examples show step by step how to perform such analyses to estimate regression coefficients and their BRR standard errors. Note that the IEA IDB Analyzer provides convenient tools for estimating coefficients and sampling errors reflecting the sample design only and that analysts will need to verify any assumptions about the data’s characteristics, distributions and the like beforehand (for example, normality, outliers, multicollinearity, or heteroscedasticity).

Computing regression coefficients and their standard errors with continuous independent variables

This example demonstrates the use of multiple linear regression with continuous independent or predictor variables, which computes the regression coefficients and their corresponding BRR standard errors.

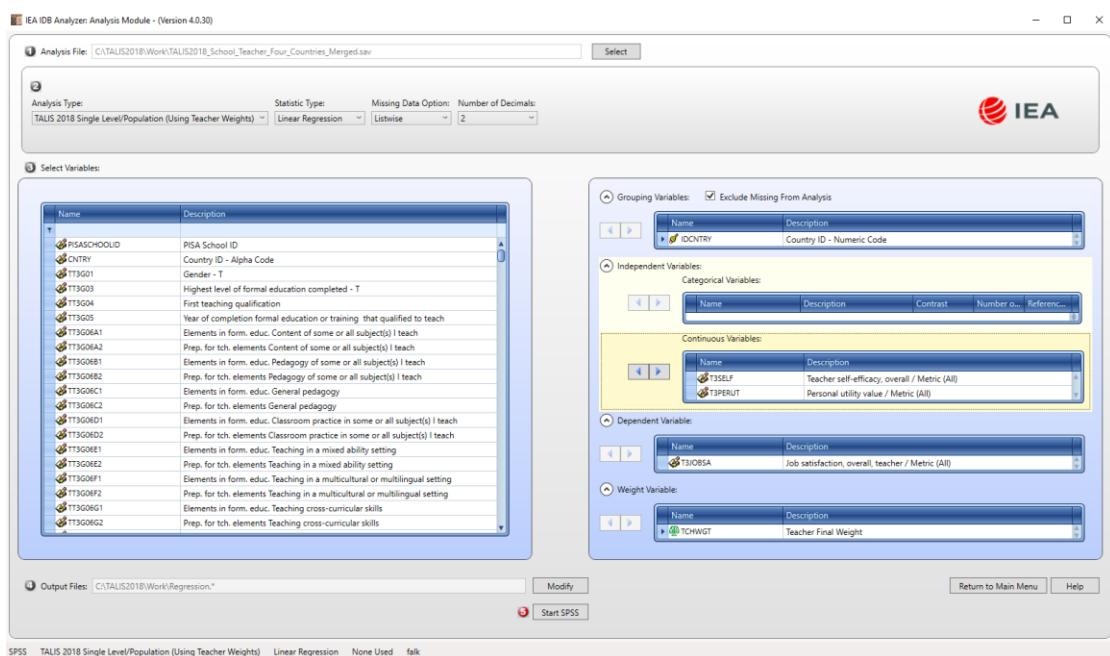
In a correlation analysis (not presented here) it was found that there is a significant and negative relationship between teacher job satisfaction and the importance of personal utility for becoming a teacher in Chile, Turkey and the United Arab Emirates. This example will test the relationship between teachers’ overall job satisfaction (variable T3JOBSA) as a dependent variable and how important personal utility considerations were in deciding to become a teacher (variable T3PERUT) as independent variable, while controlling for teacher self-efficacy (variable T3SELF). It will compute the regression coefficients and their BRR standard errors. In this example the file containing combined teacher and school data (“TALIS2018_School_Teacher_Four_Countries_Merged.sav”) will be used for the analysis and the teacher weight will be applied. The standard errors will be computed based on 100 BRR teacher replicate weights.

All the variables that will be used in this analysis are complex scales. T3JOBSA, T3PERUT and T3SELF were created from separate statements from the teacher questionnaire. These scales were constructed using confirmatory factor analysis (CFA) assuming an underlying latent trait. Information on how the scale variables in TALIS 2018 were derived can be found in Chapter 11 of the *TALIS 2018 Technical Report* (OECD, 2019^[7]). For the purpose here, it is important to know that indicators were standardised on an international metric (i.e. using equally weighted samples from each country/economy) and rescaled to have a scale midpoint of 10 and standard deviation of 2.

The steps in the IEA IDB Analyzer are as follows:

1. Open the **Analysis module** of the IEA IDB Analyzer.

2. Select the data file called “TALIS2018_School_Teacher_Four_Countries_Merged.sav” that was produced earlier.
3. As type of the analysis, select **TALIS 2018 Single Level/Population (Using Teacher Weights)** and, as statistic type, choose **Linear Regression**. Leave the **Missing Data Option** as **Listwise**.
4. In the next steps all variables need to be defined:
 - a. As **Grouping Variable**, the software always selects variable IDCNTRY by default. No other variable needs to be added for this example.
 - b. Next, the independent variables need to be defined. To activate this section, click next to the **Continuous Variables** area in the **Independent Variables** field. Select the variables T3PERUT and T3SELF from the **Select Variables** list and use the right arrow button in this section to place them in the list of **Continuous Variables** on the right.
 - c. Activate the **Dependent Variable** section by clicking into that area. Select variable T3JOBSA from the variable list and move it to the dependent variable field by pressing the right arrow button in this section.
 - d. The **Weight Variable** is automatically selected by the software. As the file contains teacher and school data merged to teacher level, the teacher weight TCHWGT is selected automatically. Additionally, the appropriate teacher replicate weights (TRWGT1-100) will be used in the analysis.
5. Specify the name and folder of the output files in the **Output Files** field. The folder “C:\TALIS2018\work” is preselected. Use this folder and “Regression” as the file name to follow the example presented here. The IEA IDB Analyzer will use this name and folder to create eight output files:
 - a. an SPSS syntax file that contains the code for performing the analysis (.sps)
 - b. an SPSS output file that contains descriptive results and the percentiles results (.spv)
 - c. three SPSS data files with the results – ANOVA, Coefficients, Descriptives, Model – (.sav)
 - d. three Excel files with these same results – ANOVA, Coefficients, Descriptives, Model – (.xlsx).
6. Press the **Start SPSS** button to create the SPSS syntax file and open it in an SPSS syntax window. The syntax file will be executed by opening the **Run** menu in SPSS and selecting the **All** menu option. If applicable, the IEA IDB Analyzer will show a prompt to confirm overwriting of already existing files. All the settings should look like the ones in Figure 4.33.

Figure 4.33. Analysis Module – Computing regression

The output contains unweighted and weighted descriptive statistics for all variables in the equation, sum of squares of the regression model (in an ANOVA table), regression coefficients for all variables and model fit statistics (R^2). A printout of the results is presented in Figure 4.34., showing the regression coefficients from a linear regression in each country/economy, with the importance of personal utility in deciding to become a teacher (variable T3PERUT) as independent variable changes when controlling for Teacher self-efficacy (variable T3SELF) for each of the four countries included in the example data file.

Figure 4.34. SPSS regression coefficients output for example of regression analysis

Regression Coefficients							
IDCNTRY	EqVar	Regression	Regression	Stndrdzd.	Stndrdzd.		
		Coefficient	(s.e.)	Coefficient	(t-value)	Coefficient	(s.e.)
Chile	(CONSTANT)	9,68	,30	32,17	.	,	.
	T3SELF	,22	,02	10,52	,23	,02	10,48
	T3PERUT	-,03	,02	-1,69	-,04	,02	-1,70
Lithuania	(CONSTANT)	8,37	,32	25,85	.	,	.
	T3SELF	,28	,02	14,12	,30	,02	14,56
	T3PERUT	,02	,02	1,00	,02	,02	1,01
Turkey	(CONSTANT)	7,29	,38	19,16	.	,	.
	T3SELF	,25	,02	12,49	,25	,02	12,62
	T3PERUT	,15	,03	5,40	,11	,02	5,50
United Arab Emirates	(CONSTANT)	5,84	,24	23,93	.	,	.
	T3SELF	,27	,01	20,61	,26	,01	21,21
	T3PERUT	,26	,02	13,29	,18	,01	13,44
Table Average	(CONSTANT)	7,80	,16	49,32	.	,	.
	T3SELF	,25	,01	27,35	,26	,01	27,29
	T3PERUT	,10	,01	9,20	,07	,01	7,11

By using these variables in the model, the intercept (or regression “constant”) is the estimated teacher job satisfaction when all predictor variables take the value of zero. The regression coefficients for all predictors are the estimated change in the teacher job

satisfaction for each unit change in the predictor variables. The output also contains the BRR standard errors of the regression coefficients and the *t*-test values that can be used to determine whether these coefficients are statistically significant.

The results displayed in Figure 4.34. show that in Turkey and the United Arab Emirates the coefficients of the importance of personal utility in deciding to become a teacher are still significant after controlling for teacher self-efficacy. However, in Chile the coefficient is no longer significant. The estimated intercept for Turkey is 7.29 (the row designated “(CONSTANT)”), with a BRR standard error of 0.38. The estimate for T3PERUT is 0.15 with a BRR standard error of 0.03 and the *t*-test value is 5.40 which means this variable has a significant effect on teacher job satisfaction at 95% confidence level. The output also provides standardised regression coefficients, BRR standard errors and *t*-test values.

The SPSS output model statistics are shown in Figure 4.35. The R^2 coefficients show the largest amount of explained variance in the United Arab Emirates (11%, standard error of 1%) and the least in Chile (5%, standard error 1%). The output also provides the adjusted R^2 for the model in each country.

Figure 4.35. SPSS model statistics output for example of regression analysis

Model Statistics					
IDCNTRY	R-Square	R-Square (s.e.)	Adjusted R-Square	Adjusted R-Square (s.e.)	Adjusted R-Square
Chile	,05	,01	,05	,01	
Lithuania	,09	,01	,09	,01	
Turkey	,08	,01	,08	,01	
United Arab Emirates	,11	,01	,11	,01	
Table Average	,08	,01	,08	,01	

Attention point

Note that this section presented a fairly simple example of regression analysis using a limited number of predictor variables for the sake of clarity. The *TALIS 2018 Results (Volume I)* report (OECD, 2019[1]) has used a variety of regression analyses, each with a larger number of dummy coded or normalised predictor variables. The legends of the figures with results of regression analyses provide information on the variables used.

Computing regression coefficients and their standard errors with effect coded independent categorical variables

This example shows how to compute simple linear regression with effect coding of the independent variable. The IEA IDB Analyzer automatically takes care of the effect coding so that the analyst does not have to recode the data in advance. The example will estimate the effect of the teachers’ response to whether teaching was their first choice as a career

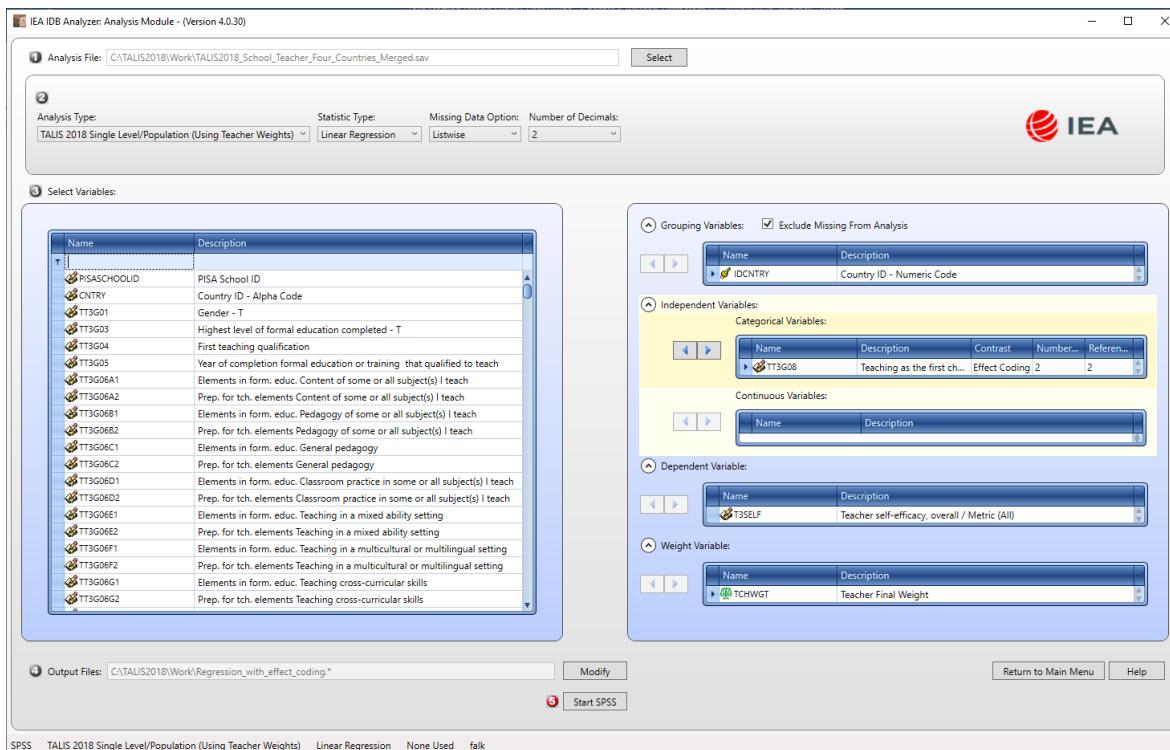
(variable TT3G08) on teachers' overall self-efficacy (variable T3SELF). More specifically, the analysis will test for the difference between the grand mean of teachers' self-efficacy and the teacher's self-efficacy for those teachers who report that teaching was their first choice as a career and teachers who report that teaching was not their first choice.

The steps in the IEA IDB Analyzer are as follows:

1. Open the **Analysis Module** of the IEA IDB Analyzer.
2. Select the **Analysis File** called “TALIS2018_School_Teacher_Four_Countries_Merged.sav” that was merged in a previous step. The IEA IDB Analyzer’s Analysis Module automatically selects the last file used, either in the Merge Module or in the Analysis Module.
3. As the analysis type, select **TALIS 2018 Single Level/Population (Using Teacher Weights)** and, as **Statistic Type**, select **Linear Regression**. The **Missing Data Option** can remain as **Listwise** (default).
4. In the next step, define the categorical independent variable. Select **Categorical Variables** area of the **Independent Variables** field and add **TT3G08** (see Annex B, Teacher Questionnaire, Q8, p. 9) to the corresponding field. To do this, select the variable from the variable list on the left-hand side of the window and press the right arrow button belonging to the **Independent Variable** section.
5. In the **Contrast** column, select **Effect Coding** from the drop-down menu. Because the independent variable has two mutually exclusive categories, leave the default “2” for the **Number of Categories**. The minimum (and default) number of categories is 2. Choose a **Reference Category**. When effect coded variables are used in regression, regression coefficients will be computed for all but the reference category. The coefficient for the reference category will be the sum of the coefficients for all the categories multiplied by minus 1.
6. Next, the dependent variable has to be defined. Click on the **Dependent Variable** field and from the list of available variables on the left-hand side select **T3SELF**, and move it to the right using the right arrow button.
7. The **Weight Variable** (TCHWGT) is automatically selected by the software. Additionally, the teacher replicate weights (TRWGT1-100) are included automatically in the computations as well, although they are not displayed in the application’s interface.
8. Specify the name and folder for the output files in the **Output Files** field by clicking on the **Define** button (which alters to **Modify** once you define the name), browsing to the desired folder and typing the desired name. In this example, the file name “Regression_with_effect_coding” is used. The IEA IDB Analyzer will use this name and folder to create eight output files:
 - a. an SPSS syntax file that contains the code for performing the analysis (.sps)
 - b. an SPSS output file that contains descriptive statistics and the regression analysis results (.spv)
 - c. three SPSS data files with the results (.sav)
 - d. three Excel files with these same results (.xlsx).
9. Press the **Start SPSS** button to create the SPSS syntax file and open it in an SPSS syntax window. The syntax file will be executed by opening the **Run** menu in SPSS

and selecting the **All** menu option. If applicable, the IEA IDB Analyzer will show a prompt to confirm overwriting of already existing files. The final IEA IDB Analyzer settings should look like in Figure 4.36.

Figure 4.36. Analysis Module – Computing regression with effect coding of independent variables



The output contains unweighted and weighted descriptive statistics for all variables in the equation, sum of squares of the regression model (in an ANOVA table), regression coefficients for all variables and model fit statistics (R^2). A printout of the results is presented in Figure 4.37 showing the regression coefficients from a regression in each country, with the teachers' responses to whether teaching was their first choice as a career (variable TT3G08) as independent variable with effect coding and teacher self-efficacy (variable T3SELF) as dependent variable.

Figure 4.37. SPSS regression coefficients output for example of regression with effect coding analysis

Regression Coefficients								
IDCTRY	EqVar	Regression Coefficient	Regression Coefficient (s.e.)	Regression Coefficient (t-value)	Stndrdzd. Coefficient	Stndrdzd. Coefficient (s.e.)	Stndrdzd. Coefficient (t-value)	
Chile	(CONSTANT)	12,66	,06	228,11	.	.	.	
	TT3G08_E1	,05	,06	,76	,02	,03	,76	
Lithuania	(CONSTANT)	12,58	,05	245,25	.	.	.	
	TT3G08_E1	,15	,04	3,57	,07	,02	3,62	
Turkey	(CONSTANT)	12,65	,05	275,51	.	.	.	
	TT3G08_E1	,10	,05	2,02	,04	,02	2,03	
United Arab Emirates	(CONSTANT)	12,52	,03	460,79	.	.	.	
	TT3G08_E1	,33	,03	10,82	,14	,01	10,86	
Table Average	(CONSTANT)	12,60	,02	544,87	.	.	.	
	TT3G08_E1	,16	,02	6,51	,07	,01	6,40	

The intercept (or regression “constant”) of the variable T3SELF on the first line is the estimated grand mean of teacher job satisfaction regardless of the group they belong to (whether or not the teachers chose teaching as their first choice as a career) in each participating country/economy. In Chile the grand mean equals 12.66, in Lithuania 12.58, in Turkey 12.65 and in the United Arab Emirates 12.52. The corresponding BRR standard errors are 0.06, 0.05, 0.05 and 0.03 respectively. The row TT3G08_E1 corresponds to the estimates for the first effect coded category of the variable TT3G08. Their regression coefficients correspond to the difference between the teachers who answered “Yes” to the question about whether teaching was their first choice as a career and the grand mean of all teachers. As can be seen from Figure 4.37, in all countries these estimates are positive: 0.05 in Chile, 0.15 in Lithuania, 0.10 in Turkey and 0.33 in the United Arab Emirates. The corresponding BRR standard errors are 0.06, 0.04, 0.05 and 0.03. The output also contains the *t*-test values for every estimate. In Lithuania, Turkey and the United Arab Emirates we find significant differences with the grand mean for the teachers who reported that teaching was their first choice as a career, assuming a 95% confidence level. The absolute *t*-test value in these cases (3.57, 2.02, and 10.82) is larger than 1.96 (using a standard normal distribution to determine the critical value for the *t*-statistic) meaning that these teachers report more self-efficacy as a teacher than the average of all teachers in the country. The output also provides standardised regression coefficients, their BRR standard errors and *t*-test statistics.

The output also contains unweighted and weighted descriptive statistics for the variable in the model, an ANOVA table with the regression and residual sum of squares, and model statistics. The latter is presented on Figure 4.38.

Figure 4.38. SPSS model statistics output for example of regression with effect coding analysis

Model Statistics				
IDCTRY	R-Square	R-Square (s.e.)	Adjusted R-Square	Adjusted R-Square (s.e.)
Chile	,00	,00	,00	,00
Lithuania	,00	,00	,00	,00
Turkey	,00	,00	,00	,00
United Arab Emirates	,02	,00	,02	,00
Table Average	,01	,00	,01	,00

As the figure shows, it is only in the United Arab Emirates that there is at least some amount of explained variance (R^2) with 2% (standard error 0%). The output also provides the adjusted R^2 for the model in each country.

Computing regression coefficients and their standard errors with dummy coded independent categorical variables

This example shows how to compute simple linear regression with dummy coding of the independent variable. The example uses the same variables as the previous one with effect coding. The difference is in the coding method that leads to a different way of computing the regression coefficients, hence the interpretation of the results will differ.

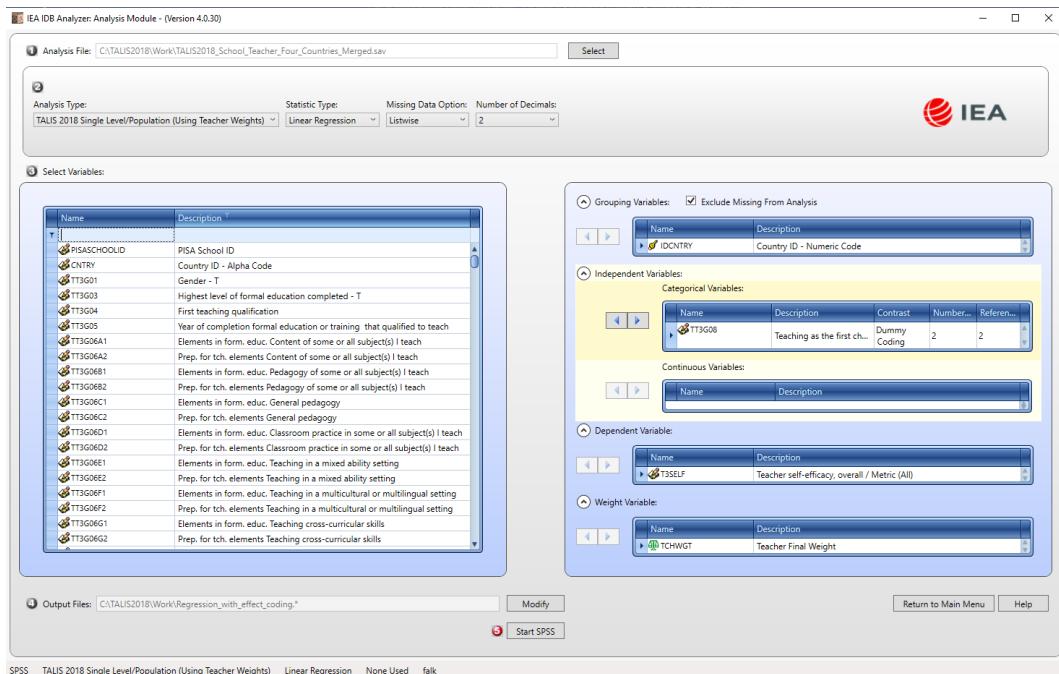
The IEA IDB Analyzer automatically takes care of the dummy coding so that the analyst does not have to recode the data in advance. The example will again estimate the differences in teachers' overall self-efficacy (variable T3SELF) between teachers who report that teaching was their first choice as a career and teachers who report that teaching was not their first choice as a career (variable TT3G08).

The steps in the IEA IDB Analyzer are as follows:

1. Open the **Analysis Module** of the IEA IDB Analyzer.
2. Select the **Analysis File** called “TALIS2018_School_Teacher_Four_Countries_Merged.sav” that was merged in a previous step. The IEA IDB Analyzer’s Analysis Module automatically selects the last file used, either in the Merge Module or in the Analysis Module.
3. As the analysis type, select **TALIS 2018 Single Level/Population (Using Teacher Weights)** and as **Statistic Type** select **Linear Regression**. The Missing Data option can remain as **Listwise** (default).
4. In the next step define the categorical independent variable. Select **Categorical Variables** area of the **Independent Variables** field and add **TT3G08** (see Annex B, Teacher Questionnaire, Q8, p. 9) to the corresponding field. To do this, select the variable from the variable list on the left-hand side of the window and press the right arrow button belonging to the Independent Variable section.

5. In the **Contrast** column, select **Dummy Coding** from the drop-down menu. Because the independent variable has two mutually exclusive categories, leave the default “2” for the **Number of Categories**. Choose a **Reference Category**. For this example, teachers who reported teaching was not their first choice as a career will be chosen as the Reference Category. When a dummy coded variable is used in a regression, the intercept or constant is the mean of the reference group (first category, coded 0), and the slope or regression coefficient is the difference between the mean of the reference group (coded 0) and the group identified (coded 1) with the dummy coded variable. Since the regression coefficients are presented with a standard error and a *t*-value, these can also be used to test whether a difference between means is statistically significant.
6. Next, the dependent variable has to be defined. Click on the **Dependent Variable** field and from the list of available variables on the left-hand side select T3SELF, and move it to the right using the right arrow button.
7. The **Weight Variable** (TCHWGT) is automatically defined by the software. Additionally, the teacher replicate weights (TRWGT1-100) are included automatically in the computations as well, although the analysts will not see them on the application’s interface.
8. Specify the name and folder for the output files in the **Output Files** field by clicking on the **Define** button (which alters to **Modify** once you define the name), browsing to the desired folder, and typing the desired name. The IEA IDB Analyzer will use this name and folder to create eight output files:
 - a. an SPSS syntax file that contains the code for performing the analysis
 - b. an SPSS output file that contains descriptive statistics and the regression analysis results (.spv)
 - c. three SPSS data files with the results (.sav)
 - d. three Excel files with these same results (.xlsx).
9. Press the **Start SPSS** button to create the SPSS syntax file and open it in an SPSS syntax window. The syntax file will be executed by opening the **Run** menu in SPSS and selecting the **All** menu option. If applicable, the IEA IDB Analyzer will show a prompt to confirm overwriting of already existing files. The final IEA IDB Analyzer settings should look like those in Figure 4.39.

Figure 4.39. Analysis Module – Computing regression with dummy coding of independent variables



The output contains unweighted and weighted descriptive statistics for all variables in the equation, sum of squares of the regression model (in an ANOVA table), regression coefficients for all variables and model fit statistics (R^2). A printout of the results is presented in Figure 4.40 showing the regression coefficients from a regression in each country, with the teachers' responses to whether teaching was their first choice as a career (variable TT3G08) as independent variable with dummy coding and teacher self-efficacy (variable T3SELF) as dependent.

Figure 4.40. SPSS regression coefficients output for example of regression with dummy coding analysis

Regression Coefficients							
IDCNTRY	EqVar	Regression	Regression	Stndrdzd.	Stndrdzd.		
		Coefficient	(s.e.)	Coefficient	(t-value)	Coefficient	(s.e.)
Chile	(CONSTANT)	12,62	,10	129,52	.	.	.
	TT3G08_D1	,10	,13	,76	,02	,03	,76
Lithuania	(CONSTANT)	12,43	,09	145,16	.	.	.
	TT3G08_D1	,31	,09	3,57	,07	,02	3,62
Turkey	(CONSTANT)	12,55	,08	152,22	.	.	.
	TT3G08_D1	,20	,10	2,02	,04	,02	2,03
United Arab Emirates	(CONSTANT)	12,19	,05	237,95	.	.	.
	TT3G08_D1	,66	,06	10,82	,14	,01	10,86
Table Average	(CONSTANT)	12,44	,04	307,33	.	.	.
	TT3G08_D1	,32	,05	6,51	,07	,01	6,40

The intercept (or regression “constant”) of the variable T3SELF on the first line is the estimated mean of teacher self-efficacy for the teacher of the second category, the reference category: Teachers who reported teaching was not their first choice as a career. In Chile the estimate for these teachers equals 12.62, in Lithuania 12.43, in Turkey 12.55, and in the United Arab Emirates 12.19. The corresponding BRR standard errors are 0.10, 0.09, 0.08 and 0.05 respectively. The rows TT3G08_D1 correspond to the estimates for the second dummy-coded category of variable TT3G08 – teachers reporting teaching was their first choice as a career. Their regression coefficients correspond to the difference between the teachers reporting teaching was not their first choice as a career to those teachers reporting teaching was their first choice as a career. As can be seen from Figure 4.40, in all countries these estimates are positive: 0.10 in Chile, 0.31 in Lithuania, 0.20 in Turkey, and 0.66 in the United Arab Emirates. The corresponding BRR standard errors are 0.13, 0.09, 0.10 and 0.06. The output also contains the *t*-test values for every estimate.

In Lithuania, Turkey and the United Arab Emirates we find significant differences between the teachers who reported teaching was and was not their first choice as a career, assuming a 95% confidence level. The absolute *t*-test value in these cases (Lithuania with 3.57, Turkey with 2.02, and the United Arab Emirates with 10.82) is larger than 1.96 (using a standard normal distribution to determine the critical value for the *t*-statistic) meaning that the teachers who reported that teaching was their first choice as a career report more self-efficacy with their job than the teachers who reported that teaching was not their first choice in the country. In Chile, however, there is no significant difference in teacher self-efficacy between the teachers who reported that teaching was their first choice as a career and those who reported that teaching was not their first choice as a career. The output also provides standardised regression coefficients, their BRR standard errors and *t*-test statistics.

The output also contains unweighted and weighted descriptive statistics for the variable in the model, an ANOVA table with the regression and residual sum of squares, and model statistics. The latter is presented in Figure 4.41.

Figure 4.41. SPSS model statistics output for example of regression with dummy coding analysis

Model Statistics				
IDCNTRY	R-Square	R-Square (s.e.)	Adjusted R-Square	Adjusted R-Square (s.e.)
Chile	,00	,00	,00	,00
Lithuania	,00	,00	,00	,00
Turkey	,00	,00	,00	,00
United Arab Emirates	,02	,00	,02	,00
Table Average	,01	,00	,01	,00

As the figure shows, similar to Figure 4.38, it is only in the United Arab Emirates that there is at least some variance (R^2) explained by this model, with 2% (standard error 0%). In all

other countries, the model does not explain any variance. The output also provides the adjusted R² for the model in each country.

The results of both, the dummy coding option and the effect coding option, yield similar results. The difference lies with the interpretation of the numbers. With the effect coding option, groups of certain characteristics are compared to the overall mean of all groups, whereas with the dummy coding option, a group of a certain characteristic is directly compared to one or more groups of different characteristics.

4.5.6. Computing correlations and their standard errors

The statistic type **Correlations** is used to calculate Pearson product-moment correlation coefficients between selected analysis variables. The IEA IDB Analyzer can accept more than two analysis variables and will compute the correlation coefficient between each pair. This example will use just two variables.

This example will estimate the correlation between the self-efficacy in classroom management (T3SECLS) and self-efficacy in instruction (T3SEINS) scales.

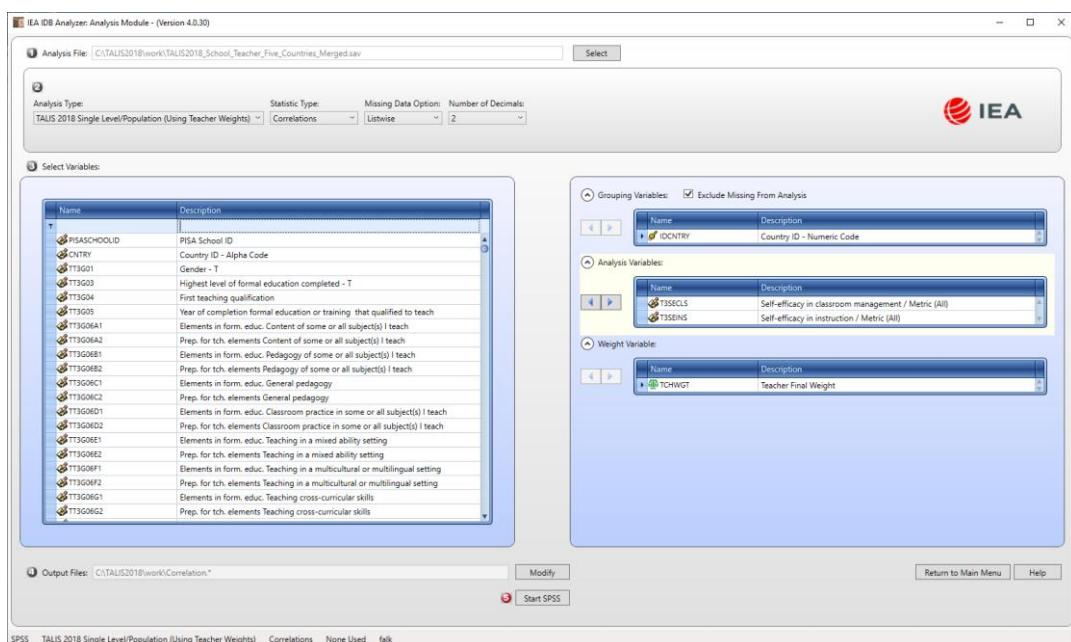
The steps in the IEA IDB Analyzer are as follows:

1. Open the **Analysis Module** of the IEA IDB Analyzer.
2. Select the **Analysis File** called “TALIS2018_School_Teacher_Four_Countries_Merged.sav” that was merged in previous steps.
3. As the analysis type, select **TALIS 2018 Single Level/Population (Using Teacher Weights)** and, as **Statistic Type**, select **Correlations**. The Missing Data option can remain as **Listwise** (default).
4. In the next steps all variables need to be defined:
 - a. As **Grouping Variable**, the software always selects variable IDCNTRY by default. No other variable needs to be added as a grouping variable for this example.
 - b. Next select the analysis variables. To activate this section, click somewhere on the field **Analysis Variables**. Select the variables T3SECLS and T3SEINS from the list of available variables on the left side and move them to the analysis variables window by pressing the right arrow button in this section.
5. The **Weight** variable is automatically selected by the software. As this is an example for analysis at the teacher level, the weight TCHWGT is selected by default. Additionally, the BRR teacher replicate weights SRWGT1-100 are automatically set by the IEA IDB Analyzer and will be used to compute the correct estimates of the BRR standard error of the correlation coefficient.
6. Specify the name and folder of the output files in the **Output Files** field. Again, the IEA IDB Analyzer will use this name and folder to create four output files:
 - a. an SPSS syntax file that contains the code for performing the analysis (.sps)
 - b. an SPSS output file that contains descriptive statistics and the regression analysis results (.spv)
 - c. an SPSS data file with the results (.sav)
 - d. an Excel file with these same results (.xlsx).

7. Press the **Start SPSS** button to create the SPSS syntax file and open it in an SPSS syntax window. The syntax file will be executed by opening the **Run** menu in SPSS and selecting the **All** menu option. If applicable, the IEA IDB Analyzer will produce a prompt to confirm overwriting of already existing files.

Figure 4.42 shows the setup screen with the selections made for computing the correlations between the two selected variables. Figure 4.43 shows the results from the analysis.

Figure 4.42. Analysis Module – Computing correlations



The SPSS output in Figure 4.43 displays, for each country, the correlation coefficients for each possible combination of variables (in this case just one). The intersection of columns and rows in this table can be used to find the correlation coefficient and its BRR standard error.

Figure 4.43. SPSS output for example of correlation analysis

Correlation Coefficients

IDCNTRY	variable	Correlation		Correlation	
		with T3SECLS	(s.e.)	with T3SEINS	(s.e.)
Chile	T3SECLS	1,00	,00	,58	,02
	T3SEINS	,58	,02	1,00	,00
Lithuania	T3SECLS	1,00	,00	,54	,01
	T3SEINS	,54	,01	1,00	,00
Turkey	T3SECLS	1,00	,00	,66	,01
	T3SEINS	,66	,01	1,00	,00
United Arab Emirates	T3SECLS	1,00	,00	,62	,01
	T3SEINS	,62	,01	1,00	,00
Table Average	T3SECLS	1,00	,00	,60	,01
	T3SEINS	,60	,01	1,00	,00

The results displayed in Figure 4.43 show that the correlation between the two variables in the analysis for Chile is 0.58 with a standard error of 0.02, for Lithuania it is 0.54 with a standard error of 0.01, for Turkey it is 0.66 with a standard error of 0.01, and for the United Arab Emirates it is 0.62 with a standard error of 0.01. These are all strong and significant (on a 95% confidence level) correlations.

4.5.7. Performing analyses with data merged across ISCED levels

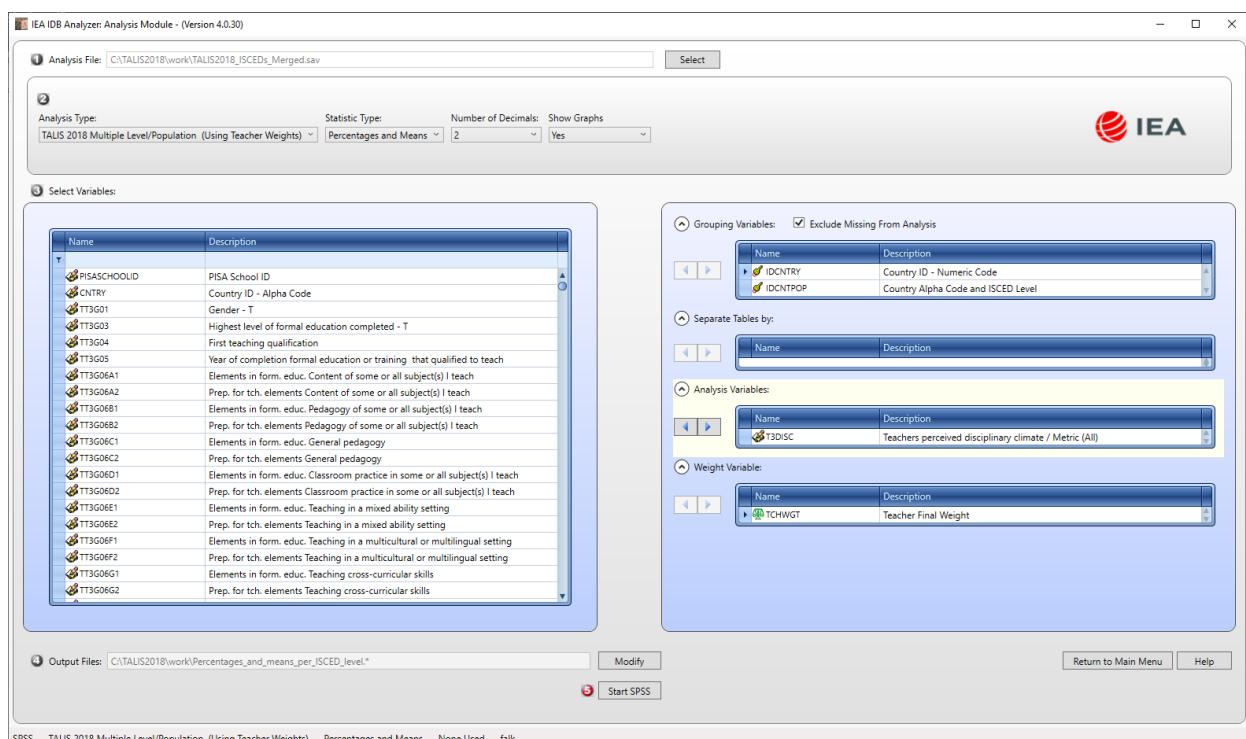
As mentioned before, some participating countries/economies choose to conduct TALIS not only in ISCED 2 (the target population of the study) but also in ISCED levels 1 and 3. The data can be analysed together using the IEA IDB Analyzer. The data from the different ISCED levels have to be merged first as presented in Section 4.4. This section presents an example analysis using this merged file. This example will compute the average perceived disciplinary climate in the classroom as reported by teachers (variable T3DISC) separately for teachers from ISCED 1, 2 and 3. The statistic type will be **Percentages and Means**.

The steps in the IEA IDB Analyzer are as follows:

1. Open the **Analysis Module** of the IEA IDB Analyzer.
2. Select the **Analysis File** named “TALIS2018_ISCEDs_Merged.sav”. In Section 4.4 it was shown how to create this data file using the Merge Module of the IEA IDB Analyzer.
3. As the analysis type, select **TALIS 2018 Multiple Level/Population (Using Teacher Weights)** and, as **Statistic Type**, select **Percentages and Means**.
Note that, by default, the programme will exclude missing values on the analysis variable. This can be changed by unchecking the checkbox **Exclude Missing from Analysis**. The **Number of Decimals** displayed in the output files can be selected from the drop-down menu.
4. As for the analyses with single level data, the IEA IDB Analyzer always selects IDCNTRY as a **Grouping Variable**, by default. This time, since the file comprises data from more than one ISCED level, it will also add the variable IDCNTPOP, which indicates the different ISCED levels in each country/economy. This variable, as well as IDCNTRY, cannot be removed. It always has to be included in the analysis of data from multiple ISCED levels.
5. Next, the analysis variable needs to be selected. In this example, the variable is T3DISC. Click on the **Analysis Variables** field to activate it. Then select T3DISC from the list of available variables on the left side of the screen and move it to the right using the right arrow button.
6. The **Weight Variable** (TCHWGT) is automatically defined by the software. Additionally, the BRR teacher replicate weights (TRWGT1-100) are included automatically in the computations as well, although the analysts will not see them on the application’s interface.
7. Specify the name and folder for the output files in the **Output Files** field by clicking on the **Define** button (which alters to **Modify** once you define the name), browsing to the desired folder, and typing the desired name. The IEA IDB Analyzer will use this name and folder to create six output files:
 - a. an SPSS syntax file that contains the code for performing the analysis (.sps)

- b. an SPSS output file that contains descriptive statistics and the regression analysis results (.spv)
 - c. two SPSS data files with the results (.sav)
 - d. two Excel files with these same results (.xlsx).
8. Press the **Start SPSS** button to create the SPSS syntax file and open it in an SPSS syntax window. The syntax file will be executed by opening the **Run** menu in SPSS and selecting the **All** menu option. If applicable, the IEA IDB Analyzer will show a prompt to confirm overwriting of already existing files. The final IEA IDB Analyzer settings should look like those on Figure 4.44.

Figure 4.44. Analysis Module – Computing percentages and means per ISCED level



A printout of the output is displayed in Figure 4.45.

Figure 4.45. SPSS output for example of Percentages and Means analysis per ISCED level

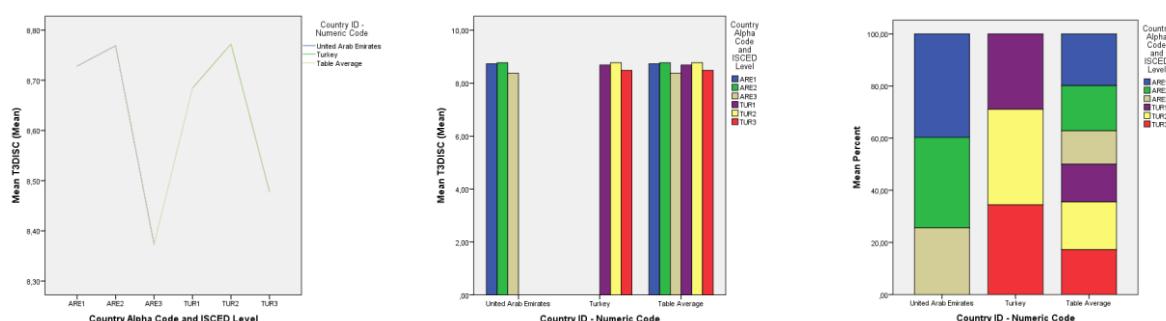
Average for T3DISC by (IDCNTRY IDCNTPOP)

Country ID - Numeric Code	Alpha Code and ISCED Level	N of Cases	Sum of TCHWGT	Sum of TCHWGT (s.e.) Percent (s.e.)				Percent T3DISC (Mean)	Std.Dev. (s.e.)	Percent Missing	
				(s.e.)	Percent	(s.e.)	(s.e.)				
United Arab Emirates	ARE1	6711	12139,40	99,02	39,73	,27	8,73	,03	1,96	,02	25,85
	ARE2	6234	10590,51	84,81	34,66	,23	8,77	,03	2,10	,02	26,90
	ARE3	4645	7826,48	73,76	25,61	,22	8,37	,03	2,04	,02	22,84
Turkey	TUR1	2607	178187,85	2425,12	28,96	,34	8,68	,07	2,09	,05	16,09
	TUR2	3218	225415,13	2357,40	36,64	,39	8,77	,04	2,08	,03	18,68
	TUR3	7026	211668,02	4709,49	34,40	,51	8,48	,07	2,16	,04	16,10
Table Average	ARE1	.	.	.	19,86	,13	8,73	,03	1,96	,02	.
	ARE2	.	.	.	17,33	,11	8,77	,03	2,10	,02	.
	ARE3	.	.	.	12,81	,11	8,37	,03	2,04	,02	.
	TUR1	.	.	.	14,48	,17	8,68	,07	2,09	,05	.
	TUR2	.	.	.	18,32	,19	8,77	,04	2,08	,03	.
	TUR3	.	.	.	17,20	,26	8,48	,07	2,16	,04	.

The first two columns in the output list the categories for the two grouping variables – IDCNTRY and IDCNTPOP. These are the country names and the combination of the three-letter country name abbreviation (ARE = United Arab Emirates, TUR = Turkey) and populations (1 = ISCED 1, 2 = ISCED 2 and 3 = ISCED 3). The next three columns present the number of valid cases in the sample, their population estimates and the standard errors of the population estimates. The next four columns show the percentages per groups defined by the grouping variables (IDCNTRY, IDCNTPOP), their standard errors, the means of the analysis variable T3DISC (teachers' perceived disciplinary climate in the classroom) per group and their standard errors. The next two columns display the standard deviations associated with the means and their standard errors. The last column shows the percentage of missing values for the analysis variable T3DISC. The largest amount of missing values is for ISCED 2 teachers in the United Arab Emirates (26.90%).

The output displayed in Figure 4.45 shows that the averages of teachers' perceived disciplinary climate in the classroom in the United Arab Emirates are 8.73 for ISCED 1 teachers, 8.77 for ISCED 2 teachers, and 8.37 for ISCED 3 teachers, with standard errors of 0.03, 0.03 and 0.03 respectively. The averages in Turkey are 8.68, 8.77 and 8.48 with standard errors of 0.07, 0.04 and 0.07 respectively.

The SPSS syntax created by the IEA IDB Analyzer also produces line, bar and stacked bar charts. These are presented in Figure 4.46.

Figure 4.46. Graphics from the output of the percentages and means analysis per ISCED level

References

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Notes

¹ For details about the BRR method for estimating the standard errors, please refer to Chapter 9 of the *TALIS 2018 Technical Report* (OECD, 2019^[7]) or Chapter 9 of the *TALIS Starting Strong 2018 Technical Report* (OECD, 2019^[8]) and Section 2.4.2 of this document for variables related to BRR.

² TALIS 2018 datasets are publicly available for download from the official OECD TALIS website: <http://www.oecd.org/education/talis/talis-2018-data.htm>.

Chapter 5. Comparing population parameters with appropriate standard errors – Falk Brese and Jean Dumais

The complex sampling designs used in OECD Teaching and Learning International Survey (TALIS) 2018 and the OECD Starting Strong Teaching and Learning International Survey (TALIS Starting Strong) 2018 need to be taken into account when comparing estimates for population parameters. This chapter provides information and guidelines on the correct calculation of standard errors for such comparisons. Correct standard errors are crucial to be able to decide upon the statistical significance of differences between estimated parameters.

5.1. Overview

When comparing TALIS 2018 estimates of population parameters, for example estimates for parameters of two subpopulations within a participating country/economy, the comparison must be scaled using the appropriate estimates of sampling error. This is the case when comparing characteristics of two subpopulations within a participating country/economy, across two participating countries/economies or a participating country/economy characteristic with the average of that characteristic over a number of participating countries/economies.

The principles described in this chapter also apply to analyses of TALIS Starting Strong 2018 data.

Where appropriate, the statistics in *TALIS 2018 Results (Volume I)* (OECD, 2019^[1]) were verified using standard tests of statistical significance, conducted at the nominal $\alpha=5\%$ level.

5.2. Comparing population parameters within a participating country/economy

The standard error for the difference between two estimates of population parameters on the same metric from one participating country/economy, for example $\hat{\theta}_1$ and $\hat{\theta}_2$, is given by:

$$se(\hat{\theta}_1 - \hat{\theta}_2) = \sqrt{\hat{V}_{FAY}(\hat{\theta}_1) + \hat{V}_{FAY}(\hat{\theta}_2) - 2\widehat{Cov}_{FAY}(\hat{\theta}_1, \hat{\theta}_2)} = \sqrt{\hat{V}_{FAY}(\hat{\zeta})}$$

where $\hat{\zeta} = \hat{\theta}_1 - \hat{\theta}_2$ is the difference between the estimates for the two characteristics of interest (e.g. hours paid and hours worked) collected from each participating teacher (see Section 5.5.3 on limitations on comparisons regarding the invariance of scales).

To compare subpopulations within a participating country/economy, the IEA IDB Analyzer software provides significance test results in a separate output file (see Chapter 4). Alternatively, such a comparison could be done with a regression on a dummy variable as illustrated by the following example: Suppose that the difference between male and female teachers for a particular characteristic (e.g. question 18 in the Teacher Questionnaire: hours worked on activities other than teaching per week) is of interest. One can set a dummy variable *Gender* = 0 if the teacher is male, *Gender* = 1 if the teacher is female. Then, a regression model can be written as: $Hours = a_0 + a_1 Gender$. Clearly, if *Gender* = 0, then $Hours_{male} = a_0$; similarly, setting *Gender* = 1, one obtains $Hours_{female} = a_0 + a_1$. Design-based estimation of the regression parameters a_0 and a_1 can be done using appropriate software, for example the IEA IDB Analyzer or WesVar. If the test of significance on a_1 cannot reject the null hypothesis $H_0: a_1 = 0$, then one cannot conclude that the hours worked on activities other than teaching per week for male and female teachers are significantly different.

5.3. Comparing a country parameter and an average for several participating countries/economies

The reporting of the TALIS 2018 results comprises five different averages for several participating countries/economies: The “OECD average-31” at the teacher level (“OECD

average-30” at the school level), the “EU total-23”, and the “TALIS average-48” at the teacher level (“TALIS average-47” at the school level). Please see the list of participating countries/economies included in the respective averages in Annex B of the *TALIS 2018 Results (Volume I)* (OECD, 2019_[1]).

If an individual country/economy contributed to the computation of an average such as the “OECD average-31” reported in the *TALIS 2018 Results (Volume I)* (OECD, 2019_[1]), the score for that participating country/economy and the average are correlated. Therefore, the computation of the standard error for the difference between an estimated characteristic for this given participating country/economy, for example $\hat{\theta}_c$, and the average $\hat{\theta}$ of the participating country’s/economy’s estimated characteristic (or an average based on another set of participating countries/economies that includes country/economy c) has to take this correlation into account.

5.4. Computing the standard error for the average of a number of country results

First, the average above referred to as $\hat{\theta}$ for a simple statistic is defined as the simple average of the estimates for each participating country/economy included in the analysis:

$$\hat{\theta} = \frac{1}{C} \sum_{c=1}^C \hat{\theta}_c,$$

where C is the number of participating countries contributing to the average $\hat{\theta}$.

Because the country samples are statistically independent, the standard error $se(\hat{\theta})$ of this average $\hat{\theta}$ is the square root of the sum of the squared standard errors (i.e. the sum of the sampling variances) divided by the squared number of countries:

$$se(\hat{\theta}) = \sqrt{\frac{\sum_{c=1}^C se(\hat{\theta}_c)^2}{C^2}} = \sqrt{\frac{\sum_{c=1}^C \hat{V}_{Fay}(\hat{\theta}_c)}{C^2}} = \frac{1}{C} \sqrt{\sum_{c=1}^C \hat{V}_{Fay}(\hat{\theta}_c)},$$

where C is the number of participating countries contributing to the average $\hat{\theta}$.

These two formulae for $\hat{\theta}$ and $se(\hat{\theta})$ were used in the publication *TALIS 2018 Results (Volume I)* (OECD, 2019_[1]) to compute the “OECD average-31” at the teacher level (“OECD average-30” at the school level) and the “TALIS average-48” at the teacher level (“TALIS average-47” at the school level) and their associated standard error. The computational method of these averages is equivalent to the computation of the arithmetic “OECD Average” and its associated standard error in PISA (see Chapter 12 in the *PISA Data Analysis Manual* (OECD, 2009_[2]).

As in TALIS 2013, TALIS 2018 did not use the equivalent of an “OECD total” given the fact that the countries/economies participating in TALIS did not form an entity in themselves which would allow for a meaningful statistical interpretation of a “total”, in contrast to a group such as the OECD member countries/economies.

The formula used to calculate the estimate for the “EU total-23” was:

$$EU\ total = \frac{\sum_{c=1}^C \hat{N}_c \hat{\theta}_c}{\sum_{c=1}^C \hat{N}_c},$$

where \widehat{N}_c is the estimated target population size for country c , that is, the sum of the appropriate weights (i.e. for principal-level analyses, the sum of the school weights of country/economy c and for teacher-level analyses, the sum of the teacher weights of country/economy c), C is the number of participating countries/economies contributing to the estimate of the EU total, and $\widehat{\theta}_c$ is the parameter of interest (i.e. a country-specific average of the analysis variable) for country/economy c .

The formula used to calculate the standard error of the EU total was:

$$se_{EU\ total} = \sqrt{\frac{\sum_{c=1}^C \widehat{N}_c^2 se(\widehat{\theta}_c)^2}{(\sum_{c=1}^C \widehat{N}_c)^2}},$$

where \widehat{N}_c and C are defined as above, and $\widehat{\theta}_c$ is the parameter of interest (i.e. a country-specific average of the analysis variable).

While all participating countries/economies equally contributed to the OECD and TALIS averages, this was not the case for the “EU total-23”. Here, each participating country contributed according to its estimated target population size meaning that countries/economies with a large estimated target population size (i.e. a large number of teachers or principals) contributed more to the “EU total-23” than did participating countries/economies with a small target population size. Thus, the “EU total-23” represents an “average European teacher” or “average European principal”, whereas the OECD or TALIS average represents an “average country”.

The Flemish and French communities of Belgium were excluded from the calculations of the “OECD average-31” at the teacher level (“OECD average-30” at the school level), “TALIS average-48” at the teacher level (“TALIS average-47” at the school level) and the “EU total-23” as these populations were already included in the estimates for Belgium. Participating countries/economies for which estimates are flagged in the table (e.g. because the respective question was not administered) were not included in the calculation of the “OECD average-31” at the teacher level (“OECD average-30” at the school level), “TALIS average-48” at the teacher level (“TALIS average-47” at the school level) and “EU total-23”.

5.4.1. Computing the standard error for the difference between the average of a number of country results

The difference between the estimated parameter for a country/economy c and the average of a number of participating country/economy results can be derived by simple subtraction. The standard error for the difference between the estimated country parameter and this average $\widehat{\theta}$ is given by:

$$\begin{aligned} se(\widehat{\theta}_c - \widehat{\theta}) &= \sqrt{\frac{[(C - 1)^2 - 1]\widehat{V}_{FAY}(\widehat{\theta}_c) + \sum_{k=1}^C \widehat{V}_{FAY}(\widehat{\theta}_k)}{C^2}} \\ &= \sqrt{\widehat{V}_{FAY}(\widehat{\theta}_c) + \widehat{V}_{FAY}(\widehat{\theta}) - \frac{2}{C}\widehat{V}_{FAY}(\widehat{\theta}_c)}. \end{aligned}$$

The test statistic z for the difference can then be derived following the usual rules for hypothesis testing (see Chapter 3, Section 3.3.4, for example) and checked against the tabulated critical value for the preferred confidence level ($\alpha = 5\%$ and $z_{1-\alpha/2} = 1.96$):

$$z = \frac{\hat{\theta}_c - \hat{\theta}}{se(\hat{\theta}_c - \hat{\theta})}$$

5.5. Comparing population parameters for two or more participating countries/economies

5.5.1. Comparing population parameters for two participating countries/economies

The standard error for the difference of the estimated parameters for two participating countries/economies, for example $\hat{\theta}_c$ and $\hat{\theta}_d$, is simply given by the square-root of the summed squared errors computed for each country/economy using “balanced repeated replication” (BRR):

$$se(\hat{\theta}_c - \hat{\theta}_d) = \sqrt{\hat{V}_{FAY}(\hat{\theta}_c) + \hat{V}_{FAY}(\hat{\theta}_d)} = \sqrt{se(\hat{\theta}_c)^2 + se(\hat{\theta}_d)^2}$$

The test statistic z for the difference of two country estimates can then be derived and used in a similar manner with:

$$z = \frac{\hat{\theta}_c - \hat{\theta}}{se(\hat{\theta}_c - \hat{\theta})}$$

5.5.2. Comparing population parameters for more than two participating countries/economies

Comparing more than two participating countries/economies is usually done by using regression-type models and tests. The principles laid out in Chapter 4, Section 4.5.5 can be applied, using dummy variables for country indicators (independent variables). To compare three participating countries/economies, the model could take the form:

$$Score = A + B + C + \text{error}$$

where A , B and C are dummy indicators (note that there is no intercept in this model); if the model is rejected (i.e. a significant difference is observed), the tests indicate that (at least) one of the participating country/economy means is different from the others – they could all be different.

An alternative model, using an intercept, would be:

$$Score = \beta_0 + B + C + \text{error}$$

where B and C are dummy indicators both set to 0 for country/economy A ; then country/economy A becomes the reference and the tests show whether each of B and C are different from A . However, it sheds no light on how B compares to C . For example, one could have B slightly less than A , C slightly more than A , but B and C far enough from one another to test as “different”, but this model would not detect it.

5.5.3. Limitations on the direct comparison of indices between participating countries/economies

Besides factual elements, TALIS 2018 collected teachers’ and school principals’ self-reported beliefs, attitudes and practices across a range of topics in 48 participating

countries/economies. These beliefs, attitudes, and practices are influenced by individual characteristics as well as by the cultural background and the school system context.

Furthermore, cultural factors affect the interpretation of questions and the ways in which responses are given by teachers and principals. These influences may produce differences in levels of endorsement or frequency in survey responses, but they may also affect the index structure used to compile responses and thus limit the comparability of the resulting scores. TALIS uses items from indices that are well-established in national and, where possible, cross-national research. When developing the questionnaire, care was taken to ensure that items were compatible with the culture and school system of each TALIS country/economy and also that the indices received high-quality translation and verification. Furthermore, the cross-cultural comparability – or “invariance” – of the indices measuring beliefs, attitudes and practices in Chapters 2 and 3 of the *TALIS 2018 Results (Volume 1)* (OECD, 2019^[1]) was tested by means of confirmatory factor analysis (CFA).

Multi-group CFA (MGCFA) was used to test for cross-cultural invariance of the indices. An index with consistently different results to irrelevant condition is said to have different measurement properties and may show measurement bias (i.e. systematic inaccuracy in the observed variables). By means of MGCFA, three levels of invariance were tested for: configural, metric and scalar.

- **Configural invariance** is established when the same items are associated with the same underlying factors in all participating countries/economies. This implies an acceptable fit of confirmatory factor analysis models using the same factor structure for all participating countries/economies.
- **Metric invariance** is achieved when the strength of the associations between each of the items and the underlying factor is also equivalent across participating countries/economies.
- **Scalar invariance** is the most rigorous form. It implies that cross-country differences in the means of the observed items are a result of differences in the means of their corresponding factors. At least partial scalar invariance is needed to make meaningful comparisons of mean scores across participating countries/economies.

In short, scalar invariance allows for the comparison of scale means across countries; metric invariance allows for comparisons for changes in scale values, or distances between locations on a scale, but not for comparisons of the scale means themselves; lastly, configural invariance only allows for the comparison of model shape among participating countries/economies but not where the scales are located nor how they evolve. The lack of any invariance forbids all international comparisons.

Attention point

Construct comparability and measurement invariance were not naively assumed in TALIS 2008, TALIS 2013 and TALIS 2018. In the extensive analysis of cross-cultural validity of the indices computed from the school and teacher-level questionnaire responses, configural invariance as well as metric invariance was established but scalar invariance was not. Country means on the indices concerned may, therefore, not be directly comparable. Please refer to Chapter 11 of the *TALIS 2018 Technical Report* (OECD, 2019^[3]) for details of the comparability of scales and recommendations for analysis.

The analysis in the *TALIS 2018 Results (Volume I)* (OECD, 2019^[1]) focused more on patterns of cross-cultural difference and refrained from making direct country-by-country comparisons of indices. A similarly careful approach or re-evaluation of cultural invariance is advisable for any secondary analysis.

References

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Chapter 6. Analysis using TALIS 2018 scale scores – Mojca Rozman, Justin Wild and Agnes Stancel-Piątek

This chapter provides a brief summary on scale evaluation and scale score construction in the OECD Teaching and Learning International Survey (TALIS) 2018 and the OECD Starting Strong Teaching and Learning International Survey (TALIS Starting Strong) 2018. In addition, it provides an example of how to read the results from scale evaluation and also offers two examples of analyses with scale scores. The first one demonstrates comparisons of scale scores between participating countries/economies within one ISCED level and the second one describes scale score comparison within one country between different ISCED levels. The results from statistical analysis using the scale scores should be interpreted taking into account the limitations based on the level of measurement invariance achieved by each scale.

6.1. Overview

The results from the scale evaluation, in particular the cross-country/economy comparability, should be considered when interpreting results from statistical analyses using scale scores in TALIS 2018 and TALIS Starting Strong 2018. After the summary, the chapter provides three examples, one explaining the scales' properties as reported in the technical report, and another two presenting analyses based on scale indices together with the interpretation of the results. The scale evaluation and creation procedures are described in more detail in the *TALIS 2018 Technical Report* (OECD, 2019^[1]) and the *TALIS Starting Strong 2018 Technical Report* (OECD, 2019^[2]).

6.2. Scale evaluation and construction in brief

In TALIS 2018 and TALIS Starting Strong 2018, specific sets of items were used and combined into scales that represent traits that cannot be directly observed and are, therefore, called latent (e.g. teachers' attitudes and self-efficacy). Items were designed to reflect specific facets of the latent traits that combined into one joint construct reflecting the latent trait. The analysis was conducted within the confirmatory factor analysis (CFA) framework using the program Mplus. The specified measurement model contains different parameters to be estimated: item factor loadings, intercepts (or thresholds in case of categorical CFA) and residual variances, as well as latent means and variances (Davidov et al., 2014^[3]). In order to test for measurement invariance in TALIS 2018 and TALIS Starting Strong 2018, different models were specified and compared to one another. The models differ from each other with respect to constraints applied to specific parameters. For TALIS 2018 and TALIS Starting Strong 2018, three invariance models were tested: configural, metric and scalar. The procedure or the model used to construct the scales determines the level of comparability between groups and needs to be taken into account when performing statistical analyses. For example, when configural invariance is established, the groups (i.e. countries or ISCED levels) may only be qualitatively compared (no statistical procedures are appropriate); for metric invariance, comparisons of the strength of associations (e.g. correlation and regression) across countries are possible (mean comparisons are not appropriate); and for scalar invariance, comparisons of mean scores and its significance, in addition, are possible (for a more detailed account, see the section "Recommendation for analysis and interpretation" in both the TALIS 2018 and TALIS Starting Strong 2018 technical reports. *Configural level of measurement invariance* is reached when the construct is measured by the same items across groups. It implies that the structure of the construct indicated by the configuration of items is equivalent across groups of comparison. *Metric level of measurement invariance* is reached when, in addition to the structure of the construct, the strength of the associations between the construct and the items (factor loadings) is also equivalent across groups. *Scalar level of measurement invariance* is reached when the intercepts for all items across groups are equivalent in addition to the conditions required for metric invariance. Please refer to Tables 11.6 and A I.2-A I.4 in the *TALIS 2018 Technical Report* (OECD, 2019^[1]) and Tables 11.5 and A I.2-A I.3 in the *TALIS Starting Strong 2018 Technical Report* (OECD, 2019^[2]) for an overview of the invariance levels reached for each study's respective scales.

The process of scale evaluation encompassed several steps. In the first step, descriptive statistics of the items intended to measure a trait (item analyses of missingness, frequencies) and their relationships (corrected item-total correlations, internal consistency) were examined. In the next step, CFA was conducted using the data in a joint analysis of all participating countries/economies (for the core population only). Afterwards, the CFA

model on a country/economy level was evaluated based on the cut-off criteria of the model fit indices; this was done separately for each of the analysed ISCED populations. In case of an acceptable model fit, measurement invariance testing was performed in two steps. First, for countries/economies that participated with more than one ISCED level population, comparability of the constructs within countries/economies across ISCED levels was tested. Second, the comparability of the constructs within ISCED levels across countries/economies was conducted. The result from these measurement invariance tests both across countries/economies and across ISCED levels was a final scale model that accounted for the various invariance results in a single model.

Based on the results of the invariance analyses (both across countries/economies and across ISCED levels), scale scores were computed with appropriate model parameter constraints following the various invariance results. In addition, the scale scores were standardised in a way that the value of 10 corresponds to the midpoint of the scale and has a standard deviation of 2 (in the core population). The way a scale score was created has an impact on the comparability of scale scores between countries/economies (within ISCED levels) and/or between ISCED levels (within countries/economies). Therefore, the results from the scale evaluation should be considered before conducting any statistical analyses. For details see the section “Recommendation for analysis and interpretation” in the TALIS 2018 and TALIS Starting Strong technical reports, Chapter 11.

Please refer to the *TALIS 2018 Technical Report*, Chapter 11, Table 11.7 (OECD, 2019_[1]) and the *TALIS Starting Strong 2018 Technical Report*, Chapter 11, Table 11.6 (OECD, 2019_[2]) for details on excluded countries/economies from specific scales. When using these countries/economies’ data in secondary analyses of scales for which they were excluded, users should note that these countries/economies did not contribute to the final scale model’s parameter estimation due to the issues noted in these tables. For example, if relationships in ISCED level 2 are of interest, countries/economies not included in the final scale model’s parameter estimation should be mentioned along with the reasons for their exclusion.

6.3. Reading a scale’s properties: An example

Multiple tables in Chapter 11 of the technical reports from TALIS 2018 and the TALIS Starting Strong 2018 document scale properties presenting results on a country/economy level. Before presenting examples on how to analyse and interpret results based on selected scale scores in Section 6.4, this section focuses on scale characteristics in selected countries/economies. The example uses results from Sweden, Turkey, the United Arab Emirates and Viet Nam (from ISCED 2) for the scales *Teachers perceived disciplinary climate* (T3DISC) and *Teacher-student relations* (T3STUD) for the example in Section 6.5, and from Sweden, Turkey and Viet Nam (from ISCED 1, 2 and 3) for the scale T3STUD in the example in Section 6.5. Therefore, in the following paragraphs, the text refers to tables from the *TALIS 2018 Technical Report* (OECD, 2019_[1]) for the selected countries/economies and scales. The tables described are presented in Figure 6.1 to Figure 6.6.

The presentation of each scale starts with a report on included items. From Figure 6.1 it can be seen that the scale T3DISC is based on four items (from which one was reverse coded) as well as the scale T3STUD. The presentation of the scale results begins with the reliability coefficient, a measure of internal consistency of the scale. A value above 0.70 is regarded as *sufficient* and suggests a reliable scale. As presented in Figure 6.2, all coefficients in the selected countries are larger than 0.70 for both scales, indicating good

scale reliability. Following these tables, different model fit indices (CFI, TLI, RMSEA and SRMR, or in case of categorical scales, WRMR) are presented for each participating country/economy. The fit indices indicate how well the tested model fits the data. The cut-off values considered for acceptable model fit were as follows: equal or above 0.90 for CFI and TLI, equal or below 0.08 for RMSEA, equal or below 0.06 for SRMR and equal or below 0.9 for WRMR (see Table 11.3 in *TALIS 2018 Technical Report* (OECD, 2019[1])). From figures 6.3 and 6.4 it can be observed that the fit indices for both scales in the countries/economies selected for this example are within the cut-off criteria indicating a good model fit. The only exception is Viet Nam (ISCED level 1) where the fit index value is slightly larger than the cut-off value for RMSEA.

The parameters of each participating country/economy reported from the final modelling in the technical reports are the standardised factor loadings and unstandardised intercepts. The standardised factor loadings represent the strength of the relationship between the item and the latent factor. The unstandardised intercepts indicate the predicted values for an item when the value of the latent trait is zero. Figure 6.5 presents the standardised factor loadings and unstandardised intercepts for scale T3DISC. Standardised factor loading between 0.45 and 0.60 is considered to indicate a moderately strong relationship, while values above 0.60 indicate a strong relationship (see Table 11.1 in *TALIS 2018 Technical Report* (OECD, 2019[1])). In all selected countries the standardised factor loadings are the smallest for item TT3G41B, indicating that this item contributes the least to the scale. However, the values are at least moderate with the exception of Viet Nam in ISCED levels 1 and 2. For the scale T3STUD, this information is presented in Figure 6.6, where a consistent pattern is observed within selected countries/economies across ISCED levels. The lowest factor loadings occur for the item TT3G49D in Sweden in all ISCED levels but are moderate.

**Figure 6.1. Excerpt from Table 11.91 from *TALIS 2018 Technical Report*
“Item wording for school climate scales”**

T3DISC: Teachers' perceived disciplinary climate	
TT3G41: How strongly do you agree or disagree with the following statements about this <target class>?	
Response options: “Strongly disagree” (1), “Disagree” (2), “Agree” (3), “Strongly agree” (4).	
TT3G41A	When the lesson begins, I have to wait quite a long time for students to quieten down
TT3G41B*	Students in this class take care to create a pleasant learning atmosphere
TT3G41C	I lose quite a lot of time because of students interrupting the lesson
TT3G41D	There is much disruptive noise in this classroom
T3STUD: Teacher-student relations	
TT3G49: How strongly do you agree or disagree with the following statements about what happens in this school?	
Response options: “Strongly disagree” (1), “Disagree” (2), “Agree” (3), “Strongly agree” (4).	
TT3G49A	Teachers and students usually get on well with each other.
TT3G49B	Most teachers believe that the students' well-being is important.
TT3G49C	Most teachers are interested in what students have to say.
TT3G49D	If a student needs extra assistance, the school provides it.

Note: *Item was reverse coded.

Source: OECD (2019[1]), *TALIS 2018 Technical Report*, http://www.oecd.org/education/talis/TALIS_2018_Technical_Report.pdf.

**Figure 6.2. Excerpt from Table 11.92 from *TALIS 2018 Technical Report*
“Omega coefficients for populations of each participating country/economy”**

Participating countries/economies	T3DISC	T3STUD
	Omega coefficient	
ISCED level 2		
Sweden	0.908	0.814
Turkey	0.901	0.889
United Arab Emirates	0.895	0.869
Viet Nam	0.812	0.796
ISCED level 1		
Sweden	0.889	0.810
Turkey	0.897	0.914
United Arab Emirates	0.882	0.872
Viet Nam	0.780	0.834
ISCED level 3		
Sweden	0.908	0.835
Turkey	0.901	0.889
United Arab Emirates	0.891	0.870
Viet Nam	0.830	0.794

Source: OECD (2019[1]), *TALIS 2018 Technical Report*, http://www.oecd.org/education/talis/TALIS_2018_Technical_Report.pdf.

**Figure 6.3. Excerpt from Table 11.93 from *TALIS 2018 Technical Report*
“CFA model-data fit for scale T3DISC (Teachers’ perceived disciplinary climate)”**

Participating countries/economies	CFI	TLI	RMSEA	SRMR
ISCED level 2				
Sweden	1.000	1.002	0.000	0.003
Turkey	0.996	0.987	0.040	0.011
United Arab Emirates	0.996	0.988	0.031	0.009
Viet Nam	0.975	0.924	0.059	0.018

Source: OECD (2019[1]), *TALIS 2018 Technical Report*, http://www.oecd.org/education/talis/TALIS_2018_Technical_Report.pdf.

**Figure 6.4. Excerpt from Table 11.94 from *TALIS 2018 Technical Report*
“CFA model-data fit for scale T3STUD (Teacher-student relations)”**

Participating countries/economies	CFI	TLI	RMSEA	SRMR
ISCED level 2				
Sweden	0.998	0.995	0.022	0.009
Turkey	0.989	0.966	0.054	0.014
United States	1.000	1.003	0.000	0.007
Viet Nam	0.992	0.976	0.034	0.015
ISCED level 1				
Sweden	0.991	0.973	0.056	0.017
Turkey	0.991	0.973	0.041	0.012
United Arab Emirates	0.986	0.957	0.063	0.017
Viet Nam	0.975	0.925	0.093	0.020
ISCED level 3				
Sweden	0.993	0.978	0.050	0.014
Turkey	0.988	0.964	0.050	0.015
United Arab Emirates	0.997	0.991	0.029	0.007
Viet Nam	0.996	0.987	0.033	0.012

Source: OECD (2019[1]), *TALIS 2018 Technical Report*, http://www.oecd.org/education/talis/TALIS_2018_Technical_Report.pdf.

**Figure 6.5. Excerpt from Table 11.100 from *TALIS 2018 Technical Report*
“Standardised factor loadings and unstandardised intercepts for scale T3DISC”**

Participating countries/economies	Standardised factor loadings				Unstandardised intercepts			
	TT3G41A	TT3G41B	TT3G41C	TT3G41D	TT3G41A	TT3G41B	TT3G41C	TT3G41D
ISCED level 2								
Sweden	0.804	0.565	0.906	0.865	1.997	2.257	2.045	2.118
Turkey	0.774	0.526	0.905	0.851	2.064	2.316	2.190	2.172
United Arab Emirates	0.749	0.549	0.889	0.865	1.947	2.000	2.004	1.863
Viet Nam	0.689	0.397	0.810	0.755	1.837	1.842	1.919	1.670

Source: OECD (2019[1]), *TALIS 2018 Technical Report*, http://www.oecd.org/education/talis/TALIS_2018_Technical_Report.pdf.

**Figure 6.6. Excerpt from Table 11.101 from *TALIS 2018 Technical Report*
“Standardised factor loadings and unstandardised intercepts for scale T3STUD”**

Participating countries/economies	Standardised factor loadings				Unstandardised intercepts			
	TT3G49A	TT3G49B	TT3G49C	TT3G49D	TT3G49A	TT3G49B	TT3G49C	TT3G49D
ISCED level 2								
Sweden	0.648	0.811	0.769	0.465	3.376	3.578	3.329	2.999
Turkey	0.730	0.876	0.859	0.665	3.170	3.213	3.175	3.165
United Arab Emirates	0.702	0.829	0.850	0.673	3.413	3.449	3.360	3.335
Viet Nam	0.613	0.742	0.737	0.682	3.281	3.277	3.104	3.291
ISCED level 1								
Sweden	0.650	0.802	0.772	0.450	3.386	3.647	3.406	2.968
Turkey	0.777	0.897	0.896	0.673	3.170	3.213	3.175	3.165
United Arab Emirates	0.719	0.841	0.854	0.626	3.413	3.449	3.360	3.335
Viet Nam	0.659	0.795	0.769	0.718	3.281	3.277	3.104	3.291
ISCED level 3								
Sweden	0.685	0.834	0.780	0.508	3.426	3.524	3.291	3.148
Turkey	0.718	0.878	0.860	0.667	3.170	3.213	3.175	3.165
United Arab Emirates	0.723	0.840	0.836	0.688	3.413	3.449	3.360	3.335
Viet Nam	0.585	0.742	0.751	0.670	3.281	3.277	3.104	3.291

Source: OECD (2019[1]), *TALIS 2018 Technical Report*, http://www.oecd.org/education/talis/TALIS_2018_Technical_Report.pdf.

6.4. Comparing scale scores between countries (within one ISCED level): An example

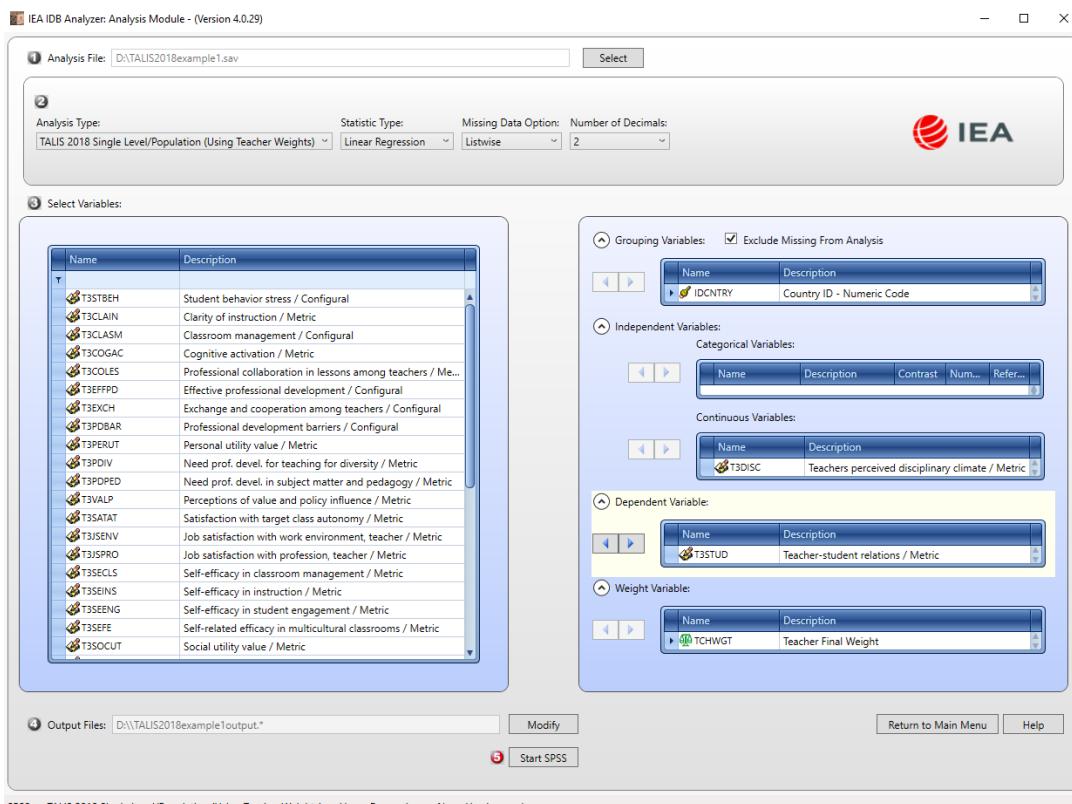
This example investigates whether the relationship between teachers' perceived disciplinary climate and teacher-student relations is different between selected participating countries/economies. The populations of interest in this example are the ISCED level 2 teachers from Sweden, Turkey, the United Arab Emirates and Viet Nam. The two scales from TALIS chosen for this comparison are *Teachers' perceived disciplinary climate* (T3DISC) and *Teacher-student relations* (T3STUD). Results of linear regression in the IEA IDB Analyzer software are presented and discussed below.

Before conducting comparisons of associations based on the scales, the measurement invariance level must be considered. The invariance level reached within an ISCED level can also be seen from the variable labels as presented in Chapter 2, Section "Indices and scales derived from the questionnaire data". The scales T3DISC and T3STUD reached metric invariance in ISCED level 2. This implies that the size of the standardised beta coefficient between these two variables can be compared across countries/economies within ISCED level 2.

Before analysis, the data from countries/economies of interest have to be merged into one joint data file (please see Chapter 4, Section 4.3, on how to merge data from participating countries/economies of one ISCED level).

The steps in the IEA IDB Analyzer are as follows:

1. Open the Analysis Module of the IEA IDB Analyzer.
2. Select the merged data file created prior to this analysis with the countries/economies and variables of interest.
3. In the *Analysis Type* field select **TALIS 2018 Single Level/Population (Using Teacher Weights)** and for *Statistic Type* select **Linear Regression**. Leave the *Missing Data Option* as **Listwise** and *Number of Decimals* as **2**.
4. In the next step the variables are defined:
 - For the *Grouping Variables* the software always selects variable **IDCNTRY** by default. No other variable needs to be added for this example.¹
 - Find the variable **T3DISC** in the *Select Variables* field and move it into the *Independent Variables → Continuous Variables* field as all scales are continuous.
 - Find the variable **T3STUD** in the *Select Variables* field and move it into the *Dependent Variable* field.
 - For *Weight Variable* field, **TCHWGT** is automatically defined by the software.
5. Specify the name and folder for the output files in the *Output Files* field by clicking on the **Modify** button. The IEA IDB Analyzer uses this name and folder to create the output files.
6. Press the **Start SPSS** button to create the SPSS syntax file and open it in an SPSS syntax window. Then execute the syntax file. The final IEA IDB Analyzer settings should look as they do in Figure 6.7.

Figure 6.7. Analysis Module – Computing linear regression

A printout of the SPSS output containing the results is presented in Figure 6.8, which displays the output for each of the four countries as well as a table average based on the four countries included in the analysis. The full output includes model statistics, descriptive statistics and regression coefficients for the two scales, grouped by the four selected countries. The IDB Analyzer software produces output as both an SPSS output file and a Microsoft Excel spreadsheet.

Figure 6.8. SPSS output for linear regression with scales

Regression Coefficients							
IDCNTRY	EqVar	Regression Coefficient	Regression Coefficient (s.e.)	Regression Coefficient (t-value)	Stndrdzd. Coefficient	Stndrdzd. Coefficient (s.e.)	Stndrdzd. Coefficient (t-value)
Sweden	(CONSTANT)	14.69	.19	78.50	.	.03	-7.05
	T3DISC	-.15	.02	-6.96	-.18	.03	
Turkey	(CONSTANT)	14.99	.20	74.41	.	.02	-8.73
	T3DISC	-.20	.02	-8.81	-.18	.02	
United Arab Emirates	(CONSTANT)	16.31	.15	108.62	.	.02	-20.88
	T3DISC	-.35	.02	-19.99	-.31	.02	
Vietnam	(CONSTANT)	15.05	.54	28.07	.	.04	-3.67
	T3DISC	-.21	.06	-3.58	-.16	.04	
Table Average	(CONSTANT)	15.26	.16	98.28	.	.01	-14.68
	T3DISC	-.23	.02	-13.31	-.21	.01	

The output presents the regression “constant” or intercept, the regression coefficient for the variable T3DISC and the respective standard errors and t-values (the same is reported also

for the standardised versions of the coefficients) for each included country/economy, as well as the table average. The intercept represents the conditional mean of the variable T3STUD. As there were only two variables included in the analysis, the standardised regression coefficient represents the correlation between the two scales which, in this example, is negative for all countries. A negative correlation implies that, when the value of one scale increases, the value of the other scale decreases. The size of the correlation represents the strength of this relationship.

To examine whether the relationship between the two scales in the United Arab Emirates is different to that in Turkey, the null hypothesis that the difference between the two coefficients is zero (for details see section 5.2 in Chapter 5) is tested. To do so, the standard error of the difference (for independent samples) and the *t-statistic* are calculated based on the following formulae:

$$SE_{\beta_{ARE}-\beta_{TUR}} = \sqrt{SE_{\beta_{ARE}}^2 + SE_{\beta_{TUR}}^2},$$

$$t = \frac{\beta_{ARE} - \beta_{TUR}}{SE_{\beta_{ARE}-\beta_{TUR}}}.$$

The recommendation is to use the output in the Microsoft Excel spreadsheet with at least four decimal places for standard errors and three for the correlations. For simplicity and consistency, we use the values presented above in Figure 6.8. In this example $SE_{\beta_{ARE}}$ is the standard error of the standardised coefficient for the United Arab Emirates, $SE_{\beta_{TUR}}$ is the standard error of the standardised coefficient for Turkey, β_{ARE} is the standardised coefficient for the United Arab Emirates and β_{TUR} is the standardised coefficient for Turkey:

$$SE_{\beta_{ARE}-\beta_{TUR}} = \sqrt{0.02^2 + 0.02^2} = 0.029,$$

$$t = \frac{-0.31 - (-0.18)}{0.029} = -4.690.$$

In this example the *t-statistic* is equal to -4.690 and is higher than the critical value of +/-1.96. This means the null hypothesis can be rejected. Therefore, the conclusion is that the coefficients in these two countries/economies are not the same. The same procedure could be used to test whether the standardised regression coefficients differ between any other two countries/economies that reached metric invariance level in both variables.

In this example, the size of the beta coefficient can be compared between countries/economies because it represents a relationship between two variables that were metric invariant. However, if the construct reaches only configural invariance level, the direct comparison of the size of beta is statistically not justifiable. In fact, at the configural invariance level none of the statistical analysis procedures can be used for direct comparisons across countries/economies using significance testing between countries/economies. However, the direction of the beta coefficient (not the size) and its within-country/economy significance can be interpreted and contrasted across participating countries/economies while considering the fact that the psychometrical properties of the latent constructs may differ.

6.5. Comparing scale scores between ISCED levels (within one participating country/economy): An example

As already described in Section 6.2, the intercepts from the regression analysis of the scale T3DISC and T3STUD cannot be compared between countries/economies because these two scales reached only the metric level of measurement invariance (see Table 11.6 of the *TALIS 2018 Technical Report* (OECD, 2019_[1])). This is also true for all other types of mean comparisons for scales not reaching the scalar level of invariance. Of note, although the scales do not meet the requirement for mean comparisons between countries, comparisons across ISCED levels within some of the countries/economies are possible. This is due to the fact that the measurement invariance level reached within countries across ISCED levels was, in many cases, higher than the measurement invariance level reached across countries. The following example presents a mean comparison between ISCED levels within selected countries.

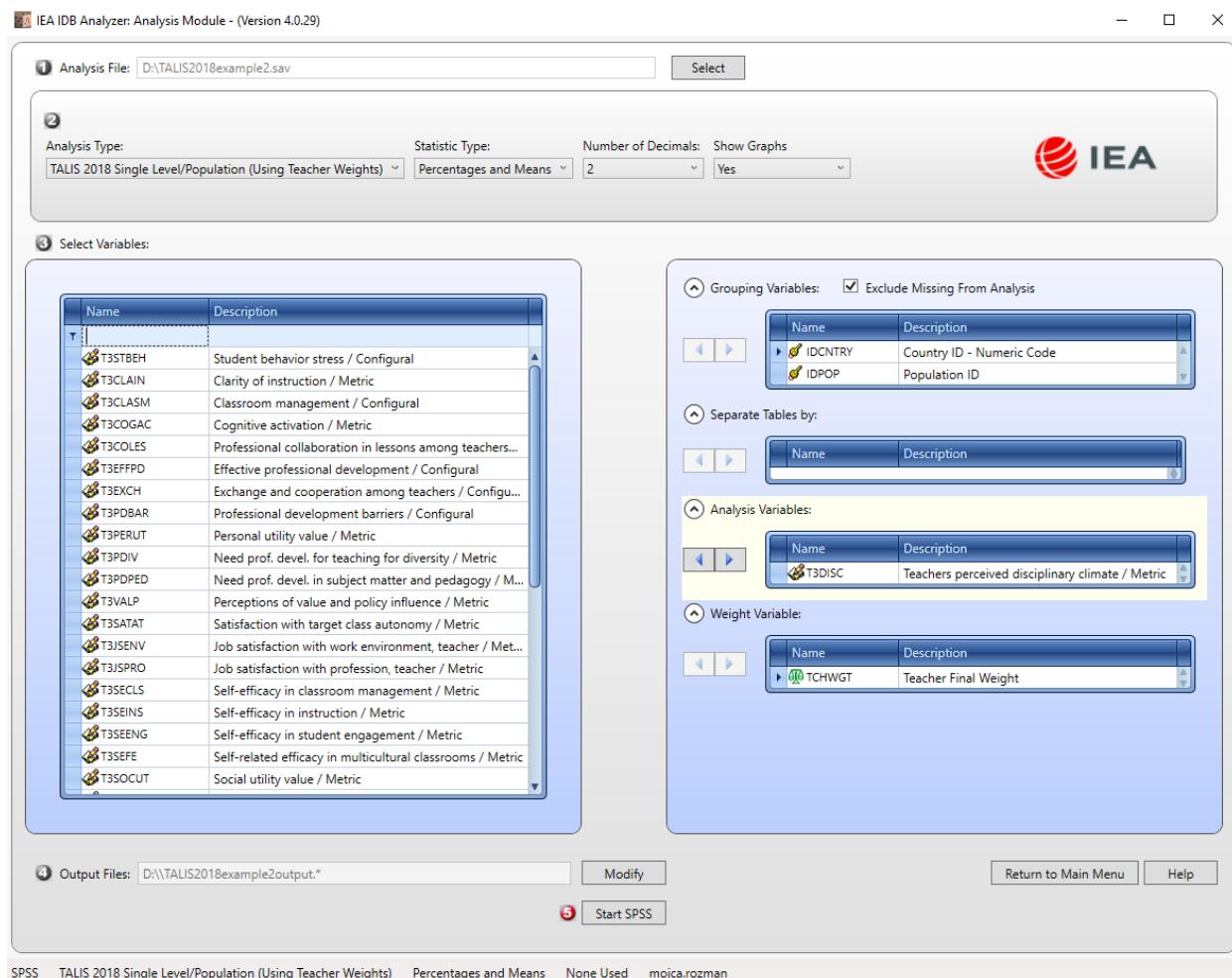
This example investigates whether the mean scale scores of teachers' perceived disciplinary climate (T3DISC) is different between ISCED levels within a participating country/economy. The selected countries/economies are Sweden, Turkey and Viet Nam as they participated at all ISCED levels (1, 2 and 3). To determine the appropriate comparisons, the measurement invariance level of the scale has to be considered within each participating country/economy. The table with the summary of measurement invariance levels reached within each ISCED level is presented in Annex I, Table A I.3 of the *TALIS 2018 Technical Report* (OECD, 2019_[1]). The scale T3DISC reached scalar invariance within Sweden, Turkey and Viet Nam. This implies that, in addition to associations, the mean values of the scale can be compared within participating countries/economies across different ISCED levels. For such comparisons the mean scale score for every participating country/economy by ISCED level is calculated using the IDB Analyzer. As with the example above, before starting the analysis, data from the countries/economies and variables of interest are merged into one file (please see Chapter 4, Section 4.4. on how to merge data from different ISCED levels within participating countries/economies).

The steps in the IEA IDB Analyzer are as follows:

1. Open the Analysis Module of the IEA IDB Analyzer.
2. Select the merged data file created prior to this analysis with the countries/economies and variables of interest.
3. In the *Analysis Type* field select **TALIS 2018 Multiple Level/Population (Using Teacher Weights)** and for *Statistic Type* select **Percentages and Means**. Leave the *Number of Decimals* as **2** and *Show Graphs* as **Yes**.
4. In the next step the variables are defined:
 - For the *Grouping Variables*, the software always selects variable **IDCNTRY** by default. Add **IDPOP** as this is the variable indicating the ISCED level (see endnote 1).
 - Find the variable **T3DISC** in the *Select Variables* field and move it into the *Analysis Variables* field.
 - For *Weight Variable* field, **TCHWGT** is automatically defined by the software.

5. Specify the name and folder for the output files in the *Output Files* field by clicking on the **Modify** button. The IEA IDB Analyzer uses this name and folder to create the output files.
6. Press the **Start SPSS** button to create the SPSS syntax file and open it in an SPSS syntax window. Then execute the syntax file. The final IEA IDB Analyzer settings should look as they do in Figure 6.9.

Figure 6.9. Analysis Module – Computing percentages and means



A printout of the SPSS output containing the results is presented in Figure 6.10. It displays the output for all the three countries by ISCED level and a table average, which combines the results of included countries/economies by ISCED level. The full output contains the descriptive statistics and some graphs.

Figure 6.10. SPSS output for percentages and means with scales

Average for T3DISC by (IDCNTRY IDPOP)												
Country ID - Numeric Code	Population ID	N of Cases	Sum of TCHWGT	Sum of TCHWGT (s.e.)	Percent	Percent (s.e.)	T3DISC	T3DISC	Std.Dev. (s.e.)	Percent Missing		
							(Mean)	(s.e.)				
Vietnam	ISCED 1	1892	184846.58	2356.83	100.00	.00	8.72	.03	1.17	.03	52.03	
	ISCED 2	1873	144955.24	7123.78	100.00	.00	8.77	.06	1.33	.04	50.87	
	ISCED 3	1883	82671.21	4413.24	100.00	.00	8.80	.05	1.35	.03	52.78	
Sweden	ISCED 1	1621	38591.99	653.55	100.00	.00	9.24	.07	2.13	.04	32.51	
	ISCED 2	1987	21972.18	337.07	100.00	.00	8.77	.06	2.25	.04	30.07	
	ISCED 3	2323	20774.24	287.74	100.00	.00	8.21	.05	2.21	.04	22.75	
Turkey	ISCED 1	2607	178187.85	2425.12	100.00	.00	8.68	.07	2.09	.05	16.09	
	ISCED 2	3218	225415.13	2357.40	100.00	.00	8.77	.04	2.08	.03	18.68	
	ISCED 3	7026	211668.02	4709.49	100.00	.00	8.48	.07	2.16	.04	16.10	
Table Average	ISCED 1	.	.	.	75.00	.00	8.88	.03	1.80	.02	.	
	ISCED 2	.	.	.	100.00	.00	8.77	.03	1.94	.02	.	
	ISCED 3	.	.	.	75.00	.00	8.50	.03	1.91	.02	.	

The column *T3DISC (Mean)* presents the mean scale scores and the column *T3DISC (s.e.)* the standard error of the mean by participating country/economy and ISCED level. To examine whether the mean scale scores differ between ISCED level 1 and ISCED level 2 populations in Sweden, the null hypothesis that the difference between the two means is zero is tested (for details, see Chapter 5). To do so, the standard error of the difference (for independent samples²) and the *t-statistic* are calculated based on the following formulae:

$$SE_{\mu_{SWE1}-\mu_{SWE2}} = \sqrt{SE_{\mu_{SWE1}}^2 + SE_{\mu_{SWE2}}^2},$$

$$t = \frac{\mu_{SWE1} - \mu_{SWE2}}{SE_{\mu_{SWE1}-\mu_{SWE2}}}.$$

As with the example above, the recommendation is to use the output in the Microsoft Excel spreadsheet with at least four decimal places for standard errors and three for the correlations. For simplicity and consistency, we use the values presented above in Figure 6.10. In this example $SE_{\mu_{SWE1}}$ is the standard error of the mean for Sweden ISCED level 1, $SE_{\mu_{SWE2}}$ is the standard error of the mean for Sweden ISCED level 2, μ_{SWE1} is the mean for Sweden ISCED level 1 and μ_{SWE2} is the mean for Sweden ISCED level 2:

$$SE_{\mu_{SWE1}-\mu_{SWE2}} = \sqrt{0.07^2 + 0.06^2} = 0.091,$$

$$t = \frac{9.24 - 8.77}{0.091} = 5.165.$$

In this example the *t-statistic* equals to 5.165 and is higher than the critical value of +/- 1.96. This implies the null hypothesis can be rejected. Therefore, it can be concluded that the means in these two ISCED levels are not the same. The same procedure could be used to test whether the means differ between any other two ISCED levels within a single participating country/economy where the scale reached the scalar invariance level.

Attention point

Since the first cycle of TALIS in 2008, cross-country measurement invariance has not been assumed by default and great efforts have been made to provide information on scale score comparability between countries. Extensive checks are implemented during scale score construction and evaluation, and each scale is provided with its level of measurement invariances across the participating countries/economies. The results from statistical

analysis using the scale score indices should be interpreted taking into account the limitations based on the level of measurement invariance achieved by each scale. Please refer to Chapter 11 in the *TALIS 2018 Technical Report* (OECD, 2019^[1]) and the TALIS Starting Strong Technical Report (OECD, 2019^[2]) for details on the measurement invariance levels achieved.

References

- Davidov, E. et al. (2014), “Measurement equivalence in cross-national research”, *Annual Review of Sociology*, Vol. 40, pp. 55-75, <https://doi.org/10.1146/annurev-soc-071913-043137>. [3]
- OECD (2019), *TALIS 2018 Technical Report*, OECD, Paris, http://www.oecd.org/education/talis/TALIS_2018_Technical_Report.pdf. [1]
- OECD (2019), *TALIS Starting Strong 2018 Technical Report*, OECD, Paris, <http://www.oecd.org/education/talis/TALIS-Starting-Strong-2018-Technical-Report.pdf>. [2]

Notes

¹ Of note, in case of analysing data from Australia ISCED level 1, the Netherlands ISCED level 1 and Australia ISCED level 2 from principals, INTAL18 has to be included as a grouping variable. The data from these populations did not meet the minimal participation requirements (for details, see the *Attention point* note in section 1.6.1. of Chapter 1).

² A prerequisite for this analysis is that different ISCED levels (or also any other groups of comparison) within a participating country/economy must be regarded as independent (see also Chapters 4 and 5). In case of dependent samples, the standard error can be obtained from the Excel or SPSS data file (in this example the Excel file is titled test_T3DISC_by_IDPOP_Sig.xlsx and column O, titled mnxdiff_se, is the standard error of the difference; see also Chapter 4).

Chapter 7. Analysing the TALIS 2018 data using the *repest* Stata module – Gabor Fulöp

*This chapter describes the use of the *repest* Stata modul for analyses of the OECD Teaching and Learning International Survey (TALIS) 2018 data. The *repest* Stata modul is specifically designed for analysing datasets that are built on complex survey designs, such as TALIS data, applying replication techniques. The different type of analysis presented in this chapter include the estimation of percentages, means, percentiles, correlation and regression coefficients. This chapter provides examples on how to replicate results from Volume I of the TALIS 2018 international report.*

7.1. Overview

This chapter describes the use of the *repest* Stata module for analysing the TALIS 2018 data. First, a brief overview of the *repest* Stata module is presented. Then, based on Volume I of the TALIS 2018 international report (OECD, 2019^[1]), the chapter provides examples on how to compute a variety of statistics, including percentages, means, percentiles, correlations and regression coefficients, and their corresponding standard errors. However, the chapter does not intend to provide a general introduction to Stata and it is also not exhaustive in presenting all the functionalities of *repest*. Moreover, the chapter does not cover the analysis of TALIS Starting Strong 2018 data either. The main objective is to provide guidance on how to analyse TALIS data with the *repest* Stata module.

7.2. Repest Stata module

The *repest* Stata module (i.e. Stata ado file) is specifically designed to be used with PISA, PIAAC and TALIS datasets (Avvisati and Keslair, 2014^[2]). Since TALIS data is built on complex sampling design (see Chapter 5 of the *TALIS 2018 Technical Report* (OECD, 2019^[3])), the use of survey weights and accounting for the sampling design features are crucial elements of analysing TALIS data (see Chapter 3). *Repest* estimates statistics by accommodating final weights, as well as by using replicate weights, thus accounting for complex survey designs in the estimation of sampling variances (Avvisati and Keslair, 2014^[2]). In the case of TALIS data, *repest* applies the balanced repeated replication (BRR) variance estimation method with Fay's adjustment.¹ Although it does not concern the analysis of TALIS data, *repest* also allows for analysis with multiply imputed variables (plausible values) that are part of the PISA and PIAAC datasets.

Repest is freely available by typing the following command in the Stata command window:

```
ssc install repест
```

For detailed information about *repest*, type:

```
help repест
```

7.2.1. Syntax

The *repest* syntax is composed of three elements: survey setting, estimation and additional options:

- **repест svyname [if] [in], estimate(cmd [,cmd_options]) [options]**

The survey setting [*svyname*], which indicates the survey that is being analysed, and the estimation [*estimate(cmd [,cmd_options])*] are mandatory parameters to compute estimates, while there are also optional features and parameters.

Survey setting

In the case of TALIS,² the survey setting is TALISSCH, if the analysis is based on school weights, and TALISTCH, if the analysis is based on teacher weights, including analysis that disaggregates school level data as attributes of teachers (Table 7.1).

Estimation

There are two categories of estimation commands supported by *repest* (Table 7.1):

- *estimate(stata: e_cmd [e_cmd_options])*: Stata's model estimation commands (e-class commands), such as *regress*, which also accept sampling weights (*pweights*) or analytical weights (*aweights*), including user-defined e-class programs.
- *estimate(n cmd [n cmd options])*: *repest*'s built-in commands for standard descriptive analysis, including means, percentages, frequencies, correlation coefficients, summary statistics (e.g. percentiles) and quantile tables.

Options

The optional features of *repest* provide means, among others, to specify the level of analysis, obtain estimates for a given category, save the results as a Stata data file, flag estimates that are based on fewer observations than required for reporting, report the coverage of estimation sample relative to target sample (Table 7.1).

Table 7.1. Highlights of *repest* with a focus on TALIS

	Description
Survey setting	
TALISSCH	Analysis of TALIS data based on school weights
TALISTCH	Analysis of TALIS data based on teacher weights
Estimation	
<i>estimate(stata: e_cmd)</i>	<i>Stata's model estimation commands (e-class commands), including user-defined e-class programs.</i>
stata: regress	Performs ordinary least-squares linear regression
stata: logit	Fits a logit model for a binary response by maximum likelihood.
<i>estimate(n_cmd)</i>	<i>repest's built-in commands for standard descriptive analysis.</i>
means varlist	Computes means of all variables in <i>varlist</i>
means varlist, pct	Multiplies means of all variables in <i>varlist</i> by 100 - e.g. to report percentages on binary (0/1) indicator variables.
freq varname	Computes frequency counts of categorical variable <i>varname</i> .
corr varlist	Computes Pearson correlation coefficients among variables of <i>varlist</i> .
summarize varlist, stats(statlist)	Computes summary statistics of all variables in <i>varlist</i> . Sub-option <i>stats(statlist)</i> needs to be specified.
stats(mean)	Mean
stats(sd)	Standard deviation
stats(kurtosis)	Kurtosis
stats(skewness)	Skewness
stats(min)	Minimum
stats(max)	Maximum
stats(p1)	1st percentile
stats(p5)	5th percentile
stats(p10)	10th percentile
stats(p25)	25th percentile
stats(p50)	50th percentile
stats(p75)	75th percentile
stats(p90)	90th percentile
stats(p95)	95th percentile
stats(p99)	99th percentile
Var	Variance
sum	Sum of variable
N	Number of observations
sum_w	Sum of weights

Options	Description
by(varname [,by_options])	Produces separate estimates by levels of varname. Averaged results can optionally be requested.
over(varlist [,test])	Obtains estimates separately for each level of categorical variables varlist. The test sub-option computes the difference between estimates obtained for the highest and the lowest values of varname.
results(results_options)	Keep, add, and combine estimation results.
outfile(filename [,of_options])	Saves results as a Stata data file (.dta).
display	Displays results in output window.
flag	Flags elements of results that should not be reported based on TALIS reporting standards. If applied with TALISSCH, flag checks that each estimation result is based on at least 10 schools. If applied with TALISTCH, flag checks that each estimation result is based on at least 30 teacher level observations and 10 schools.
coverage	Reports coverage of estimation sample relative to target sample.

Note: Please note that this table does not cover all the functionalities of *repest*. For more detailed information, see the help file of *repest* in Stata.

Source: Avvisati, F. and F. Keslair (2014_[2]), REPEST: Stata module to run estimations with weighted replicate samples and plausible values, Statistical Software Components, revised 15 Jul 2019, <https://ideas.repec.org/c/boc/bocode/s457918.html>.

7.3. Analysis of TALIS 2018 data using *repest*

This section provides examples of the main analysis types included in Volume I of the TALIS 2018 international report (OECD, 2019_[1]) using *repest*. The different statistics presented, including percentages, means, summary statistics, correlation coefficients and regressions, are computed by accommodating final weights (SCHWGT or TCHWGT) as well as by using replicate weights (SRWGT1-SRWGT100 or TRWGT1-TRWGT100). Standard errors presented in this section are computed by the BRR-Fay method. The examples in this section focus on lower secondary level (i.e. ISCED level 2) using the lower secondary level data files that contain data for all countries and economies that participate in TALIS (i.e. BCGINTT3 and BTGINTT3).

7.3.1. Computing percentages and means and their standard errors

Computing percentages and their standard errors

The estimation of percentages is illustrated by computing the percentage of lower secondary female teachers and their standard errors as presented in Table I.3.17 of Volume I of the TALIS 2018 international report (OECD, 2019_[1]).

First, load the combined version of TALIS 2018 lower secondary teacher data file with all countries and economies included (BTGINTT3) and recode the variable of interest, which is teachers' gender (TT3G01), to a dummy (0-1) variable:

```
use BTGINTT3, clear
recode tt3g01 (2=0 "Male") (1=1 "Female"), gen(d_tt3g01)
```

The survey setting to calculate the percentage of lower secondary female teachers needs to be TALISTCH since the analysis is conducted at the teacher level. Regarding the estimation, *repest*'s built-in estimation command to report percentages on binary (0/1) indicator variable can be applied. To calculate the percentage of lower secondary teachers

for a given country, for instance Austria, it has to be specified that the estimate is to be computed at the country level and for Austria only:

```
repest TALISTCH, estimate(means d_tt3g01, pct) by(cntry, levels(AUT))
```

Figure 7.1. Teachers' gender in Austria

Percentage of lower secondary female teachers

AUT.	cntry : AUT	Coef.	Std. Err.	z	P> z	[95% Conf. Interval]
	d_tt3g01_m	70.49859	.6829073	103.23	0.000	69.16011 71.83706

After having run the above *repest* command, it can be read from Stata's result window that the percentage of lower secondary female teachers in Austria is 70.5% with a standard error of 0.7% (Figure 7.1).

As a next step, analysts can compute the percentage of lower secondary teachers for each country and economy participating in TALIS, while also adding the OECD average-31³ and saving the results in a Stata data file. In order to add the arithmetic average of the estimates of OECD countries and economies that participate in TALIS, a country list with all countries and economies included in the OECD average-31 (TCHOAVG) can be created using the 3-digit ISO country codes based on the variable CNTRY:

```
global TCHOAVG "CAB AUS AUT BEL CHL COL CZE DNK ENG EST FIN FRA HUN ISL  
ISR ITA JPN KOR LVA LTU MEX NLD NZL NOR PRT SVK SVN ESP SWE TUR USA"  
repest TALISTCH, estimate(means d_tt3g01, pct) by(cntry,  
average($TCHOAVG)) outfile(pct_gender_tch, replace)
```

The above *repest* command generates the Stata data file named *pct_gender_tch.dta*, which includes the estimates for the percentage of lower secondary female teachers (*d_tt3g01_m_b*) and the corresponding standard errors (*d_tt3g01_m_se*) for all countries and economies participating in TALIS, as well as the OECD average-31.

The content of the Stata data file named *pct_gender_tch.dta*, including the OECD average-31, is illustrated by loading the results file, relabelling the estimate for the average to OECD average-31 and then browsing the results for the last three items of the results, which includes Viet Nam, South Africa and the OECD average-31 (Figure 7.2):

```
use pct_gender_tch, clear  
replace cntry="OECD average-31" if cntry=="average"  
browse in 48/50
```

Figure 7.2. Teachers' gender

Percentage of lower secondary female teachers

The screenshot shows a Stata interface with a menu bar (File, Edit, View, Data, Tools) and a toolbar with various icons. The main window displays a dataset titled 'cntry[48]' with two tabs: 'cntry[48]' and 'VNM'. The data table has four columns: 'cntry' (containing values 48, 49, 50), 'd_tt3g01_m_b' (containing values 66.373276, 59.802841, 68.321789), 'd_tt3g01_m~e' (containing values .9674374, 1.6664972, .19243906), and an empty column. The row for 'cntry 48' is highlighted in yellow, and the value 'VNM' is displayed in red in the 'cntry' column.

cntry	d_tt3g01_m_b	d_tt3g01_m~e	
48	66.373276	.9674374	
49	59.802841	1.6664972	
50	68.321789	.19243906	

Replicating the percentage of lower secondary female principals, as presented in Table I.3.21 of Volume I of the TALIS 2018 international report (OECD, 2019_[1]), showcases a similar analysis based on school weights.

Since the analysis is done at the school level based on the responses of lower secondary school leaders, load the combined version of TALIS 2018 lower secondary principal datafile with all countries and economies included (BCGINTT3) and recode the variable of interest, which is principals' gender (TC3G01), to a dummy (0-1) variable:

```
use BCGINTT3, clear
recode tc3g01 (2=0 "Male") (1=1 "Female"), gen(d_tc3g01)
```

To estimate the percentage of lower secondary female principals, the survey setting needs to be set as TALISSCH since the level of analysis is at the school level. To estimate principals' gender distribution in Chile, type the following into Stata's command window:

```
repeset TALISSCH, estimate(means d_tc3g01, pct) by(cntry, levels(CHL))
```

Figure 7.3. Principals' gender in Chile

Percentage of lower secondary female principals

The screenshot shows Stata output for Chile. It starts with 'CHL.' and 'cntry : CHL'. Below is a regression table with the following structure:

	Coef.	Std. Err.	z	P> z	[95% Conf. Interval]
d_tc3g01_m	49.60901	3.711269	13.37	0.000	42.33505 56.88296

Based on Figure 7.3, the percentage of lower secondary female principals in Chile is 49.6% with a standard error of 3.7%.

To compute the percentage of lower secondary principals for each country and economy participating in TALIS and add the averaged results for OECD countries and economies

participating in TALIS, a school level country list referring to OECD average-30 (SCHOAVG) is created before running the *repest* command. Unlike the teacher level analysis, the OECD average includes 30 countries and economies⁴ at the school level:

```
global SCHOAVG "CAB AUT BEL CHL COL CZE DNK ENG EST FIN FRA HUN ISL ISR
ITA JPN KOR LVA LTU MEX NLD NZL NOR PRT SVK SVN ESP SWE TUR USA"
repest TALISSCH, estimate(means d_tc3g01, pct) by(cntry,
average($SCHOAVG)) outfile(pct_gender_pr, replace)
```

Similary to the Stata data file named *pct_gender_tch.dta*, which includes the estimates on teachers' gender distribution, the data file named *pct_gender_pr.dta* includes the estimates for the percentage of lower secondary female principals (*d_tc3g01_m_b*) and the corresponding standard errors (*d_tc3g01_m_se*) for all countries and economies participating in TALIS, as well as the OECD average-30.

The content of the Stata data file named *pct_gender_pr.dta*, including the OECD average-30, is illustrated by loading the results file, relabelling the estimate for the average to OECD average-30 and then browsing the results for the last three items of the results, which includes Viet Nam, South Africa and the OECD average-30 (Figure 7.4):

```
use pct_gender_pr, clear
replace cntry="OECD average-30" if cntry=="average"
browse in 48/50
```

Figure 7.4. Principals' gender

Percentage of lower secondary female principals

The screenshot shows a Stata browse window titled 'var5[78]'. The window displays a table with four columns: 'cntry', 'd_tc3g01_m_b', and 'd_tc3g01_m~e'. The data rows are as follows:

	cntry	d_tc3g01_m_b	d_tc3g01_m~e
48	VNM	28.79721	3.0845807
49	ZAF	21.833032	3.3824613
50	OECD average-30	47.333243	.79896935

Computing means and their standard errors

The estimation of means and their standard errors is demonstrated by taking the example of the average proportion of time lower secondary teachers report spending on administrative tasks in an average lesson as presented in Table I.2.10 of Volume I of the TALIS 2018 international report (OECD, 2019_[1]).

As the analysis is conducted at the teacher level, load the combined version of TALIS 2018 lower secondary teacher data file (BTGINTT3) and set the survey setting as TALISTCH. To estimate the average proportion of time lower secondary teachers report spending on administrative tasks during a typical lesson, *repest*'s built-in command to calculate means

is applied with the variable of interest that asks teachers what percentage of class time is typically spent on administrative tasks (TT3G39A). As a first step, conduct the analysis for a single country, for instance, Estonia:

```
use BTGINTT3, clear
repest TALISTCH, estimate(means tt3g39a) by(cntry, levels(EST))
```

Figure 7.5. Use of class time during a typical lesson in Estonia

Average proportion of time teachers report spending on administrative tasks in an average lesson

		Coef.	Std. Err.	z	P> z	[95% Conf. Interval]
cntry : EST	tt3g39a_m	5.332294	.1085174	49.14	0.000	5.119603 5.544984

According to Figure 7.5, in Estonia, lower secondary teachers report spending on average 5.3% of their class time on administrative tasks with a standard error of 0.1%.

As a next step, analysts can compute the same statistics for each country and economy participating in TALIS and add the estimate for the OECD average-31:

```
repest TALISTCH, estimate(means tt3g39a) by(cntry, average($TCHOAVG))
outfile(mean_time_admin, replace)
```

The Stata data file named `mean_time_admin.dta` includes the estimates on the average proportion of time lower secondary teachers report spending on administrative tasks during a typical lesson (`tt3g39a_m_b`) and the corresponding standard errors (`tt3g39a_m_se`) for all countries and economies participating in TALIS, as well as the OECD average-31 labelled as `average`.

To provide an example for a similar analysis based on school weights, the average proportion of time lower secondary principals report spending on leadership tasks and meetings, as presented in Table I.2.31 of Volume I of the TALIS 2018 international report (OECD, 2019[1]), is replicated.

First, load the combined version of TALIS 2018 lower secondary principal data file (BCGINTT3) and indicate the survey setting as TALISSCH. The variable of interest asks principals what percentage of time in their role as a principal they spend on leadership tasks and meetings (TC3G21B). Calculate the statistics for a single country, for instance Georgia:

```
use BCGINTT3, clear
repest TALISSCH, estimate(means tc3g21b) by(cntry, levels(GEO))
```

Figure 7.6. Principals' working time in Georgia

Average proportion of time principals report spending on leadership tasks and meetings

GEO.						
cntry : GEO						
	Coef.	Std. Err.	z	P> z	[95% Conf. Interval]	
tc3g21b_m	18.48244	.6077345	30.41	0.000	17.2913	19.67357

By executing the *repest* command above, it can be seen from Stata's result window that in Georgia lower secondary principals report spending on average 18.5% of their working time on leadership tasks and meetings with a standard error of 0.6% (Figure 7.6).

To compute the same statistics for each country and economy participating in TALIS and add the OECD average-30, type the following in Stata's command window:

```
repest TALISSCH, estimate(means tc3g21b) by(cntry, average($SCHOAVG))
outfile(mean_time_lead, replace)
```

The Stata data file named *mean_time_lead.dta* includes the estimates on the average proportion of time lower secondary principals report spending on leadership tasks and meetings (*tc3g21b_m_b*) and the corresponding standard errors (*tc3g21b_m_se*) for all countries and economies participating in TALIS, as well as the OECD average-30 labelled as *average*.

7.3.2. Computing statistics and their standard errors by subgroups

Computing means and their standard errors by teacher level subgroups

The computation of means and their standard errors is illustrated by calculating the average proportion of time lower secondary teachers report spending on actual teaching and learning in an average lesson by gender and also the difference between male and female teachers, as presented in Table I.2.13 of Volume I of the TALIS 2018 international report (OECD, 2019_[1]),

First, load the combined version of TALIS lower secondary teacher data file (BTGINTT3) and create the categorical breakdown variable of teacher gender:

```
use BTGINTT3, clear
recode tt3g01 (1=0 "Female") (2=1 "Male"), gen(gender)
```

After identifying the variable of interest (TT3G39C) and the correct estimation type (i.e. *Repest*'s built-in command to calculate means), use the options that obtain the average proportion of time lower secondary teachers report spending on actual teaching and learning in an average lesson separately for female and male teachers and also compute the difference between male and female teachers. First, compute the statistics for a single country, for instance France:

```
repest TALISTCH, estimate(means tt3g39c) over(gender, test) by(cntry,
levels(FRA))
```

Figure 7.7. Time spent on actual teaching and learning by gender in France

Average proportion of time lower secondary teachers report spending on actual teaching and learning in an average lesson

	Coef.	Std. Err.	z	P> z	[95% Conf. Interval]
gender=0 tt3g39c_m	74.48753	.5091876	146.29	0.000	73.48954 75.48552
gender=1 tt3g39c_m	75.20312	.6107116	123.14	0.000	74.00615 76.40009
gender=d tt3g39c_m	.7155892	.6833638	1.05	0.295	-.6237791 2.054958

Based on Figure 7.7, in France, the average proportion of time lower secondary female teachers report spending on actual teaching and learning in an average lesson is 74.5%, with a standard error of 0.9%, while the same share among male teachers is 75.2%, with a standard error of 0.5%. The difference between the average proportion of time lower secondary male and female teachers report spending on actual teaching and learning is only 0.7 percentage points, which is not statistically significant at the 95% confidence level.

The same statistics can be computed for all countries and economies participating in TALIS and the results can be saved in a Stata data file:

```
repest TALISTCH, estimate(means tt3g39c) over(gender, test) by(cntry)
outfile(mean_timetch_gender, replace)
```

The above *repest* command generates the Stata data file named *mean_timetch_gender.dta*, which includes the estimates and the standard errors for the average proportion of time lower secondary female (*_0_tt3g39c_m_b* and *_0_tt3g39c_m_se*) and male (*_1_tt3g39c_m_b* and *_1_tt3g39c_m_se*) teachers report spending on actual teaching and learning in an average lesson, as well as the difference and the corresponding standard errors between male and female teachers (*_d_tt3g01_m_b* and *_d_tt3g01_m_se*) for all countries and economies participating in TALIS.

Computing percentages and their standard errors by school level subgroups

It is also possible to compute statistics at the teacher level by school level breakdown variables. To demonstrate how to proceed with an analysis that involves disaggregating school level data as attributes of teachers, the percentage of lower secondary female teachers by school type (i.e. publicly managed schools and privately managed schools) and also the difference between privately and publicly managed schools, as presented in Table I.3.17 of Volume I of the TALIS 2018 international report (OECD, 2019[1]), is computed.

First, load the combined version of TALIS 2018 lower secondary school data file (BCGINTT3), create the categorical breakdown variable of school type based on variable TC3G12 and then save the school level dataset with the new variable (SCHTYPE):

```
use BCGINTT3, clear
recode tc3g12 (1=0 "Public") (2=1 "Private"), gen(schtype)
save BCGINTT3, replace
```

To be able to estimate the percentage of lower secondary female teachers by school type, the teacher and school level data files need to be merged⁵ using IDSCHOOL and CNTRY before running the estimation:

```
use BTGINTT3, clear
merge m:1 idschool cntry using BCGINTT3
```

Once the teacher and school level datasets are merged, the percentage of lower secondary female teachers by school type and the difference between the percentage of lower secondary female teachers in privately and publicly managed schools can be computed using teacher weights. First, take the example of South Africa:

```
repest TALISTCH, estimate(means tt3g01, pct) over(schtype, test)
by(cntry, levels(ZAF))
```

Figure 7.8. Teachers' gender by school type in South Africa

Percentage of lower secondary female teachers

ZAF - schtype = 0 .						
ZAF - schtype = 1 .						
cntry : ZAF						
	Coef.	Std. Err.	z	P> z	[95% Conf. Interval]	
schtype=0 d_tt3g01_m	60.19698	1.735807	34.68	0.000	56.79486	63.5991
schtype=1 d_tt3g01_m	60.27597	5.001457	12.05	0.000	50.4733	70.07865
schtype=d d_tt3g01_m	.0789907	5.300974	0.01	0.988	-10.31073	10.46871

It can be read from Stata's result window that in South Africa the percentage of female teachers is similar in publicly and privately managed schools. The proportion of lower secondary female teachers is 60% in both publicly and privately managed schools with a standard error of 1.7% in publicly managed schools and 5% in privately managed schools (Figure 7.8). Thus, in South Africa, at the 95% confidence level there is no statistically significant difference between the gender distribution of teachers in publicly and privately managed schools.

The same statistics can be calculated for all countries and economies participating in TALIS and the results can be saved in a Stata data file:

```
repest TALISTCH, estimate(means tt3g01, pct) over(schtype, test)
by(cntry) outfile(pct_gender_schtype, replace)
```

The above *repest* command generates the Stata data file named pct_gender_schtype.dta, which includes the estimates and the standard errors of the percentage of lower secondary female teachers in public (_0_tt3g01_m_b and _0_tt3g01_m_se) and private (_1_tt3g01_m_b and _1_tt3g01_m_se) schools, as well as the difference and the corresponding standard errors between teachers' gender distribution in private and public schools (_d_tt3g01_m_se and _d_tt3g01_m_se) for all countries and economies participating in TALIS.

Repest options can help analysts to identify country level estimates that are considered to be based on too few observations to provide reliable estimates and/or to ensure the confidentiality of respondents. According to TALIS reporting rules, estimates are deemed unreliable and/or do not ensure the confidentiality of respondents if there are fewer than 10 schools/principals and/or 30 teachers with valid data; and/or the item non-response rate (i.e. ratio of missing or invalid responses to the number of participants for whom the question was applicable) is above 50%.

The flag option of *repest* identifies elements of results that are based on fewer observations than required for reporting following the TALIS reporting standards. If applied for analysis at the school level (TALISSCH), then the flag option checks if each estimation result is based on at least 10 schools. When it is applied for analysis using teacher weights (TALISTCH), then it checks if each estimation result is based on at least 30 teacher level observations and 10 schools.

The coverage option of *repest* reports the coverage of the estimation sample relative to the target sample by adding two new variables that refer to the coverage rate and its standard error. By calculating the actual ratio of the estimation sample relative to the target sample produced, the coverage option lets analysts set the item non-response rate they deem acceptable.

To illustrate the use of *repest*'s flag and coverage options, type the following into Stata's command window:

```
repest TALISTCH, estimate(means tt3g01, pct) over(schtype, test)
by(cntry) outfile(pct_gender_schtype_cov_flag, replace) flag coverage
```

The Stata data file named pct_gender_schtype_cov_flag.dta not only includes all the variables that were produced without the flag and coverage options (i.e. pct_gender_schtype.dta), but it also contains variables that refer to the coverage rate and its standard error (*varname_x_b* and *varname_x_se*) and also includes estimates that are flagged with the missing code (.f) due to fewer observations than required for reporting.

The content of the Stata data file named pct_gender_schtype_cov_flag.dta can be illustrated by loading the results file and then browsing the results for the first ten items of the results, which includes CABA (Argentina), United Arab Emirates, Australia, Austria, Belgium, Flemish Community (Belgium), Bulgaria, Brazil, Alberta (Canada) and Chile (Figure 7.9):

```
use pct_gender_schtype_cov_flag, clear
browse in 1/10
```

Based on Figure 7.9, it can be concluded that, except for a few teachers in publicly managed schools in Belgium, where the coverage rate is 99.9%, all teachers across both subgroups (i.e. teachers working in publicly and privately managed schools) responded to the question on their gender. Moreover, the estimates for teachers working in privately managed schools

and as a consequence the estimates for the differences between teachers working publicly and privately managed schools are replaced with the missing code (.f) for Alberta (Canada), Bulgaria, Croatia, Iceland, Latvia, Lithuania, Romania, the Russian Federation and Slovenia due to fewer observations than required for reporting.

However, it is important to note that the symbols used in Volume I of the TALIS 2018 international report (OECD, 2019^[1]) are different from the missing code (.f) produced by the flag option of *repest*. In the data tables published in Volume I of the TALIS 2018 international report (OECD, 2019^[1]), estimates that are deemed unreliable and/or do not ensure the confidentiality of respondents are denoted with the missing symbol “c”.

Figure 7.9. Teachers' gender by school type

Percentage of lower secondary female teachers by school type

ctry[1]		ABA					
	entry	_0_d_tt3~m_b	_0_d_tt~m_se	_0_d_tt3~x_b	_0_d_tt~x_se	_1_d_tt3~m_b	_1_d_tt~m_se
1	ABA	66.391662	3.1045303	1	0	69.958759	1.7836869
2	ARE	52.245017	.28048018	1	0	68.901415	.78640721
3	AUS	63.071002	1.3453358	1	0	61.98997	1.6196109
4	AUT	71.001536	.68330084	1	0	67.088715	2.4850562
5	BEL	67.942408	1.2962915	.99937728	.00062439	70.392479	1.0572689
6	BFL	67.390969	1.7752379	1	0	70.866909	1.3394999
7	BGR	79.415074	.93476815	1	0	.f	.f
8	BRA	69.832516	1.6686674	1	0	65.586284	2.6004782
9	CAB	63.818374	1.7007463	1	0	.f	.f
10	CHL	63.963214	1.7392274	1	0	64.419353	1.8704819

Attention point

Note that the coverage option of *repest* computes the (weighted) proportion of observations in the target sample (i.e. accounting for any [if] [in] statements) that is included in the estimation sample. Therefore, it is important to exclude the missing observations defined as “logically not applicable” from the target sample before estimating the coverage rate.

If estimates are obtained by subgroups, the target population is restricted to observations where variables specified within the subgroups are not missing; if, in addition, the difference between estimates for the highest and lowest levels of subgroups is also computed, the coverage reported for the difference corresponds to the lowest coverage of the two.

7.3.3. Computing summary statistics of a continuous variable and their standard errors

Teachers' mean age, together with certain summary statistics, such as standard deviation and percentiles, following the example of Table I.3.1 of Volume I of the TALIS 2018 international report (OECD, 2019[1]) are computed to illustrate an analysis based on summary statistics.

First, load the combined version of TALIS 2018 lower secondary teacher data file (BTGINTT3), set TALISTCH as the survey setting and indicate the built-in estimation command that computes summary statistics of teachers' age (TT3G02) by also specifying the type of summary statistics requested including the mean, standard deviation and the 10th, 50th and 90th percentiles. The functionalities of *repest* for calculating summary statistics are demonstrated by looking at the case of Denmark:

```
use BTGINTT3, clear
repest TALISTCH, estimate(summarize tt3g02, stats(mean sd p10 p50 p90))
by(cntry, levels(DNK))
```

Figure 7.10. Summary statistics of teachers' age in Denmark

Teachers' mean age, standard deviation of mean age and 10th, 50th and 90th percentiles of mean age

	Coef.	Std. Err.	z	P> z	[95% Conf. Interval]
tt3g02_mean	44.40975	.2993166	148.37	0.000	43.8231 44.9964
tt3g02_sd	10.47186	.1488326	70.36	0.000	10.18016 10.76357
tt3g02_p10	30	.4472136	67.08	0.000	29.12348 30.87652
tt3g02_p50	44	.6324555	69.57	0.000	42.76041 45.23959
tt3g02_p90	59	.2828427	208.60	0.000	58.44564 59.55436

Based on the above *repest* command, the average age of teachers in Denmark is 44 years with a standard error of 0.3 years (Figure 7.10). The standard deviation of teachers' age is 10.5 years, while the 10th percentile equals the age 30, the 50th percentile the age 44 and the 90th percentile the age 59. The corresponding standard errors are 0.4, 0.6 and 0.3 years, respectively.

As a next step, compute the difference between the 90th and the 10th percentiles, calculate the same estimates for all countries and economies participating in TALIS and save the results in a Stata data file:

```
repest TALISTCH, estimate(summarize tt3g02, stats(mean sd p10 p50 p90))
by(cntry) results(combine(tt3g02_p90_p10_diff: _b[tt3g02_p90] -
_b[tt3g02_p10])) outfile(desc_tchage, replace)
```

The above *repest* command generates the Stata data file named desc_tchage.dta, which includes the estimates and the corresponding standard errors for the average age of teachers (tt3g02_mean_b and tt3g02_mean_se), the standard deviation of teachers' age (tt3g02_sd_b and tt3g02_sd_se), the 10th (tt3g02_p10_b and tt3g02_p10_se), the 50th (tt3g02_p50_b and tt3g02_p50_se) and the 90th percentiles (tt3g02_p90_b and

`tt3g02_p90_se`), as well as the difference between the 90th and the 10th percentiles (`tt3g02_p90_p10_diff_b` and `tt3g02_p90_p10_diff_se`) for all countries and economies participating in TALIS.

The content of the Stata data file named `desc_tchage.dta` can be illustrated by loading the results file and then browsing the results for the first ten items of the results, which includes CABA (Argentina), United Arab Emirates, Australia, Austria, Belgium, Flemish Community (Belgium), Bulgaria, Brazil, Alberta (Canada) and Chile (Figure 7.11):

```
use desc_tchage, clear
browse in 1/10
```

Figure 7.11. Summary statistics of teachers' age

Teachers' mean age, standard deviation of mean age and 10th, 50th and 90th percentiles of mean age

The screenshot shows the Stata Data Editor (Browse) window. The title bar says "Data Editor (Browse) - [d]". The menu bar includes File, Edit, View, Data, Tools. Below the menu is a toolbar with icons for file operations. The main area displays a table with 10 rows and 8 columns. The columns are labeled: cntry[1], ABA, tt3g02_mean_b, tt3g02_mean_e, tt3g02_sd_b, tt3g02_sd_se, tt3g02_p10_b, tt3g02_p10_e, and tt3g02_p50_b. The rows are numbered 1 to 10 and correspond to the following countries: ABA, ARE, AUS, AUT, BEL, BFL, BGR, BRA, CAB, and CHL. Each row contains numerical values for the respective variables.

	cntry[1]	ABA	tt3g02_mean_b	tt3g02_mean_e	tt3g02_sd_b	tt3g02_sd_se	tt3g02_p10_b	tt3g02_p10_e	tt3g02_p50_b
1	ABA	43.908187	.29515846	10.139393	.11946529		30	1	44
2	ARE	39.316714	.10669099	8.5313565	.0641475		29	0	39
3	AUS	42.05117	.24520247	11.732755	.12693593		27	.48989795	42
4	AUT	44.870177	.23482868	11.941223	.10049889		27	1.2328828	46
5	BEL	39.606092	.2035524	10.763805	.08530067		26	0	38
6	BFL	39.44814	.27761907	10.794242	.12417589		26	0	38
7	BGR	48.896647	.25898879	10.225883	.15460525		34	.87177979	50
8	BRA	42.023265	.34424144	9.7419278	.14120136		29	1.3266499	42
9	CAB	40.162675	.42136704	10.111907	.18548249		27	0	40
10	CHL	40.578555	.40000258	11.780027	.19713537		27	0	38

7.3.4. Computing correlations and their standard errors

Repest's built-in commands for standard descriptive analysis also include an option to compute Pearson correlation coefficients. Correlation coefficient measures the strength and direction of the statistical association between two variables – see Annex B of Volume I of the TALIS 2018 international report (OECD, 2019_[1]). The tables presented in Annex C of Volume I of the TALIS 2018 international report (OECD, 2019_[1]) do not feature correlation coefficients. However, in order to demonstrate how to compute correlation coefficients using *repest*, calculate the strength and direction of the statistical association between the average proportion of time teachers report spending on keeping order in the classroom (TT3G39B) and on actual teaching and learning (TT3G39C).

First, compute the estimate for the correlation coefficient on the pooled sample of the combined version of TALIS 2018 lower secondary teacher data file.

```
use BTGINTT3, clear
repest TALISTCH, estimate(corr tt3g39b tt3g39c)
```

Figure 7.12. Association between time spent on keeping order in the classroom and on actual teaching and learning

Pearson correlation coefficient; varies between -1 and 1; values around 0 indicate a weak association

<u>pooled</u>					
: <u>pooled</u>					
	Coef.	Std. Err.	z	P> z	[95% Conf. Interval]
c_tt3g39b_tt3g39c	-0.8325281	.0053665	-155.13	0.000	-.8430464 -.8220099

Figure 7.12 shows that, across all lower secondary teachers participating in TALIS, there is a strong negative association between the time spent on keeping order in the classroom and on actual teaching and learning as the Pearson correlation coefficient⁶ is -0.83. As a next step, calculate the statistical association between the same variables at the country level, taking the example of Hungary:

```
repest TALISTCH, estimate(corr tt3g39b tt3g39c) by(cntry, levels(HUN))
```

Figure 7.13. Association between time spent on keeping order in the classroom and on actual teaching and learning in Hungary

Pearson correlation coefficient; varies between -1 and 1; values around 0 indicate a weak association

HUN.					
cntry : HUN					
	Coef.	Std. Err.	z	P> z	[95% Conf. Interval]
c_tt3g39b_tt3g39c	-0.7785015	.0216143	-36.02	0.000	-.8208648 -.7361382

The correlation coefficient between the time spent on keeping order in the classroom and on actual teaching and learning at -0.78 with a standard error of 0.2 shows a strong negative association in Hungary (Figure 7.13).

To calculate the correlation coefficient for all countries and economies that participate in TALIS and also save the results in a Stata data file, type the following into Stata's command window:

```
repest TALISTCH, estimate(corr tt3g39b tt3g39c) by(cntry)
outfile(corr_time, replace)
```

The above *repest* command generates the Stata data file named *corr_time.dta*, which includes the estimates (*c_tt3g39b_tt3g39c_b*) and the corresponding standard errors (*c_tt3g39b_tt3g39c_se*) for the Pearson correlation coefficient for all countries and economies participating in TALIS.

7.3.5. Computing regression coefficients and their standard errors

Repest also allows users to conduct regression analysis, which explores the relationships between different variables. To run regression analysis with *repest*, the estimation type incorporating Stata's model estimation commands needs to be used. While this chapter only covers regression types that are included in Volume I of the TALIS 2018 international report (OECD, 2019^[1]), *repest* can also handle other model estimation commands (e-class commands), including user-defined e-class programs.

Computing regression coefficients and their standard errors with continuous dependent variables

Multiple linear regression is used in those cases where the dependent (or outcome) variable is considered continuous. Multiple linear regression analysis provides insights into how the value of the continuous dependent (or outcome) variable changes when any one of the independent (or explanatory) variable varies while all other independent variables are held constant – see Annex B of Volume I of the TALIS 2018 international report (OECD, 2019^[1]). To showcase how to conduct multiple linear regression analysis with *repest*, the relationship between class time spent on actual teaching and teacher and class characteristics, as presented in Table I.2.16 of Volume I of the TALIS 2018 international report (OECD, 2019^[1]), is examined.

However, to answer how the value of class time spent on actual teaching changes when class size increases, it is advisable to include certain control variables in the regression model.⁷ For the analysis of the relationship between the proportion of class time spent on teaching (TT3G39C) and class size (TT3G38), the following control variables are included: teacher's gender (TT3G01), age (TT3G02), employment status (i.e. full-time/part-time) (TT3G10B), years of teaching experience (TT3G11B), share of low academic achievers in the class (TT3G35B), share of students with special needs in the class (TT3G35C) and share of academically gifted students in the class (TT3G35F):

```
use BTGINNTT3, clear
rename tt3g39c timetech
rename tt3g38 classize
rename tt3g11B workexp
rename tt3g02 age
recode tt3g01 (2=0 "Male") (1=1 "Female"), gen(female)
recode tt3g10b (2/4=0 "Part-time") (1=1 "Full-time"), gen(empwrkh)
recode tt3g35b (1=0 "%") (2=5 "%") (3=20 "%") (4=45 "%") (5=80 "%"), gen(lowachiev)
recode tt3g35c (1=0 "%") (2=5 "%") (3=20 "%") (4=45 "%") (5=80 "%"), gen(spndstud)
recode tt3g35f (1=0 "%") (2=5 "%") (3=20 "%") (4=45 "%") (5=80 "%"), gen(giftstud)
```

Once the variables included in the linear regression are prepared, run the model for a single country, for instance Singapore, by applying Stata's regress model estimation command within *repest*:

```
repест TALISTCH, estimate(stata: reg timetech classize workexp female age empwrkh giftstud lowachiev spndstud) by(cntry, levels(SGP))
```

Figure 7.14. Relationship between class time spent on actual teaching and teacher and class characteristics in Singapore

Regression coefficients and their standard errors

SGP.
cntry : SGP

	Coef.	Std. Err.	z	P> z	[95% Conf. Interval]
classize	-.1359527	.0306592	-4.43	0.000	-.1960437 -.0758618
workexp	.1202245	.0626675	1.92	0.055	-.0026017 .2430506
female	-.0989059	.6762005	-0.15	0.884	-1.424235 1.226423
age	.1630342	.0635439	2.57	0.010	.0384904 .287578
empwrkh	1.402126	1.344085	1.04	0.297	-1.232231 4.036484
giftstud	.0817681	.0197211	4.15	0.000	.0431154 .1204209
lowachiev	-.1400283	.0156611	-8.94	0.000	-.1707236 -.109333
spndstud	-.3089451	.0488985	-6.32	0.000	-.4047845 -.2131057
_cons	74.62988	2.877839	25.93	0.000	68.98942 80.27034

As can be seen from Stata's result window after running the above *repест* command, in Singapore, as teachers teach larger classes, they tend to spend less classroom time on actual teaching and learning (Figure 7.14). All other independent variables held constant, as class size increases by one student, on average teachers tend to spend less of their class time on actual teaching and learning (-0.14 percentage points), which is statistically significant at 95% confidence level. Similarly, as the share of low academic achievers and the share of students with special needs in the class increases, teachers tend to spend less classroom time on teaching. However, as teachers age and the share of academically gifted students in the class increases, teachers tend to spend more classroom time on teaching.

In order to have a sense of the explanatory power of the regression model, the R-squared (R^2), which represents the proportion of the observed variation in the dependent variable that can be explained by the independent variables, needs to be computed:

```
repест TALISTCH, estimate(stata: reg timetech classize workexp female age empwrkh giftstud lowachiev spndstud) by(cntry, levels(SGP)) results(add(r2))
```

Figure 7.15. Relationship between class time spent on actual teaching and teacher and class characteristics in Singapore

Regression coefficients and their standard errors

SGP. cntry : SGP	Coef.	Std. Err.	z	P> z	[95% Conf. Interval]
classize	-.1359527	.0306592	-4.43	0.000	-.1960437 -.0758618
workexp	.1202245	.0626675	1.92	0.055	-.0026017 .2430506
female	-.0989059	.6762005	-0.15	0.884	-1.424235 1.226423
age	.1630342	.0635439	2.57	0.010	.0384904 .287578
empwrkh	1.402126	1.344085	1.04	0.297	-1.232231 4.036484
giftstud	.0817681	.0197211	4.15	0.000	.0431154 .1204209
lowachiev	-.1400283	.0156611	-8.94	0.000	-.1707236 -.109333
spndstud	-.3089451	.0488985	-6.32	0.000	-.4047845 -.2131057
_cons	74.62988	2.877839	25.93	0.000	68.98942 80.27034
e_r2	.1620282	.0153003	10.59	0.000	.1320403 .1920162

In the last row of Figure 7.15, the R-squared of the linear regression model examining the association between classroom time spent on teaching and class size is 0.16. This means that 16% of the observed variation in classroom time spent on teaching can be explained by the independent variables.

The same linear regression model can be estimated for all countries and economies participating in TALIS and the results can also be saved in a Stata data file:

```
repest TALISTCH, estimate(stata: reg timetech classize workexp female age  
empwrkh giftstud lowachiev spndstud) by(cntry) results(add(r2))  
outfile(regols_timetech, replace)
```

The above *repest* command generates the Stata data file named *regols_timetech.dta*, which includes the estimated regression coefficients (*varname_b*) and their standard errors (*varname_se*) for all independent variables included in the model, as well as the intercept (*_cons_b* and *_cons_se*) and the R-squared (*e_r2_b* and *e_r2_se*) for all countries and economies participating in TALIS.

Computing regression coefficients and their standard errors with binary dependent variables

Binary logistic regression is employed when the dependent (or outcome) variable is a binary categorical variable. Binary logistic regression enables the estimation of the relationship between one or more independent (or explanatory) variable and the dependent (or outcome) variable with two categories. The regression coefficient of a logistic regression is the estimated increase in the log odds of the outcome per unit increase in the value of the predictor variable – see Annex B of Volume I of the TALIS 2018 international report (OECD, 2019^[1]). To illustrate how to run a binary logistic regression analysis with *repest*, look at the relationship between teaching as a career choice and motivation to become a teacher as presented in Table I.4.5 of Volume I of the TALIS 2018 international report (OECD, 2019^[1]).

First, load the combined version of TALIS lower secondary teacher level data file and then prepare the outcome and the explanatory variables that are going to be included in the

model by recoding the categorical variables into dummy variables. In order to examine how the likelihood of teaching not being a first choice as a career related to the different motivations to become a teacher, include the TALIS indicators about the different motivations to become a teacher (TT3G07A-G) as explanatory variables, while teachers' age and gender can be included as control variables:

```
use BTGINTT3, clear

recode tt3g08 (1=0 "Teaching first choice as a career") (2=1 "Teaching not being a first choice as a career"), gen(d_tchno1st)
recode tt3g01 (2=0 "Male") (1=1 "Female"), gen(female)
rename tt3g02 age
local variables "tt3g07*"
foreach vr of varlist `variables' {
    recode `vr' (1/2=0 "Not important at all/Low importance") (3/4=1 "Moderate/High importance"), gen(d_`vr')
}
```

Then, run the binary logistic regression for a single country, for instance the United States, by applying Stata's logistic model estimation command within *repest*. However, to ease the interpretation of the results, transform the regression coefficients from log odds into odds ratios, which makes the data more interpretable in terms of probability. An odds ratio⁸ indicates the degree to which an explanatory variable is associated with a categorical outcome variable:

```
repest TALISTCH, estimate(stata: logit d_tchno1st d_tt3g07a d_tt3g07b d_tt3g07c d_tt3g07d d_tt3g07e d_tt3g07f d_tt3g07g female age, or) by(cntry, levels(USA))
```

Figure 7.16. Relationship between teaching as a career choice and motivation to become a teacher in the United States

Odds ratios and their standard errors

USA.
cntry : USA

	Coef.	Std. Err.	z	P> z	[95% Conf. Interval]
d_tchno1st_d_tt3g07a	.5663167	.1054591	5.37	0.000	.3596207 .7730127
d_tchno1st_d_tt3g07b	1.153445	.2438024	4.73	0.000	.6756007 1.631289
d_tchno1st_d_tt3g07c	.6678677	.135826	4.92	0.000	.4016535 .9340818
d_tchno1st_d_tt3g07d	1.389944	.1724125	8.06	0.000	1.052021 1.727866
d_tchno1st_d_tt3g07e	.6310882	.2784374	2.27	0.023	.0853608 1.176816
d_tchno1st_d_tt3g07f	1.277845	.361111	3.54	0.000	.5700808 1.98561
d_tchno1st_d_tt3g07g	.5878981	.1952674	3.01	0.003	.205181 .9706152
d_tchno1st_female	.7513663	.0615633	12.20	0.000	.6307045 .8720281
d_tchno1st_age	1.003118	.0063637	157.63	0.000	.9906449 1.01559
d_tchno1st_cons	2.440659	1.752533	1.39	0.164	-.9942422 5.875559

In the United States, teachers whose main motivation to enter the profession is to have a steady career path or a secure job, also tend to make teaching their first career choice. However, teachers who were motivated by the work schedule of the profession are almost 40% more likely to have chosen teaching not as first choice as a career (Figure 7.16). Moreover, based on Figure 7.16, in the United States, female teachers are 25% less likely to have chosen teaching not as first choice as a career.

The same binary logistic regression model can be estimated for all countries and economies participating in TALIS and the results can also be saved in a Stata data file:

```
repest TALISTCH, estimate(stata: logit d_tchno1st d_tt3g07a d_tt3g07b  
d_tt3g07c d_tt3g07d d_tt3g07e d_tt3g07f d_tt3g07g female age, or)  
by(cntry) outfile(reglog_tchno1st, replace)
```

The above *repest* command generates the Stata data file named *reglog_tchno1st.dta*, which includes the estimated odds ratios (*d_tchno1st_varname_b*) and their standard errors (*d_tchno1st_varname_se*) for all independent variables included in the model, as well as the estimates and the corresponding standard errors for the intercept (*d_tchno1st_cons_b* and *d_tchno1st_cons_se*) for all countries and economies participating in TALIS.

References

- Avvisati, F. and F. Keslair (2014), *REPEST: Stata module to run estimations with weighted replicate samples and plausible values*, Statistical Software Components, S457918, Boston College Department of Economics, revised 15 Jul 2019, <https://ideas.repec.org/c/boc/bocode/s457918.html>. [2]
- OECD (2019), *TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners*, TALIS, OECD Publishing, Paris, <https://dx.doi.org/10.1787/1d0bc92a-en>. [1]
- OECD (2019), *TALIS 2018 Technical Report*, OECD, Paris, http://www.oecd.org/education/talis_2018_Technical_Report.pdf. [3]

Notes

¹ Fay's parameter set at 0.5.

² Other valid survey settings include PISA2015, PISA, PIAAC, SVY, ALL and IALS.

³ The TALIS average, which is also calculated as an arithmetic mean, can be calculated with *repest* similarly to the example shown for the OECD average. However, the EU total represents the 23 European Union member states that also participated in TALIS 2018 as a single entity and to which each of the 23 EU member states contribute in proportion to the number of teachers or principals, depending on the basis of the analysis. Therefore, the EU total is calculated as a weighted arithmetic mean based on the sum of final teacher (TCHWGT) or principal (SCHWGT) weights by country, depending on the target population. For more detail, see Annex B of Volume I of the TALIS 2018 international report (OECD, 2019^[1])

⁴ For more detail, see Annex A and B of Volume I of the TALIS 2018 international report (OECD, 2019^[1])

⁵ The observations that are not matched when merging the teacher and school level datasets refer to those schools where the school leader participated in the principal questionnaire, but less than 50% of teachers participated in the teacher questionnaire.

⁶ Pearson correlation coefficients vary between -1 and 1; values around 0 indicate a weak association, while the extreme values indicate the strongest possible negative or positive association.

⁷ For more detail, see Annex B of Volume I of the TALIS 2018 international report (OECD, 2019^[1])

⁸ An odds ratio below one denotes a negative association; an odds ratio above one indicates a positive association; and an odds ratio of one means that there is no association. For more detail, see Annex B of Volume I of the TALIS 2018 international report (OECD, 2019^[1]).

Annex A. TALIS 2018 Principal Questionnaire

You can find the TALIS 2018 Principal Questionnaire on line at:

<http://www.oecd.org/education/school/TALIS-2018-MS-Principal-Questionnaire-ENG.pdf>

Annex B. TALIS 2018 Teacher Questionnaire

You can find the TALIS 2018 Teacher Questionnaire on line at:

<http://www.oecd.org/education/school/TALIS-2018-MS-Teacher-Questionnaire-ENG.pdf>

Annex C. TALIS Starting Strong Leader Questionnaire ISCED 02 and U3

You can find the TALIS Starting Strong Leader Questionnaires for ISCED 02 and U3 online at:

- ISCED 02:
<http://www.oecd.org/education/school/TALIS-Starting-Strong-Survey-MS-LQ-ISCED02.pdf>
- U3:
<http://www.oecd.org/education/school/TALIS-Starting-Strong-Survey-MS-LQ-U3.pdf>

Annex D. TALIS Starting Strong Staff Questionnaire ISCED 02 and U3

You can find the TALIS Starting Strong Staff Questionnaires for ISCED 02 and U3 on line at:

- ISCED 02:
[http://www.oecd.org/education/school/TALIS-Starting-Strong-Survey-MS-SQ-
ISCED02.pdf](http://www.oecd.org/education/school/TALIS-Starting-Strong-Survey-MS-SQ-ISCED02.pdf)
- U3:
[http://www.oecd.org/education/school/TALIS-Starting-Strong-Survey-MS-SQ-
U3.pdf](http://www.oecd.org/education/school/TALIS-Starting-Strong-Survey-MS-SQ-U3.pdf)

Annex E. TALIS Starting Strong Combined Centre Questionnaire ISCED 02 and U3

You can find the TALIS Starting Strong Combined Centre Questionnaires for ISCED 02 and U3 on line at:

- ISCED 02:
[http://www.oecd.org/education/school/TALIS-Starting-Strong-Survey-MS-CQ-
ISCED02.pdf](http://www.oecd.org/education/school/TALIS-Starting-Strong-Survey-MS-CQ-ISCED02.pdf)
- U3:
[http://www.oecd.org/education/school/TALIS-Starting-Strong-Survey-MS-CQ-
U3.pdf](http://www.oecd.org/education/school/TALIS-Starting-Strong-Survey-MS-CQ-U3.pdf)

Annex F. TALIS Starting Strong Combined Centre Questionnaire Plus

You can find the TALIS Starting Strong Combined Centre Questionnaire Plus on line at:

http://www.oecd.org/education/school/TALIS-Starting-Strong-Survey_MS_CQplus-ISCED02.pdf

Annex G. TALIS 2018 national adaptations summary

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Overview

This appendix describes adaptations to the international versions of the questionnaire items made by the national project manager (NPM) during the translation process. It provides users with guidance regarding the availability of internationally comparable data for use in secondary analyses. The adaptations to questionnaires are presented in two sections: i) general or common cultural adaptations and variables; and ii) adaptations specific to individual countries and economies.

General cultural adaptations and variables

General cultural adaptations relate to text passages in the international English version of the instruments for which it was mandatory (or at least highly likely) to adapt them to the specific national settings and terminology and which appeared multiple times in the questionnaires. Mandatory cultural adaptations were indicated using pointed brackets in the international English version, for instance, the term <class>, which has been used seven times in the teacher questionnaire. The tables in this section include descriptions or back-translations into English of the general cultural adaptations.

In the teacher questionnaire, the term <class> is mentioned in the introduction to the section “Teaching in the <Target Class>” and the stem of Question 39. In some cases, the term “class” had to be adapted where the direct translation did not convey the intended meaning in the international source version. The below table presents back-translations of the term used in the national versions into English.

Table A G.1. Adaptations of <class>

Participating country/economy	Adaptation
Alberta (Canada)	Class
Australia	Class
Austria	Class
Belgium	Class
Brazil	Class
Bulgaria	Class
Chile	Class
Chinese Taipei	Class
Ciudad Autónoma de Buenos Aires (Argentina)	Class
Colombia	Class
Croatia	Class
Cyprus ¹	Class
Czech Republic	Class
Denmark	Class
England (United Kingdom)	Class
Estonia	Class
Finland	Class

Participating country/economy	Adaptation
France	Class
Georgia	Class
Hungary	Class
Iceland	Class
Israel	Class
Italy	Class
Japan	Class
Kazakhstan	Class
Korea	Class
Latvia	Class
Lithuania	Class
Malta	Class
Mexico	Group
Netherlands	Class
New Zealand	Class
Norway	Class
Portugal	Class
Romania	Class
Russia	Class
Saudi Arabia	Class
Shanghai (China)	Class
Singapore	Class
Slovak Republic	Class
Slovenia	Class
South Africa	Class
Spain	Class
Sweden	Class/teaching group
Turkey	Class
United Arab Emirates	Class
United States	Class
Viet Nam	Class

1. Note by Turkey

The information in this document with reference to “Cyprus” relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the “Cyprus issue”.

Note by all the European Union Member States of the OECD and the European Union

The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

In the teacher questionnaire, the term <target class> is mentioned in the title and instruction to the section “Teaching in the <Target Class>” as well as in the stem of Questions 35, 36, 37, 38, 39, 40, 41, 42 and 43. The term “target class” was used throughout this 6th section of the questionnaire to refer to the specific class that each teacher was asked to identify following the instructions prior to question 35, which were designed to pseudo-randomise the selection of such a class instead of leaving the (likely biased) choice to the respective teacher. The below table presents back-translations of the term used in the national versions into English.

Table A G.2. Adaptations of <target class>

Participating country/economy	Adaptation
Alberta (Canada)	Target class
Australia	Target class
Austria	Reference Class
Belgium	Target Class
	*French: This class
Brazil	Target class
Bulgaria	Target class
Chile	Target class
Chinese Taipei	Target class
Ciudad Autónoma de Buenos Aires (Argentina)	Target class
Colombia	Reference class
Croatia	Target class
Cyprus	Target class
Czech Republic	Target Class
Denmark	This class
England (United Kingdom)	Target Class
Estonia	This class
Finland	Target Class
France	This class
Georgia	Target class
Hungary	Chosen class
Iceland	Target class
Israel	Target Class
Italy	Target class
Japan	Target Class
Kazakhstan	This class
Korea	Target class
Latvia	Particular class
Lithuania	Target Class
Malta	Target Class
Mexico	Target group
Netherlands	Target class
New Zealand	Target class
Norway	Target Class
Portugal	Target Class
Romania	Target class
Russia	This class
Saudi Arabia	Target Class
Shanghai (China)	Target class
Singapore	Lower secondary target class
Slovak Republic	Target class
Slovenia	Target class
South Africa	Target class
Spain	Target class
Sweden	The chosen teaching group
Turkey	Target class
United Arab Emirates	Target class
United States	Target Class
Viet Nam	Target class

The term <ISCED 2011 level 1>, originating from UNESCO's International Standard Classification of Education, is mentioned in the principal questionnaire in Question 15 and in the stem of Question 17 and in the teacher questionnaire in Questions 6 and in the stem of Questions 12, 13, 14, 15, as well as in the instruction to section "Teaching in the <Target Class>". The term expresses the abstract definition of the target population (i.e. teachers of students enrolled in ISCED 2011 level 1) and the table below lists the English back-translations of the adapted terms as used in the national versions of the questionnaires.

Table A G.3. Adaptations of < ISCED 2011 level 1>

Participating country/economy	Adaptation
Australia	Primary
Belgium	Primary education
Chinese Taipei	Elementary school
Ciudad Autónoma de Buenos Aires (Argentina)	1st to 6th grade
Denmark	0th-6th grade
England (United Kingdom)	Key Stage 1 and/or 2
France	Elementary school level
Japan	Primary school
Korea	Elementary School
Netherlands	Primary education
Spain	Primary Education
Sweden	Grades 1-6
Turkey	Primary school
United Arab Emirates	Cycle 1 (grade 1/year 2 - grade 5/year 6)
Viet Nam	Primary Education

The term < ISCED 2011 level 2>, originating from UNESCO's International Standard Classification of Education, is mentioned in the principal questionnaire in Question 15 and in the stem of Question 17 and in the teacher questionnaire in the stem of Questions 12, 13, 14, 15, as well as in the instruction to section "Teaching in the <Target Class>". The term expresses the abstract definition of the target population (i.e. teachers of students enrolled in ISCED 2011 level 2) and the table below lists the English back-translations of the adapted terms as used in the national versions of the questionnaires.

Table A G.4. Adaptations of < ISCED 2011 level 2>

Participating country/economy	Adaptation
Alberta (Canada)	Junior high students
Australia	Year 7 - 10
Austria	Secondary education 1 (grades 5 – 8)
Belgium	Lower secondary education
Brazil	Final Years of Fundamental Education
Bulgaria	Lower secondary
Chile	7th and 8th grade
Chinese Taipei	Junior secondary school
Ciudad Autónoma de Buenos Aires (Argentina)	1st and 2nd year
Colombia	Lower secondary
Croatia	From grades five to eight
Cyprus	Lower Secondary

	Adaptation
Participating country/economy	
Czech Republic	2. stage of basic school education or lower grades of 6 or 8 years long programme of grammar school
Denmark	7th-10th grade
England (United Kingdom)	Key Stage 3
Estonia	Basic school third level (7.-9. class)
Finland	Grades 7 - 9 (10)
France	Lower secondary level
Georgia	Basic level
Hungary	Grade 5–8
Iceland	Adolescent level
Israel	7th, 8th and/or 9th grades
Italy	Lower secondary school
Japan	Junior high school or lower secondary
Kazakhstan	Grades 5-9(10)
Korea	Middle School
Latvia	Grades 5-9
Lithuania	Stage of basic education (grades 5-10)
Malta	Secondary School (Years 7 to 11)
Mexico	Secondary
Netherlands	Lower secondary education
New Zealand	Year 7, 8, 9 or 10
Norway	Lower secondary
Portugal	3rd cycle of basic education
Romania	Lower secondary education
Russia	5-9 classes
Saudi Arabia	Intermediate level
Shanghai (China)	Lower secondary
Singapore	Lower secondary
Slovak Republic	2nd level of primary school or lower level of 8-year gymnasium
Slovenia	Third triad of elementary school
South Africa	Grade 8 and 9
Spain	First three years of Compulsory Secondary Education
Sweden	Grades 7-9
Turkey	Lower secondary school
United Arab Emirates	Cycle 2 (grade 5/year 6 - grade 9/year 10)
United States	Grades 7, 8, and/or 9
Viet Nam	Lower secondary education

The term <ISCED 2011 level 3>, originating from UNESCO's International Standard Classification of Education, is mentioned in the principal questionnaire in Questions 3 and 15 and in the stem of Question 17 and in the teacher questionnaire in the stem of questions 12, 13, 14, 15, as well as in the instruction to section “Teaching in the <Target Class>”. The term expresses the abstract definition of the target population (i.e. teachers of students enrolled in ISCED 2011 level 3) and the table below lists the English back-translations of the adapted terms as used in the national versions of the questionnaires.

Table A G.5. Adaptations of < ISCED 2011 level 3>

Adaptation	
Participating country/economy	
Alberta (Canada)	High school
Brazil	High School
Chinese Taipei	General or skill-based senior secondary school
Croatia	Students across all grades in this school
Denmark	Secondary education
Portugal	Secondary education
Slovenia	Secondary school
Sweden	Upper secondary school
Turkey	Upper secondary education
United Arab Emirates	Cycle 3 (grade 10/year 11 - grade 12/year 13)
Viet Nam	Upper secondary education

The term <15-year-old> is mentioned in the principal questionnaire in the stem of Question 17 and in the teacher questionnaire in the stem of Questions 12, 13, 14, 15, as well as in the instruction to section “Teaching in the <Target Class>”. The term expresses the abstract definition of the target population and the table below lists the English back-translations of the adapted terms as used in the national versions of the questionnaires.

Table A G.6. Adaptations of <15-year-old>

Adaptation	
Participating country/economy	
Australia	15 year-olds
Ciudad Autónoma de Buenos Aires (Argentina)	15-year-olds
Colombia	15-year-old
Czech Republic	15-year-old
Denmark	15-year-old
Georgia	15-year-old
Malta	15-year-old
Turkey	15-years-old
Viet Nam	15-year-old

The term <This school> is mentioned in the prologue and throughout the TALIS 2018 questionnaires. The term expresses the national school definition and the table below lists the English back-translations of the adapted terms as used in the national versions of the questionnaire.

Table A G.7. School definition

Adaptation	
Participating country/economy	
Alberta (Canada)	When questions refer to “this school” we mean the school of which you are the principal.
Australia	Omitted
Austria	Omitted
Belgium	When questions refer to “this school”, by “school” we mean that school for which we invited you to participate (see identification label on the cover of the questionnaire).
*French:	

Participating country/economy	Adaptation
Brazil	When questions refer to "this school", by "school" we mean school unit.
Bulgaria	Omitted
Chile	When questions refer to 'this school' by "school" we mean an institution or organisation that receives children and/or adolescents, with the aim of providing education officially recognised by the state, in humane conditions, culture and materials that facilitate and promote their comprehensive education.
Chinese Taipei	The school where you are serving and interviewed.
Ciudad Autónoma de Buenos Aires (Argentina)	When questions refer to "this school" we refer to the educational unit for which you were selected to answer this questionnaire.
Colombia – ISCED 2	Lower secondary (6th-9th grades)
Colombia – PISA link	Schools participating in PISA
Croatia	Omitted
Cyprus	The education establishment where lower secondary education is offered.
Czech Republic	When questions refer to "this school", by "school" we usually mean your school as a juridical person with one directorate. However, if your school has been merged with another since the last school year, ask the school co-ordinator, who can help you to understand this term.
Denmark – ISCED 1, 2 and PISA link	When this questionnaire refers to "this school", it asks about the public school, private school, boarding school, etc. where you primarily work as the top, daily leader.
Denmark – ISCED 3	When this questionnaire refers to "this school", it asks about that upper secondary school, vocational school, etc. where you primarily work as the daily leader.
England (United Kingdom)	Omitted
Estonia	When questions refer to "this school", by "school" we mean the sample school where you teach.
Finland	When questions refer to "this school", by "school" we mean the lower secondary school with grades 7-9 (10).
France	When questions refer to "this school", by "school" we mean either the "collège" (the lower secondary school) for which you are questioned, or the whole school your "collège" belongs to.
Georgia	Georgian: General educational institution Azerbaijani and Russian: General educational school
Hungary	The term "school" always refers to the specific school site that has been selected for the assessment.
Iceland	"School" in this questionnaire refers to the institution where you work, in accordance with the traditional understanding of the term in this country.
Israel	Omitted
Italy	When in the questionnaire the term "institute" is used, it refers to the scholastic institute possibly comprising all the lower secondary schools.
Japan	Omitted
Kazakhstan	School that participates in this survey
Korea	School formally authorised by the Ministry of Education
Latvia	Omitted
Lithuania	School means an institution of formal education
Malta	Omitted
Mexico	When the questions ask for a school, it means the centre where classes are provided.
Netherlands	Questions regarding "this school" refer to the entire school, but in the case of more than one location, this location.
New Zealand	Omitted

		Adaptation
Participating country/economy		
Norway	Omitted	
Portugal	Organisational unit, where, under the responsibility of team management or a director, the teaching of one or more levels of education are ministered.	
Romania	For the questions referring to "this school", by "school" we understand a school unit with legal status.	
Russia	When questions refer to "this school", by "school" we mean the school of survey.	
Saudi Arabia	Public schools	
Shanghai (China)	School with independent legal entity	
Singapore	Omitted	
Slovak Republic	In questions regarding "your school", we mean the school or part of joint schools, where you teach and which asked you to participate in this questionnaire.	
Slovenia	Third triad of elementary school (7., 8. and 9. grade)	
South Africa	An education institution which enrols learners in one or more grades from Grade R to Grade 12.	
Spain	Omitted	
Sweden	When a question refers to "this school unit" you should think of the organisational unit where you obtained this questionnaire, regardless of whether you work on several school units.	
Turkey	School for which you are currently completing the questionnaire	
United Arab Emirates	School principals and teachers will provide information about issues such as the professional development they have received; their teaching beliefs and practices; the review of teachers' work and the feedback and recognition they receive about their work; and various other school leadership, management and workplace issues. Being an international survey, it is possible that some questions do not fit very well within your national context. In these cases, please answer as best as you can.	

Information about the language of questionnaire administration was not collected with the questionnaire itself but was tracked for teachers by the national centre. The majority of countries and economies used only one language version of the questionnaire. The values for the countries and economies are given in the table below. The corresponding values are included in the principal and teacher questionnaire data files as variable IDLANG.

Table A G.8. Language of questionnaire administration (IDLANG)

		Adaptation
Participating country/economy		
Alberta (Canada)	21 = English (Canada - Alberta)	
Australia	20 = English (Australia)	
Austria	42 = German (Austria)	
Belgium – ISCED 2	18 = Dutch (Belgium) 36 = French (Belgium)	
Belgium – ISCED 1	18 = Dutch (Belgium)	
Brazil	61 = Portuguese (Brazil)	
Bulgaria	10 = Bulgarian (Bulgaria)	
Chile	84 = Spanish (Chile)	
Chinese Taipei	14 = Chinese (Chinese Taipei)	
Ciudad Autónoma de Buenos Aires (Argentina)	83 = Spanish (Buenos Aires)	
Colombia	85 = Spanish (Colombia)	
Croatia	15 = Croatian (Croatia)	

Adaptation	
Participating country/economy	
Cyprus	44 = Greek (Cyprus)
Czech Republic	16 = Czech (Czech Republic)
Denmark	17 = Danish (Denmark)
England (United Kingdom)	32 = English (United Kingdom)
Estonia	34 = Estonian (Estonia)
Finland	35 = Finnish (Finland) 88 = Swedish (Finland)
France	38 = French (France)
Georgia	41 = Georgian (Georgia) 8 = Azerbaijani (Georgia) 65 = Russian (Georgia)
Hungary	46 = Hungarian (Hungary)
Iceland	49 = Icelandic (Iceland)
Israel	2 = Arabic (Israel) 45 = Hebrew (Israel)
Italy	50 = Italian (Italy)
Japan	51 = Japanese (Japan)
Kazakhstan	52 = Kazakh (Kazakhstan) 66 = Russian (Kazakhstan)
Korea	53 = Korean (Korea)
Latvia	54 = Latvian (Latvia)
Lithuania	55 = Lithuanian (Lithuania)
Malta	24 = English (Malta)
Mexico	86 = Spanish (Mexico)
Netherlands	19 = Dutch (Netherlands)
New Zealand	25 = English (New Zealand) 57 = Maori (New Zealand)
Norway	58 = Norwegian (Bokmål) (Norway) 59 = Norwegian (Nynorsk) (Norway)
Portugal	62 = Portuguese (Portugal)
Romania	63 = Romanian (Romania)
Russia	59 = Russian (Russia)
Saudi Arabia	3 = Arabic (Saudi Arabia)
Shanghai (China)	12 = Chinese (Simplified) Legacy
Singapore	27 = English (Singapore)
Slovak Republic	80 = Slovak (Slovak Republic)
Slovenia	82 = Slovenian (Slovenia)
South Africa	94 = English (South Africa)
Spain	9 = Basque (Spain) 11 = Catalan (Spain) 40 = Galician (Spain) 87 = Spanish (Spain) 92 = Valencian (Spain)
Sweden	89 = Swedish (Sweden)
Turkey	91 = Turkish (Turkey)
United Arab Emirates	6 = Arabic (U.A.E.) 31 = English (U.A.E.)
United States	33 = English (United States)

Country/economy-specific adaptations to the questionnaires

Principal questionnaire

Country-specific adaptations were agreed upfront with the NPM in line with the rules and guidelines for national adaptations. In the below table, entries are sorted by the concerned question group first, then by country, then by the specific question location affected. Question group and location are given in the notation questionnaire type – question number, e.g. PQ-07 for Question 7 in the principal questionnaire.

Adaptations between ISCED levels could differ in countries and economies administering TALIS in multiple ISCED levels. When adaptations in ISCED 1, ISCED 3 and the TALIS-PISA link differed to the ISCED 2 adaptations, they had to be documented separately. These ISCED level specific adaptations are listed below the main table of this section in Table A G.10 and Table A G.11.

The column “Country adaptation” contains the back-translated national version. The column “Adaptation”, recoded for international comparability, describes the change from the international source version along with any applicable recoding action that was carried out at the IEA Hamburg during the data processing. For structural adaptations, this column holds an explanation of the change, e.g. “Category not administered or data not available”. For non-structural adaptations, for the most part adaptations of terms in pointed brackets (<>), the column simply repeats the same English term. Both types of adaptation may occur in combination.

Country-specific adaptations have one of two different codes assigned to them:

- Code D: National data are included in the international database. This code is used for questions where the specific national version was considered appropriate for comparison.
- Code X: National data are not included in the international database. This code is used to refer to a few questions that were not administered, not applicable, or deleted for any of several reasons (e.g. not internationally comparable, removed because of NPM request, or removed due to other data problems).

Table A G.9. List of country-specific adaptations to the principal questionnaire sorted by question group, country and question location

Participating country/economy	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Denmark	PQ-01	PQ-01	D	Stem of the question changed: What is your sex?	Stem of the question changed: What is your sex?
Japan	PQ-01	PQ-01	D	Stem of the question changed: Which is your gender? Nationally defined categories: 1 = Male 2 = Female	Stem of the question changed: Which is your gender? National categories recoded for international comparability: 1 = Female 2 = Male
Spain	PQ-01	PQ-01	D	Stem of the question changed: Gender	Stem of the question changed: Gender
Spain	PQ-02	PQ-02	D	Stem of the question changed: Age Question instruction changed: Write how old are you	Stem of the question changed: Age Question instruction changed: Write how old are you
Alberta (Canada)	PQ-03	PQ-03	D	Nationally defined categories: 1 = College diploma or certificate 2 = Bachelor's degree 3 = Master's degree 4 = Ph.D./Ed.D.	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = College diploma or certificate 5 = Bachelor's degree 6 = Master's degree 7 = Ph.D./Ed.D.
Australia	PQ-03	PQ-03	D	Nationally defined categories: 1 = Diploma, Advanced diploma or Associate degree 2 = Bachelor degree (with or without Honours) 3 = Graduate Diploma/Graduate Certificate 4 = Master's degree 5 = Doctoral degree	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Diploma, Advanced diploma or Associate degree

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Austria	PQ-03	PQ-03	D	<p>Question instruction changed: Please mark all that applies to you.</p> <p>Nationally defined categories:</p> <ul style="list-style-type: none"> 1 = College for working teachers 2 = Higher education entrance qualification at a AHS 3 = University entrance exam for people with vocational training and experience (f.e. apprenticeship with higher education entrance qualification) 4 = Higher education entrance qualification at a BHS (f.e. HAK, HTL, HLA, BAKIP, BASOP) 5 = University entrance exam for people without the formal educational qualifications 6 = College 7 = Pedagogical (or religious pedagogical) Academy, f.e. Dipl.-Päd. 8 = Study at the pedagogical high school, university or university of applied sciences with bachelor degree 9 = Study at the pedagogical high school, university or university of applied sciences with magister, master or Dipl.-Ing. degree 10 = University study with doctoral degree 	<p>5 = Bachelor degree (with or without Honours) / Graduate Diploma/Graduate Certificate 6 = Master's degree 7 = Doctoral degree</p> <p>Question instruction changed: Please mark all that applies to you.</p> <p>National categories recoded for international comparability:</p> <ul style="list-style-type: none"> 1 = Category not administered or data not available 2 = College for working teachers / Higher education entrance qualification at a AHS 3 = University entrance exam for people with vocational training and experience (f.e. apprenticeship with higher education entrance qualification) 4 = Higher education entrance qualification at a BHS (f.e. HAK, HTL, HLA, BAKIP, BASOP) / University entrance exam for people without the formal educational qualifications / College / Pedagogical (or religious pedagogical) Academy, f.e. Dipl.-Päd. 5 = Study at the pedagogical high school, university or university of applied sciences with bachelor degree 6 = Study at the pedagogical high school, university or university of applied sciences with magister, master or Dipl.-Ing. degree 7 = University study with doctoral degree
Belgium	PQ-03	PQ-03	D	<p>Nationally defined categories:</p> <ul style="list-style-type: none"> 1 = Secondary education 2 = Postsecondary education (4th phase) 3 = Higher vocational education 4 = Professional bachelor, a degree in tertiary education of 1 cycles (e.g. teacher, regent, A1, graduate, ...) 5 = Academic bachelor 6 = Master/licentiate, a degree in tertiary education of 2 cycles (obtained in a college or university) 7 = Doctorate <p>*French: 1 = Upper secondary Education</p>	<p>National categories recoded for international comparability:</p> <ul style="list-style-type: none"> 1 = Category not administered or data not available 2 = Secondary education 3 = Postsecondary education (4th phase) 4 = Higher vocational education 5 = Professional bachelor, a degree in tertiary education of 1 cycles (e.g. teacher, regent, A1, graduate, ...) / Academic bachelor 6 = Master/licentiate, a degree in tertiary education of 2 cycles (obtained in a college or university) 7 = Doctorate <p>*French: 1 = Category not administered or data not available 2 = Upper secondary Education</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				<p>2 = Post-secondary education (no tertiary education), a 7th year opening to vocational life 3 = Short tertiary education (graduate, low secondary education teacher, non-university bachelor) 4 = First university cycle 5 = Long tertiary education (master) 6 = PhD</p>	<p>3 = Post-secondary education (no tertiary education), a 7th year opening to vocational life 4 = Category not administered or data not available 5 = Short tertiary education (graduate, low secondary education teacher, non-university bachelor) / First university cycle 6 = Long tertiary education (master) 7 = PhD</p>
Brazil	PQ-03	PQ-03	D	<p>Nationally defined categories:</p> <p>1 = Below High School 2 = High School 3 = Sequential course of specific training 4 = Higher Education - Bachelor, Licenciated or Technology programmes (Technologist) 5 = Specialization (Lato Sensu) 6 = Master Degree (Stricto Sensu) 7 = Doctor Degree (Stricto Sensu)</p>	<p>National categories recoded for international comparability:</p> <p>1 = Below High School 2 = High School 3 = Category not administered or data not available 4 = Sequential course of specific training 5 = Higher Education - Bachelor, Licenciated or Technology programmes (Technologist) / Specialization (Lato Sensu) 6 = Master Degree (Stricto Sensu) 7 = Doctor Degree (Stricto Sensu)</p>
Bulgaria	PQ-03	PQ-03	D	<p>Nationally defined categories:</p> <p>1 = Did not complete Upper secondary education 2 = Finished Upper secondary education 3 = Finished Vocational education after upper secondary education 4 = Finished Higher education (Professional Bachelor) 5 = Finished Higher education (Bachelor) 6 = Finished Higher education (Master) 7 = Finished Higher education (Doc)</p>	<p>Nationally defined categories:</p> <p>1 = Did not complete Upper secondary education 2 = Finished Upper secondary education 3 = Finished Vocational education after upper secondary education 4 = Finished Higher education (Professional Bachelor) 5 = Finished Higher education (Bachelor) 6 = Finished Higher education (Master) 7 = Finished Higher education (Doc)</p>
Chile	PQ-03	PQ-03	D	<p>Nationally defined categories:</p> <p>1 = Incomplete upper secondary education 2 = Complete upper secondary education 3 = Post-secondary education in professional institute 4 = Post-secondary education in a Technical training centre 5 = Post-secondary education in a University 6 = Post graduate studies master or equivalent level 7 = Post graduate studies doctoral or equivalent level</p>	<p>National categories recoded for international comparability:</p> <p>1 = Incomplete upper secondary education 2 = Complete upper secondary education 3 = Category not administered or data not available 4 = Post-secondary education in professional institute / Post-secondary education in a Technical training centre 5 = Post-secondary education in a University 6 = Post graduate studies master or equivalent level 7 = Post graduate studies doctoral or equivalent level</p>
Chinese Taipei	PQ-03	PQ-03	D	<p>Nationally defined categories:</p> <p>1 = Below general or skill-based senior secondary school 2 = General or skill-based senior secondary school</p>	<p>Nationally defined categories:</p> <p>1 = Below general or skill-based senior secondary school 2 = General or skill-based senior secondary school</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				3 = 5-year, 3-year, or 2-year junior college 4 = 2-year or 4-year junior college of technology 5 = Bachelor degree 6 = Master degree (including 40-credit programmes) 7 = Doctoral degree	3 = 5-year, 3-year, or 2-year junior college 4 = 2-year or 4-year junior college of technology 5 = Bachelor degree 6 = Master degree (including 40-credit programmes) 7 = Doctoral degree
Ciudad Autónoma de Buenos Aires (Argentina)	PQ-03	PQ-03	D	Nationally defined categories: 1 = Secondary level 2 = Tertiary level / Non-university teacher training of up to 3 years 3 = University level / Non-university teacher training of at least 4 years 4 = Specialization or Master's degree (post-graduate) 5 = Doctoral degree	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Secondary level 3 = Category not administered or data not available 4 = Tertiary level / Non-university teacher training of up to 3 years 5 = University level / Non-university teacher training of at least 4 years 6 = Specialization or Master's degree (post-graduate) 7 = Doctoral degree
Colombia	PQ-03	PQ-03	D	Nationally defined categories: 1 = Below upper secondary (9th or lower) 2 = Upper secondary (10th-11th) 3 = Work education or education at a teacher training institution 4 = Technical professional education or technological education 5 = College undergraduate education 6 = Specialization programme, Master's 7 = Doctorate	Nationally defined categories: 1 = Below upper secondary (9th or lower) 2 = Upper secondary (10th-11th) 3 = Work education or education at a teacher training institution 4 = Technical professional education or technological education 5 = College undergraduate education 6 = Specialization programme, Master's 7 = Doctorate
Croatia	PQ-03	PQ-03	D	Nationally defined categories: 1 = Professional study lasting less than 3 years 2 = 3-year or 4-year undergraduate study 3 = 4-year or 5-year graduate study 4 = Postgraduate specialist study 5 = Postgraduate research-oriented master's study 6 = Postgraduate university doctoral study	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Professional study lasting less than 3 years 5 = 3-year or 4-year undergraduate study 6 = 4-year or 5-year graduate study / Postgraduate specialist study / Postgraduate research-oriented master's study 7 = Postgraduate university doctoral study
Cyprus	PQ-03	PQ-03	D	Nationally defined categories: 1 = Non-University Degree/Diploma/Certificate 2 = Bachelor Degree 3 = Master's Degree 4 = PhD	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Non-University Degree/Diploma/Certificate

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
					5 = Bachelor Degree 6 = Master's Degree 7 = PhD
Czech Republic	PQ-03	PQ-03	D	Nationally defined categories: 1 = Higher Technical Education 2 = Bachelor degree education 3 = Master degree education 4 = Doctoral study programme	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Category not administered or data not available 5 = Higher Technical Education / Bachelor degree education 6 = Master degree education 7 = Doctoral study programme
Denmark	PQ-03	PQ-03	D	Nationally defined categories: 1 = Basic school (0-10th grade) 2 = General or vocational upper secondary education (e.g. high-school certificate, commercial school certificate, vocational education) 3 = Short-cycle higher education (e.g. academy profession degree in computer science, chemist's assistant, adult education training) 4 = Medium-cycle higher education (e.g. teacher, pedagogue, diploma) 5 = Long-cycle higher education (e.g. Master of Arts in humanities, Master of Arts in the theory of education, master education) 6 = PhD education	National categories recoded for international comparability: 1 = Basic school (0-10th grade) 2 = General or vocational upper secondary education (e.g. high-school certificate, commercial school certificate, vocational education) 3 = Category not administered or data not available 4 = Short-cycle higher education (e.g. academy profession degree in computer science, chemist's assistant, adult education training) 5 = Medium-cycle higher education (e.g. teacher, pedagogue, diploma) 6 = Long-cycle higher education (e.g. Master of Arts in humanities, Master of Arts in the theory of education, master education) 7 = PhD education
England (United Kingdom)	PQ-03	PQ-03	D	Nationally defined categories: 1 = GCE A levels or below, or equivalent 2 = HNC, HND, NVQ at level 4+, Foundation degree or equivalent 3 = Bachelor's Degree 4 = Master's Degree 5 = Doctorate	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = GCE A levels or below, or equivalent 4 = HNC, HND, NVQ at level 4+, Foundation degree or equivalent 5 = Bachelor's Degree 6 = Master's Degree 7 = Doctorate
Estonia	PQ-03	PQ-03	D	Nationally defined categories: 1 = Basic education or vocational education without secondary education 2 = Secondary education, including general secondary education and vocational secondary education or secondary specialized education based on basic education 3 = Vocational education based on secondary education 4 = Secondary specialized education based on secondary education	Nationally defined categories: 1 = Basic education or vocational education without secondary education 2 = Secondary education, including general secondary education and vocational secondary education or secondary specialized education based on basic education 3 = Vocational education based on secondary education 4 = Secondary specialized education based on secondary education

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				<p>5 = Bachelor's degree (according to 3+2 system), vocational higher education, Diploma-study, professional higher education 6 = Master's degree or equalized education, including Bachelor's degree according to 4+2 system, Soviet Union specialist diploma 7 = Doctor's degree, including Candidate degree</p>	<p>5 = Bachelor's degree (according to 3+2 system), vocational higher education, Diploma-study, professional higher education 6 = Master's degree or equalized education, including Bachelor's degree according to 4+2 system, Soviet Union specialist diploma 7 = Doctor's degree, including Candidate degree</p>
Finland	PQ-03	PQ-03	D	<p>Nationally defined categories: 1 = No upper secondary degree, academic or vocational 2 = Upper secondary degree, academic or vocational 3 = Special vocational degree 4 = Higher vocational degree 5 = Lower degree at the polytechnic or university, 3 years 6 = Higher degree at the polytechnic, 5 years or university 7 = Post-graduate degree (licentiate or doctor) at the university</p>	<p>Nationally defined categories: 1 = No upper secondary degree, academic or vocational 2 = Upper secondary degree, academic or vocational 3 = Special vocational degree 4 = Higher vocational degree 5 = Lower degree at the polytechnic or university, 3 years 6 = Higher degree at the polytechnic, 5 years or university 7 = Post-graduate degree (licentiate or doctor) at the university</p>
France	PQ-03	PQ-03	D	<p>Nationally defined categories: 1 = Below upper secondary education 2 = Upper secondary education 3 = Post-secondary non-tertiary degree (DAEU, DU, capacité en droit, etc.) 4 = Post-secondary diploma of short cycles (DEUG, DUT, BTS, diplomas of social worker, educator, physiotherapist, CPGE, etc.) 5 = Licence or equivalent 6 = Master or equivalent 7 = Doctorate or equal</p>	<p>Nationally defined categories: 1 = Below upper secondary education 2 = Upper secondary education 3 = Post-secondary non-tertiary degree (DAEU, DU, capacité en droit, etc.) 4 = Post-secondary diploma of short cycles (DEUG, DUT, BTS, diplomas of social worker, educator, physiotherapist, CPGE, etc.) 5 = Licence or equivalent 6 = Master or equivalent 7 = Doctorate or equal</p>
Georgia	PQ-03	PQ-03	D	<p>Nationally defined categories: 1 = Basic education 2 = Secondary or secondary vocational education 3 = 4-th or 5-th level of professional education. For example, college, music school 4 = Higher professional education. For example, a pedagogic college 5 = Bachelor degree 6 = Master's degree or equivalent 7 = Doctoral degree or equivalent</p>	<p>Nationally defined categories: 1 = Basic education 2 = Secondary or secondary vocational education 3 = 4-th or 5-th level of professional education. For example, college, music school 4 = Higher professional education. For example, a pedagogic college 5 = Bachelor degree 6 = Master's degree or equivalent 7 = Doctoral degree or equivalent</p>
Hungary	PQ-03	PQ-03	D	<p>Nationally defined categories: 1 = Below secondary education 2 = Vocational school (without final exam/Matura) 3 = Secondary vocational school or grammar school with Matura 4 = Vocational programs usually two years based on maturity examination (e.g. dental technician, jeweller)</p>	<p>National categories recoded for international comparability: 1 = Below secondary education 2 = Vocational school (without final exam/Matura) / Secondary vocational school or grammar school with Matura 3 = Vocational programs usually two years based on maturity examination (e.g. dental technician, jeweller)</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Iceland	PQ-03	PQ-03	D	<p>5 = Accredited post-secondary vocational programs (e.g. customs administrator, social insurance administrator)</p> <p>6 = College or university BA level</p> <p>7 = University or university MA level</p> <p>8 = Higher than university or university MA level or (e.g. PhD)</p> <p>Nationally defined categories:</p> <p>1 = Teaching certificate, not at univ. level</p> <p>2 = Journeyman</p> <p>3 = Master craftsmanship</p> <p>4 = Journeyman or master craftsman with added teacher certification, i.e. 6 month to 2 yr univ. studies</p> <p>5 = Arts studies (not at university level)</p> <p>6 = Arts studies (not at university level) with added teacher certification, i.e. 6 month to 2 yr univ. studies</p> <p>7 = Vocational, arts or technical university education of maximum 2 yrs. normal length</p> <p>8 = Vocational, arts or technical university education of maximum 2 yrs. normal length with added teacher certification, i.e. 6 month to 2 yr univ. studies</p> <p>9 = B.A., B.Sc. (not in the area of education/pedagogy)</p> <p>10 = B.A., B.Sc. with added teacher certification, i.e. 6 month to 2 yr univ. studies</p> <p>11 = B.Ed. or other bachelor degree in the area of education/pedagogy</p> <p>12 = M.A., M.Sc. (not in the area of education/pedagogy)</p> <p>13 = M.A., M.Sc. with added teacher certification, i.e. 6 month to 2 yr univ. studies</p> <p>14 = M.Ed., M.Art.Ed. or other master's degree in the area of education/pedagogy</p> <p>15 = Doctoral degree (not in the area of education/pedagogy)</p> <p>16 = Doctoral degree with added teacher certification, i.e. 6 month to 2 yr univ. studies</p> <p>17 = Doctoral degree in the area of education/pedagogy</p>	<p>4 = Accredited post-secondary vocational programs (e.g. customs administrator, social insurance administrator)</p> <p>5 = College or university BA level</p> <p>6 = University or university MA level</p> <p>7 = Higher than university or university MA level or (e.g. PhD)</p> <p>National categories recoded for international comparability:</p> <p>1 = Category not administered or data not available</p> <p>2 = Teaching certificate, not at univ. level / Journeyman / Arts studies (not at university level)</p> <p>3 = Master craftsmanship</p> <p>4 = Journeyman or master craftsman with added teacher certification, i.e. 6 month to 2 yr univ. studies / Arts studies (not at university level) with added teacher certification, i.e. 6 month to 2 yr univ. studies / Vocational, arts or technical university education of maximum 2 yrs. normal length / Vocational, arts or technical university education of maximum 2 yrs. normal length with added teacher certification, i.e. 6 month to 2 yr univ. studies</p> <p>5 = B.A., B.Sc. (not in the area of education/pedagogy) / B.A., B.Sc. with added teacher certification, i.e. 6 month to 2 yr univ. studies / B.Ed. or other bachelor degree in the area of education/pedagogy</p> <p>6 = M.A., M.Sc. (not in the area of education/pedagogy) / M.A., M.Sc. with added teacher certification, i.e. 6 month to 2 yr univ. studies / M.Ed., M.Art.Ed. or other master's degree in the area of education/pedagogy</p> <p>7 = Doctoral degree (not in the area of education/pedagogy) / Doctoral degree with added teacher certification, i.e. 6 month to 2 yr univ. studies / Doctoral degree in the area of education/pedagogy</p>
Israel	PQ-03	PQ-03	D	<p>Nationally defined categories:</p> <p>1 = High-school</p> <p>2 = Pre-University (regular or tech) Diploma</p> <p>3 = Post-secondary, non-tertiary education/vocational (such as technician/engineer)</p> <p>4 = Bachelor degree</p> <p>5 = Master degree</p> <p>6 = Ph.D. degree</p>	<p>National categories recoded for international comparability:</p> <p>1 = Category not administered or data not available</p> <p>2 = High-school</p> <p>3 = Pre-University (regular or tech) Diploma</p> <p>4 = Post-secondary, non-tertiary education/vocational (such as technician/engineer)</p> <p>5 = Bachelor degree</p> <p>6 = Master degree</p> <p>7 = Ph.D. degree</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Italy	PQ-03	PQ-03	D	Nationally defined categories: 1 = Upper secondary school diploma 2 = First level university degree (triennial), Master (University, AFAM), University diploma (old programme), ISEF 3 = Specialist University degree, unique cycle University degree, old programme University degree, University and AFAM Second level Master, University Specialization School 4 = PhD	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Upper secondary school diploma 3 = Category not administered or data not available 4 = Category not administered or data not available 5 = First level university degree (triennial), Master (University, AFAM), University diploma (old programme), ISEF 6 = Specialist University degree, unique cycle University degree, old programme University degree, University and AFAM Second level Master, University Specialization School 7 = PhD
Japan	PQ-03	PQ-03	D	Nationally defined categories: 1 = Below (including) junior high school 2 = High school 3 = Upper secondary school, advanced course 4 = Junior colleges, college of technology, professional training college 5 = The university or college with bachelor degree 6 = The graduate school with master's degree, first and second year of PhD, Professional Graduate School (e.g. Graduate School of Teacher Education) 7 = Last half of PhD	Nationally defined categories: 1 = Below (including) junior high school 2 = High school 3 = Upper secondary school, advanced course 4 = Junior colleges, college of technology, professional training college 5 = The university or college with bachelor degree 6 = The graduate school with master's degree, first and second year of PhD, Professional Graduate School (e.g. Graduate School of Teacher Education) 7 = Last half of PhD
Kazakhstan	PQ-03	PQ-03	D	Highest education, certified by diploma Nationally defined categories: 1 = Upper secondary education (Grades 10-11) or incomplete technical and vocational education based on Grade 9 (only 1-2 year) 2 = Technical and vocational education based on Grade 9 or 11 for the preparation of blue collar workers 3 = Technical and vocational education based on Grade 9 or 11 for the preparation of mid-rank specialists (white collar workers) 4 = Higher education (Bachelor's degree or Specialist's degree) 5 = Graduate education (Master's Degree) 6 = Post-graduate education (PhD, Candidate or Doctor of Science)	Highest education, certified by diploma National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Upper secondary education (Grades 10-11) or incomplete technical and vocational education based on Grade 9 (only 1-2 year) 3 = Technical and vocational education based on Grade 9 or 11 for the preparation of blue collar workers 4 = Technical and vocational education based on Grade 9 or 11 for the preparation of mid-rank specialists (white collar workers) 5 = Higher education (Bachelor's degree or Specialist's degree) 6 = Graduate education (Master's Degree) 7 = Post-graduate education (PhD, Candidate or Doctor of Science)
Korea	PQ-03	PQ-03	D	Nationally defined categories: 1 = College 2 = University	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available

		Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
					3 = Master's degree 4 = Doctoral degree	3 = Category not administered or data not available 4 = College 5 = University 6 = Master's degree 7 = Doctoral degree
Latvia	PQ-03	PQ-03	D		Nationally defined categories: 1 = General secondary education 2 = Vocational secondary education 3 = First level of professional higher education or technical school graduate 4 = Bachelor degree or equivalent 5 = Second level of professional higher education and bachelor degree or equivalent 6 = Education equivalent to a Master's degree 7 = Master's degree 8 = PhD	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = General secondary education / Vocational secondary education 3 = Category not administered or data not available 4 = First level of professional higher education or technical school graduate 5 = Bachelor degree or equivalent / Second level of professional higher education and bachelor degree or equivalent 6 = Education equivalent to a Master's degree / Master's degree 7 = PhD
Lithuania	PQ-03	PQ-03	D		Nationally defined categories: 1 = Below upper secondary education 2 = Upper secondary education 3 = Post-secondary non-tertiary education 4 = Higher non-university education (college, etc.) 5 = Higher education at university (bachelor's or equivalent level) 6 = Master's or equivalent level 7 = Doctoral or equivalent level	National categories recoded for international comparability: 1 = Below upper secondary education 2 = Upper secondary education 3 = Post-secondary non-tertiary education 4 = Category not administered or data not available 5 = Higher non university education (college, etc.) / Higher education at university (bachelor's or equivalent level) 6 = Master's or equivalent level 7 = Doctoral or equivalent level
Malta	PQ-03	PQ-03	D		Nationally defined categories: 1 = Below MATSEC Certificate / 'A' Level examinations or equivalent 2 = MATSEC Certificate / 'A' Level examinations or equivalent 3 = VET National Diploma or equivalent 4 = Undergraduate Certificate or Diploma / VET Higher Diploma or equivalent 5 = Bachelor's degree or equivalent 6 = Master's degree or equivalent 7 = Doctorate / Ph.D. or equivalent	Nationally defined categories: 1 = Below MATSEC Certificate / 'A' Level examinations or equivalent 2 = MATSEC Certificate / 'A' Level examinations or equivalent 3 = VET National Diploma or equivalent 4 = Undergraduate Certificate or Diploma / VET Higher Diploma or equivalent 5 = Bachelor's degree or equivalent 6 = Master's degree or equivalent 7 = Doctorate / Ph.D. or equivalent
Mexico	PQ-03	PQ-03	D		Nationally defined categories: 1 = Below ISCED 3, technical professional or basic normal before 1983 2 = High school, technical professional or basic normal before 1983	National categories recoded for international comparability: 1 = Below ISCED 3, technical professional or basic normal before 1983 2 = High school, technical professional or basic normal before 1983

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				3 = University technical superior 4 = Normal degree, university degree, technological degree 5 = Master or specialization 6 = Doctorate	3 = Category not administered or data not available 4 = University technical superior 5 = Normal degree, university degree, technological degree 6 = Master or specialization 7 = Doctorate
Netherlands	PQ-03	PQ-03	D	Nationally defined categories: 1 = Below Secondary II education 2 = Secondary II education 3 = Post-secondary, non-tertiary education 4 = Associate Degree 5 = Vocational HE bachelor degree 6 = Vocational HE master's degree 7 = Academic HE bachelor degree 8 = Academic HE master's degree 9 = Doctorate/ habilitation	National categories recoded for international comparability: 1 = Below Secondary II education 2 = Secondary II education 3 = Post-secondary, non-tertiary education 4 = Associate Degree 5 = Vocational HE bachelor degree / Academic HE bachelor degree 6 = Vocational HE master's degree / Academic HE master's degree 7 = Doctorate/ habilitation
New Zealand	PQ-03	PQ-03	D	Nationally defined categories: 1 = Below NCEA Level 2 or a Certificate below Level 2 2 = NCEA Level 2 or Level 3, a Level 2 or Level 3 Certificate 3 = A Level 4 Certificate 4 = A national diploma (e.g. National Diploma in Science) or vocational diploma (includes Diploma of Primary Teaching), or a Certificate or Diploma at Levels 5-7 5 = Bachelor's or Bachelor's Honours degree, Graduate or Post-graduate Diploma 6 = Master's degree 7 = Doctoral degree	Nationally defined categories: 1 = Below NCEA Level 2 or a Certificate below Level 2 2 = NCEA Level 2 or Level 3, a Level 2 or Level 3 Certificate 3 = A Level 4 Certificate 4 = A national diploma (e.g. National Diploma in Science) or vocational diploma (includes Diploma of Primary Teaching), or a Certificate or Diploma at Levels 5-7 5 = Bachelor's or Bachelor's Honours degree, Graduate or Post-graduate Diploma 6 = Master's degree 7 = Doctoral degree
Norway	PQ-03	PQ-03	D	Nationally defined categories: 1 = Short-cycle (1-2 years) tertiary education 2 = General teacher education, including further education 3 = Primary and Lower Secondary Teacher Education for Years 1-7 4 = Primary and Lower Secondary Teacher Education for Years 5-10 5 = Bachelor degree from university college or university longer than 3 years, but shorter than 5 years 6 = Master in teacher education 1-7 7 = Master in teacher education 5-10 8 = Education from university college or university, at least 5 years long (e.g. Master's degree with PPU) 9 = Doctorate, Ph.D.	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Short-cycle (1-2 years) tertiary education 5 = General teacher education, including further education / Primary and Lower Secondary Teacher Education for Years 1-7 / Primary and Lower Secondary Teacher Education for Years 5-10 / Bachelor degree from university college or university longer than 3 years, but shorter than 5 years 6 = Master in teacher education 1-7 / Master in teacher education 5-10 / Education from university college or university, at least 5 years long (e.g. Master's degree with PPU)

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
					7 = Doctorate, Ph.D.
Portugal	PQ-03	PQ-03	D	Nationally defined categories: 1 = Below secondary education 2 = Secondary education 3 = Post-secondary non tertiary education 4 = Short cycle tertiary education 5 = Bachelor's degree or Bachelor's degree (1rst cycle, post Bologna) 6 = Bachelor's degree (pre-Bologna) or Master's degree 7 = Doctorate	Nationally defined categories: 1 = Below secondary education 2 = Secondary education 3 = Post-secondary non tertiary education 4 = Short cycle tertiary education 5 = Bachelor's degree or Bachelor's degree (1rst cycle, post Bologna) 6 = Bachelor's degree (pre-Bologna) or Master's degree 7 = Doctorate
Romania	PQ-03	PQ-03	D	Nationally defined categories: 1 = Short cycle tertiary education, college (2 years) 2 = Bachelor's degree 3 = Master's degree 4 = Doctorate	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Short cycle tertiary education, college (2 years) 5 = Bachelor's degree 6 = Master's degree 7 = Doctorate
Russia	PQ-03	PQ-03	D	Nationally defined categories: 1 = General secondary education or secondary vocational education based on basic general education or elementary vocational education based on basic general education 2 = Elementary vocational education based on general secondary education 3 = Intermediate vocational education based on general secondary education 4 = Higher education (bachelor degree course) 5 = Higher education (specialist programme or master course) 6 = Candidate/doctoral degree	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = General secondary education or secondary vocational education based on basic general education or elementary vocational education based on basic general education 3 = Elementary vocational education based on general secondary education 4 = Intermediate vocational education based on general secondary education 5 = Higher education (bachelor degree course) 6 = Higher education (specialist programme or master course) 7 = Candidate/doctoral degree
Saudi Arabia	PQ-03	PQ-03	D	Nationally defined categories: 1 = Below secondary education 2 = Secondary education 3 = Higher than secondary education and less than university 4 = Incomplete Bachelor 5 = Bachelor 6 = Master 7 = Ph.D.	Nationally defined categories: 1 = Below secondary education 2 = Secondary education 3 = Higher than secondary education and less than university 4 = Incomplete Bachelor 5 = Bachelor 6 = Master 7 = Ph.D.

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Shanghai (China)	PQ-03	PQ-03	D	Nationally defined categories: 1 = Below senior secondary education 2 = Upper secondary (including secondary vocational education) 3 = Post-secondary, non-tertiary education 4 = 2-3 years vocational oriented tertiary education 5 = Bachelor degree 6 = Master's degree 7 = Doctorate	Nationally defined categories: 1 = Below senior secondary education 2 = Upper secondary (including secondary vocational education) 3 = Post-secondary, non-tertiary education 4 = 2-3 years vocational oriented tertiary education 5 = Bachelor degree 6 = Master's degree 7 = Doctorate
Singapore	PQ-03	PQ-03	D	Nationally defined categories: 1 = Below upper secondary education 2 = Upper secondary education 3 = Post-secondary, non-tertiary (e.g. JC, CI, ITE) 4 = Polytechnic or other equivalent diploma 5 = Bachelor's degree 6 = Master's degree 7 = Doctoral degree	Nationally defined categories: 1 = Below upper secondary education 2 = Upper secondary education 3 = Post-secondary, non-tertiary (e.g. JC, CI, ITE) 4 = Polytechnic or other equivalent diploma 5 = Bachelor's degree 6 = Master's degree 7 = Doctoral degree
Slovak Republic	PQ-03	PQ-03	D	Nationally defined categories: 1 = Below high school education 2 = High school education 3 = Follow-up courses or postsecondary qualification studies (with certificate of maturita examination) 4 = Higher professional education (specialist with diploma) 5 = 1st level university education (Bc.) 6 = 2nd level university education (Mgr., Ing., Ph.D., PaedDr., etc.) 7 = Doctoral studies (Ph.D., CSc.)	Nationally defined categories: 1 = Below high school education 2 = High school education 3 = Follow-up courses or postsecondary qualification studies (with certificate of maturita examination) 4 = Higher professional education (specialist with diploma) 5 = 1st level university education (Bc.) 6 = 2nd level university education (Mgr., Ing., Ph.D., PaedDr., etc.) 7 = Doctoral studies (Ph.D., CSc.)
Slovenia	PQ-03	PQ-03	D	Nationally defined categories: 1 = Less than higher secondary school 2 = Higher secondary school 3 = Short tertiary education (also previous 2-year teacher college) 4 = Bachelor degree 5 = Master degree (also previous university education) or master of science 6 = Ph.D.	National categories recoded for international comparability: 1 = Less than higher secondary school 2 = Higher secondary school 3 = Category not administered or data not available 4 = Short tertiary education (also previous 2-year teacher college) 5 = Bachelor degree 6 = Master degree (also previous university education) or master of science 7 = Ph.D.
South Africa	PQ-03	PQ-03	D	Nationally defined categories: 1 = Below National Senior Certificate/Matric 2 = National Senior Certificate	Nationally defined categories: 1 = Below National Senior Certificate/Matric 2 = National Senior Certificate

		Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
					3 = National Diploma (3 years) 4 = Degree 5 = Honours 6 = Masters 7 = Doctorate	3 = National Diploma (3 years) 4 = Degree 5 = Honours 6 = Masters 7 = Doctorate
Spain	PQ-03	PQ-03	X		Question not administered or data not available	Question not administered or data not available
Sweden	PQ-03	PQ-03	D		Nationally defined categories: 1 = Below upper secondary education 2 = Upper secondary education 3 = Post-secondary, non-tertiary education 4 = Short-cycle tertiary education 5 = Bachelor's or equivalent level (3 years) 6 = Master's or equivalent level (4-5 years) 7 = Doctor or equivalent level	Nationally defined categories: 1 = Below upper secondary education 2 = Upper secondary education 3 = Post-secondary, non-tertiary education 4 = Short-cycle tertiary education 5 = Bachelor's or equivalent level (3 years) 6 = Master's or equivalent level (4-5 years) 7 = Doctor or equivalent level
Turkey	PQ-03	PQ-03	D		Nationally defined categories: 1 = Associate Programs 2 = Bachelor 3 = Master 4 = Doctorate	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Associate Programs 5 = Bachelor 6 = Master 7 = Doctorate
United Arab Emirates	PQ-03	PQ-03	D		Nationally defined categories: 1 = Below Cycle 3 (grade 10/year 11 - Grade 12/year 13) 2 = Cycle 3 (grade10/year11 - grade 12/year 13) 3 = Technical Education or Vocational Training Course 4 = A College Diploma 5 = Bachelor's Degree 6 = Master's or equivalent (e.g. Masters of arts degree, M.Sc.) 7 = Doctor (e.g. Ph.D. or Ed.D.)	Nationally defined categories: 1 = Below Cycle 3 (grade 10/year 11 - Grade 12/year 13) 2 = Cycle 3 (grade10/year11 - grade 12/year 13) 3 = Technical Education or Vocational Training Course 4 = A College Diploma 5 = Bachelor's Degree 6 = Master's or equivalent (e.g. Masters of arts degree, M.Sc.) 7 = Doctor (e.g. Ph.D. or Ed.D.)
United States	PQ-03	PQ-03	D		Nationally defined categories: 1 = I did not complete high school 2 = High school 3 = Associate's degree (2-year college program) 4 = Bachelor's degree (4-year college program)	National categories recoded for international comparability: 1 = I did not complete high school 2 = High school 3 = Category not administered or data not available 4 = Associate's degree (2-year college program)

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				5 = Master's degree or professional degree (MD, DDS, lawyer, minister) 6 = Doctorate (Ph.D., or Ed.D.)	5 = Bachelor's degree (4-year college program) 6 = Master's degree or professional degree (MD, DDS, lawyer, minister) 7 = Doctorate (Ph.D., or Ed.D.)
Viet Nam	PQ-03	PQ-03	D	Nationally defined categories: 1 = Below Upper secondary education 2 = Upper secondary education 3 = Post-secondary, non-tertiary education 4 = College Education 5 = Bachelor's or equivalent level 6 = Master's or equivalent level 7 = Doctoral or equivalent level	Nationally defined categories: 1 = Below Upper secondary education 2 = Upper secondary education 3 = Post-secondary, non-tertiary education 4 = College Education 5 = Bachelor's or equivalent level 6 = Master's or equivalent level 7 = Doctoral or equivalent level
England (United Kingdom)	PQ-04A-E	PQ-04A-E	D	Stem of the question changed: How many years of experience do you have regardless of whether you worked full-time or part-time?	Stem of the question changed: How many years of experience do you have regardless of whether you worked full-time or part-time?
Japan	PQ-04A-E	PQ-04C	D	Nationally defined dimension: Other school management roles (Vice-principal, Assistant principal)	Nationally defined dimension: Other school management roles (Vice-principal, Assistant principal)
Japan	PQ-04A-E	PQ-04D	D	Nationally defined dimension: Years working as a teacher in total (including years as teacher trainers at a board of education)	Nationally defined dimension: Years working as a teacher in total (including years as teacher trainers at a board of education)
Shanghai (China)	PQ-04A-E	PQ-04D	X	Dimension not administered or data not available	Dimension not administered or data not available
South Africa	PQ-04A-E	PQ-04D	D	Nationally defined dimension: Year(s) working as a teacher in total (include all the years of teaching)	Nationally defined dimension: Year(s) working as a teacher in total (include all the years of teaching)
Mexico	PQ-04A-E	PQ-04E	X	Dimension not administered or data not available	Dimension not administered or data not available
Colombia	PQ-05	PQ-05	D	Question instruction added: Please consider 40 hours a week as full time employment, 36 weekly working hours as 90%.	Question instruction added: Please consider 40 hours a week as full time employment, 36 weekly working hours as 90%.
Croatia	PQ-05	PQ-05	D	Nationally defined categories: 1 = Full-time (more than 90% of full-time hours) without teaching obligation 2 = Full-time (more than 90% of full-time hours) with teaching obligation	National categories recoded for international comparability: 1 = Full-time (more than 90% of full-time hours) without teaching obligation 2 = Full-time (more than 90% of full-time hours) with teaching obligation 3 = Category not administered or data not available 4 = Category not administered or data not available
Czech Republic	PQ-05	PQ-05	D	Nationally defined categories: 1 = Full-time (more than 90% of full-time hours) with teaching obligation 2 = Part-time (up to 90% of full-time hours) with teaching obligation	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Full-time (more than 90% of full-time hours) with teaching obligation

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Israel	PQ-05	PQ-05	D	Question instruction added: 'Full-time' is 90% or more of full-time hours. 'Part-time' is less than 90% of full-time hours.	3 = Category not administered or data not available 4 = Part-time (up to 90% of full-time hours) with teaching obligation
Italy	PQ-05	PQ-05	D	Nationally defined categories: 1 = Full-time (more than 90% of full-time hours) without teaching obligation 2 = Full-time (more than 90% of full-time hours) with teaching obligation	Question instruction added: 'Full-time' is 90% or more of full-time hours. 'Part-time' is less than 90% of full-time hours. National categories recoded for international comparability: 1 = Full-time (more than 90% of full-time hours) without teaching obligation 2 = Full-time (more than 90% of full-time hours) with teaching obligation 3 = Category not administered or data not available 4 = Category not administered or data not available
New Zealand	PQ-05	PQ-05	D	Nationally defined categories: 1 = Full-time (more than 90% of full-time hours, > 0.9 FTE) without teaching obligation 2 = Full-time (more than 90% of full-time hours, > 0.9 FTE) with teaching obligation 3 = Part-time (up to 90% of full-time hours, up to 0.9 FTE) without teaching obligation 4 = Part-time (up to 90% of full-time hours, up to 0.9 FTE) with teaching obligation	Nationally defined categories: 1 = Full-time (more than 90% of full-time hours, > 0.9 FTE) without teaching obligation 2 = Full-time (more than 90% of full-time hours, > 0.9 FTE) with teaching obligation 3 = Part-time (up to 90% of full-time hours, up to 0.9 FTE) without teaching obligation 4 = Part-time (up to 90% of full-time hours, up to 0.9 FTE) with teaching obligation
Denmark	PQ-06A-C	PQ-06A	D	Nationally defined dimension: Diploma or master education in leading/administration	Nationally defined dimension: Diploma or master education in leading/administration
Alberta (Canada)	PQ-06A-C	PQ-06A-C	D	Education	Education
Australia	PQ-06A-C	PQ-06A-C	D	Education	Education
Austria	PQ-06A-C	PQ-06A-C	X	Question not administered or data not available	Question not administered or data not available
Belgium	PQ-06A-C	PQ-06A-C	D	Education	Education
Brazil	PQ-06A-C	PQ-06A-C	D	Initial training	Initial training
Bulgaria	PQ-06A-C	PQ-06A-C	D	Academic or professional preparation	Academic or professional preparation
Ciudad Autónoma de Buenos Aires (Argentina)	PQ-06A-C	PQ-06A-C	D	Studies	Studies
Colombia	PQ-06A-C	PQ-06A-C	D	Education or work training/preparation	Education or work training/preparation
Croatia	PQ-06A-C	PQ-06A-C	D	Education	Education

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability	
Denmark	PQ-06A-C	PQ-06A-C	D	Education/courses	Education/courses	
France	PQ-06A-C	PQ-06A-C	D	Training	Training	
Georgia	PQ-06A-C	PQ-06A-C	D	Learning programme	Learning programme	
				*Azerbaijani: Education or training	*Azerbaijani: Education or training	
Hungary	PQ-06A-C	PQ-06A-C	D	Education	Education	
Iceland	PQ-06A-C	PQ-06A-C	D	Education	Education	
Israel	PQ-06A-C	PQ-06A-C	D	Formal education or training program Nationally defined categories: 1 = Yes, before I became a principal 2 = Yes, after I became a principal 3 = Yes, before and after I became a principal 4 = No *Arabic: 1 = Yes, before I received the job 2 = Yes, after I received the job 3 = Yes, before and after I received the job 4 = No	Formal education or training program Nationally defined categories: 1 = Yes, before I became a principal 2 = Yes, after I became a principal 3 = Yes, before and after I became a principal 4 = No *Arabic: 1 = Yes, before I received the job 2 = Yes, after I received the job 3 = Yes, before and after I received the job 4 = No	Formal education or training program Nationally defined categories: 1 = Yes, before I became a principal 2 = Yes, after I became a principal 3 = Yes, before and after I became a principal 4 = No *Arabic: 1 = Yes, before I received the job 2 = Yes, after I received the job 3 = Yes, before and after I received the job 4 = No
Italy	PQ-06A-C	PQ-06A-C	D	Education or training programme	Education or training programme	
Japan	PQ-06A-C	PQ-06A-C	D	Question instruction changed: In each of the activities 1) - 3), please circle one choice. Nationally defined categories: 1 = Before getting it 2 = After getting it 3 = Before and after getting it 4 = Not included	Question instruction changed: In each of the activities 1) - 3), please circle one choice. Nationally defined categories: 1 = Before getting it 2 = After getting it 3 = Before and after getting it 4 = Not included	
Kazakhstan	PQ-06A-C	PQ-06A-C	D	Pedagogical education in higher education institution or college	Pedagogical education in higher education institution or college	

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Korea	PQ-06A-C	PQ-06A-C	D	Education	Education
Latvia	PQ-06A-C	PQ-06A-C	D	Teacher's curriculum or course	Teacher's curriculum or course
Mexico	PQ-06A-C	PQ-06A-C	D	Education	Education
Netherlands	PQ-06A-C	PQ-06A-C	D	Education	Education
Norway	PQ-06A-C	PQ-06A-C	D	Education	Education
Romania	PQ-06A-C	PQ-06A-C	D	Studies	Studies
Slovak Republic	PQ-06A-C	PQ-06A-C	D	Education or practice	Education or practice
Slovenia	PQ-06A-C	PQ-06A-C	D	Education	Education
Sweden	PQ-06A-C	PQ-06A-C	D	Education	Education
Turkey	PQ-06A-C	PQ-06A-C	D	Education and training	Education and training
Denmark	PQ-06A-C	PQ-06B	D	Nationally defined dimension: Teacher training, master of humanities/master of science with in-service post university training or equivalent	Nationally defined dimension: Teacher training, master of humanities/master of science with in-service post university training or equivalent
France	PQ-06A-C	PQ-06B	D	Nationally defined dimension: Teacher or education training	Nationally defined dimension: Teacher or education training
Denmark	PQ-06A-C	PQ-06C	D	Nationally defined dimension: Education/training in pedagogical administration	Nationally defined dimension: Education/training in pedagogical administration
France	PQ-06A-C	PQ-06C	X	Dimension not administered or data not available	Dimension not administered or data not available
Japan	PQ-06A-C	PQ-06C	D	Nationally defined dimension: Training or course related to leadership about teaching	Nationally defined dimension: Training or course related to leadership about teaching
South Africa	PQ-07A-J	PQ-07A	D	Nationally defined dimension: Courses/seminars about subject content, teaching methods or pedagogical topics	Nationally defined dimension: Courses/seminars about subject content, teaching methods or pedagogical topics
Sweden	PQ-07A-J	PQ-07A	X	Dimension not administered or data not available	Dimension not administered or data not available
Turkey	PQ-07A-J	PQ-07A-J	D	Question instruction changed:	Question instruction changed:

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				Professional development is defined as activities that aim to develop an individual's professional skills, knowledge and expertise. Please include professional development activities every year carried out at schools in September and June. Please mark one choice in each row.	Professional development is defined as activities that aim to develop an individual's professional skills, knowledge and expertise. Please include professional development activities every year carried out at schools in September and June. Please mark one choice in each row.
Turkey	PQ-07A-J	PQ-07D	D	Nationally defined dimension: Online courses/seminars (distant learning/e-courses)	Nationally defined dimension: Online courses/seminars (distant learning/e-courses)
Portugal	PQ-07A-J	PQ-07F	D	Nationally defined dimension: Formal qualification programme (e.g. a Master or Doctorate degree programme)	Nationally defined dimension: Formal qualification programme (e.g. a Master or Doctorate degree programme)
Israel	PQ-07A-J	PQ-07H	D	Nationally defined dimension: Participation in a principals professional community	Nationally defined dimension: Participation in a principals professional community
New Zealand	PQ-07A-J	PQ-07J	D	Nationally defined dimensions: Other Training or development related to participating in a Community of Learning/Kāhui Ako	National dimensions recoded for international comparability: Other / Training or development related to participating in a Community of Learning/Kāhui Ako
Alberta (Canada)	PQ-08A-K	PQ-08B	D	Nationally defined dimension: Knowledge and understanding of current provincial/local policies on education	Nationally defined dimension: Knowledge and understanding of current provincial/local policies on education
Singapore	PQ-08A-K	PQP-08B	D	Nationally defined dimension: Knowledge and understanding of current national policies on education	Nationally defined dimension: Knowledge and understanding of current national policies on education
Ciudad Autónoma de Buenos Aires (Argentina)	PQ-08A-K	PQ-08C	D	Nationally defined dimension: Using data for improving the quality of the school (e.g. attainment data, feedback from students, teachers and parents/guardians)	Nationally defined dimension: Using data for improving the quality of the school (e.g. attainment data, feedback from students, teachers and parents/guardians)
Finland	PQ-08A-K	PQ-08C	D	Nationally defined dimension: Using statistical data for improving the school	Nationally defined dimension: Using statistical data for improving the school
France	PQ-08A-K	PQ-08C	D	Dimension instruction added: (success rate, students, teachers, parents or tutors comments for example)	Dimension instruction added: (success rate, students, teachers, parents or tutors comments for example)
Denmark	PQ-08A-K	PQ-08D	D	Nationally defined dimension: How Common Goals are implemented in the schools work	Nationally defined dimension: How Common Goals are implemented in the schools work
Sweden	PQ-08A-K	PQ-08D	X	Dimension not administered or data not available	Dimension not administered or data not available
New Zealand	PQ-08A-K	PQ-08F	D	Nationally defined dimension: Observing classroom teaching	Nationally defined dimension: Observing classroom teaching
Bulgaria	PQ-08A-K	PQ-08H	X	Dimension not administered or data not available	Dimension not administered or data not available
Japan	PQ-09A-G	PQ-09A-G	D	Stem of the question changed:	Stem of the question changed:

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
			To what extent do the following present barriers to your participation in professional development? Nationally defined categories: 1 = It is not a barrier at all 2 = It is not a barrier 3 = It is a barrier 4 = It is a big barrier	To what extent do the following present barriers to your participation in professional development? Nationally defined categories: 1 = It is not a barrier at all 2 = It is not a barrier 3 = It is a barrier 4 = It is a big barrier
South Africa	PQ-09A-G	PQ-09A-G	D Stem of the question changed: How strongly do you agree or disagree that the following items present barriers to your participation in professional development?	Stem of the question changed: How strongly do you agree or disagree that the following items present barriers to your participation in professional development?
Slovenia	PQ-09A-G	PQ-09C	D Nationally defined dimension: There is a lack of school board support.	Nationally defined dimension: There is a lack of school board support.
Alberta (Canada)	PQ-10	PQ-10	D Nationally defined categories: 1 = A village, hamlet, or rural area 2 = Small town 3 = Town 4 = City 5 = Large City	Nationally defined categories: 1 = A village, hamlet, or rural area 2 = Small town 3 = Town 4 = City 5 = Large City
Australia	PQ-10	PQ-10	D Nationally defined categories: 1 = A small rural community (with fewer than 1 000 people) 2 = A small country town (1 000 to about 3 000 people) 3 = A medium-sized country town (3 001 to about 15 000 people) 4 = A larger town (15 001 to about 50 000 people) 5 = A very large town (50 001 to about 100 000 people) 6 = A city (100 000 to 1 000 000 people) 7 = Close to the centre of a very large city (with over 1 000 000 people) 8 = Elsewhere in a very large city (with over 1 000 000 people)	National categories recoded for international comparability: 1 = A small rural community (with fewer than 1 000 people) / A small country town (1 000 to about 3 000 people) 2 = A medium-sized country town (3 001 to about 15 000 people) 3 = A larger town (15 001 to about 50 000 people) / A very large town (50 001 to about 100 000 people) 4 = A city (100 000 to 1 000 000 people) 5 = Close to the centre of a very large city (with over 1 000 000 people) / Elsewhere in a very large city (with over 1 000 000 people)
Belgium	PQ-10	PQ-10	D Nationally defined categories: 1 = A village (up to 3000 inhabitants) 2 = A town or small city (3001 to 15 000 inhabitants) 3 = A city (15 001 to 100 000 inhabitants) 4 = A big city (100 001 to 1 000 000 inhabitants) 5 = A metropole (more than 1 000 000 inhabitants)	Nationally defined categories: 1 = A village (up to 3000 inhabitants) 2 = A town or small city (3001 to 15 000 inhabitants) 3 = A city (15 001 to 100 000 inhabitants) 4 = A big city (100 001 to 1 000 000 inhabitants) 5 = A metropole (more than 1 000 000 inhabitants)

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				*French: 1 = A village, hamlet or rural area (up to 3,000 people) 2 = A big village (3,001 to 15,000 people) 3 = A small city (15,001 to 100,000 people) 4 = A city (100,001 to 1,000,000 people) 5 = A large agglomeration with more than one million inhabitants	*French: 1 = A village, hamlet or rural area (up to 3,000 people) 2 = A big village (3,001 to 15,000 people) 3 = A small city (15,001 to 100,000 people) 4 = A city (100,001 to 1,000,000 people) 5 = A large agglomeration with more than one million inhabitants
Bulgaria	PQ-10	PQ-10	D	Nationally defined categories: 1 = Up to 3,000 people 2 = 3,001 - 15,000 people 3 = 15,001 - 100,000 people 4 = 100,001 - 1,000,000 people 5 = More than 1,000,000 people	Nationally defined categories: 1 = Up to 3,000 people 2 = 3,001 - 15,000 people 3 = 15,001 - 100,000 people 4 = 100,001 - 1,000,000 people 5 = More than 1,000,000 people
Chinese Taipei	PQ-10	PQ-10	D	Nationally defined categories: 1 = Village or rural area 2 = Small town 3 = Town 4 = City 5 = Large city	Nationally defined categories: 1 = Village or rural area 2 = Small town 3 = Town 4 = City 5 = Large city
Ciudad Autónoma de Buenos Aires (Argentina)	PQ-10	PQ-10	D	Gang punched to "Large city (more than 1,000,000 people)"	Gang punched to "Large city (more than 1,000,000 people)"
Croatia	PQ-10	PQ-10	D	Nationally defined categories: 1 = A village, hamlet or rural area (up to 3,000 inhabitants) 2 = Small town (3,001 to 15,000 inhabitants) 3 = Town (15,001 to 100,000 inhabitants) 4 = City (100,001 to 1,000,000 inhabitants)	National categories recoded for international comparability: 1 = A village, hamlet or rural area (up to 3,000 inhabitants) 2 = Small town (3,001 to 15,000 inhabitants) 3 = Town (15,001 to 100,000 inhabitants) 4 = City (100,001 to 1,000,000 inhabitants) 5 = Category not administered or data not available
Cyprus	PQ-10	PQ-10	D	National defined categories: 1 = A village or rural area (up to 3,000 people) 2 = Small town (3,001 to 15,000 people) 3 = Town (15,001 to 100,000 people) 4 = City (100,001 to 1,000,000 people) 5 = Category not administered or data not available	National categories recoded for international comparability: 1 = A village or rural area (up to 3,000 people) 2 = Small town (3,001 to 15,000 people) 3 = Town (15,001 to 100,000 people) 4 = City (100,001 to 1,000,000 people) 5 = Category not administered or data not available
Czech Republic	PQ-10	PQ-10	D	Nationally defined categories: 1 = Municipality, village or rural area with 3,000 or less inhabitants	Nationally defined categories: 1 = Municipality, village or rural area with 3,000 or less inhabitants

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				<p>2 = Municipality with 3,001 to 15,000 inhabitants 3 = Municipality with 15,001 to 100,000 inhabitants 4 = Municipality with 100,001 to 1,000,000 inhabitants 5 = Prague</p>	<p>2 = Municipality with 3,001 to 15,000 inhabitants 3 = Municipality with 15,001 to 100,000 inhabitants 4 = Municipality with 100,001 to 1,000,000 inhabitants 5 = Prague</p>
Denmark	PQ-10	PQ-10	D	<p>Nationally defined categories: 1 = Town with less than 1,000 inhabitants 2 = Town with 1,000 - 3,000 inhabitants 3 = Town with 3,001 - 15,000 inhabitants 4 = Town with 15,001 - 100,000 inhabitants 5 = Town with 100,001 - 1,000,000 inhabitants 6 = Town with more than 1,000,000 inhabitants (The capital area)</p>	<p>National categories recoded for international comparability: 1 = Town with less than 1,000 inhabitants / Town with 1,000 - 3,000 inhabitants 2 = Town with 3,001 - 15,000 inhabitants 3 = Town with 15,001 - 100,000 inhabitants 4 = Town with 100,001 - 1,000,000 inhabitants 5 = Town with more than 1,000,000 inhabitants (The capital area)</p>
England (United Kingdom)	PQ-10	PQ-10	D	<p>Nationally defined categories: 1 = Hamlet or rural area (1,000 people or fewer) 2 = Village (1,001 - 3,000) 3 = Small town (3,001 to 15,000 people) 4 = Town (15,001 to 100,000 people) 5 = City (100,001 to 1,000,000 people) 6 = Large city (more than 1,000,000 people)</p>	<p>National categories recoded for international comparability: 1 = Hamlet or rural area (1,000 people or fewer) / Village (1,001 - 3,000) 2 = Small town (3,001 to 15,000 people) 3 = Town (15,001 to 100,000 people) 4 = City (100,001 to 1,000,000 people) 5 = Large city (more than 1,000,000 people)</p>
Estonia	PQ-10	PQ-10	D	<p>Nationally defined categories: 1 = A village, hamlet or rural area (up to 3,000 people) 2 = Small town (3,001 to 15,000 people) 3 = Town (15,001 to 100,000 people, excluding Tartu) 4 = Tartu 5 = Tallinn</p>	<p>National categories recoded for international comparability: 1 = A village, hamlet or rural area (up to 3,000 people) 2 = Small town (3,001 to 15,000 people) 3 = Town (15,001 to 100,000 people, excluding Tartu) / Tartu 4 = Tallinn 5 = Category not administered or data not available</p>
Finland	PQ-10	PQ-10	D	<p>Nationally defined categories: 1 = A village or rural area (up to 3,000 people) 2 = Small town (3,001 to 15,000 people) 3 = Middle-sized town (15,001 to 100,000 people) 4 = City (100,001 to 1,000,000 people)</p>	<p>National categories recoded for international comparability: 1 = A village or rural area (up to 3,000 people) 2 = Small town (3,001 to 15,000 people) 3 = Middle-sized town (15,001 to 100,000 people) 4 = City (100,001 to 1,000,000 people) 5 = Category not administered or data not available</p>
France	PQ-10	PQ-10	D	<p>Nationally defined categories: 1 = In a locality of 3,000 people or fewer 2 = In a locality from 3,001 to 15,000 people 3 = In a locality from 15,001 up to 100,000 people</p>	<p>Nationally defined categories: 1 = In a locality of 3,000 people or fewer 2 = In a locality from 3,001 to 15,000 people 3 = In a locality from 15,001 up to 100,000 people</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Georgia	PQ-10	PQ-10	D	<p>4 = In a locality from 100,001 to 1,000,000 people 5 = In a locality of more than 1,000,000 people</p> <p>Nationally defined categories: 1 = Village (up to 3,000 people) 2 = Hamlet (3001-15,000 people) 3 = Small town (15,001-100,000 people) 4 = City (100,001-1,00,0000 people) 5 = Large city (more than 1,000,000 people)</p>	<p>4 = In a locality from 100,001 to 1,000,000 people 5 = In a locality of more than 1,000,000 people</p> <p>Nationally defined categories: 1 = Village (up to 3,000 people) 2 = Hamlet (3001-15,000 people) 3 = Small town (15,001-100,000 people) 4 = City (100,001-1,00,0000 people) 5 = Large city (more than 1,000,000 people)</p>
Hungary	PQ-10	PQ-10	D	<p>Nationally defined categories: 1 = Village (less than 3000 people) 2 = Small town (3001 to 15000 people) 3 = Town (15001 to 100000 people) 4 = City (100001 to 1000000 people) 5 = Budapest</p>	<p>Nationally defined categories: 1 = Village (less than 3000 people) 2 = Small town (3001 to 15000 people) 3 = Town (15001 to 100000 people) 4 = City (100001 to 1000000 people) 5 = Budapest</p>
Iceland	PQ-10	PQ-10	D	<p>Nationally defined categories: 1 = 1.000 inhabitants or fewer 2 = 1.001 to 3.000 inhabitants 3 = 3.001 to 15.000 inhabitants 4 = 15.001 to 100.000 inhabitants 5 = more than 100.000 inhabitants</p>	<p>National categories recoded for international comparability: 1 = 1.000 inhabitants or fewer / 1.001 to 3.000 inhabitants 2 = 3.001 to 15.000 inhabitants 3 = 15.001 to 100.000 inhabitants 4 = more than 100.000 inhabitants 5 = Category not administered or data not available</p>
Israel	PQ-10	PQ-10	D	<p>Nationally defined categories: 1 = Town with up to 3,000 people 2 = Town with 3,001 to 15,000 people 3 = Town with 15,001 to 100,000 people 4 = Town with 100,001 to 1,000,000 people</p>	<p>National categories recoded for international comparability: 1 = Town with up to 3,000 people 2 = Town with 3,001 to 15,000 people 3 = Town with 15,001 to 100,000 people 4 = Town with 100,001 to 1,000,000 people 5 = Category not administered or data not available</p>
Italy	PQ-10	PQ-10	D	<p>Nationally defined categories: 1 = A village, hamlet, mountain community, or rural area (up to 3,000 people) 2 = Small town (3,001 to 15,000 people) 3 = Town (15,001 to 100,000 people) 4 = City (100,001 to 1,000,000 people) 5 = Large city (more than 1,000,000 people)</p>	<p>Nationally defined categories: 1 = A village, hamlet, mountain community, or rural area (up to 3,000 people) 2 = Small town (3,001 to 15,000 people) 3 = Town (15,001 to 100,000 people) 4 = City (100,001 to 1,000,000 people) 5 = Large city (more than 1,000,000 people)</p>
Japan	PQ-10	PQ-10	D	<p>Nationally defined categories: 1 = Village, town, or city up to 3000 people</p>	<p>Nationally defined categories: 1 = Village, town, or city up to 3000 people</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				<p>2 = Village, town, or city of more than 3000 people, and with 15,000 or less than 15,000 people</p> <p>3 = Village, town, or city of more than 15,000 and with 100,000 or less than 100,000 people</p> <p>4 = Village, town, or city of more than 100,000 people, and with 1,000,000 or less than 1,000,000 people</p> <p>5 = Village, town, or city of more than 1,000,000 people</p>	<p>2 = Village, town, or city of more than 3000 people, and with 15,000 or less than 15,000 people</p> <p>3 = Village, town, or city of more than 15,000 and with 100,000 or less than 100,000 people</p> <p>4 = Village, town, or city of more than 100,000 people, and with 1,000,000 or less than 1,000,000 people</p> <p>5 = Village, town, or city of more than 1,000,000 people</p>
Kazakhstan	PQ-10	PQ-10	D	<p>Nationally defined categories:</p> <p>1 = A village/rural area (up to 3,000 people)</p> <p>2 = Small town (3,001 to 15,000 people)</p> <p>3 = Town (15,001 to 100,000 people)</p> <p>4 = Large city (100,001 to 1,000,000 people)</p> <p>5 = Very large city (more than 1,000,000 people)</p>	<p>Nationally defined categories:</p> <p>1 = A village/rural area (up to 3,000 people)</p> <p>2 = Small town (3,001 to 15,000 people)</p> <p>3 = Town (15,001 to 100,000 people)</p> <p>4 = Large city (100,001 to 1,000,000 people)</p> <p>5 = Very large city (more than 1,000,000 people)</p>
Latvia	PQ-10	PQ-10	D	<p>Nationally defined categories:</p> <p>1 = A village, hamlet or rural area (up to 3000 people)</p> <p>2 = Small town (3,001 to 15,000 people)</p> <p>3 = Town (15,001 to 100,000 people)</p> <p>4 = Capital city (100,001 to 1,000,000 people)</p>	<p>National categories recoded for international comparability:</p> <p>1 = A village, hamlet or rural area (up to 3000 people)</p> <p>2 = Small town (3,001 to 15,000 people)</p> <p>3 = Town (15,001 to 100,000 people)</p> <p>4 = Capital city (100,001 to 1,000,000 people)</p> <p>5 = Category not administered or data not available</p>
Lithuania	PQ-10	PQ-10	D	<p>Nationally defined categories:</p> <p>1 = A village, hamlet or rural area (up to 3000 people)</p> <p>2 = Small town (3,001 to 15,000 people)</p> <p>3 = Town (15,001 to 100,000 people)</p> <p>4 = City (100,001 to 1,000,000 people)</p>	<p>National categories recoded for international comparability:</p> <p>1 = A village, hamlet or rural area (up to 3000 people)</p> <p>2 = Small town (3,001 to 15,000 people)</p> <p>3 = Town (15,001 to 100,000 people)</p> <p>4 = City (100,001 to 1,000,000 people)</p> <p>5 = Category not administered or data not available</p>
Malta	PQ-10	PQ-10	D	<p>Nationally defined categories:</p> <p>1 = A village, hamlet or rural area (up to 3,000 people)</p> <p>2 = Small town (3,001 to 15,000 people)</p> <p>3 = Town (15,001 to 100,000 people)</p>	<p>National categories recoded for international comparability:</p> <p>1 = A village, hamlet or rural area (up to 3,000 people)</p> <p>2 = Small town (3,001 to 15,000 people)</p> <p>3 = Town (15,001 to 100,000 people)</p> <p>4 = Category not administered or data not available</p> <p>5 = Category not administered or data not available</p>
Netherlands	PQ-10	PQ-10	D	<p>Nationally defined categories:</p> <p>1 = Small village (to 3,000 people)</p> <p>2 = Village (3,001 to 15,000 people)</p> <p>3 = Small town (15,001 to 100,000 people)</p>	<p>National categories recoded for international comparability:</p> <p>1 = Small village (to 3,000 people)</p> <p>2 = Village (3,001 to 15,000 people)</p> <p>3 = Small town (15,001 to 100,000 people)</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				4 = Town (100,001 to 1,000,000 people)	4 = Town (100,001 to 1,000,000 people) 5 = Category not administered or data not available
New Zealand	PQ-10	PQ-10	D	Nationally defined categories: 1 = Rural area (up to 3,000 people) 2 = Small town (3,001 to 15,000 people) 3 = Town (15,001 to 40,000 people) 4 = Lower Hutt, Palmerston North, Napier, Porirua, Invercargill, Nelson, Upper Hutt (40,001 - 100,000 people) 5 = Tauranga, Dunedin, Hamilton, Wellington or Christchurch (100,001 to 1,000,000 people) 6 = Auckland Super-city (more than 1,000,000 people)	National categories recoded for international comparability: 1 = Rural area (up to 3,000 people) 2 = Small town (3,001 to 15,000 people) 3 = Town (15,001 to 40,000 people) / Lower Hutt, Palmerston North, Napier, Porirua, Invercargill, Nelson, Upper Hutt (40,001 - 100,000 people) 4 = Tauranga, Dunedin, Hamilton, Wellington or Christchurch (100,001 to 1,000,000 people) 5 = Auckland Super-city (more than 1,000,000 people)
Norway	PQ-10	PQ-10	D	Nationally defined categories: 1 = A small place (up to 3000 people) 2 = A small town (3001-15000 people) 3 = A town (15001-100 000 people) 4 = A city (100 001-1000000 people)	National categories recoded for international comparability: 1 = A small place (up to 3000 people) 2 = A small town (3001-15000 people) 3 = A town (15001-100 000 people) 4 = A city (100 001-1000000 people) 5 = Category not administered or data not available
Portugal	PQ-10	PQ-10	D	Nationally defined categories: 1 = Village, hamlet or rural area (up to 3,000 people) 2 = Large village or Small town (3,001 to 15,000 people) 3 = Town (15,001 to 100,000 people) 4 = City (100,001 to 1,000,000 people)	National categories recoded for international comparability: 1 = Village, hamlet or rural area (up to 3,000 people) 2 = Large village or Small town (3,001 to 15,000 people) 3 = Town (15,001 to 100,000 people) 4 = City (100,001 to 1,000,000 people) 5 = Category not administered or data not available
Romania	PQ-10	PQ-10	D	Nationally defined categories: 1 = Village (up to 3.000 inhabitants) 2 = Large village or small town (between 3.001 and 15.000 inhabitants) 3 = Town (between 15.001 and 100.000 inhabitants) 4 = City (between 100.001 and 1.000.000 inhabitants) 5 = Metropolis (more than 1.000.000 inhabitants)	Nationally defined categories: 1 = Village (up to 3.000 inhabitants) 2 = Large village or small town (between 3.001 and 15.000 inhabitants) 3 = Town (between 15.001 and 100.000 inhabitants) 4 = City (between 100.001 and 1.000.000 inhabitants) 5 = Metropolis (more than 1.000.000 inhabitants)
Shanghai (China)	PQ-10	PQ-10	D	Nationally defined categories: 1 = A village, hamlet or rural area (up to 3,000 people) 2 = Town (3,001 to 15,000 people) 3 = Suburban City (Medium-size) (15,001 to 100,000 people) 4 = Suburban City (Large-Size) (100,001 to 1,000,000 people) 5 = Inner City (more than 1,000,000 people)	Nationally defined categories: 1 = A village, hamlet or rural area (up to 3,000 people) 2 = Town (3,001 to 15,000 people) 3 = Suburban City (Medium-size) (15,001 to 100,000 people) 4 = Suburban City (Large-Size) (100,001 to 1,000,000 people) 5 = Inner City (more than 1,000,000 people)

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Singapore	PQ-10	PQ-10	D	Gang punched to "Large city (more than 1,000,000 people)"	Gang punched to "Large city (more than 1,000,000 people)"
Slovak Republic	PQ-10	PQ-10	D	Nationally defined categories: 1 = A village, hamlet or rural area (3000 and less inhabitants) 2 = Small town (3001 to 15 000 inhabitants) 3 = Town (15 001 to 100 000 inhabitants) 4 = Large city (more than 100 000 inhabitants)	National categories recoded for international comparability: 1 = A village, hamlet or rural area (3000 and less inhabitants) 2 = Small town (3001 to 15 000 inhabitants) 3 = Town (15 001 to 100 000 inhabitants) 4 = Large city (more than 100 000 inhabitants) 5 = Category not administered or data not available
Slovenia	PQ-10	PQ-10	D	Nationally defined categories: 1 = Village (up to 3,000 people) 2 = Small town (3,001 to 15,000 people) 3 = Middle sized town (15,001 to 100,000 people) 4 = Large town or city (100,001 to 1,000,000 people)	National categories recoded for international comparability: 1 = Village (up to 3,000 people) 2 = Small town (3,001 to 15,000 people) 3 = Middle sized town (15,001 to 100,000 people) 4 = Large town or city (100,001 to 1,000,000 people) 5 = Category not administered or data not available
South Africa	PQ-10	PQ-10	D	Nationally defined categories: 1 = A farm or rural area (up to 3,000 people) 2 = A village (3,001 to 15,000 people) 3 = A small town/township (15,001 to 100,000 people) 4 = A township (100,001 to 1,000,000 people) 5 = A large city (more than 1,000,000 people)	Nationally defined categories: 1 = A farm or rural area (up to 3,000 people) 2 = A village (3,001 to 15,000 people) 3 = A small town/township (15,001 to 100,000 people) 4 = A township (100,001 to 1,000,000 people) 5 = A large city (more than 1,000,000 people)
Sweden	PQ-10	PQ-10	D	Nationally defined categories: 1 = Hamlet or rural area (up to 3,000 people) 2 = Small town (3,001 to 15,000 people) 3 = Middle sized town (15,001 to 100,000 people) 4 = Bigger city (100,001 to 1,000,000 people) 5 = Larger city (more than 1,000,000 people)	Nationally defined categories: 1 = Hamlet or rural area (up to 3,000 people) 2 = Small town (3,001 to 15,000 people) 3 = Middle sized town (15,001 to 100,000 people) 4 = Bigger city (100,001 to 1,000,000 people) 5 = Larger city (more than 1,000,000 people)
Turkey	PQ-10	PQ-10	D	Nationally defined categories: 1 = A village (up to 3000 people) 2 = Town (3,001 to 15,000 people) 3 = District (15,001 to 100,000 people) 4 = City (100,001 to 1,000,000 people) 5 = Large city (more than 1,000,000 people)	Nationally defined categories: 1 = A village (up to 3000 people) 2 = Town (3,001 to 15,000 people) 3 = District (15,001 to 100,000 people) 4 = City (100,001 to 1,000,000 people) 5 = Large city (more than 1,000,000 people)
Australia	PQ-11A-D	PQ-11A	D	Nationally defined dimension: Government (including departments, municipal, local, regional, state/territory, national and supranational levels)	Nationally defined dimension: Government (including departments, municipal, local, regional, state/territory, national and supranational levels)

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Austria	PQ-11A-D	PQ-11A	D	Nationally defined dimension: Federal government/state/community	Nationally defined dimension: Federal government/state/community
Belgium	PQ-11A-D	PQ-11A	D	*French: Public authorities	*French: Public authorities
Brazil	PQ-11A-D	PQ-11A	D	Nationally defined dimension: Government (including municipal, state and national levels)	Nationally defined dimension: Government (including municipal, state and national levels)
Bulgaria	PQ-11A-D	PQ-11A	D	State or municipal	State or municipal
Ciudad Autónoma de Buenos Aires (Argentina)	PQ-11A-D	PQ-11A	D	State	State
Croatia	PQ-11A-D	PQ-11A	D	State	State
Czech Republic	PQ-11A-D	PQ-11A	D	Public Resources	Public Resources
Denmark	PQ-11A-D	PQ-11A	D	Nationally defined dimension: Public authorities (municipalities, regions or state)	Nationally defined dimension: Public authorities (municipalities, regions or state)
England (United Kingdom)	PQ-11A-D	PQ-11A	D	Central or local government	Central or local government
Estonia	PQ-11A-D	PQ-11A	D	Public sector	Public sector
Finland	PQ-11A-D	PQ-11A	D	Municipality or state	Municipality or state
France	PQ-11A-D	PQ-11A	D	Dimension instruction changed: (Includes local, departments, regional and national)	Dimension instruction changed: (Includes local, departments, regional and national)
Iceland	PQ-11A-D	PQ-11A	D	Government [local and state]	Government [local and state]
Israel	PQ-11A-D	PQ-11A	D	Government authorities	Government authorities
Italy	PQ-11A-D	PQ-11A	D	Administrations	Administrations
Japan	PQ-11A-D	PQ-11A	D	Public funding	Public funding
Kazakhstan	PQ-11A-D	PQ-11A	D	Budget funds	Budget funds
Korea	PQ-11A-D	PQ-11A	D	Nationally defined dimension: Government (Municipal & Provincial Office for Education, Ministry of Education)	Nationally defined dimension: Government (Municipal & Provincial Office for Education, Ministry of Education)

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Latvia	PQ-11A-D	PQ-11A	D	State and municipality	State and municipality
Malta	PQ-11A-D	PQ-11A	D	Nationally defined dimension: Government (including departments, local, national and supranational levels)	Nationally defined dimension: Government (including departments, local, national and supranational levels)
New Zealand	PQ-11A-D	PQ-11A	D	Nationally defined dimension: Government (including Ministry of Education, local and other government)	Nationally defined dimension: Government (including Ministry of Education, local and other government)
Norway	PQ-11A-D	PQ-11A	D	The public sector	The public sector
Romania	PQ-11A-D	PQ-11A	D	Public funding	Public funding
Singapore	PQ-11A-D	PQ-11A	D	Nationally defined dimension: Government	Nationally defined dimension: Government
Slovak Republic	PQ-11A-D	PQ-11A	D	Government sources	Government sources
South Africa	PQ-11A-D	PQ-11A	D	Nationally defined dimension: Government (including national and provincial levels)	Nationally defined dimension: Government (including national and provincial levels)
Turkey	PQ-11A-D	PQ-11A	D	State	State
United Arab Emirates	PQ-11A-D	PQ-11A	D	*Arabic Nationally defined dimension: Government funding (including government departments at emirate and state levels)	*Arabic Nationally defined dimension: Government funding (including government departments at emirate and state levels)
United States	PQ-11A-D	PQ-11A	D	Nationally defined dimension: Government (including departments, municipal, local, district, state, national and supranational levels)	Nationally defined dimension: Government (including departments, municipal, local, district, state, national and supranational levels)
New Zealand	PQ-11A-D	PQ-11A-D	D	Stem of the question changed: About what percentage of this school's total funding (including teacher salaries) for a typical school year comes from the following sources?	Stem of the question changed: About what percentage of this school's total funding (including teacher salaries) for a typical school year comes from the following sources?
Sweden	PQ-11A-D	PQ-11A-D	X	Question not administered or data not available	Question not administered or data not available
Israel	PQ-11A-D	PQ-11B	D	Nationally defined dimension: Parental payments	Nationally defined dimension: Parental payments
South Africa	PQ-11A-D	PQ-11B	D	Nationally defined dimension: School fees paid by parents or guardians	Nationally defined dimension: School fees paid by parents or guardians
Portugal	PQ-11A-D	PQ-11C	D	Nationally defined dimension: Patronage, donations, bequests, sponsorships, fundraising	Nationally defined dimension: Patronage, donations, bequests, sponsorships, fundraising
Alberta (Canada)	PQ-12	PQ-12	D	Religious organisation	Religious organisation

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Austria	PQ-12	PQ-12	D	Churchly sponsorship	Churchly sponsorship
Belgium	PQ-12	PQ-12	D	*French: A religious congregation	*French: A religious congregation
Bulgaria	PQ-12	PQ-12	D	Stem of the question changed: What is the school according to the financial management? Nationally defined categories / Category instruction changed: 1 = Municipal or State Category instruction omitted 2 = Private Category instruction omitted	Stem of the question changed: What is the school according to the financial management? Nationally defined categories / Category instruction changed: 1 = Municipal or State Category instruction omitted 2 = Private Category instruction omitted
Chinese Taipei	PQ-12	PQ-12	D	Religious group	Religious group
Ciudad Autónoma de Buenos Aires (Argentina)	PQ-12	PQ-12	D	Category instruction changed: 1 = Publicly-managed Category instruction omitted 2 = Privately-managed Category instruction omitted	Category instruction changed: 1 = Publicly-managed Category instruction omitted 2 = Privately-managed Category instruction omitted
Colombia	PQ-12	PQ-12	D	Category instruction changed: 1 = Publicly-managed This is a school managed by a municipal, district or departmental public education authority, government agency, or governing board appointed by government.	Category instruction changed: 1 = Publicly-managed This is a school managed by a municipal, district or departmental public education authority, government agency, or governing board appointed by government.
Denmark	PQ-12	PQ-12	D	Religious community, trade union Nationally defined categories / Category instruction changed: 1 = Public school A public school is defined as a school directly or indirectly governed by a state/official authorities, including self-governing institutions fully financed by the state. 2 = Private school A private school is defined as a school directly or indirectly governed by a non-governmental organisation, e.g. a church or another private institution.	Religious community, trade union Nationally defined categories / Category instruction changed: 1 = Public school A public school is defined as a school directly or indirectly governed by a state/official authorities, including self-governing institutions fully financed by the state. 2 = Private school A private school is defined as a school directly or indirectly governed by a non-governmental organisation, e.g. a church or another private institution.
England (United Kingdom)	PQ-12	PQ-12	D	Category instruction changed: 1 = Publicly-managed This is a school managed by a local education or government authority; e.g. community, foundation, VA and VC schools.	Category instruction changed: 1 = Publicly-managed This is a school managed by a local education or government authority; e.g. community, foundation, VA and VC schools.

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
France	PQ-12	PQ-12	D	<p>2 = Privately-managed This is a school managed by a non-government organisation; e.g. academies, free schools, studio schools and independent schools.</p> <p>Stem of the question changed: To which sector does your school belong?</p> <p>Nationally defined categories / Category instruction changed: 1 = Public Category instruction omitted 2 = Private Category instruction omitted</p>	<p>2 = Privately-managed This is a school managed by a non-government organisation; e.g. academies, free schools, studio schools and independent schools.</p> <p>Stem of the question changed: To which sector does your school belong?</p> <p>Nationally defined categories / Category instruction changed: 1 = Public Category instruction omitted 2 = Private Category instruction omitted</p>
Israel	PQ-12	PQ-12	X	Question not administered or data not available	Question not administered or data not available
Italy	PQ-12	PQ-12	D	Religious orders	Religious orders
Japan	PQ-12	PQ-12	D	<p>Category instruction changed: 1 = Publicly-managed Category instruction omitted 2 = Privately-managed Category instruction omitted</p>	<p>Category instruction changed: 1 = Publicly-managed Category instruction omitted 2 = Privately-managed Category instruction omitted</p>
Kazakhstan	PQ-12	PQ-12	D	<p>Nationally defined categories / Category instruction changed: 1 = Public School This is a school managed by a public education authority, government agency, municipality, or governing board appointed by government or elected by public franchise.</p> <p>2 = Private School This is a school managed by a non-government legal body (commercial or non-profit organization) or a private individual.</p>	<p>Nationally defined categories / Category instruction changed: 1 = Public School This is a school managed by a public education authority, government agency, municipality, or governing board appointed by government or elected by public franchise.</p> <p>2 = Private School This is a school managed by a non-government legal body (commercial or non-profit organization) or a private individual.</p>
Korea	PQ-12	PQ-12	D	Religious organisation	Religious organisation
Lithuania	PQ-12	PQ-12	D	Religious community	Religious community
Malta	PQ-12	PQ-12	D	<p>Nationally defined categories / Category instruction changed: 1 = A state school This is a school managed by a public education authority, government agency or governing board appointed by government or elected by public franchise.</p>	<p>Nationally defined categories / Category instruction changed: 1 = A state school This is a school managed by a public education authority, government agency or governing board appointed by government or elected by public franchise.</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Netherlands	PQ-12	PQ-12	X	2 = A non-state school This is a school managed by a non-government organisation; e.g. a church, trade union, business or other private institution. Question not administered or data not available	2 = A non-state school This is a school managed by a non-government organisation; e.g. a church, trade union, business or other private institution. Question not administered or data not available
New Zealand	PQ-12	PQ-12	D	Category instruction changed: 1 = Publicly managed This is a state or state-integrated school managed by an elected governing board. 2 = Privately managed This is an independent, private or partnership school managed by a non-government organisation.	Category instruction changed: 1 = Publicly managed This is a state or state-integrated school managed by an elected governing board. 2 = Privately managed This is an independent, private or partnership school managed by a non-government organisation.
Norway	PQ-12	PQ-12	D	Church/congregation	Church/congregation
Portugal	PQ-12	PQ-12	D	Stem of the question changed: Is this school public or private?	Stem of the question changed: Is this school public or private?
Russia	PQ-12	PQ-12	D	Religious affiliation Category instruction changed: 2 = Privately-managed This is a school managed by a non-government organisation; e.g. a trade union, business or other private institution.	Religious affiliation Category instruction changed: 2 = Privately-managed This is a school managed by a non-government organisation; e.g. a trade union, business or other private institution.
Saudi Arabia	PQ-12	PQ-12	D	Mosque	Mosque
Shanghai (China)	PQ-12	PQ-12	D	Nationally defined categories / Category instruction changed: 1 = Publicly-managed This is a school managed by a public education authority, government agency, municipality, or governing board appointed by government or elected by public franchise. 2 = Privately-managed This is a school managed by a non-government organisation; e.g. trade union, business or other private institution.	Nationally defined categories / Category instruction changed: 1 = Publicly-managed This is a school managed by a public education authority, government agency, municipality, or governing board appointed by government or elected by public franchise. 2 = Privately-managed This is a school managed by a non-government organisation; e.g. trade union, business or other private institution.
Singapore	PQ-12	PQ-12	D	Category instruction changed: 1 = Publicly-managed This is a school managed by a public education authority, government agency, or school advisory committee/governing board appointed by government or elected by public franchise. Independent schools and Integrated Programme (IP) schools are considered as publicly managed schools.	Category instruction changed: 1 = Publicly-managed This is a school managed by a public education authority, government agency, or school advisory committee/governing board appointed by government or elected by public franchise. Independent schools and Integrated Programme (IP) schools are considered as publicly managed schools.

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
South Africa	PQ-12	PQ-12	D	<p>2 = Privately-managed This is a school managed by a non-government organisation; e.g. a religious organisation, trade union, business or other private Institution.</p> <p>Category instruction changed: 1 = Publicly managed This is a school managed by a public education authority or governing board appointed by government or elected by public franchise. 2 = Privately managed This is a school managed by a non-government organisation; e.g. a church or business or other private institution.</p>	<p>2 = Privately-managed This is a school managed by a non-government organisation; e.g. a religious organisation, trade union, business or other private Institution.</p> <p>Category instruction changed: 1 = Publicly managed This is a school managed by a public education authority or governing board appointed by government or elected by public franchise. 2 = Privately managed This is a school managed by a non-government organisation; e.g. a church or business or other private institution.</p>
Spain	PQ-12	PQ-12	D	Religious institution	Religious institution
Sweden	PQ-12	PQ-12	D	Religious society	Religious society
Turkey	PQ-12	PQ-12	D	Foundation	Foundation
United Arab Emirates	PQ-12	PQ-12	D	<p>Category instruction changed: 1 = Publicly-managed This is a school managed by a public education authority, government agency, municipality, or governing board appointed by government or elected by public franchise. 2 = Privately-managed This is a school managed by a non-government organisation; e.g. a trade union, business or other private institution.</p>	<p>Category instruction changed: 1 = Publicly-managed This is a school managed by a public education authority, government agency, municipality, or governing board appointed by government or elected by public franchise. 2 = Privately-managed This is a school managed by a non-government organisation; e.g. a trade union, business or other private institution.</p>
United States	PQ-12	PQ-12	D	Religious institution	Religious institution
Austria	PQ-13A-E	PQ-13A	D	Nationally defined dimension: Teachers (irrespective of the grades/ages they teach, of extent of employment)	Nationally defined dimension: Teachers (irrespective of the grades/ages they teach, of extent of employment)
Ciudad Autónoma de Buenos Aires (Argentina)	PQ-13A-E	PQ-13A	D	Nationally defined dimension: Teachers, irrespective of the years in which they teach	Nationally defined dimension: Teachers, irrespective of the years in which they teach
New Zealand	PQ-13A-E	PQ-13A	D	<p>Nationally defined dimension: Teachers, irrespective of the year levels/ages they teach</p> <p>Dimension instruction changed: Those whose main professional activity at this school is the provision of education to students</p>	<p>Nationally defined dimension: Teachers, irrespective of the year levels/ages they teach</p> <p>Dimension instruction changed: Those whose main professional activity at this school is the provision of education to students</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Singapore	PQ-13A-E	PQ-13A	D	Dimension instruction changed: Those whose main professional activity at this school is the provision of instruction to students, including heads of department, subject heads and level heads	Dimension instruction changed: Those whose main professional activity at this school is the provision of instruction to students, including heads of department, subject heads and level heads
South Africa	PQ-13A-E	PQ-13A	D	Nationally defined dimension: Teachers, irrespective of the grades they teach	Nationally defined dimension: Teachers, irrespective of the grades they teach
Austria	PQ-13A-E	PQ-13A-E	D	Stem of the question changed: For each type of position listed below, please indicate the number of staff (head count, part time too) currently working in this school.	Stem of the question changed: For each type of position listed below, please indicate the number of staff (head count, part time too) currently working in this school.
Alberta (Canada)	PQ-13A-E	PQ-13B	D	Dimension instruction changed: Including all teacher aides or other non-teaching professionals who provide instruction or support teachers in providing instruction, professional curriculum/instructional specialists, educational media specialists, and psychologists	Dimension instruction changed: Including all teacher aides or other non-teaching professionals who provide instruction or support teachers in providing instruction, professional curriculum/instructional specialists, educational media specialists, and psychologists
Australia	PQ-13A-E	PQ-13B	D	And school counsellors	And school counsellors
Austria	PQ-13A-E	PQ-13B	D	Nationally defined dimension: Personnel for pedagogical support (irrespective of the grades/ages they support, of extent of employment) Dimension instruction changed: Including all specialists, teacher aides or other non-teaching professionals who provide instruction or support teachers in providing instruction, and nurses	Nationally defined dimension: Personnel for pedagogical support (irrespective of the grades/ages they support, of extent of employment) Dimension instruction changed: Including all specialists, teacher aides or other non-teaching professionals who provide instruction or support teachers in providing instruction, and nurses
Belgium	PQ-13A-E	PQ-13B	D	Dimension instruction changed: Including all teacher aides or other non-teaching professionals who provide instruction or support teachers in providing instruction, professional curriculum/instructional specialists, educational media specialists, psychologists	Dimension instruction changed: Including all teacher aides or other non-teaching professionals who provide instruction or support teachers in providing instruction, professional curriculum/instructional specialists, educational media specialists, psychologists
Bulgaria	PQ-13A-E	PQ-13B	D	Dimension instruction changed: Including all teacher aides or other non-teaching professionals who provide instruction or support teachers in providing instruction, professional curriculum/instructional specialists, educational media specialists, psychologists.	Dimension instruction changed: Including all teacher aides or other non-teaching professionals who provide instruction or support teachers in providing instruction, professional curriculum/instructional specialists, educational media specialists, psychologists.
Chinese Taipei	PQ-13A-E	PQ-13B	D	School nurses	School nurses
Ciudad Autónoma de Buenos Aires (Argentina)	PQ-13A-E	PQ-13B	D	Nationally defined dimension: Personnel for pedagogical support, irrespective of the years for which they support Dimension instruction changed:	Nationally defined dimension: Personnel for pedagogical support, irrespective of the years for which they support Dimension instruction changed:

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Colombia	PQ-13A-E	PQ-13B	D	Including all teacher aides or other non-teaching professionals who provide instruction or support teachers in providing instruction, professional curriculum/instructional specialists, educational media specialists, psychologists Health professionals	Including all teacher aides or other non-teaching professionals who provide instruction or support teachers in providing instruction, professional curriculum/instructional specialists, educational media specialists, psychologists Health professionals
Croatia	PQ-13A-E	PQ-13B	D	Dimension instruction changed: Including all assistants in teaching or other non-teaching staff who educate or support teachers in providing instruction, psychologists, pedagogues, defecologists, speech therapists, etc.	Dimension instruction changed: Including all assistants in teaching or other non-teaching staff who educate or support teachers in providing instruction, psychologists, pedagogues, defecologists, speech therapists, etc.
Czech Republic	PQ-13A-E	PQ-13B	D	Medical employees	Medical employees
Denmark	PQ-13A-E	PQ-13B	D	Nationally defined dimension: Personnel who support pedagogically irrespective of the grade/age group. Dimension instruction changed: Including teacher assistants, pedagogues and other support persons who instruct or support the teacher's teaching but who are not trained teachers/educators and consultants, study counsellors, other councillors, psychologists and social workers	Nationally defined dimension: Personnel who support pedagogically irrespective of the grade/age group. Dimension instruction changed: Including teacher assistants, pedagogues and other support persons who instruct or support the teacher's teaching but who are not trained teachers/educators and consultants, study counsellors, other councillors, psychologists and social workers
Finland	PQ-13A-E	PQ-13B	D	School nurses	School nurses
France	PQ-13A-E	PQ-13B	D	Nationally defined dimension: Personnel for pedagogical and educational support, irrespective of the grades/ages they support	Nationally defined dimension: Personnel for pedagogical and educational support, irrespective of the grades/ages they support
Israel	PQ-13A-E	PQ-13B	D	Assistants and nurses	Assistants and nurses
Italy	PQ-13A-E	PQ-13B	D	Dimension instruction changed: Including all teacher aides or other non-teaching professionals who provide instruction or support teachers in providing instruction, professional curriculum/instructional specialists, educational media specialists, psychologists.	Dimension instruction changed: Including all teacher aides or other non-teaching professionals who provide instruction or support teachers in providing instruction, professional curriculum/instructional specialists, educational media specialists, psychologists.
Japan	PQ-13A-E	PQ-13B	D	Professionals in nursing	Professionals in nursing
Korea	PQ-13A-E	PQ-13B	D	And nurse teacher	And nurse teacher
Latvia	PQ-13A-E	PQ-13B	D	Speech therapists, social pedagogues, psychologists, librarians and nurses etc.	Speech therapists, social pedagogues, psychologists, librarians and nurses etc.
Malta	PQ-13A-E	PQ-13B	D	Dimension instruction changed:	Dimension instruction changed:

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Netherlands	PQ-13A-E	PQ-13B	D	Including all teacher aides or other non-teaching professionals who provide instruction or support teachers in providing instruction, professional curriculum/instructional specialists, educational media specialists Other staff providing (health) care	Including all teacher aides or other non-teaching professionals who provide instruction or support teachers in providing instruction, professional curriculum/instructional specialists, educational media specialists Other staff providing (health) care
New Zealand	PQ-13A-E	PQ-13B	D	Nationally defined dimension: Personnel for pedagogical support, irrespective of the year levels/ages they support Dimension instruction changed: Including all teacher aides or other non-teaching professionals who provide education or support teachers in providing education, professional curriculum/teaching specialists, librarians, guidance counsellors and social workers	Nationally defined dimension: Personnel for pedagogical support, irrespective of the year levels/ages they support Dimension instruction changed: Including all teacher aides or other non-teaching professionals who provide education or support teachers in providing education, professional curriculum/teaching specialists, librarians, guidance counsellors and social workers
Norway	PQ-13A-E	PQ-13B	D	School nurses	School nurses
Portugal	PQ-13A-E	PQ-13B	D	Health technicians	Health technicians
Shanghai (China)	PQ-13A-E	PQ-13B	D	Child-care worker	Child-care worker
Singapore	PQ-13A-E	PQ-13B	D	Counsellors	Counsellors
Slovenia	PQ-13A-E	PQ-13B	D	Special teachers	Special teachers
South Africa	PQ-13A-E	PQ-13B	D	Nationally defined dimension: Personnel for pedagogical support, irrespective of the grades they support Dimension instruction changed: Including all assistant teachers or other non-teaching professionals who provide instruction or support teachers in providing instruction, professional curriculum/instructional specialists, educational media/library specialists and school psychologists.	Nationally defined dimension: Personnel for pedagogical support, irrespective of the grades they support Dimension instruction changed: Including all assistant teachers or other non-teaching professionals who provide instruction or support teachers in providing instruction, professional curriculum/instructional specialists, educational media/library specialists and school psychologists.
Sweden	PQ-13A-E	PQ-13B	D	School nurses	School nurses
Viet Nam	PQ-13A-E	PQ-13B	D	Equipment officer/library officer/school consultant	Equipment officer/library officer/school consultant
Singapore	PQ-13A-E	PQ-13C	D	Dimension instruction changed: Including receptionists, secretaries, administration managers , operations managers and administration assistants	Dimension instruction changed: Including receptionists, secretaries, administration managers , operations managers and administration assistants

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Denmark	PQ-13A-E	PQ-13D	D	Nationally defined dimension: Leading personnel Dimension instruction changed: Including school leaders, vice school leaders, vice principals, vice directors, vice superintendents, head of department, deputy heads and other persons whose main activity is management	Nationally defined dimension: Leading personnel Dimension instruction changed: Including school leaders, vice school leaders, vice principals, vice directors, vice superintendents, head of department, deputy heads and other persons whose main activity is management
Singapore	PQ-13A-E	PQ-13D	D	Dimension instruction changed: Including principals, vice/deputy principals, assistant principals, heads of department, subject heads, level heads and other management staff whose main activity is management	Dimension instruction changed: Including principals, vice/deputy principals, assistant principals, heads of department, subject heads, level heads and other management staff whose main activity is management
South Africa	PQ-13A-E	PQ-13D	D	Dimension instruction changed: Including principal, deputy principal(s), and other management staff whose main activity is management	Dimension instruction changed: Including principal, deputy principal(s), and other management staff whose main activity is management
Ciudad Autónoma de Buenos Aires (Argentina)	PQ-13A-E	PQ-13E	D	Dimension instruction added: Non-teaching staff, cleaning or maintenance staff, others	Dimension instruction added: Non-teaching staff, cleaning or maintenance staff, others
Alberta (Canada)	PQ-15A-E	PQ-15A	D	Pre-primary education (Pre-K and/or K)	Pre-primary education (Pre-K and/or K)
Australia	PQ-15A-E	PQ-15A	D	Pre-school	Pre-school
Austria	PQ-15A-E	PQ-15A	D	Kindergarten/pre-primary level	Kindergarten/pre-primary level
Belgium	PQ-15A-E	PQ-15A	D	Kindergarten *French: Early childhood education	Kindergarten *French: Early childhood education
Brazil	PQ-15A-E	PQ-15A	D	Early Childhood Education	Early Childhood Education
Bulgaria	PQ-15A-E	PQ-15A	D	Pre-primary education	Pre-primary education
Chile	PQ-15A-E	PQ-15A	D	Early Education	Early Education
Chinese Taipei	PQ-15A-E	PQ-15A	D	Kindergarten	Kindergarten
Ciudad Autónoma de Buenos Aires (Argentina)	PQ-15A-E	PQ-15A	D	Kindergarten	Kindergarten

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Colombia	PQ-15A-E	PQ-15A	D	Early childhood education and preschool	Early childhood education and preschool
Cyprus	PQ-15A-E	PQ-15A	D	Pre-primary education	Pre-primary education
Czech Republic	PQ-15A-E	PQ-15A	D	Preschool education	Preschool education
Denmark	PQ-15A-E	PQ-15A	D	Kindergarten	Kindergarten
England (United Kingdom)	PQ-15A-E	PQ-15A	D	Nursery/reception (ages 2-5)	Nursery/reception (ages 2-5)
Estonia	PQ-15A-E	PQ-15A	D	Pre-school education	Pre-school education
Finland	PQ-15A-E	PQ-15A	D	Pre-primary education	Pre-primary education
France	PQ-15A-E	PQ-15A	D	Pre-elementary level	Pre-elementary level
Georgia	PQ-15A-E	PQ-15A	D	Preschool education	Preschool education
Hungary	PQ-15A-E	PQ-15A	D	Crèche or Kindergarten	Crèche or Kindergarten
Iceland	PQ-15A-E	PQ-15A	D	Kindergarten level	Kindergarten level
Israel	PQ-15A-E	PQ-15A	D	Pre-Kindergarten and Kindergarten	Pre-Kindergarten and Kindergarten
Italy	PQ-15A-E	PQ-15A	D	Pre-primary education	Pre-primary education
Japan	PQ-15A-E	PQ-15A	D	Kindergartens, Day nursery, Integrated centre for early childhood education and care	Kindergartens, Day nursery, Integrated centre for early childhood education and care
Kazakhstan	PQ-15A-E	PQ-15A	D	Early childhood care and education	Early childhood care and education
Korea	PQ-15A-E	PQ-15A	D	Kindergarten	Kindergarten
Latvia	PQ-15A-E	PQ-15A	D	Pre-school education programmes	Pre-school education programmes
Lithuania	PQ-15A-E	PQ-15A	D	Preschool and/or pre-primary education programmes	Preschool and/or pre-primary education programmes
Malta	PQ-15A-E	PQ-15A	D	Pre-primary education	Pre-primary education
Mexico	PQ-15A-E	PQ-15A	D	Pre-schooling	Pre-schooling

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Netherlands	PQ-15A-E	PQ-15A	D	Pre-school education	Pre-school education
New Zealand	PQ-15A-E	PQ-15A	D	Early childhood education	Early childhood education
Norway	PQ-15A-E	PQ-15A	D	Kindergarten/pre-school	Kindergarten/pre-school
Portugal	PQ-15A-E	PQ-15A	D	Pre-school education	Pre-school education
Romania	PQ-15A-E	PQ-15A	D	Pre-primary education	Pre-primary education
Russia	PQ-15A-E	PQ-15A	D	Preschool education	Preschool education
Saudi Arabia	PQ-15A-E	PQ-15A	D	Pre-primary level	Pre-primary level
Shanghai (China)	PQ-15A-E	PQ-15A	D	Pre-School	Pre-School
Singapore	PQ-15A-E	PQ-15A	D	Pre-school education	Pre-school education
Slovak Republic	PQ-15A-E	PQ-15A	D	Kindergarten	Kindergarten
Slovenia	PQ-15A-E	PQ-15A	D	Pre-primary and preschool education	Pre-primary and preschool education
South Africa	PQ-15A-E	PQ-15A	D	ECD - Grade R	ECD - Grade R
Spain	PQ-15A-E	PQ-15A	D	Pre-primary Education	Pre-primary Education
Sweden	PQ-15A-E	PQ-15A	D	Pre-school and pre-school class	Pre-school and pre-school class
Turkey	PQ-15A-E	PQ-15A	D	Pre-primary education	Pre-primary education
United Arab Emirates	PQ-15A-E	PQ-15A	D	Kindergarten (KG1/FS2 - KG2/year 1)	Kindergarten (KG1/FS2 - KG2/year 1)
United States	PQ-15A-E	PQ-15A	D	Pre-primary education (pre-kindergarten, preschool, or kindergarten)	Pre-primary education (pre-kindergarten, preschool, or kindergarten)
Viet Nam	PQ-15A-E	PQ-15A	D	Early childhood education	Early childhood education
Croatia	PQ-15A-E	PQ-15A,D-E	X	Dimension not administered or data not available	Dimension not administered or data not available
Alberta (Canada)	PQ-15A-E	PQ-15A-E	D	Grade levels	Grade levels

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Australia	PQ-15A-E	PQ-15A-E	D	Year levels	Year levels
Austria	PQ-15A-E	PQ-15A-E	D	Educational programmes	Educational programmes
Belgium	PQ-15A-E	PQ-15A-E	D	Education levels	Education levels
Brazil	PQ-15A-E	PQ-15A-E	D	<p>*French: Levels of teaching</p> <p>Educational levels</p> <p>Nationally defined categories: (A) Educational level 1 = Yes 2 = No</p> <p>(B) Offer 1 = Two or more other schools 2 = One other school 3 = No other schools</p>	<p>*French: Levels of teaching</p> <p>Educational levels</p> <p>Nationally defined categories: (A) Educational level 1 = Yes 2 = No</p> <p>(B) Offer 1 = Two or more other schools 2 = One other school 3 = No other schools</p>
Bulgaria	PQ-15A-E	PQ-15A-E	D	Educational stages	Educational stages
Chile	PQ-15A-E	PQ-15A-E	D	Levels	Levels
Chinese Taipei	PQ-15A-E	PQ-15A-E	D	Academic levels	Academic levels
Ciudad Autónoma de Buenos Aires (Argentina)	PQ-15A-E	PQ-15A-E	D	<p>Stem of the question changed: Which of the following teaching levels or modalities and/or programmes are offered in this school? If yes, are there other schools in the area that offer that level and/or modality?</p> <p>Question instruction changed: Please indicate 'Yes' or 'No' in part (A) for each of the teaching levels and modalities listed below. If 'Yes' in part (A), please indicate in part (B) the number of other schools that offer that same level and/or modality in a 10 block area of your school.</p> <p>Nationally defined categories:</p>	<p>Stem of the question changed: Which of the following teaching levels or modalities and/or programmes are offered in this school? If yes, are there other schools in the area that offer that level and/or modality?</p> <p>Question instruction changed: Please indicate 'Yes' or 'No' in part (A) for each of the teaching levels and modalities listed below. If 'Yes' in part (A), please indicate in part (B) the number of other schools that offer that same level and/or modality in a 10 block area of your school.</p> <p>Nationally defined categories:</p>

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
			(B) Near-area Schools that offer the same level and/or modality (in a 10 block radius of your school) 1 = Two or more other schools 2 = One other school 3 = No other schools	(B) Near-area Schools that offer the same level and/or modality (in a 10 block radius of your school) 1 = Two or more other schools 2 = One other school 3 = No other schools
Colombia	PQ-15A-E	PQ-15A-E	D Levels of education	Levels of education
Croatia	PQ-15A-E	PQ-15A-E	D Levels of education	Levels of education
Cyprus	PQ-15A-E	PQ-15A-E	D Levels of education	Levels of education
Czech Republic	PQ-15A-E	PQ-15A-E	D Educational levels	Educational levels
Denmark	PQ-15A-E	PQ-15A-E	D Levels	Levels
England (United Kingdom)	PQ-15A-E	PQ-15A-E	D Key stages	Key stages
Estonia	PQ-15A-E	PQ-15A-E	D Educational levels	Educational levels
Finland	PQ-15A-E	PQ-15A-E	D Levels of education	Levels of education
France	PQ-15A-E	PQ-15A-E	D Degrees or cycles	Degrees or cycles
Georgia	PQ-15A-E	PQ-15A-E	D Levels of education *Azerbaijani: Basic level *Russian: Levels	Levels of education *Azerbaijani: Basic level *Russian: Levels
Hungary	PQ-15A-E	PQ-15A-E	D School programmes	School programmes
Iceland	PQ-15A-E	PQ-15A-E	D Education levels	Education levels
Israel	PQ-15A-E	PQ-15A-E	D Age grades *Arabic: Educational stages	Age grades *Arabic: Educational stages

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Italy	PQ-15A-E	PQ-15A-E	D	Instructional levels	Instructional levels
Japan	PQ-15A-E	PQ-15A-E	D	School levels	School levels
Kazakhstan	PQ-15A-E	PQ-15A-E	D	Levels of education	Levels of education
Korea	PQ-15A-E	PQ-15A-E	D	Education level	Education level
Latvia	PQ-15A-E	PQ-15A-E	D	Programmes	Programmes
Lithuania	PQ-15A-E	PQ-15A-E	D	Education (teaching) programmes	Education (teaching) programmes
Malta	PQ-15A-E	PQ-15A-E	D	Stem of the question changed: Are the following levels and/or programmes taught in this school and, if yes, are there other schools in the area that compete for students at that level and/or programme?	Stem of the question changed: Are the following levels and/or programmes taught in this school and, if yes, are there other schools in the area that compete for students at that level and/or programme?
Mexico	PQ-15A-E	PQ-15A-E	D	Educative levels	Educative levels
Netherlands	PQ-15A-E	PQ-15A-E	D	Education tracks	Education tracks
New Zealand	PQ-15A-E	PQ-15A-E	D	Year levels	Year levels
Norway	PQ-15A-E	PQ-15A-E	D	Level (years of schooling)	Level (years of schooling)
Portugal	PQ-15A-E	PQ-15A-E	D	Stem of the question changed: Are the following levels, cycles and types of programmes taught in this school and, if yes, are there other schools in your location, that apply for student's enrolment in these levels, cycles and types of programmes? Question instruction added: Although you may be a principal of a school cluster, your answer to this question should only consider the data concerning the school that was selected under this questionnaire. Question instruction changed: Please indicate 'Yes' or 'No' in part (A) for each of levels, cycles and types of programmes. If 'Yes' in part (A), please indicate the number of other schools in this location that apply for student's enrolment.	Stem of the question changed: Are the following levels, cycles and types of programmes taught in this school and, if yes, are there other schools in your location, that apply for student's enrolment in these levels, cycles and types of programmes? Question instruction added: Although you may be a principal of a school cluster, your answer to this question should only consider the data concerning the school that was selected under this questionnaire. Question instruction changed: Please indicate 'Yes' or 'No' in part (A) for each of levels, cycles and types of programmes. If 'Yes' in part (A), please indicate the number of other schools in this location that apply for student's enrolment.

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Romania	PQ-15A-E	PQ-15A-E	D	Educational levels	Educational levels
Russia	PQ-15A-E	PQ-15A-E	D	Educational levels	Educational levels
Saudi Arabia	PQ-15A-E	PQ-15A-E	D	Educational level	Educational level
Shanghai (China)	PQ-15A-E	PQ-15A-E	D	Grade section	Grade section
Singapore	PQ-15A-E	PQ-15A-E	D	Educational levels	Educational levels
Slovak Republic	PQ-15A-E	PQ-15A-E	D	Levels of education	Levels of education
Slovenia	PQ-15A-E	PQ-15A-E	D	Levels of schooling	Levels of schooling
South Africa	PQ-15A-E	PQ-15A-E	D	<p>Stem of the question changed: Are the following ECD - Grade 12 levels taught in this school and, if yes, are there other schools in the area that compete for students in those levels?</p> <p>Question instruction changed: Please indicate 'Yes' or 'No' in part (A) for each of the levels listed below. If 'Yes' in part (A), please indicate in part (B) the number of other schools in this area that compete for students.</p> <p>Nationally defined categories: (A) Level taught 1 = Yes 2 = No</p>	<p>Stem of the question changed: Are the following ECD - Grade 12 levels taught in this school and, if yes, are there other schools in the area that compete for students in those levels?</p> <p>Question instruction changed: Please indicate 'Yes' or 'No' in part (A) for each of the levels listed below. If 'Yes' in part (A), please indicate in part (B) the number of other schools in this area that compete for students.</p> <p>Nationally defined categories: (A) Level taught 1 = Yes 2 = No</p>
Spain	PQ-15A-E	PQ-15A-E	D	Educational levels	Educational levels
Sweden	PQ-15A-E	PQ-15A-E	D	Ages/grades	Ages/grades
Turkey	PQ-15A-E	PQ-15A-E	D	<p>Stem of the question changed: Are the following levels and/or programmes taught in this school and, if yes, are there other schools in the area for students at that level and/or programme?</p> <p>Question instruction changed:</p>	<p>Stem of the question changed: Are the following levels and/or programmes taught in this school and, if yes, are there other schools in the area for students at that level and/or programme?</p> <p>Question instruction changed:</p>

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability	
			<p>Please indicate 'Yes' or 'No' in part (A) for each of the levels and/or programmes listed below.</p> <p>If 'Yes' in part (A), please indicate in part (B) the number of other schools in this area.</p> <p>Nationally defined categories:</p> <p>(A) Level/programme taught</p> <p>1 = Yes 2 = No</p> <p>(B) The number of schools</p> <p>1 = Two or more other schools 2 = One other school 3 = No other schools</p>	<p>Please indicate 'Yes' or 'No' in part (A) for each of the levels and/or programmes listed below.</p> <p>If 'Yes' in part (A), please indicate in part (B) the number of other schools in this area.</p> <p>Nationally defined categories:</p> <p>(A) Level/programme taught</p> <p>1 = Yes 2 = No</p> <p>(B) The number of schools</p> <p>1 = Two or more other schools 2 = One other school 3 = No other schools</p>	
United Arab Emirates	PQ-15A-E	PQ-15A-E	D	Education levels	Education levels
United States	PQ-15A-E	PQ-15A-E	D	Education levels	Education levels
Viet Nam	PQ-15A-E	PQ-15A-E	D	Levels of education	Levels of education
Alberta (Canada)	PQ-15A-E	PQ-15B	D	Primary education (any of Grades 1-6)	Primary education (any of Grades 1-6)
Australia	PQ-15A-E	PQ-15B	D	Primary school	Primary school
Austria	PQ-15A-E	PQ-15B	D	Primary school (grades 1-4)	Primary school (grades 1-4)
Belgium	PQ-15A-E	PQ-15B	D	Primary education	Primary education
Brazil	PQ-15A-E	PQ-15B	D	Initial Years - Fundamental Education	Initial Years - Fundamental Education
Bulgaria	PQ-15A-E	PQ-15B	D	Primary education	Primary education
Chile	PQ-15A-E	PQ-15B	D	1st to 6th grade	1st to 6th grade
Chinese Taipei	PQ-15A-E	PQ-15B	D	Elementary school	Elementary school
Ciudad Autónoma de Buenos Aires (Argentina)	PQ-15A-E	PQ-15B	D	Primary level	Primary level

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Colombia	PQ-15A-E	PQ-15B	D	Primary/elementary education (1st-5th grades)	Primary/elementary education (1st-5th grades)
Croatia	PQ-15A-E	PQ-15B	D	Primary school - class teaching	Primary school - class teaching
Cyprus	PQ-15A-E	PQ-15B	D	Primary education	Primary education
Czech Republic	PQ-15A-E	PQ-15B	D	The first stage of basic school	The first stage of basic school
Denmark	PQ-15A-E	PQ-15B	D	0th-6th grade	0th-6th grade
England (United Kingdom)	PQ-15A-E	PQ-15B	D	Primary (ages 5-11)	Primary (ages 5-11)
Estonia	PQ-15A-E	PQ-15B	D	I and II School level	I and II School level
Finland	PQ-15A-E	PQ-15B	D	Basic education, grades 1–6	Basic education, grades 1–6
France	PQ-15A-E	PQ-15B	D	Elementary level	Elementary level
Georgia	PQ-15A-E	PQ-15B	D	Beginner's level	Beginner's level
Hungary	PQ-15A-E	PQ-15B	D	General school primary level (grade 1–4) programme	General school primary level (grade 1–4) programme
Iceland	PQ-15A-E	PQ-15B	D	Youngest - and middle level of primary school	Youngest - and middle level of primary school
Israel	PQ-15A-E	PQ-15B	D	1-6 grades	1-6 grades
Italy	PQ-15A-E	PQ-15B	D	Primary school	Primary school
Japan	PQ-15A-E	PQ-15B	D	Primary schools (including lower compulsory education school level)	Primary schools (including lower compulsory education school level)
Kazakhstan	PQ-15A-E	PQ-15B	D	Primary education (Grades 1-4)	Primary education (Grades 1-4)
Korea	PQ-15A-E	PQ-15B	D	Elementary School	Elementary School
Latvia	PQ-15A-E	PQ-15B	D	Primary school education programmes	Primary school education programmes
Lithuania	PQ-15A-E	PQ-15B	D	Primary education programmes	Primary education programmes
Malta	PQ-15A-E	PQ-15B	D	Primary education	Primary education

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Mexico	PQ-15A-E	PQ-15B	D	Primary	Primary
Netherlands	PQ-15A-E	PQ-15B	D	Primary education	Primary education
New Zealand	PQ-15A-E	PQ-15B	D	Years 0 to 6 (Primary school)	Years 0 to 6 (Primary school)
Norway	PQ-15A-E	PQ-15B	D	Primary level	Primary level
Portugal	PQ-15A-E	PQ-15B	D	Nationally defined dimensions: 1st cycle of basic education 2nd cycle of basic education	National dimensions recoded for international comparability: 1st cycle of basic education / 2nd cycle of basic education
Romania	PQ-15A-E	PQ-15B	D	Primary education	Primary education
Russia	PQ-15A-E	PQ-15B	D	Elementary general education	Elementary general education
Saudi Arabia	PQ-15A-E	PQ-15B	D	Primary level	Primary level
Shanghai (China)	PQ-15A-E	PQ-15B	D	Primary School	Primary School
Singapore	PQ-15A-E	PQ-15B	D	Primary education	Primary education
Slovak Republic	PQ-15A-E	PQ-15B	D	1st level of primary school	1st level of primary school
Slovenia	PQ-15A-E	PQ-15B	D	Primary education	Primary education
South Africa	PQ-15A-E	PQ-15B	D	Grade 1-7	Grade 1-7
Spain	PQ-15A-E	PQ-15B	D	Primary Education	Primary Education
Sweden	PQ-15A-E	PQ-15B	D	Grade 1-6	Grade 1-6
Turkey	PQ-15A-E	PQ-15B	D	Primary education	Primary education
United Arab Emirates	PQ-15A-E	PQ-15B	D	Cycle 1 (grade 1/year 2 - grade 5/year 6)	Cycle 1 (grade 1/year 2 - grade 5/year 6)
United States	PQ-15A-E	PQ-15B	D	Primary education (any of grades 1-6)	Primary education (any of grades 1-6)
Viet Nam	PQ-15A-E	PQ-15B	D	Primary education	Primary education

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Alberta (Canada)	PQ-15A-E	PQ-15C	D	Lower secondary education (any of Grades 7-9)	Lower secondary education (any of Grades 7-9)
Australia	PQ-15A-E	PQ-15C	D	Year 7 - 10	Year 7 - 10
Austria	PQ-15A-E	PQ-15C	D	Lower secondary school (grades 5-8)	Lower secondary school (grades 5-8)
Belgium	PQ-15A-E	PQ-15C	D	Lower secondary education	Lower secondary education
Brazil	PQ-15A-E	PQ-15C	D	Final Years - Fundamental Education	Final Years - Fundamental Education
Bulgaria	PQ-15A-E	PQ-15C	D	Lower secondary education	Lower secondary education
Chile	PQ-15A-E	PQ-15C	D	7th and 8th grade	7th and 8th grade
Chinese Taipei	PQ-15A-E	PQ-15C	D	Junior secondary school	Junior secondary school
Ciudad Autónoma de Buenos Aires (Argentina)	PQ-15A-E	PQ-15C	D	Nationally defined dimensions: Secondary level, general education programmes Secondary level, vocational or technical education programmes	National dimensions recoded for international comparability: Secondary level, general education programmes / Secondary level, vocational or technical education programmes
Colombia	PQ-15A-E	PQ-15C	D	Lower secondary (6th-9th grades)	Lower secondary (6th-9th grades)
Croatia	PQ-15A-E	PQ-15C	D	Primary school - subject teaching	Primary school - subject teaching
Cyprus	PQ-15A-E	PQ-15C	D	Lower Secondary education	Lower Secondary education
Czech Republic	PQ-15A-E	PQ-15C	D	The second stage of basic school education and/or lower grades of 6 or 8 years long programme of grammar schools or conservatoires	The second stage of basic school education and/or lower grades of 6 or 8 years long programme of grammar schools or conservatoires
Denmark	PQ-15A-E	PQ-15C	D	7th-10th grade	7th-10th grade
England (United Kingdom)	PQ-15A-E	PQ-15C	D	Key Stage 3 (ages 11-14)	Key Stage 3 (ages 11-14)
Estonia	PQ-15A-E	PQ-15C	D	III School level	III School level
Finland	PQ-15A-E	PQ-15C	D	Basic education, grades 7–9 (10)	Basic education, grades 7–9 (10)
France	PQ-15A-E	PQ-15C	D	Lower secondary level	Lower secondary level
Georgia	PQ-15A-E	PQ-15C	D	Basic level	Basic level

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Hungary	PQ-15A-E	PQ-15C	D	General school upper level (grade 5–8) programme	General school upper level (grade 5–8) programme
Iceland	PQ-15A-E	PQ-15C	D	Adolescent level of primary school	Adolescent level of primary school
Israel	PQ-15A-E	PQ-15C	D	7-9 grades	7-9 grades
Italy	PQ-15A-E	PQ-15C	D	Lower secondary school	Lower secondary school
Japan	PQ-15A-E	PQ-15C	D	Junior high schools (including upper compulsory education school level, lower secondary school level)	Junior high schools (including upper compulsory education school level, lower secondary school level)
Kazakhstan	PQ-15A-E	PQ-15C	D	Lower secondary education (5-9(10) grades)	Lower secondary education (5-9(10) grades)
Korea	PQ-15A-E	PQ-15C	D	Middle School	Middle School
Latvia	PQ-15A-E	PQ-15C	D	Basic education programmes	Basic education programmes
Lithuania	PQ-15A-E	PQ-15C	D	Basic (lower secondary) education programmes	Basic (lower secondary) education programmes
Malta	PQ-15A-E	PQ-15C	D	Secondary education Year 7, 8 and/or 9	Secondary education Year 7, 8 and/or 9
Mexico	PQ-15A-E	PQ-15C	D	Secondary	Secondary
Netherlands	PQ-15A-E	PQ-15C	D	Lower secondary education	Lower secondary education
New Zealand	PQ-15A-E	PQ-15C	D	Years 7, 8, 9 or 10	Years 7, 8, 9 or 10
Norway	PQ-15A-E	PQ-15C	D	Lower secondary level	Lower secondary level
Portugal	PQ-15A-E	PQ-15C	D	3rd cycle of basic education	3rd cycle of basic education
Romania	PQ-15A-E	PQ-15C	D	Lower secondary or Gymnasium	Lower secondary or Gymnasium
Russia	PQ-15A-E	PQ-15C	D	Basic general education	Basic general education
Saudi Arabia	PQ-15A-E	PQ-15C	D	Intermediate level	Intermediate level
Shanghai (China)	PQ-15A-E	PQ-15C	D	Lower Secondary	Lower Secondary
Singapore	PQ-15A-E	PQ-15C	D	Lower secondary education	Lower secondary education

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Slovak Republic	PQ-15A-E	PQ-15C	D	5th to 9th grade of primary school or lower level of 8-year gymnasium	5th to 9th grade of primary school or lower level of 8-year gymnasium
Slovenia	PQ-15A-E	PQ-15C	D	Lower secondary (taught as higher grades of elementary school)	Lower secondary (taught as higher grades of elementary school)
South Africa	PQ-15A-E	PQ-15C	D	Grade 8-9	Grade 8-9
Spain	PQ-15A-E	PQ-15C	D	First three years of Compulsory Secondary Education	First three years of Compulsory Secondary Education
Sweden	PQ-15A-E	PQ-15C	D	Grade 7-9	Grade 7-9
Turkey	PQ-15A-E	PQ-15C	D	Lower secondary education	Lower secondary education
United Arab Emirates	PQ-15A-E	PQ-15C	D	Cycle 2 (grade 6/year 7 - grade 9/year 10)	Cycle 2 (grade 6/year 7 - grade 9/year 10)
United States	PQ-15A-E	PQ-15C	D	Lower secondary education (any of grades 7-9)	Lower secondary education (any of grades 7-9)
Viet Nam	PQ-15A-E	PQ-15C	D	Lower secondary education	Lower secondary education
Alberta (Canada)	PQ-15A-E	PQ-15D	D	Upper secondary education (any of Grades 10-12) general education programmes	Upper secondary education (any of Grades 10-12) general education programmes
Austria	PQ-15A-E	PQ-15D	D	Higher secondary school 2 general	Higher secondary school 2 general
Belgium	PQ-15A-E	PQ-15D	D	Second and/or third stage of general secondary education	Second and/or third stage of general secondary education
				French: Upper secondary education	French: Upper secondary education
Brazil	PQ-15A-E	PQ-15D	D	High School	High School
Bulgaria	PQ-15A-E	PQ-15D	D	Upper secondary education (general or profiled stream)	Upper secondary education (general or profiled stream)
Chinese Taipei	PQ-15A-E	PQ-15D	D	General senior secondary school	General senior secondary school
Ciudad Autónoma de Buenos Aires (Argentina)	PQ-15A-E	PQ-15D	D	Gang punched to principals' responses to "Secondary level, general education programmes"	Gang punched to principals' responses to "Secondary level, general education programmes"
Colombia	PQ-15A-E	PQ-15D	D	Upper secondary (10th-11th grades) general education programmes	Upper secondary (10th-11th grades) general education programmes
Cyprus	PQ-15A-E	PQ-15D	D	Upper Secondary education (Lyceum) - general education programmes	Upper Secondary education (Lyceum) - general education programmes

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Denmark	PQ-15A-E	PQ-15D	D	Academic education	Academic education
England (United Kingdom)	PQ-15A-E	PQ-15D	D	Key Stage 4 (ages 14-16) general education programmes	Key Stage 4 (ages 14-16) general education programmes
Estonia	PQ-15A-E	PQ-15D	D	General secondary education	General secondary education
Finland	PQ-15A-E	PQ-15D	D	Upper secondary general programmes	Upper secondary general programmes
France	PQ-15A-E	PQ-15D	D	Grade 10 to 12, general or technological programmes	Grade 10 to 12, general or technological programmes
Georgia	PQ-15A-E	PQ-15D	D	Secondary level of general education	Secondary level of general education
Hungary	PQ-15A-E	PQ-15D	D	Grammar school programme	Grammar school programme
Iceland	PQ-15A-E	PQ-15D	D	Upper-secondary school: 'Book-oriented' programmes	Upper-secondary school: 'Book-oriented' programmes
Japan	PQ-15A-E	PQ-15D	D	High schools or upper secondary schools (including upper secondary level schools with general/holistic education)	High schools or upper secondary schools (including upper secondary level schools with general/holistic education)
Kazakhstan	PQ-15A-E	PQ-15D	D	Upper secondary education (Grades 10-11(12))	Upper secondary education (Grades 10-11(12))
Korea	PQ-15A-E	PQ-15D	D	High School	High School
Latvia	PQ-15A-E	PQ-15D	D	General secondary education programmes	General secondary education programmes
Lithuania	PQ-15A-E	PQ-15D	D	Secondary (upper secondary) education programmes	Secondary (upper secondary) education programmes
Malta	PQ-15A-E	PQ-15D	D	Nationally defined dimensions: Secondary education Year 10 and/or 11 Post-secondary general education (non-compulsory)	National dimensions recoded for international comparability: Secondary education Year 10 and/or 11 / Post-secondary general education (non-compulsory)
Netherlands	PQ-15A-E	PQ-15D	D	Upper secondary education	Upper secondary education
Norway	PQ-15A-E	PQ-15D	D	Upper secondary level, academic education programmes	Upper secondary level, academic education programmes
Portugal	PQ-15A-E	PQ-15D	D	Secondary education: general courses/scientific humanistic courses	Secondary education: general courses/scientific humanistic courses
Romania	PQ-15A-E	PQ-15D	D	Upper secondary or high school - theoretical route	Upper secondary or high school - theoretical route
Russia	PQ-15A-E	PQ-15D	D	General secondary education	General secondary education

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Saudi Arabia	PQ-15A-E	PQ-15D	D	Secondary level	Secondary level
Shanghai (China)	PQ-15A-E	PQ-15D	D	General Upper Secondary	General Upper Secondary
Singapore	PQ-15A-E	PQ-15D	D	Upper secondary general education (including Express, N(A), N(T))	Upper secondary general education (including Express, N(A), N(T))
Slovak Republic	PQ-15A-E	PQ-15D	D	High school - gymnasium	High school - gymnasium
Slovenia	PQ-15A-E	PQ-15D	D	General secondary education	General secondary education
South Africa	PQ-15A-E	PQ-15D	D	Grade 10-12: general education programmes	Grade 10-12: general education programmes
Spain	PQ-15A-E	PQ-15D	D	Fourth year of Compulsory Secondary Education and Baccalaureate	Fourth year of Compulsory Secondary Education and Baccalaureate
Sweden	PQ-15A-E	PQ-15D	D	Upper secondary school - higher education preparatory programmes	Upper secondary school - higher education preparatory programmes
United Arab Emirates	PQ-15A-E	PQ-15D	D	Cycle 3 (grade 10/year 11 - grade 12/year 13)	Cycle 3 (grade 10/year 11 - grade 12/year 13)
United States	PQ-15A-E	PQ-15D	D	Upper secondary (any of grades 10-12) general education programs	Upper secondary (any of grades 10-12) general education programs
Viet Nam	PQ-15A-E	PQ-15D	D	Upper secondary education	Upper secondary education
Australia	PQ-15A-E	PQ-15D-E	D	Year 11 – 12	Year 11 – 12
Chile	PQ-15A-E	PQ-15D-E	D	9th to 12th	9th to 12th
Czech Republic	PQ-15A-E	PQ-15D-E	D	Secondary school	Secondary school
Israel	PQ-15A-E	PQ-15D-E	D	10-12 grades	10-12 grades
Italy	PQ-15A-E	PQ-15D-E	D	Upper secondary school	Upper secondary school
Mexico	PQ-15A-E	PQ-15D-E	D	ISCED Level 3	ISCED Level 3
New Zealand	PQ-15A-E	PQ-15D-E	D	Years 11 to 13	Years 11 to 13
Turkey	PQ-15A-E	PQ-15D-E	D	Upper secondary education	Upper secondary education
Alberta (Canada)	PQ-15A-E	PQ-15E	D	Upper secondary education (any of Grades 10-12) vocational or technical education programmes	Upper secondary education (any of Grades 10-12) vocational or technical education programmes

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Austria	PQ-15A-E	PQ-15E	D	Higher secondary school 2 vocational	Higher secondary school 2 vocational
Belgium	PQ-15A-E	PQ-15E	D	Second and/or third stage vocational, arts and/or technical secondary education French: Upper secondary education	Second and/or third stage vocational, arts and/or technical secondary education French: Upper secondary education
Brazil	PQ-15A-E	PQ-15E	D	Vocational High School	Vocational High School
Bulgaria	PQ-15A-E	PQ-15E	D	Upper secondary education (vocational stream)	Upper secondary education (vocational stream)
Chinese Taipei	PQ-15A-E	PQ-15E	D	Skill-based senior secondary school	Skill-based senior secondary school
Ciudad Autónoma de Buenos Aires (Argentina)	PQ-15A-E	PQ-15E	D	Secondary level	Secondary level
Colombia	PQ-15A-E	PQ-15E	D	Upper secondary (10th-11th grades) vocational or technical education programmes	Upper secondary (10th-11th grades) vocational or technical education programmes
Cyprus	PQ-15A-E	PQ-15E	D	Upper Secondary education - vocational or technical education programmes	Upper Secondary education - vocational or technical education programmes
Denmark	PQ-15A-E	PQ-15E	D	Vocational education	Vocational education
England (United Kingdom)	PQ-15A-E	PQ-15E	D	Key Stage 4 (ages 14-16) vocational or technical education programmes	Key Stage 4 (ages 14-16) vocational or technical education programmes
Estonia	PQ-15A-E	PQ-15E	D	Vocational secondary education	Vocational secondary education
Finland	PQ-15A-E	PQ-15E	D	Upper secondary vocational programmes	Upper secondary vocational programmes
France	PQ-15A-E	PQ-15E	D	Grade 10 to 12, vocational programmes	Grade 10 to 12, vocational programmes
Georgia	PQ-15A-E	PQ-15E	D	1st, 2nd or the 3rd levels of professional education *Russian: 1st, 2nd or the 3rd levels of professional or technical education	1st, 2nd or the 3rd levels of professional education *Russian: 1st, 2nd or the 3rd levels of professional or technical education
Hungary	PQ-15A-E	PQ-15E	D	*Azerbaijani: 1st, 2nd or 3rd stages of vocational education Secondary vocational school or vocational school programme	*Azerbaijani: 1st, 2nd or 3rd stages of vocational education Secondary vocational school or vocational school programme

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Iceland	PQ-15A-E	PQ-15E	D	Upper secondary school: vocational, technical and practical programmes	Upper secondary school: vocational, technical and practical programmes
Japan	PQ-15A-E	PQ-15E	D	High schools or upper secondary schools with vocational, technical or integrated education programmes	High schools or upper secondary schools with vocational, technical or integrated education programmes
Kazakhstan	PQ-15A-E	PQ-15E	D	Technical and vocational education (colleges)	Technical and vocational education (colleges)
Korea	PQ-15A-E	PQ-15E	X	Dimension not administered or data not available	Dimension not administered or data not available
Latvia	PQ-15A-E	PQ-15E	D	Vocational secondary education programmes	Vocational secondary education programmes
Lithuania	PQ-15A-E	PQ-15E	D	Vocational or technical education programmes	Vocational or technical education programmes
Malta	PQ-15A-E	PQ-15E	X	Dimension not administered or data not available	Dimension not administered or data not available
Netherlands	PQ-15A-E	PQ-15E	D	VET	VET
Norway	PQ-15A-E	PQ-15E	D	Upper secondary level, vocational education programmes	Upper secondary level, vocational education programmes
Portugal	PQ-15A-E	PQ-15E	D	Vocational and technical secondary education	Vocational and technical secondary education
Romania	PQ-15A-E	PQ-15E	D	Upper secondary or high school - technological or vocational route	Upper secondary or high school - technological or vocational route
Russia	PQ-15A-E	PQ-15E	D	Intermediate vocational education	Intermediate vocational education
Saudi Arabia	PQ-15A-E	PQ-15E	D	Technical educational programmes	Technical educational programmes
Shanghai (China)	PQ-15A-E	PQ-15E	D	Secondary Vocational And Technical Program (Upper Secondary Level)	Secondary Vocational And Technical Program (Upper Secondary Level)
Singapore	PQ-15A-E	PQ-15E	D	Upper secondary vocational or technical education	Upper secondary vocational or technical education
Slovak Republic	PQ-15A-E	PQ-15E	D	Secondary schools, vocational or technical education programmes	Secondary schools, vocational or technical education programmes
Slovenia	PQ-15A-E	PQ-15E	D	Vocational or technical secondary education	Vocational or technical secondary education
South Africa	PQ-15A-E	PQ-15E	D	Grade 10-12: vocational or technical education programmes	Grade 10-12: vocational or technical education programmes
Spain	PQ-15A-E	PQ-15E	D	Middle Level Vocational Training	Middle Level Vocational Training
Sweden	PQ-15A-E	PQ-15E	D	Upper secondary school - vocational programmes	Upper secondary school - vocational programmes

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
United Arab Emirates	PQ-15A-E	PQ-15E	D	Cycle 3 (Grade 10/year 11 - grade 12/year 13)	Cycle 3 (Grade 10/year 11 - grade 12/year 13)
United States	PQ-15A-E	PQ-15E	D	Upper secondary (any of grades 10-12) vocational or technical education programs	Upper secondary (any of grades 10-12) vocational or technical education programs
Viet Nam	PQ-15A-E	PQ-15E	D	Vocational or technical education programmes	Vocational or technical education programmes
Italy	PQ-16	PQ-16	X	Question not administered or data not available	Question not administered or data not available
New Zealand	PQ-16	PQ-16	D	Stem of the question changed: What is the current school enrolment, i.e. the number of students of all year levels/ages in this school?	Stem of the question changed: What is the current school enrolment, i.e. the number of students of all year levels/ages in this school?
Russia	PQ-16	PQ-16	D	Nationally defined dimensions: Girls Boys	National dimensions recoded for international comparability: Girls / Boys
Alberta (Canada)	PQ-17A-E	PQ-17A	D	Mother tongue	Mother tongue
Belgium	PQ-17A-E	PQ-17A	D	Mother tongue	Mother tongue
				*French: Heritage language	*French: Heritage language
Bulgaria	PQ-17A-E	PQ-17A	D	Mother tongue	Mother tongue
Chinese Taipei	PQ-17A-E	PQ-17A	D	Mother tongue	Mother tongue
Ciudad Autónoma de Buenos Aires (Argentina)	PQ-17A-E	PQ-17A	D	Mother tongue	Mother tongue
Colombia	PQ-17A-E	PQ-17A	D	Mother tongue	Mother tongue
Croatia	PQ-17A-E	PQ-17A	D	Mother tongue	Mother tongue
Czech Republic	PQ-17A-E	PQ-17A	D	Mother tongue	Mother tongue
Denmark	PQ-17A-E	PQ-17A	D	Nationally defined dimension: Students where another language than Danish is spoken at home (i.e. the language of instruction, Danish, is the student's second language).	Nationally defined dimension: Students where another language than Danish is spoken at home (i.e. the language of instruction, Danish, is the student's second language).
England (United Kingdom)	PQ-17A-E	PQ-17A	D	Nationally defined dimension: Students whose first language is not English	Nationally defined dimension: Students whose first language is not English

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Finland	PQ-17A-E	PQ-17A	D	Mother tongue	Mother tongue
France	PQ-17A-E	PQ-17A	D	Nationally defined dimension: Students whose first language is not French	Nationally defined dimension: Students whose first language is not French
Georgia	PQ-17A-E	PQ-17A	D	Mother tongue	Mother tongue
Hungary	PQ-17A-E	PQ-17A	D	Mother tongue	Mother tongue
Iceland	PQ-17A-E	PQ-17A	D	Mother tongue	Mother tongue
Israel	PQ-17A-E	PQ-17A	D	Mother tongue	Mother tongue
Italy	PQ-17A-E	PQ-17A	D	Mother tongue	Mother tongue
Kazakhstan	PQ-17A-E	PQ-17A	D	Native language	Native language
Korea	PQ-17A-E	PQ-17A	D	Mother language	Mother language
Latvia	PQ-17A-E	PQ-17A	D	Native language	Native language
Lithuania	PQ-17A-E	PQ-17A	D	Native language	Native language
New Zealand	PQ-17A-E	PQ-17A	D	Nationally defined dimension: Students whose first language is different from the language of instruction	Nationally defined dimension: Students whose first language is different from the language of instruction
Norway	PQ-17A-E	PQ-17A	D	Mother tongue	Mother tongue
Portugal	PQ-17A-E	PQ-17A	D	Mother tongue	Mother tongue
Romania	PQ-17A-E	PQ-17A	D	Mother tongue	Mother tongue
Russia	PQ-17A-E	PQ-17A	D	Mother tongue	Mother tongue
Shanghai (China)	PQ-17A-E	PQ-17A	D	Mother tongue	Mother tongue
Singapore	PQ-17A-E	PQ-17A	D	Nationally defined dimension: Students whose home language is not English	Nationally defined dimension: Students whose home language is not English
Slovak Republic	PQ-17A-E	PQ-17A	D	Mother tongue	Mother tongue

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Slovenia	PQ-17A-E	PQ-17A	D	Mother tongue	Mother tongue
South Africa	PQ-17A-E	PQ-17A	D	Nationally defined dimension: Students whose home language is different from the language of instruction	Nationally defined dimension: Students whose home language is different from the language of instruction
Spain	PQ-17A-E	PQ-17A	D	Mother tongue	Mother tongue
Sweden	PQ-17A-E	PQ-17A	D	Mother tongue	Mother tongue
Turkey	PQ-17A-E	PQ-17A	D	Mother tongue	Mother tongue
United States	PQ-17A-E	PQ-17A	D	Nationally defined dimension: Students whose first language is not English	Nationally defined dimension: Students whose first language is not English
Viet Nam	PQ-17A-E	PQ-17A	D	Mother tongue	Mother tongue
Alberta (Canada)	PQ-17A-E	PQ-17A-E	D	Students with special needs', as described by the Alberta School Act, are students in need of additional supports because of behavioural, communicational, intellectual or physical characteristics, or a combination of those characteristics.	Students with special needs', as described by the Alberta School Act, are students in need of additional supports because of behavioural, communicational, intellectual or physical characteristics, or a combination of those characteristics.
Australia	PQ-17A-E	PQ-17A-E	D	Question instruction changed: Special need students cover those for whom a special learning need has been formally identified because they are intellectually or physically disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education. 'Socioeconomically disadvantaged homes' refers to homes lacking the basic necessities or advantages of life, such as adequate housing, nutrition or medical care. A 'refugee' is one who, regardless of legal status, fled to another country seeking refuge from war, political oppression, religious persecution, or a natural disaster. Students may fall into multiple categories. Please select one choice in each row.	Question instruction changed: Special need students cover those for whom a special learning need has been formally identified because they are intellectually or physically disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education. 'Socioeconomically disadvantaged homes' refers to homes lacking the basic necessities or advantages of life, such as adequate housing, nutrition or medical care. A 'refugee' is one who, regardless of legal status, fled to another country seeking refuge from war, political oppression, religious persecution, or a natural disaster. Students may fall into multiple categories. Please select one choice in each row.
Austria	PQ-17A-E	PQ-17A-E	D	Question instruction changed: An 'immigrant student' is one who was born outside Austria. A 'student with migrant background' has parents who were both born outside Austria.	Question instruction changed: An 'immigrant student' is one who was born outside Austria. A 'student with migrant background' has parents who were both born outside Austria.
Belgium	PQ-17A-E	PQ-17A-E	D	*French: At ISCED level 2	*French: At ISCED level 2

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability	
			<p>Special needs students are those students for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. Often there will be additional public or private resources (personnel, material or financial) provided to support the education of these students. We speak of a formal identification when the specific learning need of a student has been attested (e.g. by a doctor, a therapist, a logopedist or CLB) or when the school team (e.g. during a multidisciplinary council (MDO)) identified the student in question as one with specific needs.</p> <p>*French: 'Special needs' students are those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.</p>	<p>Special needs students are those students for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. Often there will be additional public or private resources (personnel, material or financial) provided to support the education of these students. We speak of a formal identification when the specific learning need of a student has been attested (e.g. by a doctor, a therapist, a logopedist or CLB) or when the school team (e.g. during a multidisciplinary council (MDO)) identified the student in question as one with specific needs.</p> <p>*French: 'Special needs' students are those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.</p>	
Bulgaria	PQ-17A-E	PQ-17A-E	D	<p>Special learning need students are those who are formally identified as students with educational difficulties, caused by physical, mental or behavioural problems or injuries.</p>	<p>Special learning need students are those who are formally identified as students with educational difficulties, caused by physical, mental or behavioural problems or injuries.</p>
Chinese Taipei	PQ-17A-E	PQ-17A-E	D	<p>Socio-economically disadvantaged homes are those, which miss necessities or prerequisites for normal living, like housing and nutrition or medical care.</p> <p>Herein 'special needs' students cover those physiologically disabled students who have been formally identified because of their mental, physical, or emotional disadvantages. They often need additional resources (personnel, material or financial) to support their learning.</p> <p>'Homes in socio-economically low status' refers to homes lacking the necessities or advantages of life, such as adequate housing, nutrition or medical care, low-income homes.</p> <p>Question instruction added: 'Students who are children of new immigrants' refers to those with a foreign parent who is not a Taiwanese citizen but resides in Taiwan.</p>	<p>Socio-economically disadvantaged homes are those, which miss necessities or prerequisites for normal living, like housing and nutrition or medical care.</p> <p>Herein 'special needs' students cover those physiologically disabled students who have been formally identified because of their mental, physical, or emotional disadvantages. They often need additional resources (personnel, material or financial) to support their learning.</p> <p>'Homes in socio-economically low status' refers to homes lacking the necessities or advantages of life, such as adequate housing, nutrition or medical care, low-income homes.</p> <p>Question instruction added: 'Students who are children of new immigrants' refers to those with a foreign parent who is not a Taiwanese citizen but resides in Taiwan.</p>
Ciudad Autónoma de Buenos Aires (Argentina)	PQ-17A-E	PQ-17A-E	D	<p>Students with some form of handicap' are those for whom a form of handicap or disability has been formally identified because of mental, physical, or emotional issues. Often they will be those for whom additional resources -personnel or material- have been provided to support their education.</p>	<p>Students with some form of handicap' are those for whom a form of handicap or disability has been formally identified because of mental, physical, or emotional issues. Often they will be those for whom additional resources -personnel or material- have been provided to support their education.</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Colombia		PQ-17A-E	PQ-17A-E	'Homes with basic unsatisfied needs' refers to homes lacking the basic necessities such as adequate housing, work, nutrition and/or medical care.	'Homes with basic unsatisfied needs' refers to homes lacking the basic necessities such as adequate housing, work, nutrition and/or medical care.
				Lower secondary (6th-9th grades)	Lower secondary (6th-9th grades)
				Special needs students cover those for whom a special learning need has been formally identified because they have cognitive and/or physical disabilities, or because they suffer emotional distress. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.	Special needs students cover those for whom a special learning need has been formally identified because they have cognitive and/or physical disabilities, or because they suffer emotional distress. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.
Croatia	PQ-17A-E	PQ-17A-E	D	The expression 'homes with scarce economic resources' refers to homes whose basic or vital needs, such as adequate housing, nutrition or medical attention, are not met.	The expression 'homes with scarce economic resources' refers to homes whose basic or vital needs, such as adequate housing, nutrition or medical attention, are not met.
Czech Republic	PQ-17A-E	PQ-17A-E	D	Special need students are students for whom a special learning need has been formally acknowledged due to mental, physical or emotional difficulties. Often they will be students for whom additional public or private resources have been provided (in a form of personnel, materials or funding) to support their education.	Special need students are students for whom a special learning need has been formally acknowledged due to mental, physical or emotional difficulties. Often they will be students for whom additional public or private resources have been provided (in a form of personnel, materials or funding) to support their education.
Denmark	PQ-17A-E	PQ-17A-E	D	The term 'socioeconomically disadvantaged homes' refers to homes lacking the basic life necessities, such as adequate accommodation, nutrition or medical care.	The term 'socioeconomically disadvantaged homes' refers to homes lacking the basic life necessities, such as adequate accommodation, nutrition or medical care.
Czech Republic	PQ-17A-E	PQ-17A-E	D	Socio-economically disadvantaging environment refers to homes lacking the necessities or advantages of life, such as adequate housing, nutrition or medical care.	Socio-economically disadvantaging environment refers to homes lacking the necessities or advantages of life, such as adequate housing, nutrition or medical care.
Denmark	PQ-17A-E	PQ-17A-E	D	Students with special needs' are those students who have formally had identified a special educational need (e.g. because of mental, psychological, physical, learning or emotional challenges).	Students with special needs' are those students who have formally had identified a special educational need (e.g. because of mental, psychological, physical, learning or emotional challenges).
England (United Kingdom)	PQ-17A-E	PQ-17A-E	D	'Socio-economically disadvantaged homes' refers to homes lacking the most basic necessities or advantages of life, such as adequate housing, adequate nutrition or homes where the children are victims of care failure.	'Socio-economically disadvantaged homes' refers to homes lacking the most basic necessities or advantages of life, such as adequate housing, adequate nutrition or homes where the children are victims of care failure.
Finland	PQ-17A-E	PQ-17A-E	D	Question instruction changed: An 'immigrant student' is one who was born outside the country (Finland). A 'student with migrant background' has parents who were both born outside the country (Finland).	Question instruction changed: An 'immigrant student' is one who was born outside the country (Finland). A 'student with migrant background' has parents who were both born outside the country (Finland).

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
France	PQ-17A-E	PQ-17A-E	D	<p>Question instruction added:</p> <p>Reminder: Since it is an international survey, it is possible that some questions are not suitable for the French context. In such case, please answer if you can.</p>	<p>Question instruction added:</p> <p>Reminder: Since it is an international survey, it is possible that some questions are not suitable for the French context. In such case, please answer if you can.</p>
Hungary	PQ-17A-E	PQ-17A-E	D	<p>'Special needs' students are those for whom a special learning need has been formally identified by expert's opinion as mentally, physically, or emotionally disadvantaged. For the education of these students there are often additional resources (personnel, curriculum, material or financial) provided.</p>	<p>'Special needs' students are those for whom a special learning need has been formally identified by expert's opinion as mentally, physically, or emotionally disadvantaged. For the education of these students there are often additional resources (personnel, curriculum, material or financial) provided.</p>
Iceland	PQ-17A-E	PQ-17A-E	D	<p>'Pupils with special needs' are those pupils who have received a formal diagnosis for their need for special teaching because they are mentally, physically or emotionally disadvantaged. [It is often because these pupils that additional resources have to be received from authorities or private parties (staff, educational materials or funds) to support their education].</p> <p>'Socio-economically disadvantaged home' refers to homes that are deficient in needs and basic accommodation, such as acceptable housing, food, and medical service.</p>	<p>'Pupils with special needs' are those pupils who have received a formal diagnosis for their need for special teaching because they are mentally, physically or emotionally disadvantaged. [It is often because these pupils that additional resources have to be received from authorities or private parties (staff, educational materials or funds) to support their education].</p> <p>'Socio-economically disadvantaged home' refers to homes that are deficient in needs and basic accommodation, such as acceptable housing, food, and medical service.</p>
Israel	PQ-17A-E	PQ-17A-E	D	<p>'Special needs' students cover those for whom a special learning need has been diagnosed as students with variant disabilities. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.</p> <p>Question instruction changed:</p> <p>An 'immigrant student' is one who was born outside the country. A 'student with migrant background' has parents who were both born outside the country.</p> <p>A 'refugee' is one who, regardless of legal status, fled to another country seeking refuge from war, political oppression, religious persecution, or a natural disaster.</p>	<p>'Special needs' students cover those for whom a special learning need has been diagnosed as students with variant disabilities. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.</p> <p>Question instruction changed:</p> <p>An 'immigrant student' is one who was born outside the country. A 'student with migrant background' has parents who were both born outside the country.</p> <p>A 'refugee' is one who, regardless of legal status, fled to another country seeking refuge from war, political oppression, religious persecution, or a natural disaster.</p>
Italy	PQ-17A-E	PQ-17A-E	D	<p>Lower secondary school</p> <p>'Special educational needs' students are those for whom a special educational need has been formally identified due to mental, physical, or emotional problems. Often this requires additional public or private resources (in terms of support teachers, educators, materials, funds) to support their education.</p> <p>'Socio-economic disadvantaged students' refers to students from families, which have difficulties in fulfilling basic needs, such as an adequate housing, nutrition or medical care.</p>	<p>Lower secondary school</p> <p>'Special educational needs' students are those for whom a special educational need has been formally identified due to mental, physical, or emotional problems. Often this requires additional public or private resources (in terms of support teachers, educators, materials, funds) to support their education.</p> <p>'Socio-economic disadvantaged students' refers to students from families, which have difficulties in fulfilling basic needs, such as an adequate housing, nutrition or medical care.</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Japan	PQ-17A-E	PQ-17A-E	D	<p>Stem of the question changed:</p> <p>Please estimate the broad percentage of junior high school students with characteristics listed below. For secondary schools, please estimate the broad percentage of students at lower secondary school level (junior high school level) and upper compulsory education school level (junior high school level) who have the following characteristics.</p> <p>Special need students cover those for whom a special learning need has been formally identified because they are in mentally, physically, or emotionally disadvantaged situations. [Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.]</p> <p>'Socioeconomically disadvantaged home environments' refer to home environments lacking the basic necessities for life, such as housing, nutrition or medical care.</p>	<p>Stem of the question changed:</p> <p>Please estimate the broad percentage of junior high school students with characteristics listed below. For secondary schools, please estimate the broad percentage of students at lower secondary school level (junior high school level) and upper compulsory education school level (junior high school level) who have the following characteristics.</p> <p>Special need students cover those for whom a special learning need has been formally identified because they are in mentally, physically, or emotionally disadvantaged situations. [Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.]</p> <p>'Socioeconomically disadvantaged home environments' refer to home environments lacking the basic necessities for life, such as housing, nutrition or medical care.</p>
Kazakhstan	PQ-17A-E	PQ-17A-E	D	<p>'Students with health limitations' are those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.</p> <p>'Students from socio-economically disadvantaged families' refers to students who live in homes without adequate housing, nutrition or medical care.</p>	<p>'Students with health limitations' are those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.</p> <p>'Students from socio-economically disadvantaged families' refers to students who live in homes without adequate housing, nutrition or medical care.</p>
Latvia	PQ-17A-E	PQ-17A-E	D	<p>Students with special needs are those for whom a special learning need has been formally identified because they have mental, physical, or emotional disorders.</p>	<p>Students with special needs are those for whom a special learning need has been formally identified because they have mental, physical, or emotional disorders.</p>
Lithuania	PQ-17A-E	PQ-17A-E	D	<p>Basic education (lower secondary) programme (grades 5-10)</p> <p>Special needs students are those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged (not applicable for gifted students). Pupil's special educational needs (except gifted students) are set in pedagogical, psychological, medical and social-pedagogical aspects. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.</p> <p>Families with low social and economical status refers to homes lacking the basic necessities or advantages of life, such as adequate housing, nutrition or medical care, where there is a disturbed family emotional communication and etc.</p>	<p>Basic education (lower secondary) programme (grades 5-10)</p> <p>Special needs students are those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged (not applicable for gifted students). Pupil's special educational needs (except gifted students) are set in pedagogical, psychological, medical and social-pedagogical aspects. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.</p> <p>Families with low social and economical status refers to homes lacking the basic necessities or advantages of life, such as adequate housing, nutrition or medical care, where there is a disturbed family emotional communication and etc.</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Norway	PQ-17A-E	PQ-17A-E	D	Lower secondary level 'Special needs' students are those for whom a special learning need has been formally identified and extra support have been provided.	Lower secondary level 'Special needs' students are those for whom a special learning need has been formally identified and extra support have been provided.
Romania	PQ-17A-E	PQ-17A-E	D	Lower secondary education	Lower secondary education
Sweden	PQ-17A-E	PQ-17A-E	D	Students are eligible for special support after their needs had been evaluated and a plan of actions to be taken had been set up, if they for reasons such as illness, social conditions, disabilities or other causes risk not being able to reach the minimum proficiency requirements to be achieved. Socioeconomically disadvantaged homes refers to homes lacking the basic necessities, such as adequate housing, nutrition or medical care, and families eligible to, among others, social subsidies. Question instruction changed: An 'immigrant student' is one who was born outside the country. A 'student with migrant background' has parents who were both born outside the country. A 'refugee' is one who, regardless of legal status, fled to another country seeking refuge from war, political oppression, religious persecution, or a natural disaster.	Students are eligible for special support after their needs had been evaluated and a plan of actions to be taken had been set up, if they for reasons such as illness, social conditions, disabilities or other causes risk not being able to reach the minimum proficiency requirements to be achieved. Socioeconomically disadvantaged homes refers to homes lacking the basic necessities, such as adequate housing, nutrition or medical care, and families eligible to, among others, social subsidies. Question instruction changed: An 'immigrant student' is one who was born outside the country. A 'student with migrant background' has parents who were both born outside the country. A 'refugee' is one who, regardless of legal status, fled to another country seeking refuge from war, political oppression, religious persecution, or a natural disaster.
United States	PQ-17A-E	PQ-17A-E	D	Students with special needs are those for whom a special learning need has been formally identified due to mental, physical, or emotional characteristics. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education. 'Socioeconomically disadvantaged homes' refers to homes lacking the basic necessities or advantages of life, such as adequate income, housing, nutrition or medical care. Question instruction changed: A 'refugee' is one who, regardless of legal status, fled to another country seeking refuge from war, political oppression, religious persecution, or a natural disaster.	Students with special needs are those for whom a special learning need has been formally identified due to mental, physical, or emotional characteristics. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education. 'Socioeconomically disadvantaged homes' refers to homes lacking the basic necessities or advantages of life, such as adequate income, housing, nutrition or medical care. Question instruction changed: A 'refugee' is one who, regardless of legal status, fled to another country seeking refuge from war, political oppression, religious persecution, or a natural disaster.
Alberta (Canada)	PQ-17A-E	PQ-17C	D	'Socioeconomically disadvantaged homes' refers to homes significantly below the level of a typical family in terms of income, quality of housing, cultural possessions, etc.	'Socioeconomically disadvantaged homes' refers to homes significantly below the level of a typical family in terms of income, quality of housing, cultural possessions, etc.
Austria	PQ-17A-E	PQ-17C	D	Socioeconomically disadvantaged parental homes	Socioeconomically disadvantaged parental homes

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Belgium	PQ-17A-E	PQ-17C	D	*French: With a low socio-economic background	*French: With a low socio-economic background
Chinese Taipei	PQ-17A-E	PQ-17C	D	Homes in socioeconomically low status	Homes in socioeconomically low status
Ciudad Autónoma de Buenos Aires (Argentina)	PQ-17A-E	PQ-17C	D	Homes with basic unsatisfied needs	Homes with basic unsatisfied needs
Colombia	PQ-17A-E	PQ-17C	D	Students from homes with scarce economic resources	Students from homes with scarce economic resources
Denmark	PQ-17A-E	PQ-17C	D	Socio-economically vulnerable homes	Socio-economically vulnerable homes
England (United Kingdom)	PQ-17A-E	PQ-17C	D	Socio-economically disadvantaged homes (eligible for Free School Meals)	Socio-economically disadvantaged homes (eligible for Free School Meals)
France	PQ-17A-E	PQ-17C	D	Socio-economically disadvantaged environment	Socio-economically disadvantaged environment
Georgia	PQ-17A-E	PQ-17C	D	*Russian: Socially and economically disadvantaged families	*Russian: Socially and economically disadvantaged families
Iceland	PQ-17A-E	PQ-17C	D	Homes that stand badly socially and economically	Homes that stand badly socially and economically
Italy	PQ-17A-E	PQ-17C	D	Students with a disadvantaged socio-economic situation	Students with a disadvantaged socio-economic situation
Kazakhstan	PQ-17A-E	PQ-17C	D	Socio-economically disadvantaged families	Socio-economically disadvantaged families
Lithuania	PQ-17A-E	PQ-17C	D	Families with low social and economical status	Families with low social and economical status
Chinese Taipei	PQ-17A-E	PQ-17D	D	Nationally defined dimensions: Students who are immigrants or with migrant background (not including those who are children of new immigrants) Students who are children of new immigrants	Nationally defined dimensions: Students who are immigrants or with migrant background (not including those who are children of new immigrants) / Students who are children of new immigrants
Ciudad Autónoma de Buenos Aires (Argentina)	PQ-17A-E	PQ-17D	D	Nationally defined dimension: Students who are immigrants or come from immigrant families	Nationally defined dimension: Students who are immigrants or come from immigrant families
Colombia	PQ-17A-E	PQ-17D	D	Nationally defined dimension: Students who are immigrants or sons/daughters of both immigrants parents	Nationally defined dimension: Students who are immigrants or sons/daughters of both immigrants parents
United States	PQ-17A-E	PQ-17D	X	Dimension not administered or data not available	Dimension not administered or data not available

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Australia	PQ-18	PQ-18	D	School leadership team School leadership team	School leadership team
Austria	PQ-18	PQ-18	D	Question instruction added: 'School management team' does not refer to school community committee or school forum.	Question instruction added: 'School management team' does not refer to school community committee or school forum.
Chinese Taipei	PQ-18	PQ-18	D	School administration team School administration team	School administration team
Colombia	PQ-18	PQ-18	D	School administrative team Question instruction changed: The term 'administrative team' refers to a group within the school that has responsibilities for leading and managing the school in decisions such as those involving instruction, use of resources, curriculum, assessment and evaluation, and other strategic decisions related to the appropriate functioning of the school.	School administrative team Question instruction changed: The term 'administrative team' refers to a group within the school that has responsibilities for leading and managing the school in decisions such as those involving instruction, use of resources, curriculum, assessment and evaluation, and other strategic decisions related to the appropriate functioning of the school.
Croatia	PQ-18	PQ-18	D	Question instruction changed: 'Team for school management' refers to the principal and professional developmental service that are responsible for leading and managing the school.	Question instruction changed: 'Team for school management' refers to the principal and professional developmental service that are responsible for leading and managing the school.
Denmark	PQ-18	PQ-18	D	Management team Question instruction changed: By 'management team' is understood a group of employees who are responsible for managing the school in areas like teaching, pedagogy, use of resources, educational content, grading and evaluation and other strategic decisions related to appropriate functioning of the school.	Management team Question instruction changed: By 'management team' is understood a group of employees who are responsible for managing the school in areas like teaching, pedagogy, use of resources, educational content, grading and evaluation and other strategic decisions related to appropriate functioning of the school.
France	PQ-18	PQ-18	D	Management team	Management team
Georgia	PQ-18	PQ-18	D	Management team School administration	Management team School administration
Italy	PQ-18	PQ-18	D	School administration School management staff	School administration School management staff
Japan	PQ-18	PQ-18	D	School management team (ex. Management committee)	School management team (ex. Management committee)

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
			Question instruction changed: 'School management team' refers to a group of professionals that have responsibilities for leading and managing the school in decisions such as those involving instruction, use of resources, curriculum, assessment and evaluation, and other strategic decisions related to the appropriate functioning of the school. This will typically be the principal, vice-principal(s), and heads of department or subjects. School Management Boards and School Councillors in the ordinance are not included in 'school management team'.	Question instruction changed: 'School management team' refers to a group of professionals that have responsibilities for leading and managing the school in decisions such as those involving instruction, use of resources, curriculum, assessment and evaluation, and other strategic decisions related to the appropriate functioning of the school. This will typically be the principal, vice-principal(s), and heads of department or subjects. School Management Boards and School Councillors in the ordinance are not included in 'school management team'.
Lithuania	PQ-18	PQ-18	D School management	School management
New Zealand	PQ-18	PQ-18	D School management Question instruction changed: 'School management team' refers to a group within the school that has responsibilities for leading and managing the school in decisions such as those involving education, use of resources, curriculum, assessment and evaluation, and other decisions related to the appropriate functioning of the school. Please mark one choice.	School management Question instruction changed: 'School management team' refers to a group within the school that has responsibilities for leading and managing the school in decisions such as those involving education, use of resources, curriculum, assessment and evaluation, and other decisions related to the appropriate functioning of the school. Please mark one choice.
Norway	PQ-18	PQ-18	D Management team	Management team
Slovak Republic	PQ-18	PQ-18	D Management team School management	Management team School management
Sweden	PQ-18	PQ-18	D School management School unit management team	School management School unit management team
Australia	PQ-19A-I	PQ-19A-I	D School unit management team School leadership team	School unit management team School leadership team
Chinese Taipei	PQ-19A-I	PQ-19A-I	D School leadership team School administration team	School administration team
Ciudad Autónoma de Buenos Aires (Argentina)	PQ-19A-I	PQ-19A-I	D Question instruction added: A "school board" or other similar collegiate body of consultation and participation refers to a body composed of internal actors of the institution or external to it that make decisions related to the government of the institution.	Question instruction added: A "school board" or other similar collegiate body of consultation and participation refers to a body composed of internal actors of the institution or external to it that make decisions related to the government of the institution.
Colombia	PQ-19A-I	PQ-19A-I	D School administrative team	School administrative team

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Croatia	PQ-19A-I	PQ-19A-I	D	Team for school management	Team for school management
Denmark	PQ-19A-I	PQ-19A-I	D	Stem of the question changed: Who is represented in the school management team?	Stem of the question changed: Who is represented in the school management team?
France	PQ-19A-I	PQ-19A-I	D	Management team	Management team
Georgia	PQ-19A-I	PQ-19A-I	D	School administration	School administration
Italy	PQ-19A-I	PQ-19A-I	D	School management staff	School management staff
Japan	PQ-19A-I	PQ-19A-I	D	School management team (ex. Management committee)	School management team (ex. Management committee)
Lithuania	PQ-19A-I	PQ-19A-I	D	School management	School management
Slovak Republic	PQ-19A-I	PQ-19A-I	D	School management	School management
Sweden	PQ-19A-I	PQ-19A-I	D	School unit management team	School unit management team
Alberta (Canada)	PQ-19A-I	PQ-19B	D	Vice- or assistant principal	Vice- or assistant principal
Austria	PQ-19A-I	PQ-19B	D	Deputy principal	Deputy principal
Belgium	PQ-19A-I	PQ-19B	D	Deputy principal or management supporters	Deputy principal or management supporters
				*French: Vice principal or assistant principal	*French: Vice principal or assistant principal
Brazil	PQ-19A-I	PQ-19B	D	Vice principal or assistant principal	Vice principal or assistant principal
Bulgaria	PQ-19A-I	PQ-19B	D	Deputy principal(s)	Deputy principal(s)
Chinese Taipei	PQ-19A-I	PQ-19B	D	Vice principal or assistant principal	Vice principal or assistant principal
Croatia	PQ-19A-I	PQ-19B	D	Deputy or assistant principal	Deputy or assistant principal
Czech Republic	PQ-19A-I	PQ-19B	D	Deputy principal	Deputy principal
Denmark	PQ-19A-I	PQ-19B	D	Vice principal, deputy principal, assistant principal, deputy head	Vice principal, deputy principal, assistant principal, deputy head

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
England (United Kingdom)	PQ-19A-I	PQ-19B	D	Deputy or assistant head teachers	Deputy or assistant head teachers
Estonia	PQ-19A-I	PQ-19B	D	Vice principal (for example teaching and development manager)	Vice principal (for example teaching and development manager)
Finland	PQ-19A-I	PQ-19B	D	Vice or deputy principal	Vice or deputy principal
Georgia	PQ-19A-I	PQ-19B	D	Deputy principal	Deputy principal
Hungary	PQ-19A-I	PQ-19B	D	Deputy principal(s)	Deputy principal(s)
Iceland	PQ-19A-I	PQ-19B	D	Assistant principal	Assistant principal
Israel	PQ-19A-I	PQ-19B	D	Deputy principals	Deputy principals
Italy	PQ-19A-I	PQ-19B	D	School principal collaborators, including vice principal	School principal collaborators, including vice principal
Kazakhstan	PQ-19A-I	PQ-19B	D	Deputy principals	Deputy principals
Korea	PQ-19A-I	PQ-19B	D	Vice principal	Vice principal
Latvia	PQ-19A-I	PQ-19B	D	Vice principal	Vice principal
Lithuania	PQ-19A-I	PQ-19B	D	Deputy principals	Deputy principals
Norway	PQ-19A-I	PQ-19B	D	Vice/deputy principal or assistant principal	Vice/deputy principal or assistant principal
Portugal	PQ-19A-I	PQ-19B	D	Nationally defined dimension: Vice director or principal's assessor	Nationally defined dimension: Vice director or principal's assessor
Romania	PQ-19A-I	PQ-19B	D	Deputy principal	Deputy principal
Saudi Arabia	PQ-19A-I	PQ-19B	D	Vice principal	Vice principal
Shanghai (China)	PQ-19A-I	PQ-19B	D	Deputy principal	Deputy principal
Slovak Republic	PQ-19A-I	PQ-19B	D	Principal's deputy	Principal's deputy
Slovenia	PQ-19A-I	PQ-19B	D	Vice/deputy principal	Vice/deputy principal

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
South Africa	PQ-19A-I	PQ-19B	D	Deputy principal	Deputy principal
Sweden	PQ-19A-I	PQ-19B	D	Deputy principal	Deputy principal
Turkey	PQ-19A-I	PQ-19B	D	Vice principal	Vice principal
Viet Nam	PQ-19A-I	PQ-19B	D	Vice/deputy principal	Vice/deputy principal
Ciudad Autónoma de Buenos Aires (Argentina)	PQ-19A-I	PQ-19C	D	Nationally defined dimension: Legal representative / Administrator	Nationally defined dimension: Legal representative / Administrator
Denmark	PQ-19A-I	PQ-19C	D	Nationally defined dimension: Financial/administrative manager	Nationally defined dimension: Financial/administrative manager
England (United Kingdom)	PQ-19A-I	PQ-19C	D	Nationally defined dimension: School business manager/bursar/financial manager	Nationally defined dimension: School business manager/bursar/financial manager
Singapore	PQ-19A-I	PQ-19C	D	Nationally defined dimension: Financial/administration manager	Nationally defined dimension: Financial/administration manager
South Africa	PQ-19A-I	PQ-19C	D	Nationally defined dimension: Financial manager/treasurer	Nationally defined dimension: Financial manager/treasurer
Ciudad Autónoma de Buenos Aires (Argentina)	PQ-19A-I	PQ-19D	D	Nationally defined dimension: Department or area heads	Nationally defined dimension: Department or area heads
Denmark	PQ-19A-I	PQ-19D	D	Nationally defined dimension: Department heads/education heads	Nationally defined dimension: Department heads/education heads
England (United Kingdom)	PQ-19A-I	PQ-19D	D	Nationally defined dimension: Department heads or heads of year	Nationally defined dimension: Department heads or heads of year
France	PQ-19A-I	PQ-19D	X	Dimension not administered or data not available	Dimension not administered or data not available
Israel	PQ-19A-I	PQ-19D	D	Nationally defined dimension: Coordinators (e.g. subject coordinators, 7th grades, field of study coordinators etc.)	Nationally defined dimension: Coordinators (e.g. subject coordinators, 7th grades, field of study coordinators etc.)
Singapore	PQ-19A-I	PQ-19D	D	Dimension instruction added: (e.g. school staff developer, heads of department, subject heads, level heads)	Dimension instruction added: (e.g. school staff developer, heads of department, subject heads, level heads)
South Africa	PQ-19A-I	PQ-19D	D	Nationally defined dimension: Departmental heads (HODs)	Nationally defined dimension: Departmental heads (HODs)
Alberta (Canada)	PQ-19A-I	PQ-19F	D	School Board/School Authority	School Board/School Authority

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Austria	PQ-19A-I	PQ-19F	D	School forum/school community committee	School forum/school community committee
Belgium	PQ-19A-I	PQ-19F	D	Representatives school board / organizing body *French: The organising power of the school	Representatives school board / organizing body *French: The organising power of the school
Brazil	PQ-19A-I	PQ-19F	D	School council	School council
Bulgaria	PQ-19A-I	PQ-19F	D	Community board	Community board
Colombia	PQ-19A-I	PQ-19F	D	School directing board	School directing board
England (United Kingdom)	PQ-19A-I	PQ-19F	D	School governing body	School governing body
Finland	PQ-19A-I	PQ-19F	D	Members of school governing board	Members of school governing board
Georgia	PQ-19A-I	PQ-19F	D	Board of trustees or school governing board	Board of trustees or school governing board
Iceland	PQ-19A-I	PQ-19F	D	School council	School council
Israel	PQ-19A-I	PQ-19F	D	Parent administration\Parent committee\Governing board	Parent administration\Parent committee\Governing board
Italy	PQ-19A-I	PQ-19F	D	Institute board	Institute board
Japan	PQ-19A-I	PQ-19F	X	Dimension not administered or data not available	Dimension not administered or data not available
Latvia	PQ-19A-I	PQ-19F	D	School Council	School Council
Mexico	PQ-19A-I	PQ-19F	D	Directive board of the school	Directive board of the school
Portugal	PQ-19A-I	PQ-19F	D	Representative(s) from school management and administration team	Representative(s) from school management and administration team
Singapore	PQ-19A-I	PQ-19F	D	School advisory committee/governing board	School advisory committee/governing board
Slovak Republic	PQ-19A-I	PQ-19F	D	Board of the school	Board of the school
South Africa	PQ-19A-I	PQ-19F	D	School governing body	School governing body

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Sweden	PQ-19A-I	PQ-19F	D	School unit local governing board	School unit local governing board
Denmark	PQ-19A-I	PQ-19F-H	X	Dimension not administered or data not available	Dimension not administered or data not available
Ciudad Autónoma de Buenos Aires (Argentina)	PQ-19A-I	PQ-19I	D	Nationally defined dimensions: School secretary Other	National dimensions recoded for international comparability: School secretary / Other
Denmark	PQ-19A-I	PQ-19I	D	Nationally defined dimensions: Afterschool-leader, Afterschool-deputy Other	National dimensions recoded for international comparability: Afterschool-leader, Afterschool-deputy / Other
England (United Kingdom)	PQ-19A-I	PQ-19I	D	Nationally defined dimensions: Special Educational Needs Co-ordinator (SENco) Other	National dimensions recoded for international comparability: Special Educational Needs Co-ordinator (SENco) / Other
Singapore	PQ-19A-I	PQ-19I	D	Nationally defined dimensions: School alumni Other	National dimensions recoded for international comparability: School alumni / Other
United States	PQ-19A-I	PQ-19I	D	Nationally defined dimensions: Representatives of businesses, religious institutions, or other private institutions Other	National dimensions recoded for international comparability: Representatives of businesses, religious institutions, or other private institutions / Other
Alberta (Canada)	PQ-20A-K	PQ-20A-K	D	Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School Board/School Authority 5 = Provincial government	Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School Board/School Authority 5 = Provincial government
Australia	PQ-20A-K	PQ-20A-K	D	Nationally defined categories: 1 = Principal 2 = Other members of the school leadership team 3 = Teachers (not as a part of the school leadership team) 4 = School governing board 5 = Local, municipality/regional, state/territory, or national/federal authority	Nationally defined categories: 1 = Principal 2 = Other members of the school leadership team 3 = Teachers (not as a part of the school leadership team) 4 = School governing board 5 = Local, municipality/regional, state/territory, or national/federal authority
Austria	PQ-20A-K	PQ-20A-K	D	Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School forum/school community committee	Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School forum/school community committee

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				5 = Federal government/state/community authority	5 = Federal government/state/community authority
Belgium	PQ-20A-K	PQ-20A-K	D	<p>Nationally defined categories:</p> <p>1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School board / organizing body 5 = School governing board/ organizing body 6 = Local, regional or Flemish government</p> <p>*French: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = The organising power of the school 5 = The ministry of education</p>	<p>National categories recoded for international comparability:</p> <p>1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School board/ organizing body / School governing board/ organizing body 5 = Local, regional or Flemish government</p> <p>*French: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = The organising power of the school 5 = The ministry of education</p>
Brazil	PQ-20A-K	PQ-20A-K	D	<p>Nationally defined categories:</p> <p>1 = You, as a principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School council 5 = Municipality, state, or federal authority</p>	<p>Nationally defined categories:</p> <p>1 = You, as a principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School council 5 = Municipality, state, or federal authority</p>
Bulgaria	PQ-20A-K	PQ-20A-K	D	<p>Nationally defined categories:</p> <p>1 = Principal 2 = Pedagogical council 3 = Teachers 4 = Community board 5 = Municipality, regional or national authorities</p>	<p>Nationally defined categories:</p> <p>1 = Principal 2 = Pedagogical council 3 = Teachers 4 = Community board 5 = Municipality, regional or national authorities</p>
Chile	PQ-20A-K	PQ-20A-K	D	<p>Nationally defined categories:</p> <p>1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Local, municipality/regional, state, or national authority</p>	<p>Nationally defined categories:</p> <p>1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Local, municipality/regional, state, or national authority</p>
Chinese Taipei	PQ-20A-K	PQ-20A-K	D	Nationally defined categories:	Nationally defined categories:

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				1 = Principal 2 = Other members of the school administration team 3 = Teachers (not as a part of the school administration team) 4 = School governing board 5 = Local or central authority	1 = Principal 2 = Other members of the school administration team 3 = Teachers (not as a part of the school administration team) 4 = School governing board 5 = Local or central authority
Ciudad Autónoma de Buenos Aires (Argentina)	PQ-20A-K	PQ-20A-K	D	Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Local (school supervisors, classification boards), state, or national authority	Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Local (school supervisors, classification boards), state, or national authority
Colombia	PQ-20A-K	PQ-20A-K	D	Nationally defined categories: 1 = Principal 2 = Other members of the school administrative team 3 = Teachers (not as a part of the school administrative team) 4 = School directing board 5 = Local, municipal, state, regional, or national authority	Nationally defined categories: 1 = Principal 2 = Other members of the school administrative team 3 = Teachers (not as a part of the school administrative team) 4 = School directing board 5 = Local, municipal, state, regional, or national authority
Croatia	PQ-20A-K	PQ-20A-K	D	Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Local, municipal, county or state authorities	Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Local, municipal, county or state authorities
Cyprus	PQ-20A-K	PQ-20A-K	D	Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Local, municipality/regional or national	Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Local, municipality/regional or national
Czech Republic	PQ-20A-K	PQ-20A-K	D	Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Administrative body at any level of state administration	Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Administrative body at any level of state administration

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Denmark	PQ-20A-K	PQ-20A-K	D	Nationally defined categories: 1 = Principal 2 = Other members of the school's management team 3 = Teachers (not as part of the school's management team) 4 = The school's governing board 5 = Municipal or state authorities	Nationally defined categories: 1 = Principal 2 = Other members of the school's management team 3 = Teachers (not as part of the school's management team) 4 = The school's governing board 5 = Municipal or state authorities
England (United Kingdom)	PQ-20A-K	PQ-20A-K	D	Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing body 5 = Local, regional or national authority or multi-academy trust	Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing body 5 = Local, regional or national authority or multi-academy trust
Finland	PQ-20A-K	PQ-20A-K	D	Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Municipality or state authority	Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Municipality or state authority
France	PQ-20A-K	PQ-20A-K	D	Nationally defined categories: 1 = Principal 2 = Other members of the management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Local or national authority	Nationally defined categories: 1 = Principal 2 = Other members of the management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Local or national authority
Georgia	PQ-20A-K	PQ-20A-K	D	Nationally defined categories: 1 = Principal 2 = Other members of the school administration 3 = Teachers (not as a part of the school administration) 4 = School governing board or board of trustees 5 = Local self-government/regional government, resource centre, or the ministry of education and science	Nationally defined categories: 1 = Principal 2 = Other members of the school administration 3 = Teachers (not as a part of the school administration) 4 = School governing board or board of trustees 5 = Local self-government/regional government, resource centre, or the ministry of education and science
Hungary	PQ-20A-K	PQ-20A-K	D	Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team)	Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team)

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Iceland	PQ-20A-K	PQ-20A-K	D	<p>4 = School governing board 5 = Ministry or regional, local authority</p> <p>Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School council 5 = Local authorities/state</p>	<p>4 = School governing board 5 = Ministry or regional, local authority</p> <p>Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School council 5 = Local authorities/state</p>
Italy	PQ-20A-K	PQ-20A-K	D	<p>Nationally defined categories: 1 = Principal 2 = Other members of the school management staff 3 = Teachers (not as a part of the school management staff) 4 = Institute board 5 = Local institutions, regions, Ministry and its district offices</p>	<p>Nationally defined categories: 1 = Principal 2 = Other members of the school management staff 3 = Teachers (not as a part of the school management staff) 4 = Institute board 5 = Local institutions, regions, Ministry and its district offices</p>
Japan	PQ-20A-K	PQ-20A-K	D	<p>Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = Boards of education, Ministry of Education, Sports, Culture, Science and Technology</p>	<p>National categories recoded for international comparability: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = Category not administered or data not available 5 = Boards of education, Ministry of Education, Sports, Culture, Science and Technology</p>
Kazakhstan	PQ-20A-K	PQ-20A-K	D	<p>Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Local or central education authorities</p>	<p>Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Local or central education authorities</p>
Korea	PQ-20A-K	PQ-20A-K	D	<p>Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Local, municipality/provincial office of education, or Ministry of Education</p>	<p>Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Local, municipality/provincial office of education, or Ministry of Education</p>
Latvia	PQ-20A-K	PQ-20A-K	D	<p>Nationally defined categories: 1 = Principal</p>	<p>Nationally defined categories: 1 = Principal</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Lithuania	PQ-20A-K	PQ-20A-K	D	<p>2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School council 5 = State or municipality authority</p> <p>Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = National or municipality authority</p>	<p>2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School council 5 = State or municipality authority</p> <p>Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = National or municipality authority</p>
Malta	PQ-20A-K	PQ-20A-K	D	<p>Nationally defined categories: 1 = Head of School 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board/ School Council 5 = Local or national authority</p>	<p>Nationally defined categories: 1 = Head of School 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board/ School Council 5 = Local or national authority</p>
Mexico	PQ-20A-K	PQ-20A-K	D	<p>Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = Directive board of the school 5 = Municipal/state/national authority</p>	<p>Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = Directive board of the school 5 = Municipal/state/national authority</p>
Netherlands	PQ-20A-K	PQ-20A-K	D	<p>Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Local or national administration</p>	<p>Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Local or national administration</p>
New Zealand	PQ-20A-K	PQ-20A-K	D	<p>Question instruction changed: A 'significant responsibility' is one where an active role is played in decision making. 'Teachers' refers to teachers in this school and does not include teachers' unions. Please mark as many choices as appropriate in each row.</p> <p>Nationally defined categories: 1 = Principal</p>	<p>Question instruction changed: A 'significant responsibility' is one where an active role is played in decision making. 'Teachers' refers to teachers in this school and does not include teachers' unions. Please mark as many choices as appropriate in each row.</p> <p>Nationally defined categories: 1 = Principal</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Norway	PQ-20A-K	PQ-20A-K	D	<p>2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Government authority (Ministry of Education)</p> <p>Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Local/municipality or national authority</p>	<p>2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Government authority (Ministry of Education)</p> <p>Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Local/municipality or national authority</p>
Portugal	PQ-20A-K	PQ-20A-K	D	<p>Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Local, municipal, regional, educational authorities or Ministry of Education</p>	<p>Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Local, municipal, regional, educational authorities or Ministry of Education</p>
Shanghai (China)	PQ-20A-K	PQ-20A-K	D	<p>Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = District, municipality or national authority</p>	<p>Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = District, municipality or national authority</p>
Singapore	PQ-20A-K	PQ-20A-K	D	<p>Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School advisory committee/governing board 5 = Ministry of Education or other national authorities</p>	<p>Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School advisory committee/governing board 5 = Ministry of Education or other national authorities</p>
Slovak Republic	PQ-20A-K	PQ-20A-K	D	<p>Nationally defined categories: 1 = Principal 2 = Other members of the school management 3 = Teachers (not as a part of the school management) 4 = Board of the school 5 = Founder, higher territorial unit or ministry of education</p>	<p>Nationally defined categories: 1 = Principal 2 = Other members of the school management 3 = Teachers (not as a part of the school management) 4 = Board of the school 5 = Founder, higher territorial unit or ministry of education</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Slovenia	PQ-20A-K	PQ-20A-K	D	Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Local, municipality, regional, or national authority	Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Local, municipality, regional, or national authority
South Africa	PQ-20A-K	PQ-20A-K	D	Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing body 5 = District, province or national authority	Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing body 5 = District, province or national authority
Sweden	PQ-20A-K	PQ-20A-K	D	Nationally defined categories: 1 = Principal 2 = Other members of the school unit management team 3 = Teachers (not as a part of the school unit management team) 4 = School unit local governing board 5 = School unit legal entity	Nationally defined categories: 1 = Principal 2 = Other members of the school unit management team 3 = Teachers (not as a part of the school unit management team) 4 = School unit local governing board 5 = School unit legal entity
United Arab Emirates	PQ-20A-K	PQ-20A-K	D	Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Local, regional, state, or national/federal authority i.e. Ministry of Education, ADEK, KHDA	Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Local, regional, state, or national/federal authority i.e. Ministry of Education, ADEK, KHDA
United States	PQ-20A-K	PQ-20A-K	D	Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Local school district or state education authority	Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team) 4 = School governing board 5 = Local school district or state education authority
Viet Nam	PQ-20A-K	PQ-20A-K	D	Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team)	Nationally defined categories: 1 = Principal 2 = Other members of the school management team 3 = Teachers (not as a part of the school management team)

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Belgium	PQ-20A-K	PQ-20G	D	4 = School governing board 5 = Local, provincial/regional, or national Flemish/regional	4 = School governing board 5 = Local, provincial/regional, or national Flemish/regional
				*French: External	*French: External
Bulgaria	PQ-20A-K	PQ-20G	D	External	External
Czech Republic	PQ-20A-K	PQ-20G	D	National or regional	National or regional
Denmark	PQ-20A-K	PQ-20G	D	National and municipal test, studies and tests	National and municipal test, studies and tests
Estonia	PQ-20A-K	PQ-20G	D	Nationally defined dimension: Establishing student assessment policies	Nationally defined dimension: Establishing student assessment policies
Israel	PQ-20A-K	PQ-20G	D	National/regional	National/regional
Latvia	PQ-20A-K	PQ-20G	D	National	National
Lithuania	PQ-20A-K	PQ-20G	D	National (state) or municipality	National (state) or municipality
Romania	PQ-20A-K	PQ-20G	D	National assessments	National assessments
South Africa	PQ-20A-K	PQ-20G	D	National/provincial/district	National/provincial/district
Alberta (Canada)	PQ-20A-K	PQ-20G,J	D	Provincial	Provincial
Brazil	PQ-20A-K	PQ-20G,J	D	National/state	National/state
Chinese Taipei	PQ-20A-K	PQ-20G,J	D	National/regional	National/regional
Croatia	PQ-20A-K	PQ-20G,J	D	National	National
Cyprus	PQ-20A-K	PQ-20G,J	D	National	National
England (United Kingdom)	PQ-20A-K	PQ-20G,J	D	National/local	National/local
Georgia	PQ-20A-K	PQ-20G,J	D	National	National

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
			*Azerbaijani: National/regional	*Azerbaijani: National/regional
Iceland	PQ-20A-K	PQ-20G,J	D In individual regions or in the country as a whole	In individual regions or in the country as a whole
Italy	PQ-20A-K	PQ-20G,J	X Dimension not administered or data not available	Dimension not administered or data not available
Japan	PQ-20A-K	PQ-20G,J	D National	National
Kazakhstan	PQ-20A-K	PQ-20G,J	D National	National
Malta	PQ-20A-K	PQ-20G,J	D National	National
Mexico	PQ-20A-K	PQ-20G,J	D Local/state/national	Local/state/national
Netherlands	PQ-20A-K	PQ-20G,J	D National	National
New Zealand	PQ-20A-K	PQ-20G,J	D National	National
Norway	PQ-20A-K	PQ-20G,J	D National	National
Shanghai (China)	PQ-20A-K	PQ-20G,J	D National or municipal level	National or municipal level
Singapore	PQ-20A-K	PQ-20G,J	D National	National
Slovak Republic	PQ-20A-K	PQ-20G,J	D National	National
Slovenia	PQ-20A-K	PQ-20G,J	D National	National
Sweden	PQ-20A-K	PQ-20G,J	D National	National
United States	PQ-20A-K	PQ-20G,J	D State and district	State and district
Viet Nam	PQ-20A-K	PQ-20G,J	D National/regional	National/regional
Ciudad Autónoma de Buenos Aires (Argentina)	PQ-20A-K	PQ-20G-H	X Dimension not administered or data not available	Dimension not administered or data not available
Denmark	PQ-20A-K	PQ-20H	D Nationally defined dimension: Decision on student admission to school	Nationally defined dimension: Decision on student admission to school

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Turkey	PQ-20A-K	PQ-20H,J	D	National	National
South Africa	PQ-20A-K	PQ-20I	D	Nationally defined dimension: Choosing which learning materials (LTSM) are used	Nationally defined dimension: Choosing which learning materials (LTSM) are used
Belgium	PQ-20A-K	PQ-20J	D	Flemish/regional *French: Nationally defined dimension: Determining course content	Flemish/regional *French: Nationally defined dimension: Determining course content
Bulgaria	PQ-20A-K	PQ-20J	D	Nationally defined dimension: Determining course content, including curricula	Nationally defined dimension: Determining course content, including curricula
Ciudad Autónoma de Buenos Aires (Argentina)	PQ-20A-K	PQ-20J	D	Regional	Regional
Czech Republic	PQ-20A-K	PQ-20J	D	School Education Programmes and Framework Education Programmes (abbreviations)	School Education Programmes and Framework Education Programmes (abbreviations)
Denmark	PQ-20A-K	PQ-20J	D	Nationally defined dimension: Determining the content of the courses offered	Nationally defined dimension: Determining the content of the courses offered
Estonia	PQ-20A-K	PQ-20J	D	National	National
Hungary	PQ-20A-K	PQ-20J	D	National/local	National/local
Israel	PQ-20A-K	PQ-20J	D	National	National
Latvia	PQ-20A-K	PQ-20J	D	National/state	National/state
Lithuania	PQ-20A-K	PQ-20J	D	National	National
Romania	PQ-20A-K	PQ-20J	D	National curriculum	National curriculum
South Africa	PQ-20A-K	PQ-20J	D	National/provincial	National/provincial
South Africa	PQ-20A-K	PQ-20K	D	Nationally defined dimension: Deciding which subjects are offered	Nationally defined dimension: Deciding which subjects are offered
Australia	PQ-21A-G	PQ-21A	D	Dimension instruction changed:	Dimension instruction changed:

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Croatia	PQ-21A-G	PQ-21A	D	Including regulations, reports, school budget, preparing timetables and class composition, responding to requests from district, regional, state/territory, or national education officials Dimension instruction changed: Local, county or state authorities	Including regulations, reports, school budget, preparing timetables and class composition, responding to requests from district, regional, state/territory, or national education officials Dimension instruction changed: Local, county or state authorities
Denmark	PQ-21A-G	PQ-21A	D	Dimension instruction changed: Including cooperation with municipal management units, official regulations, reports, school budget, preparing time tables, responding to requests from public officials	Dimension instruction changed: Including cooperation with municipal management units, official regulations, reports, school budget, preparing time tables, responding to requests from public officials
England (United Kingdom)	PQ-21A-G	PQ-21A	D	Dimension instruction changed: Including regulations, reports, school budget, preparing timetables and class composition, responding to requests from local or national education officials	Dimension instruction changed: Including regulations, reports, school budget, preparing timetables and class composition, responding to requests from local or national education officials
Malta	PQ-21A-G	PQ-21A	D	Dimension instruction changed: Including regulations, reports, school budget, preparing timetables and class composition, responding to requests from national education officials	Dimension instruction changed: Including regulations, reports, school budget, preparing timetables and class composition, responding to requests from national education officials
New Zealand	PQ-21A-G	PQ-21A	D	Dimension instruction changed: Including regulations, reports, school budget, preparing timetables and class composition, responding to requests from education officials	Dimension instruction changed: Including regulations, reports, school budget, preparing timetables and class composition, responding to requests from education officials
Singapore	PQ-21A-G	PQ-21A	D	Dimension instruction changed: Including regulations, reports, school budget, preparing timetables and class composition, responding to requests from the Ministry of Education or other national authorities	Dimension instruction changed: Including regulations, reports, school budget, preparing timetables and class composition, responding to requests from the Ministry of Education or other national authorities
South Africa	PQ-21A-G	PQ-21A	D	Dimension instruction changed: Including regulations, reports, school budget, preparing timetables and class composition, responding to requests from district, provincial or national education officials.	Dimension instruction changed: Including regulations, reports, school budget, preparing timetables and class composition, responding to requests from district, provincial or national education officials.
Denmark	PQ-21A-G	PQ-21C	D	Nationally defined dimension: Tasks and meetings related to the content of teaching and the teaching as such Dimension instruction changed: Including development of teaching content, observation of teaching, student evaluation, monitoring teachers, teacher professional development	Nationally defined dimension: Tasks and meetings related to the content of teaching and the teaching as such Dimension instruction changed: Including development of teaching content, observation of teaching, student evaluation, monitoring teachers, teacher professional development
Denmark	PQ-21A-G	PQ-21F	D	Nationally defined dimension: Contact with society and business in the area Dimension instruction added:	Nationally defined dimension: Contact with society and business in the area Dimension instruction added:

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
			Including cooperation with other institutions and collaboration with other schools or businesses on the implementation of the education	Including cooperation with other institutions and collaboration with other schools or businesses on the implementation of the education
Malta	PQ-21A-G	PQ-21F	D Nationally defined dimension: Interactions with local community, business and industry	Nationally defined dimension: Interactions with local community, business and industry
South Africa	PQ-21A-G	PQ-21F	D Nationally defined dimension: Interactions with community leaders, business and/or unions	Nationally defined dimension: Interactions with community leaders, business and/or unions
United States	PQ-21A-G	PQ-21G	D Nationally defined dimensions: Extra-curricular planning and supervision Other	National dimensions recoded for international comparability: Extra-curricular planning and supervision / Other
New Zealand	PQ-22A-K	PQ-22B	D Nationally defined dimension: I observed teaching in the classroom.	Nationally defined dimension: I observed teaching in the classroom.
Singapore	PQ-23A-E	PQ-23A	D Nationally defined dimension: Principal or vice/deputy principal	Nationally defined dimension: Principal or vice/deputy principal
Australia	PQ-23A-E	PQ-23B,D	D School leadership team	School leadership team
Chinese Taipei	PQ-23A-E	PQ-23B,D	D School administration team	School administration team
Colombia	PQ-23A-E	PQ-23B,D	D School administrative team	School administrative team
France	PQ-23A-E	PQ-23B,D	D Management team	Management team
Georgia	PQ-23A-E	PQ-23B,D	D School administration	School administration
Italy	PQ-23A-E	PQ-23B,D	D School management staff	School management staff
Slovak Republic	PQ-23A-E	PQ-23B,D	D School management	School management
Sweden	PQ-23A-E	PQ-23B,D	D School unit management team	School unit management team
Bulgaria	PQ-23A-E	PQ-23D	D Nationally defined dimension: Teachers	Nationally defined dimension: Teachers
Denmark	PQ-23A-E	PQ-23E	D Nationally defined dimension: External persons or authorities	Nationally defined dimension: External persons or authorities
			Dimension instruction changed: (e.g. education inspectors, representatives from the municipal authorities or others outside the school)	Dimension instruction changed: (e.g. education inspectors, representatives from the municipal authorities or others outside the school)

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
England (United Kingdom)	PQ-23A-E	PQ-23E	D	Nationally defined dimension: External individuals or bodies (e.g. inspectors, LA/MAT representatives, or other persons from outside the school)	Nationally defined dimension: External individuals or bodies (e.g. inspectors, LA/MAT representatives, or other persons from outside the school)
Malta	PQ-23A-E	PQ-23E	D	Nationally defined dimension: External individuals or bodies (e.g. education officers, external review team or other persons from outside the school)	Nationally defined dimension: External individuals or bodies (e.g. education officers, external review team or other persons from outside the school)
New Zealand	PQ-23A-E	PQ-23E	D	Nationally defined dimension: External individuals or bodies (e.g. assessors, or other persons from outside the school)	Nationally defined dimension: External individuals or bodies (e.g. assessors, or other persons from outside the school)
Singapore	PQ-23A-E	PQ-23E	D	Nationally defined dimension: External individuals or bodies (e.g. cluster superintendents/external inspectors, or other persons from outside the school)	Nationally defined dimension: External individuals or bodies (e.g. cluster superintendents/external inspectors, or other persons from outside the school)
South Africa	PQ-23A-E	PQ-23E	D	Nationally defined dimension: External individuals or bodies (e.g. district, NGOs or other persons from outside the school)	Nationally defined dimension: External individuals or bodies (e.g. district, NGOs or other persons from outside the school)
United States	PQ-23A-E	PQ-23E	D	Nationally defined dimension: External individuals or bodies (e.g. inspectors, local or state education authorities, or other persons from outside the school)	Nationally defined dimension: External individuals or bodies (e.g. inspectors, local or state education authorities, or other persons from outside the school)
Australia	PQ-24A-F	PQ-24A-F	D	School leadership team School leadership team	School leadership team School leadership team
Bulgaria	PQ-24A-F	PQ-24A-F	D	Nationally defined categories: 1 = External individuals or bodies 2 = Principal 3 = Member(s) of the school management team 4 = Assigned mentors 5 = Other teachers 6 = Not used in this school	Nationally defined categories: 1 = External individuals or bodies 2 = Principal 3 = Member(s) of the school management team 4 = Assigned mentors 5 = Other teachers 6 = Not used in this school
Chinese Taipei	PQ-24A-F	PQ-24A-F	D	Nationally defined categories: 1 = External individuals or bodies 2 = Principal 3 = Member(s) of the school administration team 4 = Assigned mentors 5 = Other teachers (not a part of the school administration team) 6 = Not used in this school	Nationally defined categories: 1 = External individuals or bodies 2 = Principal 3 = Member(s) of the school administration team 4 = Assigned mentors 5 = Other teachers (not a part of the school administration team) 6 = Not used in this school

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Ciudad Autónoma de Buenos Aires (Argentina)	PQ-24A-F	PQ-24A-F	D	Nationally defined categories: 1 = External individuals or bodies 2 = Principal 3 = Member(s) of the school management team 4 = Other teachers (not a part of the school management team) 5 = Not used in this school	National categories recoded for international comparability: 1 = External individuals or bodies 2 = Principal 3 = Member(s) of the school management team 4 = Category not administered or data not available 5 = Other teachers (not a part of the school management team) 6 = Not used in this school
Colombia	PQ-24A-F	PQ-24A-F	D	Nationally defined categories: 1 = External individuals or bodies 2 = Principal 3 = Member(s) of the school administrative team 4 = Assigned mentors 5 = Other teachers (not a part of the school administrative team) 6 = Not used in this school	Nationally defined categories: 1 = External individuals or bodies 2 = Principal 3 = Member(s) of the school administrative team 4 = Assigned mentors 5 = Other teachers (not a part of the school administrative team) 6 = Not used in this school
France	PQ-24A-F	PQ-24A-F	D	Nationally defined categories: 1 = External individuals or bodies 2 = Principal 3 = Member(s) of the management team 4 = Assigned mentors 5 = Other teachers (not a part of the management team) 6 = Not used in this school	Nationally defined categories: 1 = External individuals or bodies 2 = Principal 3 = Member(s) of the management team 4 = Assigned mentors 5 = Other teachers (not a part of the management team) 6 = Not used in this school
Georgia	PQ-24A-F	PQ-24A-F	D	Nationally defined categories: 1 = External individuals or bodies 2 = Principal 3 = Member(s) of the school administration 4 = Assigned mentors 5 = Other teachers (not a part of the school administration) 6 = Not practised in this school	Nationally defined categories: 1 = External individuals or bodies 2 = Principal 3 = Member(s) of the school administration 4 = Assigned mentors 5 = Other teachers (not a part of the school administration) 6 = Not practised in this school
Italy	PQ-24A-F	PQ-24A-F	D	Nationally defined categories: 1 = External individuals or bodies 2 = Principal 3 = Member(s) of the school management staff 4 = Assigned mentors 5 = Other teachers (not a part of the school management staff) 6 = Not used in this school	Nationally defined categories: 1 = External individuals or bodies 2 = Principal 3 = Member(s) of the school management staff 4 = Assigned mentors 5 = Other teachers (not a part of the school management staff) 6 = Not used in this school

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Portugal	PQ-24A-F	PQ-24A-F	D	<p>Stem of the question changed:</p> <p>Who uses in this school the information that occur from performing the following tasks as part of the formal appraisal of teachers' work?</p>	<p>Stem of the question changed:</p> <p>Who uses in this school the information that occur from performing the following tasks as part of the formal appraisal of teachers' work?</p>
Singapore	PQ-24A-F	PQ-24A-F	D	<p>Nationally defined categories:</p> <p>1 = External individuals or bodies 2 = Principal or vice/deputy principal 3 = Member(s) of the school management team 4 = Assigned mentors 5 = Other teachers (not a part of the school management team) 6 = Not used in this school</p>	<p>Nationally defined categories:</p> <p>1 = External individuals or bodies 2 = Principal or vice/deputy principal 3 = Member(s) of the school management team 4 = Assigned mentors 5 = Other teachers (not a part of the school management team) 6 = Not used in this school</p>
Slovak Republic	PQ-24A-F	PQ-24A-F	D	<p>Nationally defined categories:</p> <p>1 = External individuals or bodies 2 = Principal 3 = Member(s) of the school management 4 = Assigned mentors 5 = Other teachers (not a part of the school management) 6 = Not used in this school</p>	<p>Nationally defined categories:</p> <p>1 = External individuals or bodies 2 = Principal 3 = Member(s) of the school management 4 = Assigned mentors 5 = Other teachers (not a part of the school management) 6 = Not used in this school</p>
Sweden	PQ-24A-F	PQ-24A-F	D	<p>School unit management team</p>	<p>School unit management team</p>
Croatia	PQ-24A-F	PQ-24C	X	<p>Dimension not administered or data not available</p>	<p>Dimension not administered or data not available</p>
Alberta (Canada)	PQ-24A-F	PQ-24D	D	<p>Nationally defined dimension: Students' external results (e.g. provincial, national, or international test scores)</p>	<p>Nationally defined dimension: Students' external results (e.g. provincial, national, or international test scores)</p>
Ciudad Autónoma de Buenos Aires (Argentina)	PQ-24A-F	PQ-24D	X	<p>Dimension not administered or data not available</p>	<p>Dimension not administered or data not available</p>
England (United Kingdom)	PQ-24A-F	PQ-24D	D	<p>Nationally defined dimension: Review of students' national test scores</p>	<p>Nationally defined dimension: Review of students' national test scores</p>
Japan	PQ-24A-F	PQ-24E	D	<p>Nationally defined dimension: In-school and in-class results of students (e.g. performance results, project results, test scores)</p>	<p>Nationally defined dimension: In-school and in-class results of students (e.g. performance results, project results, test scores)</p>
South Africa	PQ-24A-F	PQ-24E	D	<p>Nationally defined dimension: School-based and classroom-based results (e.g. SBA results or portfolios, project results, test scores)</p>	<p>Nationally defined dimension: School-based and classroom-based results (e.g. SBA results or portfolios, project results, test scores)</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Denmark	PQ-24A-F	PQ-24F	D	Nationally defined dimension: Self-evaluation/-assessment	Nationally defined dimension: Self-evaluation/-assessment
Singapore	PQ-25A-H	PQ-25A	D	Nationally defined dimension: Discussion with the teacher on measures to remedy any weaknesses in teaching	Nationally defined dimension: Discussion with the teacher on measures to remedy any weaknesses in teaching
Singapore	PQ-25A-H	PQ-25B	D	Nationally defined dimension: Development of a development/training plan	Nationally defined dimension: Development of a development/training plan
Denmark	PQ-25A-H	PQ-25C	X	Dimension not administered or data not available	Dimension not administered or data not available
Singapore	PQ-25A-H	PQ-25C	D	Nationally defined dimension: Imposition of material sanctions such as reduced annual increases in pay	Nationally defined dimension: Imposition of material sanctions such as reduced annual increases in pay
Ciudad Autónoma de Buenos Aires (Argentina)	PQ-25A-H	PQ-25C,F	X	Dimension not administered or data not available	Dimension not administered or data not available
Croatia	PQ-25A-H	PQ-25C,F	X	Dimension not administered or data not available	Dimension not administered or data not available
Ciudad Autónoma de Buenos Aires (Argentina)	PQ-25A-H	PQ-25D	D	Nationally defined dimension: An assessor, coordinator or department head is appointed to help the teacher improve his/her teaching.	Nationally defined dimension: An assessor, coordinator or department head is appointed to help the teacher improve his/her teaching.
Singapore	PQ-25A-H	PQ-25D	D	Nationally defined dimension: Appointment of a mentor to help the teacher improve his/her teaching	Nationally defined dimension: Appointment of a mentor to help the teacher improve his/her teaching
Singapore	PQ-25A-H	PQ-25E	D	Nationally defined dimension: A change in the teacher's work responsibilities (e.g. increase or decrease in his/her teaching load, administrative/managerial responsibilities or mentor responsibilities)	Nationally defined dimension: A change in the teacher's work responsibilities (e.g. increase or decrease in his/her teaching load, administrative/managerial responsibilities or mentor responsibilities)
Singapore	PQ-25A-H	PQ-25F	D	Nationally defined dimension: An increase in the teacher's salary or a payment of a financial bonus	Nationally defined dimension: An increase in the teacher's salary or a payment of a financial bonus
Singapore	PQ-25A-H	PQ-25G	D	Nationally defined dimension: A change in the likelihood of the teacher's career advancement	Nationally defined dimension: A change in the likelihood of the teacher's career advancement
Alberta (Canada)	PQ-26A-K	PQ-26J	D	Nationally defined dimension: Teachers and students usually get along well with each other.	Nationally defined dimension: Teachers and students usually get along well with each other.
Denmark	PQ-27A-G	PQ-27A	D	Nationally defined dimension: Teachers understand Common Goals	Nationally defined dimension: Teachers understand Common Goals
Denmark	PQ-27A-G	PQ-27B	D	Nationally defined dimension: Teachers succeed in implementing Common Goals	Nationally defined dimension: Teachers succeed in implementing Common Goals
New Zealand	PQ-29A-O	PQ-29A-O	D	Stem of the question changed:	Stem of the question changed:

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
			To what extent is this school's capacity to provide quality education currently hindered by any of the following issues?	To what extent is this school's capacity to provide quality education currently hindered by any of the following issues?
Sweden	PQ-29A-O	PQ-29C	X Dimension not administered or data not available	Dimension not administered or data not available
New Zealand	PQ-29A-O	PQ-29D	D Nationally defined dimension: Shortage or inadequacy of teaching materials (e.g. textbooks)	Nationally defined dimension: Shortage or inadequacy of teaching materials (e.g. textbooks)
New Zealand	PQ-29A-O	PQ-29E	D Nationally defined dimension: Shortage or inadequacy of digital technology for teaching (e.g. software, computers, tablets, smart boards)	Nationally defined dimension: Shortage or inadequacy of digital technology for teaching (e.g. software, computers, tablets, smart boards)
Israel	PQ-29A-O	PQ-29H	D Shortage of support personnel (including the assisting array)	Shortage of support personnel (including the assisting array)
New Zealand	PQ-29A-O	PQ-29I	D Nationally defined dimension: Shortage or inadequacy of teaching space (e.g. classrooms)	Nationally defined dimension: Shortage or inadequacy of teaching space (e.g. classrooms)
France	PQ-29A-O	PQ-29K	D Nationally defined dimension: Shortage of teachers with competence in teaching students in a multilingual context	Nationally defined dimension: Shortage of teachers with competence in teaching students in a multilingual context
Alberta (Canada)	PQ-29A-O	PQ-29L	D With needs due to socioeconomic disadvantage challenges	With needs due to socioeconomic disadvantage challenges
Austria	PQ-29A-O	PQ-29L	D Socioeconomically disadvantaged parental homes	Socioeconomically disadvantaged parental homes
Belgium	PQ-29A-O	PQ-29L	D *French: Socio-economically disadvantaged background	*French: Socio-economically disadvantaged background
Brazil	PQ-29A-O	PQ-29L	D With necessities due to socio-economically disadvantages	With necessities due to socio-economically disadvantages
Chinese Taipei	PQ-29A-O	PQ-29L	D Homes in low socioeconomically status	Homes in low socioeconomically status
Ciudad Autónoma de Buenos Aires (Argentina)	PQ-29A-O	PQ-29L	D Homes with basic unsatisfied needs	Homes with basic unsatisfied needs
Colombia	PQ-29A-O	PQ-29L	D Scarce economic resources	Scarce economic resources
Czech Republic	PQ-29A-O	PQ-29L	D Socioeconomically disadvantaging environment	Socioeconomically disadvantaging environment
Denmark	PQ-29A-O	PQ-29L	D Socio-economically vulnerable homes	Socio-economically vulnerable homes
England (United Kingdom)	PQ-29A-O	PQ-29L	D Socio-economically disadvantaged homes (students eligible for Free School Meals)	Socio-economically disadvantaged homes (students eligible for Free School Meals)
France	PQ-29A-O	PQ-29L	D Dimension instruction added:	Dimension instruction added:

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				See definition of 'socio-economically disadvantaged' in question PQ-G-17	
Georgia	PQ-29A-O	PQ-29L	D	*Russian: Socio-economically disadvantaged families	*Russian: Socio-economically disadvantaged families
Iceland	PQ-29A-O	PQ-29L	D	Homes that stand badly socially or economically	Homes that stand badly socially or economically
Italy	PQ-29A-O	PQ-29L	D	Disadvantaged socio-economic situation	Disadvantaged socio-economic situation
Kazakhstan	PQ-29A-O	PQ-29L	D	Socio-economically disadvantaged families	Socio-economically disadvantaged families
Lithuania	PQ-29A-O	PQ-29L	D	Families with low social and economic status	Families with low social and economic status
Sweden	PQ-29A-O	PQ-29M	D	Nationally defined dimension: Shortage or inadequacy of necessary materials to train practical/vocational skills	Nationally defined dimension: Shortage or inadequacy of necessary materials to train practical/vocational skills
Finland	PQ-29A-O	PQ-29N	D	Nationally defined dimension: Shortage or inadequacy of time for pedagogical leadership	Nationally defined dimension: Shortage or inadequacy of time for pedagogical leadership
Kazakhstan	PQ-30A-G	PQ-30A-G	D	Nationally defined categories: 1 = Never 2 = Less than once a year 3 = Less than once a month 4 = Monthly 5 = Weekly 6 = Daily	National categories recoded for international comparability: 1 = Never 2 = Less than once a year / Less than monthly 3 = Monthly 4 = Weekly 5 = Daily
France	PQ-30A-G	PQ-30B	D	Nationally defined dimension: Intimidation, bullying or verbal abuse among students (or other forms of brutality excluding physical violence)	Nationally defined dimension: Intimidation, bullying or verbal abuse among students (or other forms of brutality excluding physical violence)
Denmark	PQ-30A-G	PQ-30D	D	Nationally defined dimension: Intimidation or verbal abuse of teachers or other employees	Nationally defined dimension: Intimidation or verbal abuse of teachers or other employees
England (United Kingdom)	PQ-30A-G	PQ-30E	D	Nationally defined dimension: Use/possession of drugs and/or alcohol in school	Nationally defined dimension: Use/possession of drugs and/or alcohol in school
Singapore	PQ-30A-G	PQ-30F	D	Nationally defined dimension: Postings of hurtful information about students on the Internet reported by students or parents/guardians	Nationally defined dimension: Postings of hurtful information about students on the Internet reported by students or parents/guardians
Denmark	PQ-30A-G	PQ-30G	D	Nationally defined dimension: A student or parent/guardian reports unwanted electronic contact among students (e.g. via texts, e-mails, social media, online).	Nationally defined dimension: A student or parent/guardian reports unwanted electronic contact among students (e.g. via texts, e-mails, social media, online).

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
England (United Kingdom)	PQ-30A-G	PQ-30G	D	Nationally defined dimension: A student or parent/guardian reports unwanted electronic contact among students (e.g. via texts, e-mails, social media).	Nationally defined dimension: A student or parent/guardian reports unwanted electronic contact among students (e.g. via texts, e-mails, social media).
Japan	PQ-30A-G	PQ-30G	D	Nationally defined dimension: (e.g. via texts, e-mails, SNS)	Nationally defined dimension: (e.g. via texts, e-mails, SNS)
Singapore	PQ-30A-G	PQ-30G	D	Nationally defined dimension: Unwanted electronic contact among students (e.g. via texts, e-mails, online) reported by students or parents/guardians	Nationally defined dimension: Unwanted electronic contact among students (e.g. via texts, e-mails, online) reported by students or parents/guardians
Denmark	PQ-33A-J	PQ-33A	D	Nationally defined dimensions: Courses/seminars attended in person done by the school Courses/seminars attended in person done by the municipality Courses/seminars attended in person done by others (e.g. unions)	National dimensions recoded for international comparability: Courses/seminars attended in person done by the school / Courses/seminars attended in person done by the municipality / Courses/seminars attended in person done by others (e.g. unions)
Turkey	PQ-33A-J	PQ-33A-J	D	Stem of the question changed: Which of the following are included in teacher induction at this school?	Stem of the question changed: Which of the following are included in teacher induction at this school?
Turkey	PQ-33A-J	PQ-33B	D	Nationally defined dimension: Online courses/seminars (distant learning/e-courses)	Nationally defined dimension: Online courses/seminars (distant learning/e-courses)
Bulgaria	PQ-33A-J	PQ-33H	X	Dimension not administered or data not available	Dimension not administered or data not available
Italy	PQ-34	PQ-34	D	Nationally defined categories: 1 = Yes, but only teachers who are new to teaching, i.e. in their first job as teachers, have access (including those moving from a different school level). 2 = Yes, all teachers who are new to this school have access. 3 = Yes, all teachers at this school have access. 4 = No, at present there is no access to a mentoring programme for teachers in this school.	Nationally defined categories: 1 = Yes, but only teachers who are new to teaching, i.e. in their first job as teachers, have access (including those moving from a different school level). 2 = Yes, all teachers who are new to this school have access. 3 = Yes, all teachers at this school have access. 4 = No, at present there is no access to a mentoring programme for teachers in this school.
Portugal	PQ-34	PQ-34	D	Stem of the question changed: Do teachers at this school have access to a guidance/supervision programme? Nationally defined categories: 1 = Yes, but only teachers who are new to teaching, i.e. in their first job as teachers, have access. 2 = Yes, all teachers who are new to this school have access. 3 = Yes, all teachers at this school have access. 4 = No, at present there is no access to a guidance/supervision programme for teachers in this school.	Stem of the question changed: Do teachers at this school have access to a guidance/supervision programme? Nationally defined categories: 1 = Yes, but only teachers who are new to teaching, i.e. in their first job as teachers, have access. 2 = Yes, all teachers who are new to this school have access. 3 = Yes, all teachers at this school have access. 4 = No, at present there is no access to a guidance/supervision programme for teachers in this school.

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
South Africa	PQ-34	PQ-34	D	Nationally defined categories: 1 = Yes, but only teachers who are new to teaching, i.e. in their first appointment as teachers, have access. 2 = Yes, all teachers who are new to this school have access. 3 = Yes, all teachers at this school have access. 4 = No, at present there is no access to a mentoring programme for teachers in this school.	Nationally defined categories: 1 = Yes, but only teachers who are new to teaching, i.e. in their first appointment as teachers, have access. 2 = Yes, all teachers who are new to this school have access. 3 = Yes, all teachers at this school have access. 4 = No, at present there is no access to a mentoring programme for teachers in this school.
New Zealand	PQ-35	PQ-35	D	Stem of the question changed: Is the mentor's main subject field(s) or learning area(s) the same as that of the teacher being mentored?	Stem of the question changed: Is the mentor's main subject field(s) or learning area(s) the same as that of the teacher being mentored?
South Africa	PQ-35	PQ-35	D	Stem of the question changed: Is the mentor's main subject content/specialisation the same as that of the teacher being mentored?	Stem of the question changed: Is the mentor's main subject content/specialisation the same as that of the teacher being mentored?
France	PQ-37	PQ-37	D	Stem of the question changed: Does this school include students with cultural diversity? Question instruction added: See definition of cultural diversity above.	Stem of the question changed: Does this school include students with cultural diversity? Question instruction added: See definition of cultural diversity above.
Israel	PQ-37	PQ-37	D	Stem of the question changed: Does this school include students of more than one cultural background (e.g. different congregations, sectors or origins)?	Stem of the question changed: Does this school include students of more than one cultural background (e.g. different congregations, sectors or origins)?
France	PQ-38A-D	PQ-38A	D	Stem of the question changed: Supporting activities or organisations that encourage students' expression of diverse cultural identities (e.g. artistic groups) Question instruction added: See definition of cultural diversity above.	Stem of the question changed: Supporting activities or organisations that encourage students' expression of diverse cultural identities (e.g. artistic groups) Question instruction added: See definition of cultural diversity above.
Israel	PQ-38A-D	PQ-38A	D	Nationally defined dimension: Supporting activities or organisations that encourage students' expression of diverse cultural identities (e.g. artistic groups)	Nationally defined dimension: Supporting activities or organisations that encourage students' expression of diverse cultural identities (e.g. artistic groups)
New Zealand	PQ-38A-D	PQ-38A	D	Nationally defined dimension: Supporting activities or organisations that encourage students' expression of diverse ethnic and cultural identities (e.g. kapa haka or other cultural or artistic groups)	Nationally defined dimension: Supporting activities or organisations that encourage students' expression of diverse ethnic and cultural identities (e.g. kapa haka or other cultural or artistic groups)
France	PQ-38A-D	PQ-38A-D	D	Question instruction added: See definition of cultural diversity above.	Question instruction added: See definition of cultural diversity above.

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Kazakhstan	PQ-38A-D	PQ-38A-D	D	Stem of the question changed: In this school, are the following policies and practices in relation to ethnic and cultural differences implemented?	Stem of the question changed: In this school, are the following policies and practices in relation to ethnic and cultural differences implemented?
Israel	PQ-38A-D	PQ-38B	D	Nationally defined dimension: Organising events that enable students to get familiar with other cultural groups	Nationally defined dimension: Organising events that enable students to get familiar with other cultural groups
Japan	PQ-38A-D	PQ-38B	D	Nationally defined dimension: Organising multicultural events (e.g. school events to interact with other cultures)	Nationally defined dimension: Organising multicultural events (e.g. school events to interact with other cultures)
Israel	PQ-38A-D	PQ-38C	D	Nationally defined dimension: Teaching students how to deal with cultural discrimination	Nationally defined dimension: Teaching students how to deal with cultural discrimination
Bulgaria	PQ-39A-D	PQ-39B-C	X	Dimension not administered or data not available	Dimension not administered or data not available
Denmark	PQ-39A-D	PQ-39B-C	X	Dimension not administered or data not available	Dimension not administered or data not available
Italy	PQ-42	PQ-42	X	Question not administered or data not available	Question not administered or data not available
South Africa	PQ-43A-I	PQ-43A-I	D	Stem of the question changed: Thinking about your appointment at this school, to what extent are the following sources of stress in your work?	Stem of the question changed: Thinking about your appointment at this school, to what extent are the following sources of stress in your work?
Alberta (Canada)	PQ-43A-I	PQ-43G	D	Alberta Education or/and the School Authority/School Board	Alberta Education or/and the School Authority/School Board
Australia	PQ-43A-I	PQ-43G	D	Local, municipality/regional, state/territory or national/federal	Local, municipality/regional, state/territory or national/federal
Austria	PQ-43A-I	PQ-43G	D	Community, federal state or supreme federal	Community, federal state or supreme federal
Belgium	PQ-43A-I	PQ-43G	D	Local, regional or Flemish government *French: Ministry of education	Local, regional or Flemish government *French: Ministry of education
Brazil	PQ-43A-I	PQ-43G	D	Municipality, state or federal authorities	Municipality, state or federal authorities
Bulgaria	PQ-43A-I	PQ-43G	D	Municipality, regional or national authorities	Municipality, regional or national authorities
Chile	PQ-43A-I	PQ-43G	D	Local, municipality/regional, state, or national	Local, municipality/regional, state, or national
Chinese Taipei	PQ-43A-I	PQ-43G	D	Local or central	Local or central

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Ciudad Autónoma de Buenos Aires (Argentina)	PQ-43A-I	PQ-43G	D	Local or municipality/regional	Local or municipality/regional
Colombia	PQ-43A-I	PQ-43G	D	Local, municipal, state, regional, or national	Local, municipal, state, regional, or national
Croatia	PQ-43A-I	PQ-43G	D	Local, municipal, county or state	Local, municipal, county or state
Cyprus	PQ-43A-I	PQ-43G	D	Local, municipality or national	Local, municipality or national
Czech Republic	PQ-43A-I	PQ-43G	D	Administrative body at any level of public administration	Administrative body at any level of public administration
Denmark	PQ-43A-I	PQ-43G	D	Municipal or state	Municipal or state
England (United Kingdom)	PQ-43A-I	PQ-43G	D	Local, regional or national authority or multi-academy trust	Local, regional or national authority or multi-academy trust
Finland	PQ-43A-I	PQ-43G	D	Municipality or state	Municipality or state
France	PQ-43A-I	PQ-43G	D	National, academic or local	National, academic or local
Georgia	PQ-43A-I	PQ-43G	D	Local government, regional government, resource centre, or the Ministry of Education and Science	Local government, regional government, resource centre, or the Ministry of Education and Science
Hungary	PQ-43A-I	PQ-43G	D	Ministry or regional, local	Ministry or regional, local
Iceland	PQ-43A-I	PQ-43G	D	State/municipality	State/municipality
Israel	PQ-43A-I	PQ-43G	D	Local authority, Ministry of education	Local authority, Ministry of education
Italy	PQ-43A-I	PQ-43G	D	Local institutions, regions, Ministry and its district offices	Local institutions, regions, Ministry and its district offices
Japan	PQ-43A-I	PQ-43G	D	State, local/municipal	State, local/municipal
Kazakhstan	PQ-43A-I	PQ-43G	D	Local or central	Local or central
Korea	PQ-43A-I	PQ-43G	D	Local, municipality/provincial office of education, or Ministry of Education	Local, municipality/provincial office of education, or Ministry of Education
Latvia	PQ-43A-I	PQ-43G	D	State or local government authorities	State or local government authorities
Lithuania	PQ-43A-I	PQ-43G	D	Municipal or national (state)	Municipal or national (state)

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Malta	PQ-43A-I	PQ-43G	D	Local or national	Local or national
Mexico	PQ-43A-I	PQ-43G	D	Local/state/national	Local/state/national
Netherlands	PQ-43A-I	PQ-43G	D	Local and national administration	Local and national administration
New Zealand	PQ-43A-I	PQ-43G	D	Nationally defined dimension: Keeping up with changing requirements from local or national authorities (e.g. Ministry of Education)	Nationally defined dimension: Keeping up with changing requirements from local or national authorities (e.g. Ministry of Education)
Norway	PQ-43A-I	PQ-43G	D	Local/municipality or national	Local/municipality or national
Portugal	PQ-43A-I	PQ-43G	D	Local, municipal, regional educational authorities or Ministry of Education	Local, municipal, regional educational authorities or Ministry of Education
Romania	PQ-43A-I	PQ-43G	D	Local, county or national	Local, county or national
Russia	PQ-43A-I	PQ-43G	D	Local, municipality/regional, state, national/federal, Ministry of Education of Russian Federation	Local, municipality/regional, state, national/federal, Ministry of Education of Russian Federation
Shanghai (China)	PQ-43A-I	PQ-43G	D	District, municipality or national	District, municipality or national
Singapore	PQ-43A-I	PQ-43G	D	Ministry of Education or other national authorities	Ministry of Education or other national authorities
Slovak Republic	PQ-43A-I	PQ-43G	D	Founder, higher territorial unit or Ministry of Education	Founder, higher territorial unit or Ministry of Education
Slovenia	PQ-43A-I	PQ-43G	D	Local, municipality, regional or national	Local, municipality, regional or national
South Africa	PQ-43A-I	PQ-43G	D	District/provincial or national	District/provincial or national
Turkey	PQ-43A-I	PQ-43G	D	State	State
United Arab Emirates	PQ-43A-I	PQ-43G	D	Nationally defined dimension: Keeping up with changing requirements from local, regional, state, or national/federal authority, i.e. Ministry of Education, ADEK, KHDA	Nationally defined dimension: Keeping up with changing requirements from local, regional, state, or national/federal authority, i.e. Ministry of Education, ADEK, KHDA
United States	PQ-43A-I	PQ-43G	D	Local school district or state education	Local school district or state education
Viet Nam	PQ-43A-I	PQ-43G	D	Local, provincial, regional, national	Local, provincial, regional, national
England (United Kingdom)	PQ-43A-I	PQ-43I	D	Nationally defined dimension: Accommodating students with special educational needs	Nationally defined dimension: Accommodating students with special educational needs

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Bulgaria	PQ-44A-J	PQ-44A	D	Nationally defined dimension: The advantages of this position clearly outweigh the disadvantages.	Nationally defined dimension: The advantages of this position clearly outweigh the disadvantages.
South Africa	PQ-44A-J	PQ-44B	D	Nationally defined dimension: If I could decide again, I would still choose this position.	Nationally defined dimension: If I could decide again, I would still choose this position.
Bulgaria	PQ-44A-J	PQ-44F	D	Nationally defined dimension: I wonder whether it would have been better to choose another position.	Nationally defined dimension: I wonder whether it would have been better to choose another position.
Alberta (Canada)	PQ-45A-E	PQ-45B	D	Employment contract	Employment contract
Belgium	PQ-45A-E	PQ-45B	D	Contract	Contract
Bulgaria	PQ-45A-E	PQ-45B	D	Contract	Contract
Chinese Taipei	PQ-45A-E	PQ-45B	D	Employment	Employment
Croatia	PQ-45A-E	PQ-45B	D	Employment	Employment
Czech Republic	PQ-45A-E	PQ-45B	D	Employment contract	Employment contract
Denmark	PQ-45A-E	PQ-45B	D	Employment	Employment
Estonia	PQ-45A-E	PQ-45B	D	Position	Position
Finland	PQ-45A-E	PQ-45B	D	Contract of employment	Contract of employment
France	PQ-45A-E	PQ-45B	D	Contract or status	Contract or status
Georgia	PQ-45A-E	PQ-45B	D	Contract	Contract
Hungary	PQ-45A-E	PQ-45B	D	Employment	Employment
Iceland	PQ-45A-E	PQ-45B	D	Employment agreement	Employment agreement
Israel	PQ-45A-E	PQ-45B	D	Employment contract	Employment contract
Italy	PQ-45A-E	PQ-45B	D	Work contract	Work contract
Japan	PQ-45A-E	PQ-45B	D	Employment	Employment

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Kazakhstan	PQ-45A-E	PQ-45B	D	Employment/Social perks	Employment/Social perks
Korea	PQ-45A-E	PQ-45B	D	Contract	Contract
Lithuania	PQ-45A-E	PQ-45B	D	Job contract	Job contract
Mexico	PQ-45A-E	PQ-45B	D	Contract	Contract
Netherlands	PQ-45A-E	PQ-45B	D	Contract	Contract
Norway	PQ-45A-E	PQ-45B	D	Working conditions	Working conditions
Romania	PQ-45A-E	PQ-45B	D	Work contract	Work contract
Russia	PQ-45A-E	PQ-45B	D	Labour contract	Labour contract
Shanghai (China)	PQ-45A-E	PQ-45B	D	Employment contract	Employment contract
Slovak Republic	PQ-45A-E	PQ-45B	D	Employment contract/job	Employment contract/job
Slovenia	PQ-45A-E	PQ-45B	D	Employment contract	Employment contract
Spain	PQ-45A-E	PQ-45B	D	Employment contract	Employment contract
Sweden	PQ-45A-E	PQ-45B	D	Employment	Employment
Turkey	PQ-45A-E	PQ-45B	D	Assignment	Assignment
Viet Nam	PQ-45A-E	PQ-45B	D	Contract	Contract
Alberta (Canada)	PQ-45A-E	PQ-45D	D	Provincial government or/and the School Authority/School Board	Provincial government or/and the School Authority/School Board
Australia	PQ-45A-E	PQ-45D	D	Municipal, local, regional, state/territory, or national	Municipal, local, regional, state/territory, or national
Austria	PQ-45A-E	PQ-45D	D	Community, federal state or supreme federal	Community, federal state or supreme federal
Belgium	PQ-45A-E	PQ-45D	D	Local, regional or Flemish government	Local, regional or Flemish government
*French:				*French:	

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				Ministry of education	
Brazil	PQ-45A-E	PQ-45D	D	Municipal, state or federal	Municipal, state or federal
Bulgaria	PQ-45A-E	PQ-45D	D	Municipality, regional or national authorities	Municipality, regional or national authorities
Chinese Taipei	PQ-45A-E	PQ-45D	D	Local or central	Local or central
Ciudad Autónoma de Buenos Aires (Argentina)	PQ-45A-E	PQ-45D	D	Local or municipality/regional	Local or municipality/regional
Colombia	PQ-45A-E	PQ-45D	D	Local, municipal, regional, state, or national	Local, municipal, regional, state, or national
Croatia	PQ-45A-E	PQ-45D	D	Local, municipal, county or state	Local, municipal, county or state
Cyprus	PQ-45A-E	PQ-45D	D	Municipal, local or national	Municipal, local or national
Czech Republic	PQ-45A-E	PQ-45D	D	State administration body at any level of public administration	State administration body at any level of public administration
Denmark	PQ-45A-E	PQ-45D	D	Municipal or state	Municipal or state
England (United Kingdom)	PQ-45A-E	PQ-45D	D	Local, regional or national authority or multi-academy trust	Local, regional or national authority or multi-academy trust
Finland	PQ-45A-E	PQ-45D	D	Municipality or state	Municipality or state
France	PQ-45A-E	PQ-45D	D	Local, academic or national	Local, academic or national
Georgia	PQ-45A-E	PQ-45D	D	Local self-governance, regional government, resource centre, or the Ministry of Education and Science	Local self-governance, regional government, resource centre, or the Ministry of Education and Science
Hungary	PQ-45A-E	PQ-45D	D	Ministry or regional, local	Ministry or regional, local
Iceland	PQ-45A-E	PQ-45D	D	State/municipality	State/municipality
Israel	PQ-45A-E	PQ-45D	D	Local authority, owner, Ministry of education	Local authority, owner, Ministry of education
Italy	PQ-45A-E	PQ-45D	D	Local institutions, regions, Ministry and its district offices	Local institutions, regions, Ministry and its district offices
Japan	PQ-45A-E	PQ-45D	D	National, local/municipal	National, local/municipal

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Kazakhstan	PQ-45A-E	PQ-45D	D	Local and central education	Local and central education
Korea	PQ-45A-E	PQ-45D	D	Local, municipality/provincial office of education, or Ministry of Education	Local, municipality/provincial office of education, or Ministry of Education
Latvia	PQ-45A-E	PQ-45D	D	State or local governments	State or local governments
Lithuania	PQ-45A-E	PQ-45D	D	Municipal or national (state)	Municipal or national (state)
Malta	PQ-45A-E	PQ-45D	D	Local or national	Local or national
Mexico	PQ-45A-E	PQ-45D	D	Local/state/national	Local/state/national
Netherlands	PQ-45A-E	PQ-45D	D	Local and national administration	Local and national administration
New Zealand	PQ-45A-E	PQ-45D	D	Local or national	Local or national
Norway	PQ-45A-E	PQ-45D	D	Local/municipality or national	Local/municipality or national
Portugal	PQ-45A-E	PQ-45D	D	Local, municipal, regional educational authorities or Ministry of Education	Local, municipal, regional educational authorities or Ministry of Education
Romania	PQ-45A-E	PQ-45D	D	Local, county or national	Local, county or national
Russia	PQ-45A-E	PQ-45D	D	Local, municipality/regional, state, national/federal, Ministry of Education of Russian Federation	Local, municipality/regional, state, national/federal, Ministry of Education of Russian Federation
Shanghai (China)	PQ-45A-E	PQ-45D	D	District, municipality or national	District, municipality or national
Singapore	PQ-45A-E	PQ-45D	D	Ministry of Education or other national authorities	Ministry of Education or other national authorities
Slovak Republic	PQ-45A-E	PQ-45D	D	Founder, higher territorial unit or Ministry of Education	Founder, higher territorial unit or Ministry of Education
Slovenia	PQ-45A-E	PQ-45D	D	Local, municipality, regional or national	Local, municipality, regional or national
South Africa	PQ-45A-E	PQ-45D	D	District and provincial	District and provincial
Spain	PQ-45A-E	PQ-45D	D	Local, autonomic, national authorities	Local, autonomic, national authorities
Sweden	PQ-45A-E	PQ-45D	D	Local, municipality/regional, state, or national/federal	Local, municipality/regional, state, or national/federal
Turkey	PQ-45A-E	PQ-45D	D	State	State

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
United Arab Emirates	PQ-45A-E	PQ-45D	D	Local, regional, state, or national	Local, regional, state, or national
Viet Nam	PQ-45A-E	PQ-45D	D	Local, provincial, regional or national	Local, provincial, regional or national
Denmark	PQ-S	PQ-S-A	D	Section instruction changed: The questions in this section are about you, your education and your position as school principal.	Section instruction changed: The questions in this section are about you, your education and your position as school principal.
Denmark	PQ-S	PQ-S-D	D	Section instruction changed: In this context, evaluation is defined as a review of the teacher's work carried out by the principal, an external person or authority or the teacher's colleagues. Here it is defined as a formal review (e.g. as part of a formal performance management system, involving set procedures and criteria) rather than a more informal approach (e.g. through informal discussions).	Section instruction changed: In this context, evaluation is defined as a review of the teacher's work carried out by the principal, an external person or authority or the teacher's colleagues. Here it is defined as a formal review (e.g. as part of a formal performance management system, involving set procedures and criteria) rather than a more informal approach (e.g. through informal discussions).
France	PQ-S	PQ-S-D	D	Section instruction changed: In this section, 'appraisal' is defined as when a teacher's work is reviewed by the principal, an external inspector or by his or her colleagues. Here, it is defined as a more formal approach rather than a more informal approach (e.g. through informal discussions).	Section instruction changed: In this section, 'appraisal' is defined as when a teacher's work is reviewed by the principal, an external inspector or by his or her colleagues. Here, it is defined as a more formal approach rather than a more informal approach (e.g. through informal discussions).
New Zealand	PQ-S	PQ-S-D	D	Section instruction changed: In this section, 'appraisal' is defined as when a teacher's work is reviewed by the principal, an external assessor or by his or her colleagues. Here, it is defined as a more formal approach (e.g. as part of a formal performance management system, involving set procedures and criteria) rather than a more informal approach (e.g. through informal discussions).	Section instruction changed: In this section, 'appraisal' is defined as when a teacher's work is reviewed by the principal, an external assessor or by his or her colleagues. Here, it is defined as a more formal approach (e.g. as part of a formal performance management system, involving set procedures and criteria) rather than a more informal approach (e.g. through informal discussions).
Singapore	PQ-S	PQ-S-D	D	Section instruction changed: In this section, 'appraisal' is defined as when a teacher's work is reviewed by the principal, the cluster superintendent/an external inspector or by his or her colleagues. Here, it is defined as a more formal approach (e.g. as part of a formal performance management system, involving set procedures and criteria) rather than a more informal approach (e.g. through informal discussions).	Section instruction changed: In this section, 'appraisal' is defined as when a teacher's work is reviewed by the principal, the cluster superintendent/an external inspector or by his or her colleagues. Here, it is defined as a more formal approach (e.g. as part of a formal performance management system, involving set procedures and criteria) rather than a more informal approach (e.g. through informal discussions).
Israel	PQ-S	PQ-S-F	D	Section instruction changed: 'Induction activities' are referring to the formal induction program to new teaching teachers whose this is their first teaching year after obtaining their teaching diploma, and to all informal activities that are being initiated by the school to support experienced teachers who began working in the school.	Section instruction changed: 'Induction activities' are referring to the formal induction program to new teaching teachers whose this is their first teaching year after obtaining their teaching diploma, and to all informal activities that are being initiated by the school to support experienced teachers who began working in the school.
France	PQ-S	PQ-S-G	D	Section instruction added:	Section instruction added:

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Israel	PQ-S	PQ-S-G	D	<p>The term 'ethnic' appears in the questionnaire although the concept is not stabilized in France. Issues with this term have not been significantly modified to allow international comparison. We therefore specify that this does not imply acceptance or rejection of this concept by the authorities.</p> <p>Section instruction changed: The following section includes questions about school policies and practices concerned with diversity, with an emphasis on cultural diversity. 'Diversity' refers to the recognition of and appreciation for differences in the backgrounds of students and staff. In the case of cultural diversity, it refers most notably to cultural backgrounds (e.g. different congregations, sectors or origins).</p>	<p>The term 'ethnic' appears in the questionnaire although the concept is not stabilized in France. Issues with this term have not been significantly modified to allow international comparison. We therefore specify that this does not imply acceptance or rejection of this concept by the authorities.</p> <p>Section instruction changed: The following section includes questions about school policies and practices concerned with diversity, with an emphasis on cultural diversity. 'Diversity' refers to the recognition of and appreciation for differences in the backgrounds of students and staff. In the case of cultural diversity, it refers most notably to cultural backgrounds (e.g. different congregations, sectors or origins).</p>

Table A G.10. List of country-specific adaptations to the ISCED 1 principal questionnaire, which deviate from the ISCED level 2 adaptations, sorted by country, question group and question location

	Question group	Location	Code	Country Adaptation	Adaptation recoded for international comparability
Participating country/economy					
Netherlands	PQ-19A-I	PQ-19B	D	Deputy principal	Deputy principal
Ciudad Autónoma de Buenos Aires (Argentina)	PQ-19A-I	PQ-19D	D	Nationally defined dimension: Cycle coordinator	Nationally defined dimension: Cycle coordinator
Ciudad Autónoma de Buenos Aires (Argentina)	PQ-25A-H	PQ-25D	D	Nationally defined dimension: An assessor or coordinator is appointed to help the teacher improve his/her teaching.	Nationally defined dimension: An assessor or coordinator is appointed to help the teacher improve his/her teaching.
Spain	PQ-29A-O	PQ-29C,M	X	Dimension not administered or data not available	Dimension not administered or data not available

Table A G.11. List of country-specific adaptations to the ISCED 3 principal questionnaire, which deviate from the ISCED level 2 adaptations, sorted by country, question group and question location

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Participating country/economy					
Denmark	PQ-08A-K	PQ-08D	D	Nationally defined dimension: How learning plans/subjects' academic goals are implemented in the schools work	Nationally defined dimension: How learning plans/subjects' academic goals are implemented in the schools work
Denmark	PQ-15A-E	PQ-15A	X	Dimension not administered or data not available	Dimension not administered or data not available
Croatia	PQ-15A-E	PQ-15A-C	X	Dimension not administered or data not available	Dimension not administered or data not available
Portugal	PQ-15A-E	PQ-15B	D	Question part (B) not administered or data not available	Question part (B) not administered or data not available
Croatia	PQ-15A-E	PQ-15D	D	Secondary school - gymnasium programmes	Secondary school - gymnasium programmes
Croatia	PQ-15A-E	PQ-15E	D	Secondary school - vocational programmes	Secondary school - vocational programmes
Croatia	PQ-17A-E	PQ-17A-E	D	Students across all grades in this school	Students across all grades in this school
Denmark	PQ-17A-E	PQ-17A-E	D	This school's students	This school's students
Denmark	PQ-19A-I	PQ-19A	D	Nationally defined dimension: Director, principal	Nationally defined dimension: Director, principal
Denmark	PQ-19A-I	PQ-19B	D	Vice Director, Vice Principal, Deputy Principal	Vice Director, Vice Principal, Deputy Principal
Denmark	PQ-19A-I	PQ-19D	D	Nationally defined dimension: Head of Education, Head of Department, Educational Leaders	Nationally defined dimension: Head of Education, Head of Department, Educational Leaders
Denmark	PQ-20A-K	PQ-20A-K	D	Nationally defined categories: 1 = Director, principal 2 = Other members of the school's management team 3 = Teachers (not as part of the school's management team) 4 = The school's governing board 5 = Municipal or state authorities	Nationally defined categories: 1 = Director, principal 2 = Other members of the school's management team 3 = Teachers (not as part of the school's management team) 4 = The school's governing board 5 = Municipal or state authorities
Croatia	PQ-21A-G	PQ-21C	D	Dimension instruction changed: Including curriculum development, classroom observations, student evaluation, mentoring teachers, teacher professional development	Dimension instruction changed: Including curriculum development, classroom observations, student evaluation, mentoring teachers, teacher professional development
Denmark	PQ-23A-E	PQ-23A	D	Nationally defined dimension: Director, principal	Nationally defined dimension: Director, principal
Denmark	PQ-24A-F	PQ-24A-F	D	Nationally defined categories: 1 = External individuals or bodies 2 = Director, principal 3 = Member(s) of the school management team	Nationally defined categories: 1 = External individuals or bodies 2 = Director, principal 3 = Member(s) of the school management team

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				4 = Assigned mentors 5 = Other teachers (not a part of the school management team) 6 = Not used in this school	4 = Assigned mentors 5 = Other teachers (not a part of the school management team) 6 = Not used in this school
Denmark	PQ-27A-G	PQ-27A	D	Nationally defined dimension: Teachers understand teaching plans/subjects' academic goals	Nationally defined dimension: Teachers understand teaching plans/subjects' academic goals
Denmark	PQ-27A-G	PQ-27B	D	Nationally defined dimension: Teachers succeed in implementing teaching plans/subjects' academic goals	Nationally defined dimension: Teachers succeed in implementing teaching plans/subjects' academic goals
Sweden	PQ-29A-O	PQ-29C	D	Dimension administered	Dimension administered
Denmark	PQ-29A-O	PQ-29I	D	Nationally defined dimension: Shortage or inadequacy of instructional space (e.g. classrooms, workshops, project rooms, outdoor areas)	Nationally defined dimension: Shortage or inadequacy of instructional space (e.g. classrooms, workshops, project rooms, outdoor areas)
Denmark	PQ-33A-J	PQ-33A	D	Nationally defined dimension: Courses/seminars with attendance	Nationally defined dimension: Courses/seminars with attendance

Teacher questionnaire

Country-specific adaptations were agreed upfront with the NPM in line with the rules and guidelines for national adaptations. In the below table, entries are sorted by the concerned question group first, then by country, then by the specific question location affected. Question group and location are given in the notation questionnaire type – question number, e.g. TQ-07 for Question 7 in the teacher questionnaire.

Adaptations between ISCED levels could differ in countries and economies administering TALIS in multiple ISCED levels. When adaptations in ISCED 1, ISCED 3 and the TALIS-PISA link differed to the ISCED 2 adaptations, they had to be documented separately. These ISCED level specific adaptations are listed below the main table of this section in Table A G.13 and Table A G.14.

The column “Country adaptation” contains the back-translated national version. Column “Adaptation”, recoded for international comparability, describes the change from the international source version along with any applicable recoding action that was carried out at the IEA Hamburg during the data processing. For structural adaptations, this column holds an explanation of the change, e.g. “Category not administered or data not available”. For non-structural adaptations, for the most part adaptations of terms in pointed brackets (<>), the column simply repeats the same English term. Both types of adaptation may occur in combination.

Country-specific adaptations have one of two different codes assigned to them:

- Code D: National data are included in the international database.
This code is used for questions where the specific national version was considered appropriate for comparison.
- Code X: National data are not included in the international database.
This code is used to refer to a few questions that were not administered, not applicable, or deleted for any of several reasons (e.g. not internationally comparable, removed because of NPM request, or removed due to other data problems).

Table A G.12. List of country-specific adaptations to the teacher questionnaire sorted by country, question group and question location

Participating country/ economy	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Denmark	TQ-01	TQ-01	D	Stem of the question changed: What is your sex?	Stem of the question changed: What is your sex?
Japan	TQ-01	TQ-01	D	Stem of the question changed: Which is your gender? Nationally defined categories: 1 = Male 2 = Female	Stem of the question changed: Which is your gender? National categories recoded for international comparability: 1 = Female 2 = Male
Spain	TQ-01	TQ-01	D	Stem of the question changed: Gender	Stem of the question changed: Gender
Spain	TQ-02	TQ-02	D	Stem of the question changed: Age Question instruction changed: Write how old are you	Stem of the question changed: Age Question instruction changed: Write how old are you
Alberta (Canada)	TQ-03	TQ-03	D	Nationally defined categories: 1 = College diploma or certificate 2 = Bachelor's degree 3 = Master's degree 4 = Ph.D./Ed.D.	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = College diploma or certificate 5 = Bachelor's degree 6 = Master's degree 7 = Ph.D./Ed.D.
Australia	TQ-03	TQ-03	D	Nationally defined categories: 1 = Diploma, Advanced diploma or Associate degree 2 = Bachelor degree (with or without Honours) 3 = Graduate Diploma/Graduate Certificate 4 = Master's degree 5 = Doctoral degree	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Diploma, Advanced diploma or Associate degree

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Austria	TQ-03	TQ-03	D	<p>Question instruction changed: Please mark all that applies to you.</p> <p>Nationally defined categories:</p> <ul style="list-style-type: none"> 1 = College for working teachers 2 = Higher education entrance qualification at a AHS 3 = University entrance exam for people with vocational training and experience (f.e. apprenticeship with higher education entrance qualification) 4 = Higher education entrance qualification at a BHS (f.e. HAK, HTL, HLA, BAKIP, BASOP) 5 = University entrance exam for people without the formal educational qualifications 6 = College 7 = Pedagogical (or religious pedagogical) Academy, f.e. Dipl.-Päd. 8 = Study at the pedagogical high school, university or university of applied sciences with bachelor degree 9 = Study at the pedagogical high school, university or university of applied sciences with magister, master or Dipl.-Ing. degree 10 = University study with doctoral degree 	<p>5 = Bachelor degree (with or without Honours) / Graduate Diploma/Graduate Certificate 6 = Master's degree 7 = Doctoral degree</p> <p>Question instruction changed: Please mark all that applies to you.</p> <p>National categories recoded for international comparability:</p> <ul style="list-style-type: none"> 1 = Category not administered or data not available 2 = College for working teachers / Higher education entrance qualification at a AHS 3 = University entrance exam for people with vocational training and experience (f.e. apprenticeship with higher education entrance qualification) 4 = Higher education entrance qualification at a BHS (f.e. HAK, HTL, HLA, BAKIP, BASOP) / University entrance exam for people without the formal educational qualifications / College / Pedagogical (or religious pedagogical) Academy, f.e. Dipl.-Päd. 5 = Study at the pedagogical high school, university or university of applied sciences with bachelor degree 6 = Study at the pedagogical high school, university or university of applied sciences with magister, master or Dipl.-Ing. degree 7 = University study with doctoral degree
Belgium	TQ-03	TQ-03	D	<p>Nationally defined categories:</p> <ul style="list-style-type: none"> 1 = Secondary education 2 = Postsecondary education (4th phase) 3 = Higher vocational education 4 = Professional bachelor, a degree in tertiary education of 1 cycles (e.g. teacher, regent, A1, graduate, ...) 5 = Academic bachelor 6 = Master/licentiate, a degree in tertiary education of 2 cycles (obtained in a college or university) 7 = Doctorate <p>*French: 1 = Upper secondary Education</p>	<p>National categories recoded for international comparability:</p> <ul style="list-style-type: none"> 1 = Category not administered or data not available 2 = Secondary education 3 = Postsecondary education (4th phase) 4 = Higher vocational education 5 = Professional bachelor, a degree in tertiary education of 1 cycles (e.g. teacher, regent, A1, graduate, ...) / Academic bachelor 6 = Master/licentiate, a degree in tertiary education of 2 cycles (obtained in a college or university) 7 = Doctorate <p>*French: 1 = Category not administered or data not available 2 = Upper secondary Education</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				<p>2 = Post-secondary education (no tertiary education), a 7th year opening to vocational life 3 = Short tertiary education (graduate, low secondary education teacher, non-university bachelor) 4 = First university cycle 5 = Long tertiary education (master) 6 = PhD</p>	<p>3 = Post-secondary education (no tertiary education), a 7th year opening to vocational life 4 = Category not administered or data not available 5 = Short tertiary education (graduate, low secondary education teacher, non-university bachelor) / First university cycle 6 = Long tertiary education (master) 7 = PhD</p>
Brazil	TQ-03	TQ-03	D	<p>Nationally defined categories:</p> <p>1 = Below High School 2 = High School 3 = Sequential course of specific training 4 = Higher Education - Bachelor, Licenciated or Technology programmes (Technologist) 5 = Specialization (Lato Sensu) 6 = Master Degree (Stricto Sensu) 7 = Doctor Degree (Stricto Sensu)</p>	<p>National categories recoded for international comparability:</p> <p>1 = Below High School 2 = High School 3 = Category not administered or data not available 4 = Sequential course of specific training 5 = Higher Education - Bachelor, Licenciated or Technology programmes (Technologist) / Specialization (Lato Sensu) 6 = Master Degree (Stricto Sensu) 7 = Doctor Degree (Stricto Sensu)</p>
Bulgaria	TQ-03	TQ-03	D	<p>Nationally defined categories:</p> <p>1 = Did not complete Upper secondary education 2 = Finished Upper secondary education 3 = Finished Vocational education after upper secondary education 4 = Finished Higher education (Professional Bachelor) 5 = Finished Higher education (Bachelor) 6 = Finished Higher education (Master) 7 = Finished Higher education (Doc)</p>	<p>Nationally defined categories:</p> <p>1 = Did not complete Upper secondary education 2 = Finished Upper secondary education 3 = Finished Vocational education after upper secondary education 4 = Finished Higher education (Professional Bachelor) 5 = Finished Higher education (Bachelor) 6 = Finished Higher education (Master) 7 = Finished Higher education (Doc)</p>
Chile	TQ-03	TQ-03	D	<p>Nationally defined categories:</p> <p>1 = Incomplete upper secondary education 2 = Complete upper secondary education 3 = Post-secondary education in professional institute 4 = Post-secondary education in a Technical training centre 5 = Post-secondary education in a University 6 = Post graduate studies master or equivalent level 7 = Post graduate studies doctoral or equivalent level</p>	<p>National categories recoded for international comparability:</p> <p>1 = Incomplete upper secondary education 2 = Complete upper secondary education 3 = Category not administered or data not available 4 = Post-secondary education in professional institute / Post-secondary education in a Technical training centre 5 = Post-secondary education in a University 6 = Post graduate studies master or equivalent level 7 = Post graduate studies doctoral or equivalent level</p>
Chinese Taipei	TQ-03	TQ-03	D	<p>Nationally defined categories:</p> <p>1 = Below general or skill-based senior secondary school 2 = General or skill-based senior secondary school</p>	<p>Nationally defined categories:</p> <p>1 = Below general or skill-based senior secondary school 2 = General or skill-based senior secondary school</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				3 = 5-year, 3-year, or 2-year junior college 4 = 2-year or 4-year junior college of technology 5 = Bachelor degree 6 = Master degree (including 40-credit programmes) 7 = Doctoral degree	3 = 5-year, 3-year, or 2-year junior college 4 = 2-year or 4-year junior college of technology 5 = Bachelor degree 6 = Master degree (including 40-credit programmes) 7 = Doctoral degree
Ciudad Autónoma de Buenos Aires (Argentina)	TQ-03	TQ-03	D	Nationally defined categories: 1 = Secondary level 2 = Tertiary level / Non-university teacher training of up to 3 years 3 = University level / Non-university teacher training of at least 4 years 4 = Specialization or Master's degree (post-graduate) 5 = Doctoral degree	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Secondary level 3 = Category not administered or data not available 4 = Tertiary level / Non-university teacher training of up to 3 years 5 = University level / Non-university teacher training of at least 4 years 6 = Specialization or Master's degree (post-graduate) 7 = Doctoral degree
Colombia	TQ-03	TQ-03	D	Nationally defined categories: 1 = Below upper secondary 2 = Upper secondary 3 = Education for work or education in a teacher training institution 4 = Practical and vocational professional education 5 = Undergraduate program in a university 6 = Graduated program in a university (specialization and Master's degree) 7 = Doctoral program	Nationally defined categories: 1 = Below upper secondary 2 = Upper secondary 3 = Education for work or education in a teacher training institution 4 = Practical and vocational professional education 5 = Undergraduate program in a university 6 = Graduated program in a university (specialization and Master's degree) 7 = Doctoral program
Croatia	TQ-03	TQ-03	D	Nationally defined categories: 1 = Professional study lasting less than 3 years 2 = 3-year or 4-year undergraduate study 3 = 4-year or 5-year graduate study 4 = Postgraduate specialist study 5 = Postgraduate research-oriented master's study 6 = Postgraduate university doctoral study	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Professional study lasting less than 3 years 5 = 3-year or 4-year undergraduate study 6 = 4-year or 5-year graduate study / Postgraduate specialist study / Postgraduate research-oriented master's study 7 = Postgraduate university doctoral study
Cyprus	TQ-03	TQ-03	D	Nationally defined categories: 1 = Non-University Degree/Diploma/Certificate 2 = Bachelor Degree 3 = Master's Degree 4 = PhD	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Non-University Degree/Diploma/Certificate

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
					<p>5 = Bachelor Degree 6 = Master's Degree 7 = PhD</p>
Czech Republic	TQ-03	TQ-03	D	<p>Nationally defined categories:</p> <p>1 = Higher secondary education 2 = Higher secondary education 3 = Language school - postsecondary education 4 = Higher technical education at conservatories 5 = Higher technical education 6 = Bachelor degree education 7 = Master degree education 8 = Doctoral study programme</p>	<p>National categories recoded for international comparability:</p> <p>1 = Higher secondary education 2 = Higher secondary education 3 = Language school - postsecondary education 4 = Higher technical education at conservatories 5 = Higher technical education / Bachelor degree education 6 = Master degree education 7 = Doctoral study programme</p>
Denmark	TQ-03	TQ-03	D	<p>Nationally defined categories:</p> <p>1 = Basic school (0-10th grade) 2 = General or vocational upper secondary education (e.g. high-school certificate, commercial school certificate, vocational education) 3 = Short-cycle higher education (e.g. academy profession degree in computer science, chemist's assistant, adult education training) 4 = Medium-cycle higher education (e.g. teacher, pedagogue, diploma) 5 = Long-cycle higher education (e.g. Master of Arts in humanities, Master of Arts in the theory of education, master education) 6 = PhD education</p>	<p>National categories recoded for international comparability:</p> <p>1 = Basic school (0-10th grade) 2 = General or vocational upper secondary education (e.g. high-school certificate, commercial school certificate, vocational education) 3 = Category not administered or data not available 4 = Short-cycle higher education (e.g. academy profession degree in computer science, chemist's assistant, adult education training) 5 = Medium-cycle higher education (e.g. teacher, pedagogue, diploma) 6 = Long-cycle higher education (e.g. Master of Arts in humanities, Master of Arts in the theory of education, master education) 7 = PhD education</p>
England (United Kingdom)	TQ-03	TQ-03	D	<p>Nationally defined categories:</p> <p>1 = GCE A levels or below, or equivalent 2 = HNC, HND, NVQ at level 4+, Foundation degree or equivalent 3 = Bachelor's Degree 4 = Master's Degree 5 = Doctorate</p>	<p>National categories recoded for international comparability:</p> <p>1 = Category not administered or data not available 2 = Category not administered or data not available 3 = GCE A levels or below, or equivalent 4 = HNC, HND, NVQ at level 4+, Foundation degree or equivalent 5 = Bachelor's Degree 6 = Master's Degree 7 = Doctorate</p>
Estonia	TQ-03	TQ-03	D	<p>Nationally defined categories:</p> <p>1 = Basic education or vocational education without secondary education 2 = Secondary education, including general secondary education and vocational secondary education or secondary specialized education based on basic education 3 = Vocational education based on secondary education</p>	<p>Nationally defined categories:</p> <p>1 = Basic education or vocational education without secondary education 2 = Secondary education, including general secondary education and vocational secondary education or secondary specialized education based on basic education 3 = Vocational education based on secondary education</p>

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability	
			<p>4 = Secondary specialized education based on secondary education 5 = Bachelor's degree (according to 3+2 system), vocational higher education, Diploma-study, professional higher education 6 = Master's degree or equalized education, including Bachelor's degree according to 4+2 system, Soviet Union specialist diploma 7 = Doctor's degree, including Candidate degree</p>	<p>4 = Secondary specialized education based on secondary education 5 = Bachelor's degree (according to 3+2 system), vocational higher education, Diploma-study, professional higher education 6 = Master's degree or equalized education, including Bachelor's degree according to 4+2 system, Soviet Union specialist diploma 7 = Doctor's degree, including Candidate degree</p>	
Finland	TQ-03	TQ-03	D	<p>Nationally defined categories: 1 = No upper secondary degree, academic or vocational 2 = Upper secondary degree, academic or vocational 3 = Special vocational degree 4 = Higher vocational degree 5 = Lower degree at the polytechnic or university, 3 years 6 = Higher degree at the polytechnic, 5 years or university 7 = Post-graduate degree (licentiate or doctor) at the university</p>	<p>Nationally defined categories: 1 = No upper secondary degree, academic or vocational 2 = Upper secondary degree, academic or vocational 3 = Special vocational degree 4 = Higher vocational degree 5 = Lower degree at the polytechnic or university, 3 years 6 = Higher degree at the polytechnic, 5 years or university 7 = Post-graduate degree (licentiate or doctor) at the university</p>
France	TQ-03	TQ-03	D	<p>Nationally defined categories: 1 = Below upper secondary education 2 = Upper secondary education 3 = Post-secondary non-tertiary degree (DAEU, DU, capacité en droit, etc.) 4 = Post-secondary diploma of short cycles (DEUG, DUT, BTS, diplomas of social worker, educator, physiotherapist, CPGE, etc.) 5 = Licence or equivalent 6 = Master or equivalent 7 = Doctorate or equal</p>	<p>Nationally defined categories: 1 = Below upper secondary education 2 = Upper secondary education 3 = Post-secondary non-tertiary degree (DAEU, DU, capacité en droit, etc.) 4 = Post-secondary diploma of short cycles (DEUG, DUT, BTS, diplomas of social worker, educator, physiotherapist, CPGE, etc.) 5 = Licence or equivalent 6 = Master or equivalent 7 = Doctorate or equal</p>
Georgia	TQ-03	TQ-03	D	<p>Nationally defined categories: 1 = Basic education 2 = Secondary or secondary vocational education 3 = 4-th or 5-th level of professional education. For example, college, music school 4 = Higher professional education. For example, a pedagogic college 5 = Bachelor degree 6 = Master's degree or equivalent 7 = Doctoral degree or equivalent</p>	<p>Nationally defined categories: 1 = Basic education 2 = Secondary or secondary vocational education 3 = 4-th or 5-th level of professional education. For example, college, music school 4 = Higher professional education. For example, a pedagogic college 5 = Bachelor degree 6 = Master's degree or equivalent 7 = Doctoral degree or equivalent</p>
Hungary	TQ-03	TQ-03	D	<p>Nationally defined categories: 1 = Below secondary education 2 = Vocational school (without final exam/Matura) 3 = Secondary vocational school or grammar school with Matura</p>	<p>National categories recoded for international comparability: 1 = Below secondary education 2 = Vocational school (without final exam/Matura) / Secondary vocational school or grammar school with Matura</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				<p>4 = Vocational programs usually two years based on maturity examination (e.g. dental technician, jeweller)</p> <p>5 = Accredited post-secondary vocational programs (e.g. customs administrator, social insurance administrator)</p> <p>6 = College or university BA level</p> <p>7 = University or university MA level</p> <p>8 = Higher than university or university MA level or (e.g. PhD)</p>	<p>3 = Vocational programs usually two years based on maturity examination (e.g. dental technician, jeweller)</p> <p>4 = Accredited post-secondary vocational programs (e.g. customs administrator, social insurance administrator)</p> <p>5 = College or university BA level</p> <p>6 = University or university MA level</p> <p>7 = Higher than university or university MA level or (e.g. PhD)</p>
Iceland	TQ-03	TQ-03	D	<p>Nationally defined categories:</p> <p>1 = Teaching certificate, not at univ. level</p> <p>2 = Journeyman</p> <p>3 = Master craftsmanship</p> <p>4 = Journeyman or master craftsman with added teacher certification, i.e. 6 month to 2 yr univ. studies</p> <p>5 = Arts studies (not at university level)</p> <p>6 = Arts studies (not at university level) with added teacher certification, i.e. 6 month to 2 yr univ. studies</p> <p>7 = Vocational, arts or technical university education of maximum 2 yrs. normal length</p> <p>8 = Vocational, arts or technical university education of maximum 2 yrs. normal length with added teacher certification, i.e. 6 month to 2 yr univ. studies</p> <p>9 = B.A., B.Sc. (not in the area of education/pedagogy)</p> <p>10 = B.A., B.Sc. with added teacher certification, i.e. 6 month to 2 yr univ. studies</p> <p>11 = B.Ed. or other bachelor degree in the area of education/pedagogy</p> <p>12 = M.A., M.Sc. (not in the area of education/pedagogy)</p> <p>13 = M.A., M.Sc. with added teacher certification, i.e. 6 month to 2 yr univ. studies</p> <p>14 = M.Ed., M.Art.Ed. or other master's degree in the area of education/pedagogy</p> <p>15 = Doctoral degree (not in the area of education/pedagogy)</p> <p>16 = Doctoral degree with added teacher certification, i.e. 6 month to 2 yr univ. studies</p> <p>17 = Doctoral degree in the area of education/pedagogy</p>	<p>National categories recoded for international comparability:</p> <p>1 = Category not administered or data not available</p> <p>2 = Teaching certificate, not at univ. level / Journeyman / Arts studies (not at university level)</p> <p>3 = Master craftsmanship</p> <p>4 = Journeyman or master craftsman with added teacher certification, i.e. 6 month to 2 yr univ. studies / Arts studies (not at university level) with added teacher certification, i.e. 6 month to 2 yr univ. studies / Vocational, arts or technical university education of maximum 2 yrs. normal length / Vocational, arts or technical university education of maximum 2 yrs. normal length with added teacher certification, i.e. 6 month to 2 yr univ. studies</p> <p>5 = B.A., B.Sc. (not in the area of education/pedagogy) / B.A., B.Sc. with added teacher certification, i.e. 6 month to 2 yr univ. studies / B.Ed. or other bachelor degree in the area of education/pedagogy</p> <p>6 = M.A., M.Sc. (not in the area of education/pedagogy) / M.A., M.Sc. with added teacher certification, i.e. 6 month to 2 yr univ. studies / M.Ed., M.Art.Ed. or other master's degree in the area of education/pedagogy</p> <p>7 = Doctoral degree (not in the area of education/pedagogy) / Doctoral degree with added teacher certification, i.e. 6 month to 2 yr univ. studies / Doctoral degree in the area of education/pedagogy</p>
Israel	TQ-03	TQ-03	D	<p>Nationally defined categories:</p> <p>1 = Below High-school education</p> <p>2 = High-school</p> <p>3 = Pre-University (regular or tech) Diploma</p> <p>4 = Post-secondary, non-tertiary education/vocational (such as technician/engineer)</p> <p>5 = Bachelor degree</p> <p>6 = Master degree</p>	<p>Nationally defined categories:</p> <p>1 = Below High-school education</p> <p>2 = High-school</p> <p>3 = Pre-University (regular or tech) Diploma</p> <p>4 = Post-secondary, non-tertiary education/vocational (such as technician/engineer)</p> <p>5 = Bachelor degree</p> <p>6 = Master degree</p>

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability	
			7 = Ph.D. degree	7 = Ph.D. degree	
Italy	TQ-03	TQ-03	D	<p>Nationally defined categories:</p> <p>1 = Upper secondary school diploma 2 = First level university degree (triennial), Master (University, AFAM), University diploma (old programme), ISEF 3 = Specialist University degree, unique cycle University degree, old programme University degree, University and AFAM Second level Master, University Specialization School 4 = PhD</p>	<p>National categories recoded for international comparability:</p> <p>1 = Category not administered or data not available 2 = Upper secondary school diploma 3 = Category not administered or data not available 4 = Category not administered or data not available 5 = First level university degree (triennial), Master (University, AFAM), University diploma (old programme), ISEF 6 = Specialist University degree, unique cycle University degree, old programme University degree, University and AFAM Second level Master, University Specialization School 7 = PhD</p>
Japan	TQ-03	TQ-03	D	<p>Nationally defined categories:</p> <p>1 = Below (including) junior high school 2 = High school 3 = Upper secondary school, advanced course 4 = Junior colleges, college of technology, professional training college 5 = The university or college with bachelor degree 6 = The graduate school with master's degree, first and second year of PhD, Professional Graduate School (e.g. Graduate School of Teacher Education) 7 = Last half of PhD</p>	<p>Nationally defined categories:</p> <p>1 = Below (including) junior high school 2 = High school 3 = Upper secondary school, advanced course 4 = Junior colleges, college of technology, professional training college 5 = The university or college with bachelor degree 6 = The graduate school with master's degree, first and second year of PhD, Professional Graduate School (e.g. Graduate School of Teacher Education) 7 = Last half of PhD</p>
Kazakhstan	TQ-03	TQ-03	D	<p>Highest education, certified by diploma</p> <p>Nationally defined categories:</p> <p>1 = Upper secondary education (Grades 10-11) or incomplete technical and vocational education based on Grade 9 (only 1-2 year) 2 = Technical and vocational education based on Grade 9 or 11 for the preparation of blue collar workers 3 = Technical and vocational education based on Grade 9 or 11 for the preparation of mid-rank specialists (white collar workers) 4 = Higher education (Bachelor's degree or Specialist's degree) 5 = Graduate education (Master's Degree) 6 = Post-graduate education (PhD, Candidate or Doctor of Science)</p>	<p>Highest education, certified by diploma</p> <p>National categories recoded for international comparability:</p> <p>1 = Category not administered or data not available 2 = Upper secondary education (Grades 10-11) or incomplete technical and vocational education based on Grade 9 (only 1-2 year) 3 = Technical and vocational education based on Grade 9 or 11 for the preparation of blue collar workers 4 = Technical and vocational education based on Grade 9 or 11 for the preparation of mid-rank specialists (white collar workers) 5 = Higher education (Bachelor's degree or Specialist's degree) 6 = Graduate education (Master's Degree) 7 = Post-graduate education (PhD, Candidate or Doctor of Science)</p>
Korea	TQ-03	TQ-03	D	Nationally defined categories:	National categories recoded for international comparability:

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				1 = College 2 = University 3 = Master's degree 4 = Doctoral degree	1 = Category not administered or data not available 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = College 5 = University 6 = Master's degree 7 = Doctoral degree
Latvia	TQ-03	TQ-03	D	Nationally defined categories: 1 = General secondary education 2 = Vocational secondary education 3 = First level of professional higher education or technical school graduate 4 = Bachelor degree or equivalent 5 = Second level of professional higher education and bachelor degree or equivalent 6 = Education equivalent to a Master's degree 7 = Master's degree 8 = PhD	National category recoded for international comparability: 1 = Category not administered or data not available 2 = General secondary education \ Vocational secondary education 3 = Category not administered or data not available 4 = First level of professional higher education or technical school graduate 5 = Bachelor degree or equivalent \ Second level of professional higher education and bachelor degree or equivalent 6 = Education equivalent to a Master's degree \ Master's degree 7 = PhD
Lithuania	TQ-03	TQ-03	D	Nationally defined categories: 1 = Below upper secondary education 2 = Upper secondary education 3 = Post-secondary non-tertiary education 4 = Higher non-university education (college, etc.) 5 = Higher education at university (bachelor's or equivalent level) 6 = Master's or equivalent level 7 = Doctoral or equivalent level	National categories recoded for international comparability: 1 = Below upper secondary education 2 = Upper secondary education 3 = Post-secondary non-tertiary education 4 = Category not administered or data not available 5 = Higher non university education (college, etc.) / Higher education at university (bachelor's or equivalent level) 6 = Master's or equivalent level 7 = Doctoral or equivalent level
Malta	TQ-03	TQ-03	D	Nationally defined categories: 1 = Below MATSEC Certificate / 'A' Level examinations or equivalent 2 = MATSEC Certificate / 'A' Level examinations or equivalent 3 = VET National Diploma or equivalent 4 = Undergraduate Certificate or Diploma / VET Higher Diploma or equivalent 5 = Bachelor's degree or equivalent 6 = Master's degree or equivalent 7 = Doctorate / Ph.D. or equivalent	Nationally defined categories: 1 = Below MATSEC Certificate / 'A' Level examinations or equivalent 2 = MATSEC Certificate / 'A' Level examinations or equivalent 3 = VET National Diploma or equivalent 4 = Undergraduate Certificate or Diploma / VET Higher Diploma or equivalent 5 = Bachelor's degree or equivalent 6 = Master's degree or equivalent 7 = Doctorate / Ph.D. or equivalent
Mexico	TQ-03	TQ-03	D	Nationally defined categories:	National categories recoded for international comparability:

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability	
			<p>1 = Below ISCED 3, technical professional or basic normal before 1983 2 = High school, technical professional or basic normal before 1983 3 = University technical superior 4 = Normal degree, university degree, technological degree 5 = Master or specialization 6 = Doctorate</p>	<p>1 = Below ISCED 3, technical professional or basic normal before 1983 2 = High school, technical professional or basic normal before 1983 3 = Category not administered or data not available 4 = University technical superior 5 = Normal degree, university degree, technological degree 6 = Master or specialization 7 = Doctorate</p>	
Netherlands	TQ-03	TQ-03	D	<p>Nationally defined categories:</p> <p>1 = Below Secondary II education 2 = Secondary II education 3 = Post-secondary, non-tertiary education 4 = Associate Degree 5 = Vocational HE bachelor degree 6 = Vocational HE master's degree 7 = Academic HE bachelor degree 8 = Academic HE master's degree 9 = Doctorate/ habilitation</p>	<p>National categories recoded for international comparability:</p> <p>1 = Below Secondary II education 2 = Secondary II education 3 = Post-secondary, non-tertiary education 4 = Associate Degree 5 = Vocational HE bachelor degree / Academic HE bachelor degree 6 = Vocational HE master's degree / Academic HE master's degree 7 = Doctorate/ habilitation</p>
New Zealand	TQ-03	TQ-03	D	<p>Nationally defined categories:</p> <p>1 = Below NCEA Level 2 or a Certificate below Level 2 2 = NCEA Level 2 or Level 3, a Level 2 or Level 3 Certificate 3 = A Level 4 Certificate 4 = A national diploma (e.g. National Diploma in Science) or vocational diploma (includes Diploma of Primary Teaching), or a Certificate or Diploma at Levels 5-7 5 = Bachelor's or Bachelor's Honours degree, Graduate or Post-graduate Diploma 6 = Master's degree 7 = Doctoral degree</p>	<p>Nationally defined categories:</p> <p>1 = Below NCEA Level 2 or a Certificate below Level 2 2 = NCEA Level 2 or Level 3, a Level 2 or Level 3 Certificate 3 = A Level 4 Certificate 4 = A national diploma (e.g. National Diploma in Science) or vocational diploma (includes Diploma of Primary Teaching), or a Certificate or Diploma at Levels 5-7 5 = Bachelor's or Bachelor's Honours degree, Graduate or Post-graduate Diploma 6 = Master's degree 7 = Doctoral degree</p>
Norway	TQ-03	TQ-03	D	<p>Nationally defined categories:</p> <p>1 = Upper secondary education 2 = Post-secondary, non-tertiary education 3 = Short-cycle (1-2 years) tertiary education 4 = General teacher education, including further education 5 = Primary and Lower Secondary Teacher Education for Years 1-7 6 = Primary and Lower Secondary Teacher Education for Years 5-10 7 = Bachelor degree from university college or university longer than 3 years, but shorter than 5 years 8 = Master in teacher education 1-7</p>	<p>National categories recoded for international comparability:</p> <p>1 = Category not administered or data not available 2 = Upper secondary education 3 = Post-secondary, non-tertiary education 4 = Short-cycle (1-2 years) tertiary education 5 = General teacher education, including further education / Primary and Lower Secondary Teacher Education for Years 1-7 / Primary and Lower Secondary Teacher Education for Years 5-10 / Bachelor degree from university college or university longer than 3 years, but shorter than 5 years</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Portugal	TQ-03	TQ-03	D	<p>9 = Master in teacher education 5-10 10 = Education from university college or university, at least 5 years long (e.g. Master's degree with PPU) 11 = Doctorate, Ph.D.</p> <p>Nationally defined categories: 1 = Below secondary education 2 = Secondary education 3 = Post-secondary non tertiary education 4 = Short cycle tertiary education 5 = Bachelor's degree or Bachelor's degree (1rst cycle, post Bologna) 6 = Bachelor's degree (pre-Bologna) or Master's degree 7 = Doctorate</p>	<p>6 = Master in teacher education 1-7 / Master in teacher education 5-10 / Education from university college or university, at least 5 years long (e.g. Master's degree with PPU) 7 = Doctorate, Ph.D.</p> <p>Nationally defined categories: 1 = Below secondary education 2 = Secondary education 3 = Post-secondary non tertiary education 4 = Short cycle tertiary education 5 = Bachelor's degree or Bachelor's degree (1rst cycle, post Bologna) 6 = Bachelor's degree (pre-Bologna) or Master's degree 7 = Doctorate</p>
Romania	TQ-03	TQ-03	D	<p>Nationally defined categories: 1 = Upper secondary education 2 = Post-high school and foremen school 3 = Short-cycle tertiary education, colleges (2 years) 4 = Bachelor's degree 5 = Master's degree 6 = Doctorate</p>	<p>National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Upper secondary education 3 = Post-high school and foremen school 4 = Short-cycle tertiary education, colleges (2 years) 5 = Bachelor's degree 6 = Master's degree 7 = Doctorate</p>
Russia	TQ-03	TQ-03	D	<p>Nationally defined categories: 1 = General secondary education or secondary vocational education based on basic general education or elementary vocational education based on basic general education 2 = Elementary vocational education based on general secondary education 3 = Intermediate vocational education based on general secondary education 4 = Higher education (bachelor degree course) 5 = Higher education (specialist programme or master course) 6 = Candidate/doctoral degree</p>	<p>National categories recoded for international comparability: 1 = Category not administered or data not available 2 = General secondary education or secondary vocational education based on basic general education or elementary vocational education based on basic general education 3 = Elementary vocational education based on general secondary education 4 = Intermediate vocational education based on general secondary education 5 = Higher education (bachelor degree course) 6 = Higher education (specialist programme or master course) 7 = Candidate/doctoral degree</p>
Saudi Arabia	TQ-03	TQ-03	D	<p>Nationally defined categories: 1 = Below secondary education 2 = Secondary education 3 = Higher than secondary education and less than university 4 = Incomplete Bachelor 5 = Bachelor</p>	<p>Nationally defined categories: 1 = Below secondary education 2 = Secondary education 3 = Higher than secondary education and less than university 4 = Incomplete Bachelor 5 = Bachelor</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Shanghai (China)	TQ-03	TQ-03	D	<p>6 = Master 7 = Ph.D.</p> <p>Nationally defined categories: 1 = Below senior secondary education 2 = Upper secondary (including secondary vocational education) 3 = Post-secondary, non-tertiary education 4 = 2-3 years vocational oriented tertiary education 5 = Bachelor degree 6 = Master's degree 7 = Doctorate</p>	<p>6 = Master 7 = Ph.D.</p> <p>Nationally defined categories: 1 = Below senior secondary education 2 = Upper secondary (including secondary vocational education) 3 = Post-secondary, non-tertiary education 4 = 2-3 years vocational oriented tertiary education 5 = Bachelor degree 6 = Master's degree 7 = Doctorate</p>
Singapore	TQ-03	TQ-03	D	<p>Nationally defined categories: 1 = Below upper secondary education 2 = Upper secondary education 3 = Post-secondary, non-tertiary (e.g. JC, CI, ITE) 4 = Polytechnic or other equivalent diploma 5 = Bachelor's degree 6 = Master's degree 7 = Doctoral degree</p>	<p>Nationally defined categories: 1 = Below upper secondary education 2 = Upper secondary education 3 = Post-secondary, non-tertiary (e.g. JC, CI, ITE) 4 = Polytechnic or other equivalent diploma 5 = Bachelor's degree 6 = Master's degree 7 = Doctoral degree</p>
Slovak Republic	TQ-03	TQ-03	D	<p>Nationally defined categories: 1 = Below high school education 2 = High school education 3 = Follow-up courses or postsecondary qualification studies (with certificate of maturita examination) 4 = Higher professional education (specialist with diploma) 5 = 1st level university education (Bc.) 6 = 2nd level university education (Mgr., Ing., Ph.D., PaedDr., etc.) 7 = Doctoral studies (Ph.D., CSc.)</p>	<p>Nationally defined categories: 1 = Below high school education 2 = High school education 3 = Follow-up courses or postsecondary qualification studies (with certificate of maturita examination) 4 = Higher professional education (specialist with diploma) 5 = 1st level university education (Bc.) 6 = 2nd level university education (Mgr., Ing., Ph.D., PaedDr., etc.) 7 = Doctoral studies (Ph.D., CSc.)</p>
Slovenia	TQ-03	TQ-03	D	<p>Nationally defined categories: 1 = Less than higher secondary school 2 = Higher secondary school 3 = Short tertiary education (also previous 2-year teacher college) 4 = Bachelor degree 5 = Master degree (also previous university education) or master of science 6 = Ph.D.</p>	<p>National categories recoded for international comparability: 1 = Less than higher secondary school 2 = Higher secondary school 3 = Category not administered or data not available 4 = Short tertiary education (also previous 2-year teacher college) 5 = Bachelor degree 6 = Master degree (also previous university education) or master of science 7 = Ph.D.</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
South Africa	TQ-03	TQ-03	D	Nationally defined categories: 1 = Below National Senior Certificate/Matric 2 = National Senior Certificate 3 = National Diploma (3 years) 4 = Degree 5 = Honours 6 = Masters 7 = Doctorate	Nationally defined categories: 1 = Below National Senior Certificate/Matric 2 = National Senior Certificate 3 = National Diploma (3 years) 4 = Degree 5 = Honours 6 = Masters 7 = Doctorate
Spain	TQ-03	TQ-03	X	Question not administered or data not available	Question not administered or data not available
Sweden	TQ-03	TQ-03	D	Nationally defined categories: 1 = Below upper secondary education 2 = Upper secondary education 3 = Post-secondary, non-tertiary education 4 = Short-cycle tertiary education 5 = Bachelor's or equivalent level (3 years) 6 = Master's or equivalent level (4-5 years) 7 = Doctor or equivalent level	Nationally defined categories: 1 = Below upper secondary education 2 = Upper secondary education 3 = Post-secondary, non-tertiary education 4 = Short-cycle tertiary education 5 = Bachelor's or equivalent level (3 years) 6 = Master's or equivalent level (4-5 years) 7 = Doctor or equivalent level
Turkey	TQ-03	TQ-03	D	Nationally defined categories: 1 = Associate Programs 2 = Bachelor 3 = Master 4 = Doctorate	National categories recoded for international comparability: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Associate Programs 5 = Bachelor 6 = Master 7 = Doctorate
United Arab Emirates	TQ-03	TQ-03	D	Nationally defined categories: 1 = Below Cycle 3 (grade 10/year 11 - Grade 12/year 13) 2 = Cycle 3 (grade 10/year 11 - grade 12/year 13) 3 = Technical Education or Vocational Training Course 4 = A College Diploma 5 = Bachelor's Degree 6 = Master's or equivalent (e.g. Masters of arts degree, M.Sc.) 7 = Doctor (e.g. Ph.D. or Ed.D.)	Nationally defined categories: 1 = Below Cycle 3 (grade 10/year 11 - Grade 12/year 13) 2 = Cycle 3 (grade 10/year 11 - grade 12/year 13) 3 = Technical Education or Vocational Training Course 4 = A College Diploma 5 = Bachelor's Degree 6 = Master's or equivalent (e.g. Masters of arts degree, M.Sc.) 7 = Doctor (e.g. Ph.D. or Ed.D.)
United States	TQ-03	TQ-03	D	Nationally defined categories: 1 = I did not complete high school	National categories recoded for international comparability: 1 = I did not complete high school

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability	
			<p>2 = High school 3 = Associate's degree (2-year college program) 4 = Bachelor's degree (4-year college program) 5 = Master's degree or professional degree (MD, DDS, lawyer, minister) 6 = Doctorate (Ph.D., or Ed.D.)</p>	<p>2 = High school 3 = Category not administered or data not available 4 = Associate's degree (2-year college program) 5 = Bachelor's degree (4-year college program) 6 = Master's degree or professional degree (MD, DDS, lawyer, minister) 7 = Doctorate (Ph.D., or Ed.D.)</p>	
Alberta (Canada)	TQ-04	TQ-04	D	<p>Nationally defined categories: 1 = Regular concurrent teacher education program 2 = Regular consecutive teacher education program 3 = Education in another pedagogical profession 4 = Subject specific education only 5 = I have no formal qualification related to the subject I am teaching or to any type of pedagogical education. 6 = An alternative pathway 7 = Other</p>	<p>National categories recoded for international comparability: 1 = Regular concurrent teacher education program 2 = Regular consecutive teacher education program 3 = Category not administered or data not available 4 = Education in another pedagogical profession 5 = Subject specific education only 6 = I have no formal qualification related to the subject I am teaching or to any type of pedagogical education. 7 = An alternative pathway / Other</p>
Australia	TQ-04	TQ-04	D	<p>Nationally defined categories: 1 = A Bachelor of Education 2 = An Undergraduate degree followed by a teacher course (e.g. Diploma or Masters in education or Teach for Australia) 3 = Other, please specify</p>	<p>National categories recoded for international comparability: 1 = A Bachelor of Education 2 = An Undergraduate degree followed by a teacher course (e.g. Diploma or Masters in education or Teach for Australia) 3 = Category not administered or data not available 4 = Category not administered or data not available 5 = Category not administered or data not available 6 = Category not administered or data not available 7 = Other, please specify</p>
Austria	TQ-04	TQ-04	X	Question not administered or data not available	Question not administered or data not available
Belgium	TQ-04	TQ-04	D	<p>Question instruction changed: Question instruction omitted</p> <p>1 = Integrated teacher education (bachelor in education or traditional training to kindergarten teacher, regent) 2 = Specific teacher education after university studies (aggregate) 3 = D-cursus, certificate of pedagogical competence 4 = Education 5 = Education</p>	<p>Question instruction changed: Question instruction omitted</p> <p>1 = Integrated teacher education (bachelor in education or traditional training to kindergarten teacher, regent) 2 = Specific teacher education after university studies (aggregate) 3 = D-cursus, certificate of pedagogical competence 4 = Education 5 = Education</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Brazil	TQ-04	TQ-04	D	<p>*French:</p> <p>1 = Teacher initial education: AESI or didactic master 2 = Teacher education after university education: AEES or CAPAES 3 = Pedagogical certificate after a professional competence (with a diploma or not): CAP 4 = Education 5 = Education</p> <p>Regular concurrent teacher training programme</p> <p>Regular consecutive teacher training programme</p> <p>Nationally defined categories:</p> <p>1 = A regular concurrent teacher training programme 2 = A regular consecutive teacher training programme 3 = Training in another pedagogical profession 4 = Subject-specific training only 5 = I have no formal qualification related to the subject I am teaching or to any type of pedagogical education. 6 = Other</p>	<p>*French:</p> <p>1 = Teacher initial education: AESI or didactic master 2 = Teacher education after university education: AEES or CAPAES 3 = Pedagogical certificate after a professional competence (with a diploma or not): CAP 4 = Education 5 = Education</p> <p>Regular concurrent teacher training programme</p> <p>Regular consecutive teacher training programme</p> <p>National categories recoded for international comparability:</p> <p>1 = A regular concurrent teacher training programme 2 = A regular consecutive teacher training programme 3 = Category not administered or data not available 4 = Training in another pedagogical profession 5 = Subject-specific training only 6 = I have no formal qualification related to the subject I am teaching or to any type of pedagogical education. 7 = Other</p>
Bulgaria	TQ-04	TQ-04	X	Question not administered or data not available	Question not administered or data not available
Chile	TQ-04	TQ-04	X	Question not administered or data not available	Question not administered or data not available
Chinese Taipei	TQ-04	TQ-04	D	<p>Teacher cultivation departments or educational programme in universities, normal universities or teacher colleges</p> <p>Consecutive educational programme or credits class after bachelor or college degree</p> <p>Nationally defined categories:</p> <p>1 = Teacher cultivation departments or educational programme in universities, normal universities or teacher colleges 2 = Consecutive educational programme or credits class after bachelor or college degree 3 = Teacher education or training in another pedagogical profession 4 = Subject-specific professional education or training only (including various professional certificates)</p>	<p>Teacher cultivation departments or educational programme in universities, normal universities or teacher colleges</p> <p>Consecutive educational programme or credits class after bachelor or college degree</p> <p>National categories recoded for international comparability:</p> <p>1 = Teacher cultivation departments or educational programme in universities, normal universities or teacher colleges 2 = Consecutive educational programme or credits class after bachelor or college degree 3 = Category not administered or data not available 4 = Teacher education or training in another pedagogical profession</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				<p>5 = I have no formal qualification related to the subject I am teaching or to any type of pedagogical education.</p> <p>6 = Other</p>	<p>5 = Subject-specific professional education or training only (including various professional certificates)</p> <p>6 = I have no formal qualification related to the subject I am teaching or to any type of pedagogical education.</p> <p>7 = Other</p>
Ciudad Autónoma de Buenos Aires (Argentina)	TQ-04	TQ-04	D	<p>Question instruction changed: If you haven't finished your studies yet, choose the option corresponding to the career path you are studying.</p>	<p>Question instruction changed: If you haven't finished your studies yet, choose the option corresponding to the career path you are studying.</p>
Croatia	TQ-04	TQ-04	D	<p>Question instruction changed: A regular simultaneous (concurrent) teacher education model enables acquiring a single teacher diploma after the simultaneous study of the academic area (subject matter) and acquiring teacher competencies in the field of educational sciences from the beginning of the study. A regular consecutive (successive) teacher education model enables acquiring a teacher qualification in two phases: university study with the focus on the academic area (subject matter) at the undergraduate level, and acquiring teacher competencies in the area of educational sciences, teaching methods and school practice at the graduate level of the study.</p> <p>Nationally defined categories: 1 = A regular simultaneous (concurrent) teacher education model 2 = A regular consecutive (successive) education model 3 = acquiring a teacher qualification by completing an additional pedagogy/psychology education in another institution after acquiring a non-teaching diploma for a certain profession (for example engineers, economists, etc.) 4 = education for some other pedagogical occupation 5 = only subject-specific education 6 = I have no formal qualification related to the subject I am teaching or to any type of pedagogical education. 7 = Other</p>	<p>Question instruction changed: A regular simultaneous (concurrent) teacher education model enables acquiring a single teacher diploma after the simultaneous study of the academic area (subject matter) and acquiring teacher competencies in the field of educational sciences from the beginning of the study. A regular consecutive (successive) teacher education model enables acquiring a teacher qualification in two phases: university study with the focus on the academic area (subject matter) at the undergraduate level, and acquiring teacher competencies in the area of educational sciences, teaching methods and school practice at the graduate level of the study.</p> <p>Nationally defined categories: 1 = A regular simultaneous (concurrent) teacher education model 2 = A regular consecutive (successive) education model 3 = acquiring a teacher qualification by completing an additional pedagogy/psychology education in another institution after acquiring a non-teaching diploma for a certain profession (for example engineers, economists, etc.) 4 = education for some other pedagogical occupation 5 = only subject-specific education 6 = I have no formal qualification related to the subject I am teaching or to any type of pedagogical education. 7 = Other</p>
Czech Republic	TQ-04	TQ-04	X	Question not administered or data not available	Question not administered or data not available
Denmark	TQ-04	TQ-04	X	Question not administered or data not available	Question not administered or data not available
England (United Kingdom)	TQ-04	TQ-04	D	<p>Nationally defined categories: 1 = A regular concurrent teacher education or training programme (e.g. a BEd)</p>	<p>Nationally defined categories: 1 = A regular concurrent teacher education or training programme (e.g. a BEd)</p>

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
			<p>2 = A regular consecutive teacher education or training programme (e.g. a degree followed by a PGCE)</p> <p>3 = A fast-track or specialised teacher education or training programme (e.g. Now Teach)</p> <p>4 = Education or training in another pedagogical profession</p> <p>5 = Subject-specific education or training only</p> <p>6 = I have no formal qualification related to the subject I am teaching or to any type of pedagogical education.</p> <p>7 = Other</p>	<p>2 = A regular consecutive teacher education or training programme (e.g. a degree followed by a PGCE)</p> <p>3 = A fast-track or specialised teacher education or training programme (e.g. Now Teach)</p> <p>4 = Education or training in another pedagogical profession</p> <p>5 = Subject-specific education or training only</p> <p>6 = I have no formal qualification related to the subject I am teaching or to any type of pedagogical education.</p> <p>7 = Other</p>
Finland	TQ-04	TQ-04	D Question instruction changed: Question instruction omitted Nationally defined categories: 1 = A regular concurrent teacher education or training programme 2 = I have no formal qualification related to the subject I am teaching or to any type of pedagogical education. 3 = Other	Question instruction changed: Question instruction omitted National categories recoded for international comparability: 1 = A regular concurrent teacher education or training programme 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Category not administered or data not available 5 = Category not administered or data not available 6 = I have no formal qualification related to the subject I am teaching or to any type of pedagogical education. 7 = Other
France	TQ-04	TQ-04	D Question instruction changed: A 'simultaneous teacher training programme' grants future teachers a single credential for studies in subject-matter content; pedagogy and other courses in education during the first period of post-secondary education. The general component (post-secondary education in a specific discipline) and the professional component (pedagogy, internship in schools) are simultaneous taught since the beginning of the training. A consecutive teacher training programme' requires future teachers to complete two phases of post-secondary education: University education with the focus on subject matter and a second phase with the focus on pedagogy and practicum. First, students follow the general component (general learning with the focus on subject matter) and then, the professional component (pedagogy, internship in schools). Nationally defined categories:	Question instruction changed: A 'simultaneous teacher training programme' grants future teachers a single credential for studies in subject-matter content; pedagogy and other courses in education during the first period of post-secondary education. The general component (post-secondary education in a specific discipline) and the professional component (pedagogy, internship in schools) are simultaneous taught since the beginning of the training. A consecutive teacher training programme' requires future teachers to complete two phases of post-secondary education: University education with the focus on subject matter and a second phase with the focus on pedagogy and practicum. First, students follow the general component (general learning with the focus on subject matter) and then, the professional component (pedagogy, internship in schools). Nationally defined categories:

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability	
			<p>1 = A 'simultaneous teacher training programme' 2 = A 'consecutive teacher training programme' 3 = An alternative teacher training programme 4 = Training in another pedagogical profession 5 = Discipline-specific training only 6 = I have no formal qualification related to the subject I am teaching or to any type of pedagogical education. 7 = Other, please specify</p>	<p>1 = A 'simultaneous teacher training programme' 2 = A 'consecutive teacher training programme' 3 = An alternative teacher training programme 4 = Training in another pedagogical profession 5 = Discipline-specific training only 6 = I have no formal qualification related to the subject I am teaching or to any type of pedagogical education. 7 = Other, please specify</p>	
Georgia	TQ-04	TQ-04	D	<p>Integrated teacher education programme</p> <p>Two step teacher education programme</p> <p>Nationally defined categories: 1 = Integrated teacher education programme 2 = Two step teacher education programme 3 = Short-term or specialized pedagogical programme 4 = Teaching programme for another pedagogical profession 5 = Subject learning programme only</p> <p>*Azerbaijani: Integrated Pedagogical program Two-stage teacher education programme</p> <p>1 = Integrated pedagogical program 2 = Two-stage teacher education programme 3 = An alternative program for teacher training 4 = Education or training 5 = Education or training</p> <p>*Russian: Integrated teacher education programme Two step teacher education programme 1 = Integrated teacher education programme 2 = Two step teacher education programme</p>	<p>Integrated teacher education programme</p> <p>Two step teacher education programme</p> <p>Nationally defined categories: 1 = Integrated teacher education programme 2 = Two step teacher education programme 3 = Short-term or specialized pedagogical programme 4 = Teaching programme for another pedagogical profession 5 = Subject learning programme only</p> <p>*Azerbaijani: Integrated Pedagogical program Two-stage teacher education programme</p> <p>1 = Integrated pedagogical program 2 = Two-stage teacher education programme 3 = An alternative program for teacher training 4 = Education or training 5 = Education or training</p> <p>*Russian: Integrated teacher education programme Two step teacher education programme 1 = Integrated teacher education programme 2 = Two step teacher education programme</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Hungary	TQ-04	TQ-04	D	<p>3 = Short-term or specialized pedagogical programme 4 = Teaching programme for additional pedagogical profession 5 = Subject learning program only</p> <p>Undivided teacher education training</p> <p>Bachelor/master teacher education programme</p> <p>Nationally defined categories:</p> <p>1 = Undivided teacher education training 2 = Bachelor/master teacher education programme 3 = Education or training in another pedagogical profession 4 = Other, subject-specific education programme in higher education (e.g. physics) 5 = I have no formal qualification related to the subject I am teaching or to any type of pedagogical education 6 = Other</p>	<p>3 = Short-term or specialized pedagogical programme 4 = Teaching programme for additional pedagogical profession 5 = Subject learning program only</p> <p>Undivided teacher education training</p> <p>Bachelor/master teacher education programme</p> <p>National categories recoded for international comparability:</p> <p>1 = Undivided teacher education training 2 = Bachelor/master teacher education programme 3 = Category not administered or data not available 4 = Education or training in another pedagogical profession 5 = Other, subject-specific education programme in higher education (e.g. physics) 6 = I have no formal qualification related to the subject I am teaching or to any type of pedagogical education 7 = Other</p>
Iceland	TQ-04	TQ-04	D	<p>Nationally defined categories:</p> <p>1 = Traditional teaching education 2 = Teaching certificate after initial education in subject matter 3 = Education in another subject in the area of pedagogy or education 4 = Educated myself only in the subject matter 5 = I have neither an education in the subject matter nor in pedagogy or education. 6 = Other</p>	<p>National categories recoded for international comparability:</p> <p>1 = Traditional teaching education 2 = Teaching certificate after initial education in subject matter 3 = Category not administered or data not available 4 = Education in another subject in the area of pedagogy or education 5 = Educated myself only in the subject matter 6 = I have neither an education in the subject matter nor in pedagogy or education. 7 = Other</p>
Israel	TQ-04	TQ-04	D	<p>Question instruction changed:</p> <p>A 'one-stage Bachelor degree in College of education' grants future teachers a Bachelor degree in Education and a Teaching Diploma, credential for studies in subject-matter content, pedagogy, and other courses and practicum.</p> <p>A 'two-stage Bachelor degree in a University' requires future teachers to complete two phases of education: A bachelor degree in a relevant discipline, and a second phase, focused on pedagogy and practicum for Teaching Diploma.</p> <p>A program for career change for academic graduated' enables future teachers to grant a Teaching Diploma for studying courses in pedagogy and practicum as well as completing relevant subject-matter courses.</p> <p>A Master degree in teaching (Mteach) grants future teachers (already graduated their Bachelor degree) a Master degree in Education and a Teaching Diploma.</p>	<p>Question instruction changed:</p> <p>A 'one-stage Bachelor degree in College of education' grants future teachers a Bachelor degree in Education and a Teaching Diploma, credential for studies in subject-matter content, pedagogy, and other courses and practicum.</p> <p>A 'two-stage Bachelor degree in a University' requires future teachers to complete two phases of education: A bachelor degree in a relevant discipline, and a second phase, focused on pedagogy and practicum for Teaching Diploma.</p> <p>A program for career change for academic graduated' enables future teachers to grant a Teaching Diploma for studying courses in pedagogy and practicum as well as completing relevant subject-matter courses.</p> <p>A Master degree in teaching (Mteach) grants future teachers (already graduated their Bachelor degree) a Master degree in Education and a Teaching Diploma.</p>

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability	
			Nationally defined categories: 1 = As part of a one-stage Bachelor degree in College of education 2 = As part of a two-stages Bachelor degree in a University 3 = As part of a program for career change for academic graduated 4 = As part of a Master degree in teaching (MTeach) 5 = I don't have a teaching diploma 6 = Other	National categories recoded for international comparability: 1 = As part of a one-stage Bachelor degree in College of education 2 = As part of a two-stages Bachelor degree in a University 3 = As part of a program for career change for academic graduated 4 = As part of a Mater degree in teaching (MTeach) 5 = Category not administered or data not available 6 = I don't have a teaching diploma 7 = Other	
Italy	TQ-04	TQ-04	X	Question not administered or data not available	Question not administered or data not available
Japan	TQ-04	TQ-04	X	Question not administered or data not available	Question not administered or data not available
Kazakhstan	TQ-04	TQ-04	X	Question not administered or data not available	Question not administered or data not available
Korea	TQ-04	TQ-04	D	Nationally defined categories: 1 = A regular concurrent teacher education or training programme 2 = A regular consecutive teacher education or training programme 3 = Education or training in another pedagogical profession 4 = Subject-specific education or training only 5 = I have no formal qualification related to the subject I am teaching or to any type of pedagogical education. 6 = Other	National categories recoded for international comparability: 1 = A regular concurrent teacher education or training programme 2 = A regular consecutive teacher education or training programme 3 = Category not administered or data not available 4 = Education or training in another pedagogical profession 5 = Subject-specific education or training only 6 = I have no formal qualification related to the subject I am teaching or to any type of pedagogical education. 7 = Other
Latvia	TQ-04	TQ-04	D	Nationally defined categories: 1 = A regular concurrent teacher education or training programme 2 = A regular consecutive teacher education or training programme 3 = Education or training in another pedagogical profession 4 = Subject-specific education or training only 5 = I have no formal qualification related to the subject I am teaching or to any type of pedagogical education. 6 = Other	National categories recoded for international comparability: 1 = A regular concurrent teacher education or training programme 2 = A regular consecutive teacher education or training programme 3 = Category not administered or data not available 4 = Education or training in another pedagogical profession 5 = Subject-specific education or training only 6 = I have no formal qualification related to the subject I am teaching or to any type of pedagogical education. 7 = Other
Malta	TQ-04	TQ-04	D	Nationally defined categories: 1 = A regular concurrent teacher education or training programme, such as Bachelor in Education (B.Ed)	Nationally defined categories: 1 = A regular concurrent teacher education or training programme, such as Bachelor in Education (B.Ed)

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability	
			<p>2 = A regular consecutive teacher education or training programme, such as Post Graduate Certificate in Education (P.G.C.E)</p> <p>3 = A fast-track or specialised teacher education or training programme, such as Teacher Training Certificate</p> <p>4 = Education or training in another pedagogical profession</p> <p>5 = Subject-specific education or training only</p> <p>6 = I have no formal qualification related to the subject I am teaching or to any type of pedagogical education.</p> <p>7 = Other</p>	<p>2 = A regular consecutive teacher education or training programme, such as Post Graduate Certificate in Education (P.G.C.E)</p> <p>3 = A fast-track or specialised teacher education or training programme, such as Teacher Training Certificate</p> <p>4 = Education or training in another pedagogical profession</p> <p>5 = Subject-specific education or training only</p> <p>6 = I have no formal qualification related to the subject I am teaching or to any type of pedagogical education.</p> <p>7 = Other</p>	
Mexico	TQ-04	TQ-04	D	<p>Nationally defined categories:</p> <p>1 = Through a superior education program for the teacher training</p> <p>2 = Through a successive teacher training program</p> <p>3 = Studies on middle superior or truncated superior and post training as teacher</p> <p>4 = Education in another pedagogic profession</p> <p>5 = Education in a specific subject</p> <p>6 = I don't have a formal degree related to the subject I teach or any pedagogic training.</p> <p>7 = Other</p>	<p>National categories recoded for international comparability:</p> <p>1 = Through a superior education program for the teacher training</p> <p>2 = Through a successive teacher training program</p> <p>3 = Category not administered or data not available</p> <p>4 = Education in another pedagogic profession</p> <p>5 = Education in a specific subject</p> <p>6 = I don't have a formal degree related to the subject I teach or any pedagogic training.</p> <p>7 = Other / Studies on middle superior or truncated superior and post training as teacher</p>
Netherlands	TQ-04	TQ-04	X	Question not administered or data not available	Question not administered or data not available
New Zealand	TQ-04	TQ-04	X	Question not administered or data not available	Question not administered or data not available
Norway	TQ-04	TQ-04	X	Question not administered or data not available	Question not administered or data not available
Portugal	TQ-04	TQ-04	D	<p>A 'regular concurrent teacher education or training programme' refers to the basic qualification for teaching in the subject area to teach, as well as in didactics and pedagogy, after secondary education.</p> <p>A 'regular consecutive teacher education or training programme' refers to the qualification for teaching after obtaining an academic degree that does not recognize this qualification.</p>	<p>A 'regular concurrent teacher education or training programme' refers to the basic qualification for teaching in the subject area to teach, as well as in didactics and pedagogy, after secondary education.</p> <p>A 'regular consecutive teacher education or training programme' refers to the qualification for teaching after obtaining an academic degree that does not recognize this qualification.</p>
Romania	TQ-04	TQ-04	D	<p>Question instruction changed:</p> <p>'Initial training programme as a teacher, with simultaneous training in subject field, and in pedagogy / didactics'</p>	<p>Question instruction changed:</p> <p>'Initial training programme as a teacher, with simultaneous training in subject field, and in pedagogy / didactics'</p>

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability	
			<p>'An initial training programme as a teacher, with two consecutive stages: higher education studies in subject field, followed by a master degree in pedagogy / didactics or by a Psycho-pedagogical module'</p> <p>Nationally defined categories:</p> <p>1 = An initial training programme as a teacher, with simultaneous training in subject field, and in pedagogy / didactics</p> <p>2 = An initial training programme as a teacher, with two consecutive stages: higher education studies in subject field, followed by a master degree in pedagogy / didactics or by a Psycho-pedagogical module</p> <p>3 = A fast-track specialised initial training programme as a teacher</p> <p>4 = Studies in another pedagogical profession</p> <p>5 = Subject-specific studies only</p> <p>6 = I have no formal qualification related to the subject I am teaching or to any type of pedagogical education.</p> <p>7 = Other</p>	<p>'An initial training programme as a teacher, with two consecutive stages: higher education studies in subject field, followed by a master degree in pedagogy / didactics or by a Psycho-pedagogical module'</p> <p>Nationally defined categories:</p> <p>1 = An initial training programme as a teacher, with simultaneous training in subject field, and in pedagogy / didactics</p> <p>2 = An initial training programme as a teacher, with two consecutive stages: higher education studies in subject field, followed by a master degree in pedagogy / didactics or by a Psycho-pedagogical module</p> <p>3 = A fast-track specialised initial training programme as a teacher</p> <p>4 = Studies in another pedagogical profession</p> <p>5 = Subject-specific studies only</p> <p>6 = I have no formal qualification related to the subject I am teaching or to any type of pedagogical education.</p> <p>7 = Other</p>	
Russia	TQ-04	TQ-04	X	Question not administered or data not available	Question not administered or data not available
Shanghai (China)	TQ-04	TQ-04	D	<p>Nationally defined categories:</p> <p>1 = Through regular teacher education or teacher training programme</p> <p>2 = Through sectionalized teacher education or teacher training programme</p> <p>3 = Through fast or special teacher education or training programme</p> <p>4 = Through education or training in another pedagogical profession</p> <p>5 = Only through education or training in one subject</p> <p>6 = I have no formal qualification related to the subject I am teaching or to any type of pedagogical education.</p> <p>7 = Other</p>	<p>Nationally defined categories:</p> <p>1 = Through regular teacher education or teacher training programme</p> <p>2 = Through sectionalized teacher education or teacher training programme</p> <p>3 = Through fast or special teacher education or training programme</p> <p>4 = Through education or training in another pedagogical profession</p> <p>5 = Only through education or training in one subject</p> <p>6 = I have no formal qualification related to the subject I am teaching or to any type of pedagogical education.</p> <p>7 = Other</p>
Singapore	TQ-04	TQ-04	X	Question not administered or data not available	Question not administered or data not available
Slovak Republic	TQ-04	TQ-04	D	<p>Nationally defined categories:</p> <p>1 = Standard university teacher training (pedagogical field of study)</p> <p>2 = Standard university professional training with consecutive pedagogical studies (supplementary pedagogical studies)</p> <p>3 = Studies or training in other pedagogical profession</p> <p>4 = Training in subject I teach only</p> <p>5 = I have no formal qualification regarding the subject I teach, nor any pedagogical education.</p>	<p>National categories recoded for international comparability:</p> <p>1 = Standard university teacher training (pedagogical field of study)</p> <p>2 = Standard university professional training with consecutive pedagogical studies (supplementary pedagogical studies)</p> <p>3 = Category not administered or data not available</p> <p>4 = Studies or training in other pedagogical profession</p> <p>5 = Training in subject I teach only</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				6 = Other way	6 = I have no formal qualification regarding the subject I teach, nor any pedagogical education. 7 = Other way
Spain	TQ-04	TQ-04	X	Question not administered or data not available	Question not administered or data not available
Sweden	TQ-04	TQ-04	X	Question not administered or data not available	Question not administered or data not available
Turkey	TQ-04	TQ-04	D	<p>Question instruction changed: A 'regular concurrent teacher education': Education, which grants future teachers a single credential for studies in subject matter and pedagogy. A 'regular consecutive teacher education': Education, which grants future teachers individual credentials for, studies in in subject matter and pedagogy.</p> <p>Nationally defined categories: 1 = A regular concurrent teacher education 2 = A regular consecutive teacher education 3 = Education or training in another pedagogical profession 4 = Subject-specific education or training only 5 = I have no formal qualification related to the subject I am teaching or to any type of pedagogical education. 6 = Other</p>	<p>Question instruction changed: A 'regular concurrent teacher education': Education, which grants future teachers a single credential for studies in subject matter and pedagogy. A 'regular consecutive teacher education': Education, which grants future teachers individual credentials for, studies in in subject matter and pedagogy.</p> <p>National categories recoded for international comparability: 1 = A regular concurrent teacher education 2 = A regular consecutive teacher education 3 = Category not administered or data not available 4 = Education or training in another pedagogical profession 5 = Subject-specific education or training only 6 = I have no formal qualification related to the subject I am teaching or to any type of pedagogical education. 7 = Other</p>
United States	TQ-04	TQ-04	X	Question not administered or data not available	Question not administered or data not available
Viet Nam	TQ-04	TQ-04	D	<p>Nationally defined categories: 1 = A regular concurrent teacher education or training programme 2 = A regular consecutive teacher education or training programme 3 = I have no formal qualification related to the subject I am teaching or to any type of pedagogical education. 4 = Other</p>	<p>National categories recoded for international comparability: 1 = A regular concurrent teacher education or training programme 2 = A regular consecutive teacher education or training programme 3 = Category not administered or data not available 4 = Category not administered or data not available 5 = Category not administered or data not available 6 = I have no formal qualification related to the subject I am teaching or to any type of pedagogical education. 7 = Other</p>
Alberta (Canada)	TQ-05	TQ-05	D	Education	Education
Australia	TQ-05	TQ-05	D	Education	Education

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Austria	TQ-05	TQ-05	D	Education/training Question instruction added: Please bear in mind that a potential practical school training is still part of education.	Education/training Question instruction added: Please bear in mind that a potential practical school training is still part of education.
Belgium	TQ-05	TQ-05	D	Education	Education
Brazil	TQ-05	TQ-05	D	Training	Training
Bulgaria	TQ-05	TQ-05	X	Question not administered or data not available	Question not administered or data not available
Chinese Taipei	TQ-05	TQ-05	D	Teacher cultivation education or training	Teacher cultivation education or training
Ciudad Autónoma de Buenos Aires (Argentina)	TQ-05	TQ-05	D	Question instruction changed: An approximate year is sufficient. Please write in a number. If you haven't finished your teacher training yet, write the year in which you expect to finish it.	Question instruction changed: An approximate year is sufficient. Please write in a number. If you haven't finished your teacher training yet, write the year in which you expect to finish it.
Croatia	TQ-05	TQ-05	D	Education	Education
Czech Republic	TQ-05	TQ-05	D	Education	Education
Denmark	TQ-05	TQ-05	D	Education	Education
France	TQ-05	TQ-05	D	Training	Training
Georgia	TQ-05	TQ-05	D	Educational programme *Russian: Learning programme	Educational programme *Russian: Learning programme
Hungary	TQ-05	TQ-05	D	Education	Education
Iceland	TQ-05	TQ-05	D	Education	Education
Israel	TQ-05	TQ-05	D	Education or training program	Education or training program
Italy	TQ-05	TQ-05	X	Question not administered or data not available	Question not administered or data not available

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Japan	TQ-05	TQ-05	X	Question not administered or data not available	Question not administered or data not available
Kazakhstan	TQ-05	TQ-05	D	Diploma from a college or higher education institution Work in school	Diploma from a college or higher education institution Work in school
Korea	TQ-05	TQ-05	D	Education	Education
Latvia	TQ-05	TQ-05	D	Formal education	Formal education
Lithuania	TQ-05	TQ-05	D	Pedagogical education or training	Pedagogical education or training
Mexico	TQ-05	TQ-05	D	Education	Education
Netherlands	TQ-05	TQ-05	X	Question not administered or data not available	Question not administered or data not available
New Zealand	TQ-05	TQ-05	X	Question not administered or data not available	Question not administered or data not available
Norway	TQ-05	TQ-05	D	Education	Education
Portugal	TQ-05	TQ-05	D	Stem of the question changed: In which year did you complete the training course that qualified you to teach?	Stem of the question changed: In which year did you complete the training course that qualified you to teach?
Romania	TQ-05	TQ-05	D	Studies	Studies
Singapore	TQ-05	TQ-05	X	Question not administered or data not available	Question not administered or data not available
Slovak Republic	TQ-05	TQ-05	D	Education or practice	Education or practice
Slovenia	TQ-05	TQ-05	D	Education	Education
Sweden	TQ-05	TQ-05	X	Question not administered or data not available	Question not administered or data not available
Turkey	TQ-05	TQ-05	D	Education	Education
United States	TQ-05	TQ-05	X	Question not administered or data not available	Question not administered or data not available
New Zealand	TQ-06A-L	TQ-06A	D	Nationally defined dimension: Content of some or all subject(s) or learning area(s) I teach	Nationally defined dimension: Content of some or all subject(s) or learning area(s) I teach
Alberta (Canada)	TQ-06A-L	TQ-06A-L	D	Education	Education

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Australia		TQ-06A-L	TQ-06A-L	Nationally defined categories: (A) Inclusion in education 1 = Yes 2 = No	Nationally defined categories: (A) Inclusion in education 1 = Yes 2 = No
				Education	Education
Austria		TQ-06A-L	TQ-06A-L	Education	Education
				Education/training	Education/training
Belgium		TQ-06A-L	TQ-06A-L	Nationally defined categories: (A) Inclusion in education/training 1 = Yes 2 = No	Nationally defined categories: (A) Inclusion in education/training 1 = Yes 2 = No
				Education	Education
Brazil		TQ-06A-L	TQ-06A-L	Nationally defined categories: (A) Inclusion in education 1 = Yes 2 = No	Nationally defined categories: (A) Inclusion in education 1 = Yes 2 = No
				Training	Training
Bulgaria		TQ-06A-L	TQ-06A-L	Nationally defined categories: (A) Inclusion in training 1 = Yes 2 = No	Nationally defined categories: (A) Inclusion in training 1 = Yes 2 = No
				Academic preparation	Academic preparation
Chinese Taipei		TQ-06A-L	TQ-06A-L	Nationally defined categories: (A) Inclusion in academic preparation 1 = Yes 2 = No	Nationally defined categories: (A) Inclusion in academic preparation 1 = Yes 2 = No
				Teacher cultivation education or training	Teacher cultivation education or training
				Nationally defined categories: (A) Inclusion in teacher cultivation education or training	Nationally defined categories: (A) Inclusion in teacher cultivation education or training

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Ciudad Autónoma de Buenos Aires (Argentina)	TQ-06A-L	TQ-06A-L	D	<p>1 = Yes 2 = No</p> <p>Nationally defined categories: (A) Inclusion in formal studies 1 = Yes 2 = No</p>	<p>1 = Yes 2 = No</p> <p>Nationally defined categories: (A) Inclusion in formal studies 1 = Yes 2 = No</p>
Colombia	TQ-06A-L	TQ-06A-L	D	<p>Stem of the question changed: Which of the following aspects were addressed during your academic or formal training? Regarding the aspects treated, how prepared do you feel to implement them in your pedagogical practice?</p> <p>Question instruction changed: For each of the following options please answer 'Yes' or 'No' in part (A). If you answered 'Yes' in part (A), please indicate your level of preparation in part (B).</p> <p>Nationally defined categories: (A) Aspect addressed in my academic training or formal training 1 = Yes 2 = No</p>	<p>Stem of the question changed: Which of the following aspects were addressed during your academic or formal training? Regarding the aspects treated, how prepared do you feel to implement them in your pedagogical practice?</p> <p>Question instruction changed: For each of the following options please answer 'Yes' or 'No' in part (A). If you answered 'Yes' in part (A), please indicate your level of preparation in part (B).</p> <p>Nationally defined categories: (A) Aspect addressed in my academic training or formal training 1 = Yes 2 = No</p>
Croatia	TQ-06A-L	TQ-06A-L	D	<p>Formal education</p> <p>Nationally defined categories: (A) Inclusion in education 1 = Yes 2 = No</p>	<p>Formal education</p> <p>Nationally defined categories: (A) Inclusion in education 1 = Yes 2 = No</p>
Czech Republic	TQ-06A-L	TQ-06A-L	D	<p>Education</p> <p>Nationally defined categories: (A) Inclusion in education 1 = Yes 2 = No</p>	<p>Education</p> <p>Nationally defined categories: (A) Inclusion in education 1 = Yes 2 = No</p>
Denmark	TQ-06A-L	TQ-06A-L	D	<p>Education</p>	<p>Education</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				Nationally defined categories: (A) Inclusion in education 1 = Yes 2 = No	Nationally defined categories: (A) Inclusion in education 1 = Yes 2 = No
Finland	TQ-06A-L	TQ-06A-L	D	Nationally defined categories: (A) Inclusion in education 1 = Yes 2 = No	Nationally defined categories: (A) Inclusion in education 1 = Yes 2 = No
France	TQ-06A-L	TQ-06A-L	D	Training Nationally defined categories: (A) Inclusion in training 1 = Yes 2 = No	Training Nationally defined categories: (A) Inclusion in training 1 = Yes 2 = No
Georgia	TQ-06A-L	TQ-06A-L	D	Learning programme Nationally defined categories: (A) Inclusion in learning programme 1 = Yes 2 = No	Learning programme Nationally defined categories: (A) Inclusion in learning programme 1 = Yes 2 = No
Hungary	TQ-06A-L	TQ-06A-L	D	Education	Education
Iceland	TQ-06A-L	TQ-06A-L	D	Education Education Nationally defined categories: (A) Inclusion in Education 1 = Yes 2 = No	Education Education Nationally defined categories: (A) Inclusion in Education 1 = Yes 2 = No
Israel	TQ-06A-L	TQ-06A-L	D	Education or training program Nationally defined categories: (A) Inclusion in formal education or training program 1 = Yes	Education or training program Nationally defined categories: (A) Inclusion in formal education or training program 1 = Yes

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
			2 = No	2 = No
Italy	TQ-06A-L	TQ-06A-L	D Education and training for teaching qualification Dimension Instruction changed: (A) Inclusion in education and training for teaching qualification 1 = Yes 2 = No	Education and training for teaching qualification Dimension Instruction changed: (A) Inclusion in education and training for teaching qualification 1 = Yes 2 = No
Japan	TQ-06A-L	TQ-06A-L	D Question instruction changed: Please circle either 'included' or 'not included' in part A. If you answered 'included', please circle one choice regarding how much preparation you did in order to do it in your class in part B.	Question instruction changed: Please circle either 'included' or 'not included' in part A. If you answered 'included', please circle one choice regarding how much preparation you did in order to do it in your class in part B.
Kazakhstan	TQ-06A-L	TQ-06A-L	D Pedagogical education in higher education institution or college Nationally defined categories: (A) Inclusion in education 1 = Yes 2 = No	Pedagogical education in higher education institution or college Nationally defined categories: (A) Inclusion in education 1 = Yes 2 = No
Korea	TQ-06A-L	TQ-06A-L	D Education	Education
Latvia	TQ-06A-L	TQ-06A-L	D Formal education Nationally defined categories: (A) Inclusion in formal education 1 = Yes 2 = No	Formal education Nationally defined categories: (A) Inclusion in formal education 1 = Yes 2 = No
Lithuania	TQ-06A-L	TQ-06A-L	D Education and training (study) program Nationally defined categories: (A) Inclusion in education and training (study) program 1 = Yes 2 = No	Education and training (study) program Nationally defined categories: (A) Inclusion in education and training (study) program 1 = Yes 2 = No
Mexico	TQ-06A-L	TQ-06A-L	D Education	Education
Netherlands	TQ-06A-L	TQ-06A-L	D Teacher education	Teacher education

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Norway		TQ-06A-L	TQ-06A-L	D Nationally defined categories: (A) Inclusion in teacher education 1 = Yes 2 = No Teacher education	Nationally defined categories: (A) Inclusion in teacher education 1 = Yes 2 = No Teacher education
Romania		TQ-06A-L	TQ-06A-L	D Nationally defined categories: (A) Inclusion in education 1 = Yes 2 = No Studies	Nationally defined categories: (A) Inclusion in education 1 = Yes 2 = No Studies
Slovak Republic		TQ-06A-L	TQ-06A-L	D Nationally defined categories: (A) Inclusion in studies 1 = Yes 2 = No Nationally defined categories: (A) Inclusion in education or practice 1 = Yes 2 = No	Nationally defined categories: (A) Inclusion in studies 1 = Yes 2 = No Nationally defined categories: (A) Inclusion in education or practice 1 = Yes 2 = No
Slovenia		TQ-06A-L	TQ-06A-L	D Education Nationally defined categories: (A) Inclusion in education 1 = Yes 2 = No	Education Nationally defined categories: (A) Inclusion in education 1 = Yes 2 = No
Sweden		TQ-06A-L	TQ-06A-L	D Education Nationally defined categories: (A) Inclusion in education 1 = Yes 2 = No	Education Nationally defined categories: (A) Inclusion in education 1 = Yes 2 = No
Turkey		TQ-06A-L	TQ-06A-L	D Education Education	Education Education

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
United States	TQ-06A-L	TQ-06A-L	D	Education or training	Education or training
Denmark	TQ-06A-L	TQ-06B	D	Nationally defined dimension: Pedagogy/didactics of some or all subject(s) I teach	Nationally defined dimension: Pedagogy/didactics of some or all subject(s) I teach
New Zealand	TQ-06A-L	TQ-06B	D	Nationally defined dimension: Pedagogy of some or all subject(s) or learning area(s) I teach	Nationally defined dimension: Pedagogy of some or all subject(s) or learning area(s) I teach
Denmark	TQ-06A-L	TQ-06C	D	Nationally defined dimension: General pedagogy/didactics	Nationally defined dimension: General pedagogy/didactics
Japan	TQ-06A-L	TQ-06D	D	Nationally defined dimension: Classroom practice in the subject(s) I teach (teaching practice, internship)	Nationally defined dimension: Classroom practice in the subject(s) I teach (teaching practice, internship)
New Zealand	TQ-06A-L	TQ-06D	D	Nationally defined dimension: Classroom practice in some or all subject(s) or learning area(s) I teach	Nationally defined dimension: Classroom practice in some or all subject(s) or learning area(s) I teach
Israel	TQ-06A-L	TQ-06E	D	Nationally defined dimension: Teaching in a heterogenic class	Nationally defined dimension: Teaching in a heterogenic class
Denmark	TQ-06A-L	TQ-06F	D	Nationally defined dimension: Teaching students from different cultural and linguistic backgrounds	Nationally defined dimension: Teaching students from different cultural and linguistic backgrounds
New Zealand	TQ-06A-L	TQ-06G	D	Nationally defined dimension: Teaching cross-curricular skills (e.g. creativity, learning to learn, critical thinking, problem solving)	Nationally defined dimension: Teaching cross-curricular skills (e.g. creativity, learning to learn, critical thinking, problem solving)
Alberta (Canada)	TQ-06A-L	TQ-06K	D	Kindergarten Elementary education	Kindergarten Elementary education
Australia	TQ-06A-L	TQ-06K	D	Pre-school Primary school	Pre-school Primary school
Brazil	TQ-06A-L	TQ-06K	D	Early Childhood Education Initial Years of Fundamental Education	Early Childhood Education Initial Years of Fundamental Education
Chinese Taipei	TQ-06A-L	TQ-06K	X	Dimension not administered or data not available	Dimension not administered or data not available
Colombia	TQ-06A-L	TQ-06K	D	Preschool education Lower secondary	Preschool education Lower secondary
England (United Kingdom)	TQ-06A-L	TQ-06K	X	Dimension not administered or data not available	Dimension not administered or data not available

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Estonia	TQ-06A-L	TQ-06K	D	Kindergarten School	Kindergarten School
Finland	TQ-06A-L	TQ-06K	D	Pre-primary education Primary schools	Pre-primary education Primary schools
France	TQ-06A-L	TQ-06K	D	Pre-elementary level Elementary level	Pre-elementary level Elementary level
Georgia	TQ-06A-L	TQ-06K	D	Preschool education	Preschool education
Hungary	TQ-06A-L	TQ-06K	D	Primary Education Kindergarten	Primary Education Kindergarten
Iceland	TQ-06A-L	TQ-06K	D	Elementary school Play-school level	Elementary school Play-school level
Israel	TQ-06A-L	TQ-06K	D	Play-school level From Kindergarten to Elementary school	Play-school level From Kindergarten to Elementary school
Lithuania	TQ-06A-L	TQ-06K	D	From Kindergarten to Primary school Pre-school and pre-primary education	From Kindergarten to Primary school Pre-school and pre-primary education
Romania	TQ-06A-L	TQ-06K	D	Primary education Pre-school to primary education	Primary education Pre-school to primary education
Russia	TQ-06A-L	TQ-06K	D	Preschool education Primary school	Preschool education Primary school
Saudi Arabia	TQ-06A-L	TQ-06K	D	Kg level Elementary schools	Kg level Elementary schools
Sweden	TQ-06A-L	TQ-06K	X	Dimension not administered or data not available	Dimension not administered or data not available
United Arab Emirates	TQ-06A-L	TQ-06K	D	Kindergarten (KG1/Fs2 - KG2/year 1) Cycle 1 (grade 1/year 2 - grade 5/year 6)	Kindergarten (KG1/Fs2 - KG2/year 1) Cycle 1 (grade 1/year 2 - grade 5/year 6)

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Viet Nam	TQ-06A-L	TQ-06K	D	Early childhood education	Early childhood education
				Primary education	Primary education
Austria	TQ-06A-L	TQ-06K-L	X	Dimension not administered or data not available	Dimension not administered or data not available
Belgium	TQ-06A-L	TQ-06K-L	X	Dimension not administered or data not available	Dimension not administered or data not available
Bulgaria	TQ-06A-L	TQ-06K-L	X	Dimension not administered or data not available	Dimension not administered or data not available
Chile	TQ-06A-L	TQ-06K-L	X	Dimension not administered or data not available	Dimension not administered or data not available
Ciudad Autónoma de Buenos Aires (Argentina)	TQ-06A-L	TQ-06K-L	X	Dimension not administered or data not available	Dimension not administered or data not available
Croatia	TQ-06A-L	TQ-06K-L	X	Dimension not administered or data not available	Dimension not administered or data not available
Cyprus	TQ-06A-L	TQ-06K-L	X	Dimension not administered or data not available	Dimension not administered or data not available
Czech Republic	TQ-06A-L	TQ-06K-L	X	Dimension not administered or data not available	Dimension not administered or data not available
Denmark	TQ-06A-L	TQ-06K-L	X	Dimension not administered or data not available	Dimension not administered or data not available
Italy	TQ-06A-L	TQ-06K-L	X	Dimension not administered or data not available	Dimension not administered or data not available
Japan	TQ-06A-L	TQ-06K-L	X	Dimension not administered or data not available	Dimension not administered or data not available
Kazakhstan	TQ-06A-L	TQ-06K-L	X	Dimension not administered or data not available	Dimension not administered or data not available
Korea	TQ-06A-L	TQ-06K-L	X	Dimension not administered or data not available	Dimension not administered or data not available
Latvia	TQ-06A-L	TQ-06K-L	X	Dimension not administered or data not available	Dimension not administered or data not available
Malta	TQ-06A-L	TQ-06K-L	X	Dimension not administered or data not available	Dimension not administered or data not available
Mexico	TQ-06A-L	TQ-06K-L	X	Dimension not administered or data not available	Dimension not administered or data not available
Netherlands	TQ-06A-L	TQ-06K-L	X	Dimension not administered or data not available	Dimension not administered or data not available

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
New Zealand	TQ-06A-L	TQ-06K-L	X	Dimension not administered or data not available	Dimension not administered or data not available
Norway	TQ-06A-L	TQ-06K-L	X	Dimension not administered or data not available	Dimension not administered or data not available
Portugal	TQ-06A-L	TQ-06K-L	X	Dimension not administered or data not available	Dimension not administered or data not available
Shanghai (China)	TQ-06A-L	TQ-06K-L	X	Dimension not administered or data not available	Dimension not administered or data not available
Singapore	TQ-06A-L	TQ-06K-L	X	Dimension not administered or data not available	Dimension not administered or data not available
Slovak Republic	TQ-06A-L	TQ-06K-L	X	Dimension not administered or data not available	Dimension not administered or data not available
Slovenia	TQ-06A-L	TQ-06K-L	X	Dimension not administered or data not available	Dimension not administered or data not available
South Africa	TQ-06A-L	TQ-06K-L	X	Dimension not administered or data not available	Dimension not administered or data not available
Spain	TQ-06A-L	TQ-06K-L	X	Dimension not administered or data not available	Dimension not administered or data not available
Turkey	TQ-06A-L	TQ-06K-L	X	Dimension not administered or data not available	Dimension not administered or data not available
United States	TQ-06A-L	TQ-06K-L	X	Dimension not administered or data not available	Dimension not administered or data not available
Romania	TQ-06A-L	TQ-06L	X	Dimension not administered or data not available	Dimension not administered or data not available
Ciudad Autónoma de Buenos Aires (Argentina)	TQ-08	TQ-08	D	Question instruction changed: Please mark one choice.	Question instruction changed: Please mark one choice.
Austria	TQ-09	TQ-09	D	Question instruction added: With "this school" is always meant the school, where you received the cover letter/login data to this online questionnaire.	Question instruction added: With "this school" is always meant the school, where you received the cover letter/login data to this online questionnaire.
Ciudad Autónoma de Buenos Aires (Argentina)	TQ-09	TQ-09	D	Question instruction changed: If you have more than one type of contract in this school, answer regarding the one that has the highest amount of hours. Please mark one choice.	Question instruction changed: If you have more than one type of contract in this school, answer regarding the one that has the highest amount of hours. Please mark one choice.
France	TQ-09	TQ-09	D	Nationally defined categories: 1 = Permanent employment (incumbents including trainees in public schools or contract teachers in private schools under definitive or probationary contracts, permanent public schools or auxiliary delegates on permanent contracts for private education)	Nationally defined categories: 1 = Permanent employment (incumbents including trainees in public schools or contract teachers in private schools under definitive or probationary contracts, permanent public schools or auxiliary delegates on permanent contracts for private education)

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Italy	TQ-09	TQ-09	D	<p>2 = Fixed-term contract for a period of more than 1 school year 3 = Fixed-term contract for a period of 1 school year or less</p> <p>Nationally defined categories: 1 = Permanent employment (an on-going contract with no fixed end-point before the age of retirement) 2 = Fixed-term contract for a period of 1 school year or less</p>	<p>2 = Fixed-term contract for a period of more than 1 school year 3 = Fixed-term contract for a period of 1 school year or less</p> <p>National categories recoded for international comparability: 1 = Permanent employment (an on-going contract with no fixed end-point before the age of retirement) 2 = Category not administered or data not available 3 = Fixed-term contract for a period of 1 school year or less</p>
New Zealand	TQ-09	TQ-09	D	<p>Nationally defined categories: 1 = Permanent employment (an on-going contract with no fixed end-point) 2 = Fixed-term contract for a period of more than 1 school year 3 = Fixed-term contract for a period of 1 school year or less</p>	<p>Nationally defined categories: 1 = Permanent employment (an on-going contract with no fixed end-point) 2 = Fixed-term contract for a period of more than 1 school year 3 = Fixed-term contract for a period of 1 school year or less</p>
South Africa	TQ-09	TQ-09	D	<p>Nationally defined categories: 1 = Permanent employment (an on-going contract with no fixed end-point before the age of retirement) 2 = Fixed term contract for a period of more than 1 school year (in a vacant post) 3 = Fixed term contract for a period of 1 school year or less</p>	<p>Nationally defined categories: 1 = Permanent employment (an on-going contract with no fixed end-point before the age of retirement) 2 = Fixed term contract for a period of more than 1 school year (in a vacant post) 3 = Fixed term contract for a period of 1 school year or less</p>
Ciudad Autónoma de Buenos Aires (Argentina)	TQ-10A-B	TQ-10A-B	D	<p>Nationally defined categories: 1 = More than 90% of my working hours 2 = 71-90% of my working hours 3 = 50-70% of my working hours 4 = Less than 50% of my working hours</p>	<p>Nationally defined categories: 1 = More than 90% of my working hours 2 = 71-90% of my working hours 3 = 50-70% of my working hours 4 = Less than 50% of my working hours</p>
Israel	TQ-10A-B	TQ-10A-B	D	<p>Question instruction added: If your position is a 'Mother position', include the additional hours in the calculation of your current employment status.</p>	<p>Question instruction added: If your position is a 'Mother position', include the additional hours in the calculation of your current employment status.</p>
New Zealand	TQ-10A-B	TQ-10A-B	D	<p>Nationally defined categories: 1 = Full-time (more than 90% of full-time hours, >0.9 FTE) 2 = Part-time (71-90% of full-time hours, 0.71-0.9 FTE) 3 = Part-time (50-70% of full-time hours, 0.5-0.7 FTE) 4 = Part-time (less than 50% of full-time hours, <0.5 FTE)</p>	<p>Nationally defined categories: 1 = Full-time (more than 90% of full-time hours, >0.9 FTE) 2 = Part-time (71-90% of full-time hours, 0.71-0.9 FTE) 3 = Part-time (50-70% of full-time hours, 0.5-0.7 FTE) 4 = Part-time (less than 50% of full-time hours, <0.5 FTE)</p>
Turkey	TQ-10A-B	TQ-10A-B	D	<p>Question instruction changed: Please consider your employment status at this school and for all of your teaching employments together. 'Full time hours' refers to lesson hours and duties, which you are formally assigned to complete.</p>	<p>Question instruction changed: Please consider your employment status at this school and for all of your teaching employments together. 'Full time hours' refers to lesson hours and duties, which you are formally assigned to complete.</p>
England (United Kingdom)	TQ-11A-D	TQ-11A-D	D	<p>Stem of the question changed: How many years of experience do you have regardless of whether you worked full-time or part-time?</p>	<p>Stem of the question changed: How many years of experience do you have regardless of whether you worked full-time or part-time?</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Ciudad Autónoma de Buenos Aires (Argentina)	TQ-11A-D	TQ-11C	D	Nationally defined dimension: Year(s) working in other education roles, not as a teacher (e.g. as a school principal, psycho-pedagogue, university lecturer)	Nationally defined dimension: Year(s) working in other education roles, not as a teacher (e.g. as a school principal, psycho-pedagogue, university lecturer)
Italy	TQ-11A-D	TQ-11C	D	Nationally defined dimension: Year(s) working in other education roles, not as a teacher (e.g. as a university lecturer, trainer)	Nationally defined dimension: Year(s) working in other education roles, not as a teacher (e.g. as a university lecturer, trainer)
Malta	TQ-11A-D	TQ-11C	D	Nationally defined dimension: Year(s) working in other education roles, not as a teacher (e.g. as a university lecturer)	Nationally defined dimension: Year(s) working in other education roles, not as a teacher (e.g. as a university lecturer)
New Zealand	TQ-11A-D	TQ-11C	D	Nationally defined dimension: Year(s) working in other education roles, not as a teacher (e.g. as a university lecturer)	Nationally defined dimension: Year(s) working in other education roles, not as a teacher (e.g. as a university lecturer)
South Africa	TQ-11A-D	TQ-11C	D	Nationally defined dimension: Year(s) working in other education roles, not as a teacher (e.g. as a university or college lecturer)	Nationally defined dimension: Year(s) working in other education roles, not as a teacher (e.g. as a university or college lecturer)
Belgium	TQ-12	TQ-12	D	First degree of secondary education	First degree of secondary education
England (United Kingdom)	TQ-12	TQ-12	D	Key Stage 3 (age 11-14)	Key Stage 3 (age 11-14)
Japan	TQ-12	TQ-12	D	Junior high schools (including students at lower secondary school level, upper compulsory education school level)	Junior high schools (including students at lower secondary school level, upper compulsory education school level)
New Zealand	TQ-12	TQ-12	D	Stem of the question changed: Are you currently employed at another school as well as this school? In how many of these other schools do you teach Year 7, 8, 9 or 10 students?	Stem of the question changed: Are you currently employed at another school as well as this school? / In how many of these other schools do you teach Year 7, 8, 9 or 10 students?
Alberta (Canada)	TQ-13	TQ-13	D	Work as a teacher of junior high students	Work as a teacher of junior high students
Austria	TQ-13	TQ-13	D	Secondary education (grades 5-8)	Secondary education (grades 5-8)
Belgium	TQ-13	TQ-13	D	First degree of secondary education	First degree of secondary education
Chinese Taipei	TQ-13	TQ-13	D	Teach in a junior secondary school	Teach in a junior secondary school
Estonia	TQ-13	TQ-13	D	Work as a basic school third level (7.-9. class) teacher	Work as a basic school third level (7.-9. class) teacher
Japan	TQ-13	TQ-13	D	Work in other lower secondary schools as a teacher	Work in other lower secondary schools as a teacher

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Latvia	TQ-13	TQ-13	D	Work in grades 5-9	Work in grades 5-9
New Zealand	TQ-13	TQ-13	D	Stem of the question changed: If 'Yes' in the previous question, how many other schools are you currently employed at? In how many of these other schools do you teach Year 7, 8, 9 or 10 students?	Stem of the question changed: If 'Yes' in the previous question, how many other schools are you currently employed at? / In how many of these other schools do you teach Year 7, 8, 9 or 10 students?
Norway	TQ-13	TQ-13	D	Work as a teacher at lower secondary level	Work as a teacher at lower secondary level
Russia	TQ-13	TQ-13	D	Work as a teacher in 5-9 classes	Work as a teacher in 5-9 classes
Saudi Arabia	TQ-13	TQ-13	D	Work as a teacher for middle school students	Work as a teacher for middle school students
Slovak Republic	TQ-13	TQ-13	D	Work as teacher of the 2nd grade of primary school or lower level of 8-year gymnasium	Work as teacher of the 2nd grade of primary school or lower level of 8-year gymnasium
Sweden	TQ-13	TQ-13	D	Work as a teacher in grade 7-9	Work as a teacher in grade 7-9
Alberta (Canada)	TQ-14	TQ-14	D	Junior high classes 'Students with special needs,' as described by the Alberta School Act, are students in need of additional supports because of behavioural, communicational, intellectual or physical characteristics, or a combination of those characteristics.	Junior high classes 'Students with special needs,' as described by the Alberta School Act, are students in need of additional supports because of behavioural, communicational, intellectual or physical characteristics, or a combination of those characteristics.
Australia	TQ-14	TQ-14	D	Special need students cover those for whom a special learning need has been formally identified because they are intellectually or physically disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.	Special need students cover those for whom a special learning need has been formally identified because they are intellectually or physically disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.
Austria	TQ-14	TQ-14	D	Classes with students in secondary education (grades 5 - 8)	Classes with students in secondary education (grades 5 - 8)
Belgium	TQ-14	TQ-14	D	First degree of secondary education Special needs students are those students for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. Often there will be additional public or private resources (personnel, material or financial) provided to support the education of these students. We speak of a formal identification when the specific learning need of a student has been attested (e.g. by a doctor, a therapist, a logopedist or CLB) or when the school team (e.g. during a multidisciplinary council (MDO)) identified the student in question as one with specific needs.	First degree of secondary education Special needs students are those students for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. Often there will be additional public or private resources (personnel, material or financial) provided to support the education of these students. We speak of a formal identification when the specific learning need of a student has been attested (e.g. by a doctor, a therapist, a logopedist or CLB) or when the school team (e.g. during a multidisciplinary council (MDO)) identified the student in question as one with specific needs.

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability	
			*French: Special needs students cover those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.	*French: Special needs students cover those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.	
Bulgaria	TQ-14	TQ-14	X	Question not administered or data not available	Question not administered or data not available
Chinese Taipei	TQ-14	TQ-14	D	Junior secondary classes	Junior secondary classes
			Herein 'special needs' students cover those physiologically disabled students who have been formally identified because of their mental, physical, or emotional disadvantages. They often need additional resources (personnel, material or financial) to support their learning.	Herein 'special needs' students cover those physiologically disabled students who have been formally identified because of their mental, physical, or emotional disadvantages. They often need additional resources (personnel, material or financial) to support their learning.	
Ciudad Autónoma de Buenos Aires (Argentina)	TQ-14	TQ-14	D	Students with some form of handicap' are those for whom a form of handicap or disability has been formally identified because of mental, physical, or emotional issues. Often they will be those for whom additional resources -personnel or material- have been provided to support their education.	Students with some form of handicap' are those for whom a form of handicap or disability has been formally identified because of mental, physical, or emotional issues. Often they will be those for whom additional resources -personnel or material- have been provided to support their education.
Croatia	TQ-14	TQ-14	D	Special need students are students for whom a special learning need has been formally acknowledged due to mental, physical or emotional difficulties. Often they will be students for whom additional public or private resources have been provided (in a form of personnel, materials or funding) to support their education.	Special need students are students for whom a special learning need has been formally acknowledged due to mental, physical or emotional difficulties. Often they will be students for whom additional public or private resources have been provided (in a form of personnel, materials or funding) to support their education.
Denmark	TQ-14	TQ-14	D	Students with special needs' are those students who have formally had identified a special educational need (e.g. because of mental, psychological, physical, learning or emotional challenges).	Students with special needs' are those students who have formally had identified a special educational need (e.g. because of mental, psychological, physical, learning or emotional challenges).
England (United Kingdom)	TQ-14	TQ-14	D	Key Stage 3 (age 11-14) classes	Key Stage 3 (age 11-14) classes
Finland	TQ-14	TQ-14	D	Grades 7 - 9 (10) classes	Grades 7 - 9 (10) classes
Georgia	TQ-14	TQ-14	D	*Russian: A student with special educational needs is the student who has been officially diagnosed by the relevant organisation because of mental, physical or emotional limitations. Often such students are provided with additional public or private resources (personnel, materials or finances) to support their education.	*Russian: A student with special educational needs is the student who has been officially diagnosed by the relevant organisation because of mental, physical or emotional limitations. Often such students are provided with additional public or private resources (personnel, materials or finances) to support their education.

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Iceland	TQ-14	TQ-14	D	Pupils with special needs' are those pupils who have received a formal diagnosis for their need for special teaching because they are mentally, physically or emotionally disadvantaged. [It is often because of these pupils that additional resources have to be received from authorities or private parties (staff, educational materials or funds) to support their education].	Pupils with special needs' are those pupils who have received a formal diagnosis for their need for special teaching because they are mentally, physically or emotionally disadvantaged. [It is often because of these pupils that additional resources have to be received from authorities or private parties (staff, educational materials or funds) to support their education].
Israel	TQ-14	TQ-14	D	Special needs students' cover those for whom a special learning need has been diagnosed as students with variant disabilities. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.	Special needs students' cover those for whom a special learning need has been diagnosed as students with variant disabilities. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.
Italy	TQ-14	TQ-14	D	Lower secondary classes 'Special educational needs' students are those for whom a special educational need has been formally identified due to mental, physical, or emotional problems. Often this requires additional public or private resources (in terms of support teachers, educators, materials, funds) to support their education.	Lower secondary classes 'Special educational needs' students are those for whom a special educational need has been formally identified due to mental, physical, or emotional problems. Often this requires additional public or private resources (in terms of support teachers, educators, materials, funds) to support their education.
Japan	TQ-14	TQ-14	D	Special need students cover those for whom a special learning need has been formally identified because they are in mentally, physically, or emotionally disadvantaged situations. [Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.]	Special need students cover those for whom a special learning need has been formally identified because they are in mentally, physically, or emotionally disadvantaged situations. [Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.]
Kazakhstan	TQ-14	TQ-14	D	Health limitations 'Students with health limitations' are those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.	Health limitations 'Students with health limitations' are those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.
Latvia	TQ-14	TQ-14	D	Schools 5-9. classes Students with special needs are those for whom a special learning need has been formally identified because they have mental, physical, or emotional disorders.	Schools 5-9. classes Students with special needs are those for whom a special learning need has been formally identified because they have mental, physical, or emotional disorders.
New Zealand	TQ-14	TQ-14	D	Special needs students are those for whom a special learning need has been formally identified because they are mentally (including intellectually), physically, or emotionally disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.	Special needs students are those for whom a special learning need has been formally identified because they are mentally (including intellectually), physically, or emotionally disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.
Norway	TQ-14	TQ-14	D	Lower secondary school class/classes	Lower secondary school class/classes

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Shanghai (China)	TQ-14	TQ-14	D	<p>'Special needs' students are those for whom a special learning need has been formally identified and extra support has been provided.</p> <p>Special needs students cover those for whom a special learning need has been formally identified because they are intellectually, physically, or emotionally disadvantaged. [Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.]</p>	<p>'Special needs' students are those for whom a special learning need has been formally identified and extra support has been provided.</p> <p>Special needs students cover those for whom a special learning need has been formally identified because they are intellectually, physically, or emotionally disadvantaged. [Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.]</p>
Sweden	TQ-14	TQ-14	D	<p>Students are eligible for special support after their needs had been evaluated and a plan of actions to be taken had been set up, if they for reasons such as illness, social conditions, disabilities or other causes risk not being able to reach the minimum proficiency requirements to be achieved.</p>	<p>Students are eligible for special support after their needs had been evaluated and a plan of actions to be taken had been set up, if they for reasons such as illness, social conditions, disabilities or other causes risk not being able to reach the minimum proficiency requirements to be achieved.</p>
United States	TQ-14	TQ-14	D	<p>Students with special needs are those for whom a special learning need has been formally identified due to mental, physical, or emotional characteristics. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.</p>	<p>Students with special needs are those for whom a special learning need has been formally identified due to mental, physical, or emotional characteristics. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.</p>
Austria	TQ-15A-L	TQ-15A	D	<p>Dimension instruction changed: German, mother tongue lessons for students who were not German mother tongue</p>	<p>Dimension instruction changed: German, mother tongue lessons for students who were not German mother tongue</p>
Denmark	TQ-15A-L	TQ-15A	D	<p>Nationally defined dimension: Danish</p> <p>Dimension instruction changed: Including Danish as a second language</p>	<p>Nationally defined dimension: Danish</p> <p>Dimension instruction changed: Including Danish as a second language</p>
England (United Kingdom)	TQ-15A-L	TQ-15A	D	<p>Dimension instruction changed: Includes reading and writing (and literature) in English, or English as a second language (for non-native speakers); language studies, public speaking, literature</p>	<p>Dimension instruction changed: Includes reading and writing (and literature) in English, or English as a second language (for non-native speakers); language studies, public speaking, literature</p>
Estonia	TQ-15A-L	TQ-15A	D	<p>Nationally defined dimensions: Reading, writing and literature (excl. Estonian as a second language) Reading, writing and literature in Estonian as a second language (state language)</p>	<p>National dimensions recoded for international comparability: Reading, writing and literature (excl. Estonian as a second language) / Reading, writing and literature in Estonian as a second language (state language)</p>
Israel	TQ-15A-L	TQ-15A	D	<p>Nationally defined dimension: Language and literature</p> <p>Dimension instruction changed: Grammar, Essay in writing, Literature, Language literacy, Reading and writing in Hebrew etc., Reading and writing in Hebrew as a second language</p>	<p>Nationally defined dimension: Language and literature</p> <p>Dimension instruction changed: Grammar, Essay in writing, Literature, Language literacy, Reading and writing in Hebrew etc., Reading and writing in Hebrew as a second language</p>

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
			*Arabic: Reading and writing, reading comprehension, expression, literature in Arabic or Hebrew, grammar, literacy and more	*Arabic: Reading and writing, reading comprehension, expression, literature in Arabic or Hebrew, grammar, literacy and more
Japan	TQ-15A-L	TQ-15A	D Nationally defined dimension: Japanese	Nationally defined dimension: Japanese
			Dimension instruction omitted	Dimension instruction omitted
New Zealand	TQ-15A-L	TQ-15A	D Dimension instruction changed: Includes reading and writing in English or te reo Māori or in English for speakers of other languages; public speaking, literature and other language skills	Dimension instruction changed: Includes reading and writing in English or te reo Māori or in English for speakers of other languages; public speaking, literature and other language skills
Singapore	TQ-15A-L	TQ-15A	D Nationally defined dimensions: Reading, writing and/or literature in the English language Reading, writing and/or literature in the Mother Tongue language (not including English language)	National dimensions recoded for international comparability: Reading, writing and/or literature in the English language / Reading, writing and/or literature in the Mother Tongue language (not including English language)
			Dimension instruction changed: Includes reading and writing, language studies, public speaking, literature	Dimension instruction changed: Includes reading and writing, language studies, public speaking, literature
South Africa	TQ-15A-L	TQ-15A	D Dimension instruction changed: Includes reading and writing (and literature) in the home language, in the language of instruction, or in the first or second additional language; language studies, public speaking, literature	Dimension instruction changed: Includes reading and writing (and literature) in the home language, in the language of instruction, or in the first or second additional language; language studies, public speaking, literature
Spain	TQ-15A-L	TQ-15A	D Nationally defined dimension: Language and literature	Nationally defined dimension: Language and literature
			*Catalan: Dimension instruction changed: Includes reading and writing (and literature) in the familiar language, in the language of instruction, or in the tongue of the country (region) as a second language (for non-natives); language studies, public speaking, literature	*Catalan: Dimension instruction changed: Includes reading and writing (and literature) in the familiar language, in the language of instruction, or in the tongue of the country (region) as a second language (for non-natives); language studies, public speaking, literature
United States	TQ-15A-L	TQ-15A	D Nationally defined dimensions: Reading, writing and literature English as a Second Language (ESL)	National dimensions recoded for international comparability: Reading, writing and literature / English as a Second Language (ESL)
			Dimension instruction changed: Includes reading and writing (and literature) in English, language arts, public speaking, literature, composition, communications, journalism	Dimension instruction changed: Includes reading and writing (and literature) in English, language arts, public speaking, literature, composition, communications, journalism

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Alberta (Canada)	TQ-15A-L	TQ-15A-L	D	Teacher education Nationally defined categories: 1 = Included in my formal teacher education 2 = I teach it to Junior high students this year	Teacher education Nationally defined categories: 1 = Included in my formal teacher education 2 = I teach it to Junior high students this year
Australia	TQ-15A-L	TQ-15A-L	D	Education Nationally defined categories: 1 = Included in my formal education 2 = I teach it to year 7 - 10 students this year	Education Nationally defined categories: 1 = Included in my formal education 2 = I teach it to year 7 - 10 students this year
Austria	TQ-15A-L	TQ-15A-L	D	Education/training Nationally defined categories: 1 = Included in my formal education/training 2 = I teach it to secondary education 1 (grades 5 – 8) students this year	Education/training Nationally defined categories: 1 = Included in my formal education/training 2 = I teach it to secondary education 1 (grades 5 – 8) students this year
Belgium	TQ-15A-L	TQ-15A-L	D	Education Nationally defined categories: 1 = Included in my formal education 2 = I teach it to first phase of secondary students this year	Education Nationally defined categories: 1 = Included in my formal education 2 = I teach it to first phase of secondary students this year
Brazil	TQ-15A-L	TQ-15A-L	D	Training Nationally defined categories: 1 = Included in my formal training 2 = I teach it to Final Years of Fundamental Education students this year	Training Nationally defined categories: 1 = Included in my formal training 2 = I teach it to Final Years of Fundamental Education students this year
Bulgaria	TQ-15A-L	TQ-15A-L	D	Academic preparation Nationally defined categories: 1 = Included in my formal academic preparation 2 = I teach it to lower secondary students this year	Academic preparation Nationally defined categories: 1 = Included in my formal academic preparation 2 = I teach it to lower secondary students this year
Chinese Taipei	TQ-15A-L	TQ-15A-L	D	Teacher cultivation education or training Nationally defined categories: 1 = Included in my formal teacher cultivation education or training 2 = I teach it to junior secondary school students this year	Teacher cultivation education or training Nationally defined categories: 1 = Included in my formal teacher cultivation education or training 2 = I teach it to junior secondary school students this year

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Ciudad Autónoma de Buenos Aires (Argentina)	TQ-15A-L	TQ-15A-L	D	Studies Nationally defined categories: 1 = Included in my formal studies 2 = I teach it to 1st and 2nd year students this year	Studies Nationally defined categories: 1 = Included in my formal studies 2 = I teach it to 1st and 2nd year students this year
Colombia	TQ-15A-L	TQ-15A-L	D	Academic or formal training Nationally defined categories: 1 = Included in my academic or formal training 2 = I teach it to lower secondary students this academic year	Academic or formal training Nationally defined categories: 1 = Included in my academic or formal training 2 = I teach it to lower secondary students this academic year
Croatia	TQ-15A-L	TQ-15A-L	D	Education Nationally defined categories: 1 = Included in my formal education 2 = I teach it to grades 5-8 students this year	Education Nationally defined categories: 1 = Included in my formal education 2 = I teach it to grades 5-8 students this year
Czech Republic	TQ-15A-L	TQ-15A-L	D	Education Nationally defined categories: 1 = Included in my formal education 2 = I teach it to 2. stage of basic school education or lower grades of 6 or 8 years long programme of grammar school students this year	Education Nationally defined categories: 1 = Included in my formal education 2 = I teach it to 2. stage of basic school education or lower grades of 6 or 8 years long programme of grammar school students this year
Denmark	TQ-15A-L	TQ-15A-L	D	Education	Education
Finland	TQ-15A-L	TQ-15A-L	D	Nationally defined categories: 1 = Included in my formal education 2 = I teach to Grades 7 - 9 (10) students this year	Nationally defined categories: 1 = Included in my formal education 2 = I teach to Grades 7 - 9 (10) students this year
France	TQ-15A-L	TQ-15A-L	D	Training Nationally defined categories: 1 = Included in my formal training 2 = I teach it to lower secondary level students this year	Training Nationally defined categories: 1 = Included in my formal training 2 = I teach it to lower secondary level students this year
Georgia	TQ-15A-L	TQ-15A-L	D	Education Nationally defined categories: 1 = Included in my formal education 2 = I teach it to basic level students this year	Education Nationally defined categories: 1 = Included in my formal education 2 = I teach it to basic level students this year

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				*Azerbaijani: Education or training	*Azerbaijani: Education or training
				*Russian: Nationally defined categories: 1 = Included in my formal learning programme 2 = I teach it to basic level students this year	*Russian: Nationally defined categories: 1 = Included in my formal learning programme 2 = I teach it to basic level students this year
Hungary	TQ-15A-L	TQ-15A-L	D	Education Nationally defined categories: 1 = Included in my formal education 2 = I teach it to 5–8 grade student this year	Education Nationally defined categories: 1 = Included in my formal education 2 = I teach it to 5–8 grade student this year
Iceland	TQ-15A-L	TQ-15A-L	D	Education Nationally defined categories: 1 = Included in my formal education 2 = I teach it to adolescent level students this year	Education Nationally defined categories: 1 = Included in my formal education 2 = I teach it to adolescent level students this year
Israel	TQ-15A-L	TQ-15A-L	D	Formal education or training program Nationally defined categories: 1 = Included in my formal education or training program 2 = I teach it to seventh, eighth and/or ninth grades students this year	Formal education or training program Nationally defined categories: 1 = Included in my formal education or training program 2 = I teach it to seventh, eighth and/or ninth grades students this year
Italy	TQ-15A-L	TQ-15A-L	D	Education or training that qualified you to teach Nationally defined categories: 1 = Included in my formal education or training 2 = I teach it to lower secondary school students	Education or training that qualified you to teach Nationally defined categories: 1 = Included in my formal education or training 2 = I teach it to lower secondary school students
Kazakhstan	TQ-15A-L	TQ-15A-L	D	Education in higher education institution or college Nationally defined categories: 1 = Included in my formal education in higher education institution or college 2 = I teach it to students in the main school (grades 5-9 (10)) this year	Education in higher education institution or college Nationally defined categories: 1 = Included in my formal education in higher education institution or college 2 = I teach it to students in the main school (grades 5-9 (10)) this year

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Latvia	TQ-15A-L	TQ-15A-L	D	Education Nationally defined categories: 1 = Included in my formal education 2 = I teach it to Grades 5.-9. students this year.	Education Nationally defined categories: 1 = Included in my formal education 2 = I teach it to Grades 5.-9. students this year.
Lithuania	TQ-15A-L	TQ-15A-L	D	Education and training (study) program Stage of basic education Nationally defined categories: 1 = Included in my formal education and training (study) programme 2 = I teach it to stage of basic education students this year	Education and training (study) program Stage of basic education Nationally defined categories: 1 = Included in my formal education and training (study) programme 2 = I teach it to stage of basic education students this year
Mexico	TQ-15A-L	TQ-15A-L	D	Education	Education
Netherlands	TQ-15A-L	TQ-15A-L	D	Teacher education Nationally defined categories: 1 = Included in my formal teacher education 2 = I teach it to lower secondary education students this year	Teacher education Nationally defined categories: 1 = Included in my formal teacher education 2 = I teach it to lower secondary education students this year
New Zealand	TQ-15A-L	TQ-15A-L	D	Question instruction changed: Please mark as many choices as appropriate in each row. If the exact name of one of your subjects is not listed, please mark the category you think best fits the subject.	Question instruction changed: Please mark as many choices as appropriate in each row. If the exact name of one of your subjects is not listed, please mark the category you think best fits the subject.
Norway	TQ-15A-L	TQ-15A-L	D	Education Nationally defined categories: 1 = Included in my formal education 2 = I teach it to lower secondary level students this year.	Education Nationally defined categories: 1 = Included in my formal education 2 = I teach it to lower secondary level students this year.
Romania	TQ-15A-L	TQ-15A-L	D	Nationally defined categories: 1 = Included in my formal studies 2 = I teach it to lower secondary students this year	Nationally defined categories: 1 = Included in my formal studies 2 = I teach it to lower secondary students this year
Russia	TQ-15A-L	TQ-15A-L	D	Education or professional training	Education or professional training
Slovak Republic	TQ-15A-L	TQ-15A-L	D	Education or practice Nationally defined categories: 1 = Included in my formal education or practice	Education or practice Nationally defined categories: 1 = Included in my formal education or practice

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Slovenia	TQ-15A-L	TQ-15A-L	D	2 = I teach it at 2nd grade of primary school or lower level of 8-year gymnasium this year. Education Nationally defined categories: 1 = Included in my formal education 2 = I teach it to third triad of elementary school students this year	2 = I teach it at 2nd grade of primary school or lower level of 8-year gymnasium this year. Education Nationally defined categories: 1 = Included in my formal education 2 = I teach it to third triad of elementary school students this year
Spain	TQ-15A-L	TQ-15A-L	D	First Three Years of Compulsory Education Nationally defined categories: 1 = Included in my formal education or training 2 = I teach it to First Three Years of Compulsory Education students this year	First Three Years of Compulsory Education Nationally defined categories: 1 = Included in my formal education or training 2 = I teach it to First Three Years of Compulsory Education students this year
Sweden	TQ-15A-L	TQ-15A-L	D	Education Nationally defined categories: 1 = Included in my formal education 2 = I teach it to grade 7-9 students this year	Education Nationally defined categories: 1 = Included in my formal education 2 = I teach it to grade 7-9 students this year
Turkey	TQ-15A-L	TQ-15A-L	D	Education	Education
Austria	TQ-15A-L	TQ-15B	D	Education Dimension instruction changed: Incl. geometric drawing	Education Dimension instruction changed: Incl. geometric drawing
Denmark	TQ-15A-L	TQ-15B	D	Dimension instruction omitted	Dimension instruction omitted
United States	TQ-15A-L	TQ-15B	D	Dimension instruction changed: Includes basic and general mathematics, geometry, pre-algebra, algebra, business and applied mathematics, statistics and probability, trigonometry, calculus, and pre-calculus	Dimension instruction changed: Includes basic and general mathematics, geometry, pre-algebra, algebra, business and applied mathematics, statistics and probability, trigonometry, calculus, and pre-calculus
Japan	TQ-15A-L	TQ-15B-D,G	D	Dimension instruction omitted	Dimension instruction omitted
Austria	TQ-15A-L	TQ-15C	D	Dimension instruction changed: Physics, Chemistry, Biology and environmental education	Dimension instruction changed: Physics, Chemistry, Biology and environmental education
Ciudad Autónoma de Buenos Aires (Argentina)	TQ-15A-L	TQ-15C	D	Nationally defined dimension: Natural Sciences	Nationally defined dimension: Natural Sciences

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Denmark	TQ-15A-L	TQ-15C	D	Nationally defined dimension: Natural sciences Dimension instruction changed: Physics/chemistry, geography, biology, science/technology	Nationally defined dimension: Natural sciences Dimension instruction changed: Physics/chemistry, geography, biology, science/technology
Finland	TQ-15A-L	TQ-15C	D	Nationally defined dimension: Science (not including geography)	Nationally defined dimension: Science (not including geography)
Singapore	TQ-15A-L	TQ-15C	D	Dimension instruction changed: Includes science, physics, physical science, chemistry, biology, human biology, biotechnology, environmental science, agriculture/horticulture/forestry	Dimension instruction changed: Includes science, physics, physical science, chemistry, biology, human biology, biotechnology, environmental science, agriculture/horticulture/forestry
South Africa	TQ-15A-L	TQ-15C	D	Dimension instruction changed: Includes natural science, physical science, chemistry, biology, human biology, environmental science, agriculture/horticulture	Dimension instruction changed: Includes natural science, physical science, chemistry, biology, human biology, environmental science, agriculture/horticulture
United States	TQ-15A-L	TQ-15C	D	Dimension instruction changed: Includes general or integrated science, physics, physical science, chemistry, biology or life science, human biology, environmental science, Earth science	Dimension instruction changed: Includes general or integrated science, physics, physical science, chemistry, biology or life science, human biology, environmental science, Earth science
Australia	TQ-15A-L	TQ-15D	D	Dimension instruction changed: Includes social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of Australia social sciences, ethical thinking, philosophy	Dimension instruction changed: Includes social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of Australia social sciences, ethical thinking, philosophy
Austria	TQ-15A-L	TQ-15D	D	Dimension instruction changed: History and social studies, Geography and economics, political education	Dimension instruction changed: History and social studies, Geography and economics, political education
Bulgaria	TQ-15A-L	TQ-15D	D	Dimension instruction changed: Includes history and civilizations, geography and economics	Dimension instruction changed: Includes history and civilizations, geography and economics
Ciudad Autónoma de Buenos Aires (Argentina)	TQ-15A-L	TQ-15D	D	Nationally defined dimension: Social sciences and humanities Dimension instruction changed: Includes social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy, psychology, citizenship	Nationally defined dimension: Social sciences and humanities Dimension instruction changed: Includes social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy, psychology, citizenship
Denmark	TQ-15A-L	TQ-15D	D	Dimension instruction changed: Social studies, history	Dimension instruction changed: Social studies, history
England (United Kingdom)	TQ-15A-L	TQ-15D	D	Nationally defined dimension: Humanities/social studies	Nationally defined dimension: Humanities/social studies

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Finland	TQ-15A-L	TQ-15D	D	Nationally defined dimension: Social studies (includes geography)	Nationally defined dimension: Social studies (includes geography)
New Zealand	TQ-15A-L	TQ-15D	D	Dimension instruction changed: Includes social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, New Zealand studies, social sciences, ethical thinking, philosophy	Dimension instruction changed: Includes social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, New Zealand studies, social sciences, ethical thinking, philosophy
United States	TQ-15A-L	TQ-15D	D	Nationally defined dimension: Social studies/Social science Dimension instruction changed: Includes general social studies, anthropology, economics, geography, government or civics, history, humanities, philosophy, psychology, sociology	Nationally defined dimension: Social studies/Social science Dimension instruction changed: Includes general social studies, anthropology, economics, geography, government or civics, history, humanities, philosophy, psychology, sociology
Denmark	TQ-15A-L	TQ-15E	D	Dimension instruction changed: English, German, French, Spanish, Chinese	Dimension instruction changed: English, German, French, Spanish, Chinese
England (United Kingdom)	TQ-15A-L	TQ-15E	D	Dimension instruction changed: Includes modern languages other than English	Dimension instruction changed: Includes modern languages other than English
Japan	TQ-15A-L	TQ-15E	D	Nationally defined dimension: Foreign languages Dimension instruction omitted	Nationally defined dimension: Foreign languages Dimension instruction omitted
New Zealand	TQ-15A-L	TQ-15E	D	Dimension instruction changed: Includes languages other than English or te reo Māori	Dimension instruction changed: Includes languages other than English or te reo Māori
Singapore	TQ-15A-L	TQ-15E	D	Dimension instruction changed: Includes languages different from the English and Mother Tongue languages	Dimension instruction changed: Includes languages different from the English and Mother Tongue languages
United States	TQ-15A-L	TQ-15E	D	Dimension instruction changed: Includes languages other than English (e.g. French, German, Spanish, ASL)	Dimension instruction changed: Includes languages other than English (e.g. French, German, Spanish, ASL)
Denmark	TQ-15A-L	TQ-15F	D	Nationally defined dimension: Classical subjects Dimension instruction added: Latin, Greek, Ancient Greek	Nationally defined dimension: Classical subjects Dimension instruction added: Latin, Greek, Ancient Greek
England (United Kingdom)	TQ-15A-L	TQ-15F	D	Nationally defined dimension: Classical Greek and/or Latin	Nationally defined dimension: Classical Greek and/or Latin

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Israel	TQ-15A-L	TQ-15F	X	Dimension not administered or data not available	Dimension not administered or data not available
Japan	TQ-15A-L	TQ-15F	X	Dimension not administered or data not available	Dimension not administered or data not available
Shanghai (China)	TQ-15A-L	TQ-15F	X	Dimension not administered or data not available	Dimension not administered or data not available
United States	TQ-15A-L	TQ-15F	D	Nationally defined dimension: Classical Greek and/or Latin	Nationally defined dimension: Classical Greek and/or Latin
Austria	TQ-15A-L	TQ-15G	D	Dimension instruction changed: IT, Informatics/EDV, media education, ECDL, graphics/design/construction, text processing	Dimension instruction changed: IT, Informatics/EDV, media education, ECDL, graphics/design/construction, text processing
Chinese Taipei	TQ-15A-L	TQ-15G	D	Dimension instruction changed: Includes orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, design technology	Dimension instruction changed: Includes orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, design technology
Denmark	TQ-15A-L	TQ-15G	D	Nationally defined dimension: IT Dimension instruction changed: Electronics, computer learning, engineering, graphics and design, technology understanding	Nationally defined dimension: IT Dimension instruction changed: Electronics, computer learning, engineering, graphics and design, technology understanding
England (United Kingdom)	TQ-15A-L	TQ-15G	D	Dimension instruction changed: Includes information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology	Dimension instruction changed: Includes information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology
New Zealand	TQ-15A-L	TQ-15G	D	Dimension instruction changed: Includes information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology	Dimension instruction changed: Includes information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology
Singapore	TQ-15A-L	TQ-15G	D	Dimension instruction changed: Includes orientation in technology, including information technology, computer studies, construction/surveying, electronics (e.g. Mobile Robotics, Smart Electrical Technology), graphics and design, keyboard skills, word processing, workshop technology/design technology	Dimension instruction changed: Includes orientation in technology, including information technology, computer studies, construction/surveying, electronics (e.g. Mobile Robotics, Smart Electrical Technology), graphics and design, keyboard skills, word processing, workshop technology/design technology
Austria	TQ-15A-L	TQ-15H	D	Dimension instruction changed:	Dimension instruction changed:

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Denmark	TQ-15A-L	TQ-15H	D	Art, technical handicraft, textile handicraft, Music-education, chorus, Role play, instrumental music	Art, technical handicraft, textile handicraft, Music-education, chorus, Role play, instrumental music
				Nationally defined dimension: Creative and arts	Nationally defined dimension: Creative and arts
				Dimension instruction changed: Visual arts, music, drama, media	Dimension instruction changed: Visual arts, music, drama, media
Japan	TQ-15A-L	TQ-15H	D	Nationally defined dimension: Music, arts	Nationally defined dimension: Music, arts
Austria	TQ-15A-L	TQ-15I	D	Dimension instruction omitted	Dimension instruction omitted
Denmark	TQ-15A-L	TQ-15I	D	Dimension instruction changed: Motion and sport	Dimension instruction changed: Motion and sport
Japan	TQ-15A-L	TQ-15I	D	Nationally defined dimension: Sport	Nationally defined dimension: Sport
Japan	TQ-15A-L	TQ-15I	D	Dimension instruction omitted	Dimension instruction omitted
New Zealand	TQ-15A-L	TQ-15I	D	Nationally defined dimension: Health and Physical education	Nationally defined dimension: Health and Physical education
Singapore	TQ-15A-L	TQ-15I	D	Dimension instruction omitted	Dimension instruction omitted
United States	TQ-15A-L	TQ-15I	D	Dimension instruction changed: Includes physical education, outdoor education, gymnastics, dance, health	Dimension instruction changed: Includes physical education, outdoor education, gymnastics, dance, health
Austria	TQ-15A-L	TQ-15I	D	Dimension instruction changed: Includes physical education, gymnastics, dance, health, sports science	Dimension instruction changed: Includes physical education, gymnastics, dance, health, sports science
United States	TQ-15A-L	TQ-15I	D	Nationally defined dimension: Physical and health education	Nationally defined dimension: Physical and health education
Austria	TQ-15A-L	TQ-15J	D	Dimension instruction omitted	Dimension instruction omitted

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Ciudad Autónoma de Buenos Aires (Argentina)	TQ-15A-L	TQ-15J	D	Nationally defined dimension: Religion Dimension instruction changed: Includes religion, history of religions, religion culture	Nationally defined dimension: Religion Dimension instruction changed: Includes religion, history of religions, religion culture
Denmark	TQ-15A-L	TQ-15J	D	Nationally defined dimension: Religion Dimension instruction changed: Christian studies	Nationally defined dimension: Religion Dimension instruction changed: Christian studies
Japan	TQ-15A-L	TQ-15J	D	Nationally defined dimension: Ethics or moral education Dimension instruction omitted	Nationally defined dimension: Ethics or moral education Dimension instruction omitted
New Zealand	TQ-15A-L	TQ-15J	D	Dimension instruction changed: Includes religion, history of religions, ethics	Dimension instruction changed: Includes religion, history of religions, ethics
Austria	TQ-15A-L	TQ-15K	D	Dimension instruction changed: Career orientation, nutrition and household	Dimension instruction changed: Career orientation, nutrition and household
Denmark	TQ-15A-L	TQ-15K	D	Nationally defined dimension: Practical subjects Dimension instruction changed: Woodwork/crafts and design, food knowledge	Nationally defined dimension: Practical subjects Dimension instruction changed: Woodwork/crafts and design, food knowledge
Finland	TQ-15A-L	TQ-15K	D	Dimension instruction changed: Includes vocational skills (preparation for a specific occupation, technics, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, secretarial studies, tourism and hospitality, handicraft)	Dimension instruction changed: Includes vocational skills (preparation for a specific occupation, technics, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, secretarial studies, tourism and hospitality, handicraft)
Japan	TQ-15A-L	TQ-15K	D	Nationally defined dimension: Home economics	Nationally defined dimension: Home economics
New Zealand	TQ-15A-L	TQ-15K	D	Dimension instruction changed: Includes vocational skills (preparation for a specific occupation), domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft	Dimension instruction changed: Includes vocational skills (preparation for a specific occupation), domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft
Singapore	TQ-15A-L	TQ-15K	D	Dimension instruction changed:	Dimension instruction changed:

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
United States	TQ-15A-L	TQ-15K	D	<p>Includes vocational skills (preparation for a specific occupation, e.g. Retail Operations), technics (e.g. Design and Technology), domestic science (e.g. Food and Consumer Education), accountancy, business studies (e.g. Elements of Business Skills), career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft</p> <p>Nationally defined dimensions: Business studies Practical and vocational skills</p> <p>Dimension instruction changed: Includes vocational skills (preparation for a specific occupation), agriculture and natural resources, domestic science, career education, clothing and textiles, construction trades, cosmetology, culinary arts, driving, health occupations, home economics, mechanics and repair, polytechnic courses, secretarial studies, tourism and hospitality, handicraft</p>	<p>Includes vocational skills (preparation for a specific occupation, e.g. Retail Operations), technics (e.g. Design and Technology), domestic science (e.g. Food and Consumer Education), accountancy, business studies (e.g. Elements of Business Skills), career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft</p> <p>National dimensions recoded for international comparability: Business studies / Practical and vocational skills</p> <p>Dimension instruction changed: Includes vocational skills (preparation for a specific occupation), agriculture and natural resources, domestic science, career education, clothing and textiles, construction trades, cosmetology, culinary arts, driving, health occupations, home economics, mechanics and repair, polytechnic courses, secretarial studies, tourism and hospitality, handicraft</p>
Japan	TQ-15A-L	TQ-15L	D	<p>Nationally defined dimensions: The period for Integrated Studies Other</p>	<p>National dimensions recoded for international comparability: The period for Integrated Studies / Other</p>
Singapore	TQ-15A-L	TQ-15L	D	<p>Nationally defined dimensions: Character and Citizenship Education Project Work Other</p>	<p>National dimensions recoded for international comparability: Character and Citizenship Education / Project Work / Other</p>
United States	TQ-15A-L	TQ-15L	D	<p>Nationally defined dimensions: Special Education Other</p>	<p>National dimensions recoded for international comparability: Special Education / Other</p>
Austria	TQ-16	TQ-16	D	<p>Question instruction added: Include time spent on teaching (please convert 50-minute units into whole hour of 60 minutes), planning lessons, marking, collaborating with other teachers, participating in staff meetings, participating in professional development and other work tasks. Also, include tasks that took place during evenings, weekends or other out of class hours. A 'complete' calendar week is one that was not shortened by breaks, public holidays, sick leave, etc. Round to the nearest whole hour.</p>	<p>Question instruction added: Include time spent on teaching (please convert 50-minute units into whole hour of 60 minutes), planning lessons, marking, collaborating with other teachers, participating in staff meetings, participating in professional development and other work tasks. Also, include tasks that took place during evenings, weekends or other out of class hours. A 'complete' calendar week is one that was not shortened by breaks, public holidays, sick leave, etc. Round to the nearest whole hour.</p>
Israel	TQ-16	TQ-16	D	<p>Dimension instruction changed: Include time spent on teaching (including individual/group instruction), planning lessons, marking, collaborating with other teachers, participating in staff meetings, participating in professional development and other work tasks.</p>	<p>Dimension instruction changed: Include time spent on teaching (including individual/group instruction), planning lessons, marking, collaborating with other teachers, participating in staff meetings, participating in professional development and other work tasks.</p>

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
			Also include tasks that took place during time that you are not teaching in lessons (during evenings, weekends, staying at school hours or other hours out of class).	Also include tasks that took place during time that you are not teaching in lessons (during evenings, weekends, staying at school hours or other hours out of class).
Japan	TQ-16	TQ-16	D	<p>Stem of the question changed: During your most recent complete calendar week, approximately how many hours (1 hour = 60 min conversion) did you spend in total on tasks related to your job at this school?</p>
Slovenia	TQ-16	TQ-16	D	<p>Question instruction added: If needed, convert school hours into normal 60 min hours: multiply number of school hours with 0.75 to get the number of usual 60 min hours.</p>
Austria	TQ-17	TQ-17	D	<p>Question instruction added: Please convert 50-minute units into whole hour of 60 minutes</p>
Israel	TQ-17	TQ-17	D	<p>Dimension instruction changed: Please only count actual teaching time (including individual/group teaching).</p>
Shanghai (China)	TQ-17	TQ-17	X	<p>Question not administered or data not available</p>
Slovenia	TQ-17	TQ-17	D	<p>Question instruction added: If needed, convert school hours into normal 60 min hours: multiply number of school hours with 0.75 to get the number of usual 60 min hours.</p>
Denmark	TQ-18A-J	TQ-18A-J	D	<p>Stem of the question changed: Note how many hours (of 60 minutes), you, as a teacher at this school, have spent on the following tasks in your latest full calendar week.</p>
Israel	TQ-18A-J	TQ-18A-J	D	<p>Dimension instruction changed: Approximately how many 60-minute hours did you spend on the following tasks during your most recent complete calendar week, in your job at this school? Include tasks that took place during time that you are not teaching in lessons (during evenings, weekends, staying at school hours or other hours out of class). Exclude all time spent teaching, as this was recorded in the previous question. Rough estimates are sufficient. If you did not perform the task during the most recent complete calendar week, write 0 (zero). Round to the nearest whole hour."</p>
Slovenia	TQ-18A-J	TQ-18A-J	D	<p>Question instruction added: If needed, convert school hours into normal 60 min hours: multiply number of school hours with 0.75 to get the number of usual 60 min hours.</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
England (United Kingdom)	TQ-18A-J	TQ-18D	D	Nationally defined dimension: Student counselling, supervision and behaviour guidance (including lunch/break time supervision, mentoring, career guidance, and discipline including detentions)	Nationally defined dimension: Student counselling, supervision and behaviour guidance (including lunch/break time supervision, mentoring, career guidance, and discipline including detentions)
Denmark	TQ-18A-J	TQ-18E	D	Nationally defined dimension: Participation in management work (e.g. participation in steering committees)	Nationally defined dimension: Participation in management work (e.g. participation in steering committees)
Israel	TQ-18A-J	TQ-18E	D	Dimension instruction added: Including coordinating responsibilities	Dimension instruction added: Including coordinating responsibilities
England (United Kingdom)	TQ-18A-J	TQ-18F	D	Nationally defined dimension: General administrative work (including communication, paperwork and other clerical duties you undertake in your job as a teacher)	Nationally defined dimension: General administrative work (including communication, paperwork and other clerical duties you undertake in your job as a teacher)
Singapore	TQ-18A-J	TQ-18J	D	Nationally defined dimensions: Setting tests/examinations Committee work, school programmes and activities or school duties Other work tasks	National dimensions recoded for international comparability: Setting tests/examinations / Committee work, school programmes and activities or school duties / Other work tasks
United States	TQ-18A-J	TQ-18J	D	Nationally defined dimensions: Developing students' test-taking skills to improve performance on mandated assessments Administering, proctoring, and scoring mandated assessments Reviewing and analysing results of mandated assessments to improve instruction Other work tasks	National dimensions recoded for international comparability: Developing students' test-taking skills to improve performance on mandated assessments / Administering, proctoring, and scoring mandated assessments / Reviewing and analysing results of mandated assessments to improve instruction / Other work tasks
Israel	TQ-19A-B	TQ-19A-B	D	Question instruction changed: 'Induction activities' are referring to the formal induction program to new teaching teachers whose this is their first teaching year after obtaining their teaching diploma, and to all informal activities that are being initiated by the school to support experienced teachers who began working in the school.	Question instruction changed: 'Induction activities' are referring to the formal induction program to new teaching teachers whose this is their first teaching year after obtaining their teaching diploma, and to all informal activities that are being initiated by the school to support experienced teachers who began working in the school.
Denmark	TQ-20A-J	TQ-20A	D	Nationally defined dimensions: Courses/seminars attended in person done by the school Courses/seminars attended in person done by the municipality Courses/seminars attended in person done by others (e.g. unions)	National dimensions recoded for international comparability: Courses/seminars attended in person done by the school / Courses/seminars attended in person done by the municipality / Courses/seminars attended in person done by others (e.g. unions)
Turkey	TQ-20A-J	TQ-20B	D	Nationally defined dimension: Online courses/seminars (distant learning/e-courses)	Nationally defined dimension: Online courses/seminars (distant learning/e-courses)
Bulgaria	TQ-20A-J	TQ-20H	X	Dimension not administered or data not available	Dimension not administered or data not available
New Zealand	TQ-20A-J	TQ-20I	D	Nationally defined dimensions: Reduced teaching load while a beginning teacher Reduced teaching load while not a beginning teacher	National dimensions recoded for international comparability: Reduced teaching load while a beginning teacher / Reduced teaching load while not a beginning teacher

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Turkey	TQ-22A-J	TQ-22A-J	D	Question instruction changed: Please include professional development activities every year carried out at schools in September and June. Please mark one choice in each row.	Question instruction changed: Please include professional development activities every year carried out at schools in September and June. Please mark one choice in each row.
Turkey	TQ-22A-J	TQ-22B	D	Nationally defined dimension: Online courses/seminars (distant learning/e-courses)	Nationally defined dimension: Online courses/seminars (distant learning/e-courses)
Denmark	TQ-22A-J	TQ-22D	D	Nationally defined dimension: Post education training within the normal system for supplementary and further education (e.g. diploma or master education)	Nationally defined dimension: Post education training within the normal system for supplementary and further education (e.g. diploma or master education)
Portugal	TQ-22A-J	TQ-22D	D	Nationally defined dimension: Formal qualification programme (e.g. a Master or Doctorate degree programme)	Nationally defined dimension: Formal qualification programme (e.g. a Master or Doctorate degree programme)
Denmark	TQ-22A-J	TQ-22F	D	Nationally defined dimension: Company visits, visits to public or private interest groups	Nationally defined dimension: Company visits, visits to public or private interest groups
New Zealand	TQ-22A-J	TQ-22H	D	Nationally defined dimensions: Participation in a Community of Learning / Kāhui Ako-based network of teachers formed specifically for the professional development of teachers Participation in a network of teachers formed specifically for the professional development of teachers but not based in a Community of Learning / Kāhui Ako	National dimensions recoded for international comparability: Participation in a Community of Learning / Kāhui Ako-based network of teachers formed specifically for the professional development of teachers / Participation in a network of teachers formed specifically for the professional development of teachers but not based in a Community of Learning / Kāhui Ako
New Zealand	TQ-23A-O	TQ-23A	D	Nationally defined dimension: Knowledge and understanding of my subject field(s) or learning area(s)	Nationally defined dimension: Knowledge and understanding of my subject field(s) or learning area(s)
South Africa	TQ-23A-O	TQ-23A	D	Nationally defined dimension: Knowledge and understanding of my subject content	Nationally defined dimension: Knowledge and understanding of my subject content
Turkey	TQ-23A-O	TQ-23A	D	Nationally defined dimension: Knowledge of my subject fields	Nationally defined dimension: Knowledge of my subject fields
Turkey	TQ-23A-O	TQ-23A-O	D	Question instruction changed: Please include professional development activities every year carried out at schools in September and June. Please mark one choice in each row.	Question instruction changed: Please include professional development activities every year carried out at schools in September and June. Please mark one choice in each row.
New Zealand	TQ-23A-O	TQ-23B	D	Nationally defined dimension: Pedagogical competencies in teaching my subject field(s) or learning area(s)	Nationally defined dimension: Pedagogical competencies in teaching my subject field(s) or learning area(s)
South Africa	TQ-23A-O	TQ-23B	D	Nationally defined dimension: Pedagogical competencies in teaching my subject content	Nationally defined dimension: Pedagogical competencies in teaching my subject content
Denmark	TQ-23A-O	TQ-23C	D	Nationally defined dimension: Knowledge of Common Goals	Nationally defined dimension: Knowledge of Common Goals

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Turkey	TQ-23A-O	TQ-23G	D	Nationally defined dimension: School management and/or administration	Nationally defined dimension: School management and/or administration
England (United Kingdom)	TQ-23A-O	TQ-23I	D	Nationally defined dimension: Teaching students with special educational needs	Nationally defined dimension: Teaching students with special educational needs
Denmark	TQ-23A-O	TQ-23J	D	Nationally defined dimension: Teaching students from different cultural and linguistic backgrounds	Nationally defined dimension: Teaching students from different cultural and linguistic backgrounds
New Zealand	TQ-23A-O	TQ-23K	D	Nationally defined dimension: Teaching cross-curricular skills (e.g. creativity, learning to learn, critical thinking, problem solving)	Nationally defined dimension: Teaching cross-curricular skills (e.g. creativity, learning to learn, critical thinking, problem solving)
Italy	TQ-23A-O	TQ-23M	D	Nationally defined dimension: Teacher-parent/Stand-in co-operation	Nationally defined dimension: Teacher-parent/Stand-in co-operation
United States	TQ-23A-O	TQ-23O	D	Nationally defined dimensions: Implementation of national/state curriculum standards or Common Core standards Other	National dimensions recoded for international comparability: Implementation of national/state curriculum standards or Common Core standards / Other
Belgium	TQ-24A-H	TQ-24A-H	X	Question not administered or data not available	Question not administered or data not available
Ciudad Autónoma de Buenos Aires (Argentina)	TQ-24A-H	TQ-24A-H	X	Question not administered or data not available	Question not administered or data not available
Hungary	TQ-24A-H	TQ-24A-H	X	Question not administered or data not available	Question not administered or data not available
Japan	TQ-24A-H	TQ-24A-H	X	Question not administered or data not available	Question not administered or data not available
Turkey	TQ-24A-H	TQ-24A-H	D	Question instruction changed: Please include professional development activities every year carried out at schools in September and June. Please mark one choice in each row.	Question instruction changed: Please include professional development activities every year carried out at schools in September and June. Please mark one choice in each row.
United States	TQ-24A-H	TQ-24A-H	X	Question not administered or data not available	Question not administered or data not available
Hungary	TQ-25	TQ-25	X	Question not administered or data not available	Question not administered or data not available
Hungary	TQ-26A-L	TQ-26A-L	X	Question not administered or data not available	Question not administered or data not available
New Zealand	TQ-26A-L	TQ-26D	D	Nationally defined dimension: It appropriately focused on content needed to teach my subject(s) or learning area(s).	Nationally defined dimension: It appropriately focused on content needed to teach my subject(s) or learning area(s).
New Zealand	TQ-27A-N	TQ-27A	D	Nationally defined dimension: Knowledge and understanding of my subject(s) or learning area(s)	Nationally defined dimension: Knowledge and understanding of my subject(s) or learning area(s)

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
South Africa	TQ-27A-N	TQ-27A	D	Nationally defined dimension: Knowledge and understanding of my subject content	Nationally defined dimension: Knowledge and understanding of my subject content
Turkey	TQ-27A-N	TQ-27A	D	Nationally defined dimension: Knowledge of my subject fields	Nationally defined dimension: Knowledge of my subject fields
New Zealand	TQ-27A-N	TQ-27B	D	Nationally defined dimension: Pedagogical competencies in teaching my subject(s) or learning area(s)	Nationally defined dimension: Pedagogical competencies in teaching my subject(s) or learning area(s)
Denmark	TQ-27A-N	TQ-27C	D	Nationally defined dimension: Knowledge of Common Goals	Nationally defined dimension: Knowledge of Common Goals
England (United Kingdom)	TQ-27A-N	TQ-27I	D	Nationally defined dimension: Teaching students with special educational needs	Nationally defined dimension: Teaching students with special educational needs
Denmark	TQ-27A-N	TQ-27J	D	Nationally defined dimension: Teaching students from different cultural and linguistic backgrounds	Nationally defined dimension: Teaching students from different cultural and linguistic backgrounds
New Zealand	TQ-27A-N	TQ-27K	D	Nationally defined dimension: Teaching cross-curricular skills (e.g. creativity, learning to learn, critical thinking, problem solving)	Nationally defined dimension: Teaching cross-curricular skills (e.g. creativity, learning to learn, critical thinking, problem solving)
Italy	TQ-27A-N	TQ-27M	D	Nationally defined dimension: Teacher-parent/Stand-in co-operation	Nationally defined dimension: Teacher-parent/Stand-in co-operation
Hungary	TQ-28A-G	TQ-28A-G	X	Question not administered or data not available	Question not administered or data not available
Turkey	TQ-29A-F	TQ-29A	D	Nationally defined dimension: Observation of my classroom teaching performance	Nationally defined dimension: Observation of my classroom teaching performance
Australia	TQ-29A-F	TQ-29A-F	D	Nationally defined categories: 1 = External individuals or bodies 2 = School principal or member(s) of the school leadership team 3 = Other colleagues within the school (not a part of the school leadership team) 4 = I have never received this feedback in this school.	Nationally defined categories: 1 = External individuals or bodies 2 = School principal or member(s) of the school leadership team 3 = Other colleagues within the school (not a part of the school leadership team) 4 = I have never received this feedback in this school.
Belgium	TQ-29A-F	TQ-29A-F	D	Nationally defined categories: 1 = External individuals or bodies 2 = School Principal 3 = Member(s) of the school management team 4 = Assigned mentors 5 = Other colleagues with the school (not a part of the school management team) 6 = I have never received this feedback in this school.	National categories recoded for international comparability: 1 = External individuals or bodies 2 = School Principal / Member(s) of the school management team 3 = Assigned mentors / Other colleagues within the school (not a part of the school management team) 4 = I have never received this feedback in this school.
Chinese Taipei	TQ-29A-F	TQ-29A-F	D	Nationally defined categories: 1 = External individuals or bodies	Nationally defined categories: 1 = External individuals or bodies

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Colombia	TQ-29A-F	TQ-29A-F	D	<p>2 = School principal or member(s) of the school administration team 3 = Other colleagues within the school (not a part of the school administration team) 4 = I have never received this feedback in this school.</p> <p>Stem of the question changed: In this educational establishment, who uses the following types of information to provide feedback to you?</p> <p>Nationally defined categories: 1 = External individuals or bodies 2 = School principal or member(s) of the establishment management team. 3 = Other colleagues within the establishment (not a part of the establishment management team) 4 = I have never received this feedback in this establishment.</p>	<p>2 = School principal or member(s) of the school administration team 3 = Other colleagues within the school (not a part of the school administration team) 4 = I have never received this feedback in this school.</p> <p>Stem of the question changed: In this educational establishment, who uses the following types of information to provide feedback to you?</p> <p>Nationally defined categories: 1 = External individuals or bodies 2 = School principal or member(s) of the establishment management team. 3 = Other colleagues within the establishment (not a part of the establishment management team) 4 = I have never received this feedback in this establishment.</p>
Denmark	TQ-29A-F	TQ-29A-F	D	<p>Question instruction changed: By 'external individuals or authorities' are meant e.g. external examiners, representatives from the municipal authorities, educational advisers or other collaborators from outside school.</p> <p>Nationally defined categories: 1 = External individuals or bodies 2 = School principal 3 = Other members of the school management team 4 = Other colleagues within the school (not a part of the school management team) 5 = I have never received this feedback in this school</p>	<p>Question instruction changed: By 'external individuals or authorities' are meant e.g. external examiners, representatives from the municipal authorities, educational advisers or other collaborators from outside school.</p> <p>National categories recoded for international comparability: 1 = External individuals or bodies 2 = School principal / Members of the school management team 3 = Other colleagues within the school (not a part of the school management team) 4 = I have never received this feedback in this school</p>
France	TQ-29A-F	TQ-29A-F	D	<p>Nationally defined categories: 1 = External individuals or bodies 2 = School principal or member(s) of the management team 3 = Other colleagues within the school (not a part of the management team) 4 = I have never received this feedback in this school.</p>	<p>Nationally defined categories: 1 = External individuals or bodies 2 = School principal or member(s) of the management team 3 = Other colleagues within the school (not a part of the management team) 4 = I have never received this feedback in this school.</p>
Georgia	TQ-29A-F	TQ-29A-F	D	<p>Nationally defined categories: 1 = External individuals or bodies 2 = School principal or member(s) of the school administration team 3 = Other colleagues within the school (not a part of the school administration team) 4 = I have never received this feedback in this school.</p>	<p>Nationally defined categories: 1 = External individuals or bodies 2 = School principal or member(s) of the school administration team 3 = Other colleagues within the school (not a part of the school administration team) 4 = I have never received this feedback in this school.</p>
Italy	TQ-29A-F	TQ-29A-F	D	<p>Nationally defined categories: 1 = External individuals or bodies</p>	<p>Nationally defined categories: 1 = External individuals or bodies</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Japan	TQ-29A-F	TQ-29A-F	D	<p>2 = School principal or member(s) of the school management staff 3 = Other colleagues within the school (not a part of the school management staff) 4 = I have never received this feedback in this school.</p> <p>Question instruction changed: 'External individuals or bodies' as used below refer to, for example, personnel from the Ministry, municipality representatives, or other persons from outside the school.</p> <p>Nationally defined categories: 1 = External individuals or bodies 2 = School principal or member(s) of the School management team (ex. management committee) 3 = Other colleagues within the school (not a part of the School management team (ex. management committee)) 4 = I have never received this feedback in this school.</p>	<p>2 = School principal or member(s) of the school management staff 3 = Other colleagues within the school (not a part of the school management staff) 4 = I have never received this feedback in this school.</p> <p>Question instruction changed: 'External individuals or bodies' as used below refer to, for example, personnel from the Ministry, municipality representatives, or other persons from outside the school.</p> <p>Nationally defined categories: 1 = External individuals or bodies 2 = School principal or member(s) of the School management team (ex. management committee) 3 = Other colleagues within the school (not a part of the School management team (ex. management committee)) 4 = I have never received this feedback in this school.</p>
Malta	TQ-29A-F	TQ-29A-F	D	<p>Question instruction changed: 'External individuals or bodies' as used below refer to, for example, education officers or external audit team.</p>	<p>Question instruction changed: 'External individuals or bodies' as used below refer to, for example, education officers or external audit team.</p>
New Zealand	TQ-29A-F	TQ-29A-F	D	<p>Question instruction changed: External individuals or bodies' as used below refer to, for example, assessors or other persons from outside the school. Please mark as many choices as appropriate in each row.</p>	<p>Question instruction changed: External individuals or bodies' as used below refer to, for example, assessors or other persons from outside the school. Please mark as many choices as appropriate in each row.</p>
Portugal	TQ-29A-F	TQ-29A-F	D	<p>Stem of the question changed: Thinking of all the feedback that you receive in this school, who uses the following types of information?</p> <p>Question instruction changed: In this survey, 'External individuals or bodies' as used below refer to, for example, inspectors, municipality representatives, or other persons from outside the school.</p>	<p>Stem of the question changed: Thinking of all the feedback that you receive in this school, who uses the following types of information?</p> <p>Question instruction changed: In this survey, 'External individuals or bodies' as used below refer to, for example, inspectors, municipality representatives, or other persons from outside the school.</p>
Singapore	TQ-29A-F	TQ-29A-F	D	<p>Question instruction changed: 'External individuals or bodies' as used below refer to, for example, cluster superintendents/external inspectors, or other persons from outside the school.</p>	<p>Question instruction changed: 'External individuals or bodies' as used below refer to, for example, cluster superintendents/external inspectors, or other persons from outside the school.</p>
Slovak Republic	TQ-29A-F	TQ-29A-F	D	<p>School management team</p> <p>School management team</p>	<p>School management team</p>
South Africa	TQ-29A-F	TQ-29A-F	D	<p>Question instruction changed:</p>	<p>Question instruction changed:</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				'External individuals or bodies' as used below refer to, for example, subject advisors, NGOs or other persons from outside the school.	'External individuals or bodies' as used below refer to, for example, subject advisors, NGOs or other persons from outside the school.
Sweden	TQ-29A-F	TQ-29A-F	D	Nationally defined categories: 1 = External individuals or bodies 2 = School principal or member(s) of the school unit management team 3 = Other colleagues within the school (not a part of the school unit management team) 4 = I have never received this feedback in this school.	Nationally defined categories: 1 = External individuals or bodies 2 = School principal or member(s) of the school unit management team 3 = Other colleagues within the school (not a part of the school unit management team) 4 = I have never received this feedback in this school.
Croatia	TQ-29A-F	TQ-29C	X	Dimension not administered or data not available	Dimension not administered or data not available
Alberta (Canada)	TQ-29A-F	TQ-29D	D	Nationally defined dimension: External results of students I teach (e.g. provincial test scores)	Nationally defined dimension: External results of students I teach (e.g. provincial test scores)
Ciudad Autónoma de Buenos Aires (Argentina)	TQ-29A-F	TQ-29D	X	Dimension not administered or data not available	Dimension not administered or data not available
England (United Kingdom)	TQ-29A-F	TQ-29D	D	Nationally defined dimension: National test scores of students I teach	Nationally defined dimension: National test scores of students I teach
South Africa	TQ-29A-F	TQ-29D	D	Nationally defined dimension: External results of students I teach (e.g. provincial/district test scores)	Nationally defined dimension: External results of students I teach (e.g. provincial/district test scores)
Japan	TQ-29A-F	TQ-29E	D	Nationally defined dimension: In-school and in-class results of students (e.g. performance results, project results, test scores)	Nationally defined dimension: In-school and in-class results of students (e.g. performance results, project results, test scores)
New Zealand	TQ-31A-F	TQ-31A	D	Nationally defined dimension: Knowledge and understanding of my main subject(s) or learning area(s)	Nationally defined dimension: Knowledge and understanding of my main subject(s) or learning area(s)
South Africa	TQ-31A-F	TQ-31A	D	Nationally defined dimension: Knowledge and understanding of my main subject content	Nationally defined dimension: Knowledge and understanding of my main subject content
Turkey	TQ-31A-F	TQ-31A	D	Nationally defined dimension: Knowledge of my main subject field(s)	Nationally defined dimension: Knowledge of my main subject field(s)
New Zealand	TQ-31A-F	TQ-31B	D	Nationally defined dimension: Pedagogical competencies in teaching my subject(s) or learning area(s)	Nationally defined dimension: Pedagogical competencies in teaching my subject(s) or learning area(s)
Slovenia	TQ-31A-F	TQ-31B	D	Nationally defined dimension: Pedagogical competencies in teaching my subject(s).	Nationally defined dimension: Pedagogical competencies in teaching my subject(s).
England (United Kingdom)	TQ-31A-F	TQ-31E	D	Nationally defined dimension: Methods for teaching students with special educational needs	Nationally defined dimension: Methods for teaching students with special educational needs

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Denmark	TQ-31A-F	TQ-31F	D	Nationally defined dimension: Methods for teaching students from different cultural and linguistic backgrounds	Nationally defined dimension: Methods for teaching students from different cultural and linguistic backgrounds
Bulgaria	TQ-33A-H	TQ-33A	D	Nationally defined dimension: Teach jointly with a colleague(s) in the same class	Nationally defined dimension: Teach jointly with a colleague(s) in the same class
Denmark	TQ-33A-H	TQ-33A	D	Nationally defined dimension: Conduct teaching together with one or more colleague in the same class	Nationally defined dimension: Conduct teaching together with one or more colleague in the same class
Singapore	TQ-33A-H	TQ-33B	D	Nationally defined dimension: Observe other teachers' classes and provide feedback	Nationally defined dimension: Observe other teachers' classes and provide feedback
Bulgaria	TQ-33A-H	TQ-33C	D	Nationally defined dimension: Participate/Take part in joint activities across different classes and age groups (e.g. projects)	Nationally defined dimension: Participate/Take part in joint activities across different classes and age groups (e.g. projects)
Singapore	TQ-33A-H	TQ-33D	D	Nationally defined dimension: Exchange teaching materials with colleagues	Nationally defined dimension: Exchange teaching materials with colleagues
Singapore	TQ-33A-H	TQ-33E	D	Nationally defined dimension: Engage in discussions about the learning development of specific students	Nationally defined dimension: Engage in discussions about the learning development of specific students
Japan	TQ-33A-H	TQ-33G	D	Nationally defined dimension: Divided duties and attend assigned meeting	Nationally defined dimension: Divided duties and attend assigned meeting
Singapore	TQ-33A-H	TQ-33G	D	Nationally defined dimension: Attend team conferences/meetings	Nationally defined dimension: Attend team conferences/meetings
Turkey	TQ-33A-H	TQ-33G	D	Nationally defined dimension: Attend team meetings/seminars	Nationally defined dimension: Attend team meetings/seminars
Singapore	TQ-33A-H	TQ-33H	D	Nationally defined dimension: Take part in collaborative professional learning	Nationally defined dimension: Take part in collaborative professional learning
Denmark	TQ-34A-M	TQ-34A	D	Nationally defined dimension: Giving the students confidence that they can obtain good results through their school work	Nationally defined dimension: Giving the students confidence that they can obtain good results through their school work
Russia	TQ-34A-M	TQ-34A-M	X	Question not administered or data not available	Question not administered or data not available
Denmark	TQ-34A-M	TQ-34D	D	Nationally defined dimension: Maintain order in class	Nationally defined dimension: Maintain order in class
New Zealand	TQ-34A-M	TQ-34L	D	Nationally defined dimension: Vary teaching strategies in my classroom	Nationally defined dimension: Vary teaching strategies in my classroom
Alberta (Canada)	TQ-35A-H	TQ-35A	D	Mother tongue	Mother tongue

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Belgium	TQ-35A-H	TQ-35A	D	Mother language *French: Heritage language	Mother language *French: Heritage language
Bulgaria	TQ-35A-H	TQ-35A	D	Mother tongue	Mother tongue
Chinese Taipei	TQ-35A-H	TQ-35A	D	Mother tongue	Mother tongue
Ciudad Autónoma de Buenos Aires (Argentina)	TQ-35A-H	TQ-35A	D	Mother tongue	Mother tongue
Colombia	TQ-35A-H	TQ-35A	D	Nationally defined dimension: Students whose native language is different from the language(s) of instruction or from a dialect of this/these language(s)	Nationally defined dimension: Students whose native language is different from the language(s) of instruction or from a dialect of this/these language(s)
Croatia	TQ-35A-H	TQ-35A	D	Mother tongue	Mother tongue
Czech Republic	TQ-35A-H	TQ-35A	D	Mother tongue	Mother tongue
Denmark	TQ-35A-H	TQ-35A	D	Students where another language than Danish is spoken at home (i.e. the language of instruction, Danish, is the student's second language).	Students where another language than Danish is spoken at home (i.e. the language of instruction, Danish, is the student's second language).
England (United Kingdom)	TQ-35A-H	TQ-35A	D	Nationally defined dimension: Students whose first language is not English	Nationally defined dimension: Students whose first language is not English
Finland	TQ-35A-H	TQ-35A	D	Mother tongue	Mother tongue
France	TQ-35A-H	TQ-35A	D	Nationally defined dimension: Students whose first language is not French	Nationally defined dimension: Students whose first language is not French
Georgia	TQ-35A-H	TQ-35A	D	Mother tongue *Azerbaijani and Russian: Native language	Mother tongue *Azerbaijani and Russian: Native language
Hungary	TQ-35A-H	TQ-35A	D	Mother tongue	Mother tongue
Iceland	TQ-35A-H	TQ-35A	D	Mother tongue	Mother tongue
Israel	TQ-35A-H	TQ-35A	D	Mother tongue	Mother tongue

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Italy	TQ-35A-H	TQ-35A	D	Mother tongue	Mother tongue
Kazakhstan	TQ-35A-H	TQ-35A	D	Native language	Native language
Latvia	TQ-35A-H	TQ-35A	D	Native language	Native language
Lithuania	TQ-35A-H	TQ-35A	D	Native language	Native language
Norway	TQ-35A-H	TQ-35A	D	Mother tongue	Mother tongue
Portugal	TQ-35A-H	TQ-35A	D	Mother tongue	Mother tongue
Romania	TQ-35A-H	TQ-35A	D	Mother tongue	Mother tongue
Russia	TQ-35A-H	TQ-35A	D	Mother tongue	Mother tongue
Shanghai (China)	TQ-35A-H	TQ-35A	D	Mother tongue	Mother tongue
Singapore	TQ-35A-H	TQ-35A	D	Nationally defined dimension: Students whose home language is not English	Nationally defined dimension: Students whose home language is not English
Slovak Republic	TQ-35A-H	TQ-35A	D	Mother tongue	Mother tongue
Slovenia	TQ-35A-H	TQ-35A	D	Mother tongue	Mother tongue
South Africa	TQ-35A-H	TQ-35A	D	Home language	Home language
Spain	TQ-35A-H	TQ-35A	D	Mother tongue	Mother tongue
				*Catalan: Family language	*Catalan: Family language
Sweden	TQ-35A-H	TQ-35A	D	Mother tongue	Mother tongue
Turkey	TQ-35A-H	TQ-35A	D	Mother tongue	Mother tongue
United States	TQ-35A-H	TQ-35A	D	Nationally defined dimension: Students whose first language is not English	Nationally defined dimension: Students whose first language is not English
Viet Nam	TQ-35A-H	TQ-35A	D	Mother tongue	Mother tongue

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Alberta (Canada)	TQ-35A-H	TQ-35A-H	D	Socioeconomically disadvantaged homes' refers to homes significantly below the level of a typical family in terms of income, quality of housing, cultural possessions, etc.	Socioeconomically disadvantaged homes' refers to homes significantly below the level of a typical family in terms of income, quality of housing, cultural possessions, etc.
Austria	TQ-35A-H	TQ-35A-H	D	Question instruction changed: An 'immigrant student' is one who was born outside Austria. A 'student with migrant background' has parents who were both born outside Austria.	Question instruction changed: An 'immigrant student' is one who was born outside Austria. A 'student with migrant background' has parents who were both born outside Austria.
Belgium	TQ-35A-H	TQ-35A-H	D	*French: Class described above	*French: Class described above
Bulgaria	TQ-35A-H	TQ-35A-H	D	Socioeconomically disadvantaged homes are those, which miss necessities or prerequisites for normal living, like housing and nutrition or medical care.	Socioeconomically disadvantaged homes are those, which miss necessities or prerequisites for normal living, like housing and nutrition or medical care.
Chinese Taipei	TQ-35A-H	TQ-35A-H	D	'Homes in socio-economically low status' refers to homes lacking the necessities or advantages of life, such as adequate housing, nutrition or medical care, low-income homes. Question instruction added: 'Students who are children of new immigrants' refers to those with a foreign parent who is not a Taiwanese citizen but resides in Taiwan.	'Homes in socio-economically low status' refers to homes lacking the necessities or advantages of life, such as adequate housing, nutrition or medical care, low-income homes. Question instruction added: 'Students who are children of new immigrants' refers to those with a foreign parent who is not a Taiwanese citizen but resides in Taiwan.
Ciudad Autónoma de Buenos Aires (Argentina)	TQ-35A-H	TQ-35A-H	D	'Homes with unsatisfied basic needs' refers to homes lacking the basic necessities or advantages of life, such as adequate housing, work, nutrition or medical care.	'Homes with unsatisfied basic needs' refers to homes lacking the basic necessities or advantages of life, such as adequate housing, work, nutrition or medical care.
Croatia	TQ-35A-H	TQ-35A-H	D	The term 'socioeconomically disadvantaged homes' refers to homes lacking the basic life necessities, such as adequate accommodation, nutrition or medical care.	The term 'socioeconomically disadvantaged homes' refers to homes lacking the basic life necessities, such as adequate accommodation, nutrition or medical care.
Czech Republic	TQ-35A-H	TQ-35A-H	D	Socioeconomically disadvantaging environment refers to homes lacking the necessities or advantages of life, such as adequate housing, nutrition or medical care.	Socioeconomically disadvantaging environment refers to homes lacking the necessities or advantages of life, such as adequate housing, nutrition or medical care.
Denmark	TQ-35A-H	TQ-35A-H	D	Socio-economically disadvantaged homes' refers to homes lacking the most necessities or advantages of life, such as adequate housing, adequate nutrition or homes where the children are victims of care failure.	Socio-economically disadvantaged homes' refers to homes lacking the most necessities or advantages of life, such as adequate housing, adequate nutrition or homes where the children are victims of care failure.
England (United Kingdom)	TQ-35A-H	TQ-35A-H	D	'Socioeconomically disadvantaged homes' refers to homes with children eligible for Free Schools Meals.	'Socioeconomically disadvantaged homes' refers to homes with children eligible for Free Schools Meals.
Finland	TQ-35A-H	TQ-35A-H	D	Question instruction changed: An 'immigrant student' is one who was born outside the country (Finland). A 'student with migrant background' has parents who were both born outside the country (Finland).	Question instruction changed: An 'immigrant student' is one who was born outside the country (Finland). A 'student with migrant background' has parents who were both born outside the country (Finland).
France	TQ-35A-H	TQ-35A-H	D	Question instruction added:	Question instruction added:

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
			Since it is an international survey, it is possible that some questions are not suitable for the French context. In such case, please answer if you can.	Since it is an international survey, it is possible that some questions are not suitable for the French context. In such case, please answer if you can.
Georgia	TQ-35A-H	TQ-35A-H	D	*Russian: Socially and economically disadvantaged families are those families who do not have basic conditions, such as adequate housing, food or medical care.
Iceland	TQ-35A-H	TQ-35A-H	D	Socio-economically disadvantaged home' refers to homes that are deficient in needs and basic accommodation, such as acceptable housing, food, and medical service.
Israel	TQ-35A-H	TQ-35A-H	D	Question instruction changed: An 'immigrant student' is one who was born outside the country. A 'student with migrant background' has parents who were both born outside the country. A 'refugee' is one who, regardless of legal status, fled to another country seeking refuge from war, political oppression, religious persecution, or a natural disaster.
Italy	TQ-35A-H	TQ-35A-H	D	Socio-economic disadvantaged students' refers to students from families, which have difficulties in fulfilling basic needs, such as an adequate housing, nutrition or medical care.
Kazakhstan	TQ-35A-H	TQ-35A-H	D	Students from socio-economically disadvantaged families' refers to students who live in homes without adequate housing, nutrition or medical care.
Lithuania	TQ-35A-H	TQ-35A-H	D	Families with social and economic risks refers to homes lacking the basic necessities or advantages of life, such as adequate housing, nutrition or medical care, where there is a disturbed family emotional communication and etc.
Shanghai (China)	TQ-35A-H	TQ-35A-H	D	Socio-economically disadvantaged homes' refers to homes lacking the necessities or advantages of life, such as inadequate housing, nutrition or medical care.
Sweden	TQ-35A-H	TQ-35A-H	D	Socioeconomically disadvantaged homes refers to homes lacking the basic necessities, such as adequate housing, nutrition or medical care, and families eligible to, among others, social subsidies.
			Question instruction changed: An 'immigrant student' is one who was born outside the country. A 'student with migrant background' has parents who were both born outside the country. A 'refugee' is one who, regardless of legal status, fled to another country, seeking refuge from war, political oppression, religious persecution, or a natural disaster. This question asks about your personal perception of student background. It is acceptable to base your replies on rough estimates. Students may fall into multiple categories.	Question instruction changed: An 'immigrant student' is one who was born outside the country. A 'student with migrant background' has parents who were both born outside the country. A 'refugee' is one who, regardless of legal status, fled to another country, seeking refuge from war, political oppression, religious persecution, or a natural disaster. This question asks about your personal perception of student background. It is acceptable to base your replies on rough estimates. Students may fall into multiple categories.

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
United States	TQ-35A-H	TQ-35A-H	D	'Socioeconomically disadvantaged homes' refers to homes lacking the basic necessities or advantages of life, such as adequate income, housing, nutrition or medical care. Question instruction changed: A 'refugee' is one who, regardless of legal status, fled to another country, seeking refuge from war, political oppression, religious persecution, or a natural disaster.	'Socioeconomically disadvantaged homes' refers to homes lacking the basic necessities or advantages of life, such as adequate income, housing, nutrition or medical care. Question instruction changed: A 'refugee' is one who, regardless of legal status, fled to another country, seeking refuge from war, political oppression, religious persecution, or a natural disaster.
England (United Kingdom)	TQ-35A-H	TQ-35C	D	Nationally defined dimension: Students with special educational needs	Nationally defined dimension: Students with special educational needs
Austria	TQ-35A-H	TQ-35E	D	Socioeconomically disadvantaged parental homes	Socioeconomically disadvantaged parental homes
Chinese Taipei	TQ-35A-H	TQ-35E	D	Homes in socioeconomically low status	Homes in socioeconomically low status
Ciudad Autónoma de Buenos Aires (Argentina)	TQ-35A-H	TQ-35E	D	Homes with unsatisfied basic needs	Homes with unsatisfied basic needs
Colombia	TQ-35A-H	TQ-35E	D	Low-income households	Low-income households
Czech Republic	TQ-35A-H	TQ-35E	D	Socio-economically disadvantaging environment	Socio-economically disadvantaging environment
Denmark	TQ-35A-H	TQ-35E	D	Socio-economically vulnerable homes	Socio-economically vulnerable homes
England (United Kingdom)	TQ-35A-H	TQ-35E	D	Socio-economically disadvantaged homes (eligible for Free School Meals)	Socio-economically disadvantaged homes (eligible for Free School Meals)
France	TQ-35A-H	TQ-35E	D	Socio-economically disadvantaged environment	Socio-economically disadvantaged environment
Georgia	TQ-35A-H	TQ-35E	D	*Russian: Socially and economically disadvantaged families	*Russian: Socially and economically disadvantaged families
Iceland	TQ-35A-H	TQ-35E	D	Economically and socially disadvantaged homes	Economically and socially disadvantaged homes
Italy	TQ-35A-H	TQ-35E	D	Socio-economic disadvantaged students	Socio-economic disadvantaged students
Kazakhstan	TQ-35A-H	TQ-35E	D	Socio-economically disadvantaged families	Socio-economically disadvantaged families
Lithuania	TQ-35A-H	TQ-35E	D	Families with low social and economic status	Families with low social and economic status
Bulgaria	TQ-35A-H	TQ-35F	D	Nationally defined dimension: Gifted students	Nationally defined dimension: Gifted students

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Chinese Taipei	TQ-35A-H	TQ-35G	D	Nationally defined dimensions: Students who are immigrants or with migrant background (not including those who are children of new immigrants) Students who are children of new immigrants	Nationally defined dimensions: Students who are immigrants or with migrant background (not including those who are children of new immigrants) / Students who are children of new immigrants
Shanghai (China)	TQ-35A-H	TQ-35G	D	Students who are immigrants or have an immigrant background	Students who are immigrants or have an immigrant background
United States	TQ-35A-H	TQ-35G	X	Dimension not administered or data not available	Dimension not administered or data not available
Alberta (Canada)	TQ-36	TQ-36	D	Students with special needs	Students with special needs
Belgium	TQ-36	TQ-36	D	Specific needs *French: Special needs	Specific needs *French: Special needs
Bulgaria	TQ-36	TQ-36	X	Question not administered or data not available	Question not administered or data not available
Chinese Taipei	TQ-36	TQ-36	D	Mentally, physically, or emotionally disadvantaged	Mentally, physically, or emotionally disadvantaged
Ciudad Autónoma de Buenos Aires (Argentina)	TQ-36	TQ-36	D	Handicapped	Handicapped
Czech Republic	TQ-36	TQ-36	D	Special educational needs	Special educational needs
Hungary	TQ-36	TQ-36	D	Special education needs students	Special education needs students
Italy	TQ-36	TQ-36	D	Learning special needs	Learning special needs
Kazakhstan	TQ-36	TQ-36	D	Health limitations	Health limitations
Lithuania	TQ-36	TQ-36	D	Special educational needs	Special educational needs
Norway	TQ-36	TQ-36	D	This class	This class
Russia	TQ-36	TQ-36	D	With limited health capacities	With limited health capacities
Sweden	TQ-36	TQ-36	D	Nationally defined dimension:	Nationally defined dimension:

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				Is your teaching in the chosen teaching group directed entirely or mainly to support special needs students?	Is your teaching in the chosen teaching group directed entirely or mainly to support special needs students?
Austria	TQ-37	TQ-37	D	<p>Category instruction changed:</p> <p>1 = Reading, writing and literature (German, mother tongue lessons for students who were not German mother tongue)</p> <p>2 = Mathematics (Incl. geometric drawing)</p> <p>3 = Science (Physics, Chemistry, Biology and environmental education)</p> <p>4 = Social Science (History and social studies, Geography and Economics, political education)</p> <p>5 = Modern foreign languages</p> <p>6 = Ancient Greek and/or Latin</p> <p>7 = Technology (IT, Informatics/EDV, media education, ECDL, graphics/design/construction, text processing)</p> <p>8 = Arts (Art, technical handicraft, textile handicraft, Music-education, chorus, Role play, instrumental music)</p> <p>9 = Physical education (Motion and sport)</p> <p>10 = Religion and/or ethics</p> <p>Category instruction omitted</p> <p>11 = Practical and vocational skills (Career orientation, nutrition and household)</p> <p>12 = Other</p>	<p>Category instruction changed:</p> <p>1 = Reading, writing and literature (German, mother tongue lessons for students who were not German mother tongue)</p> <p>2 = Mathematics (Incl. geometric drawing)</p> <p>3 = Science (Physics, Chemistry, Biology and environmental education)</p> <p>4 = Social Science (History and social studies, Geography and Economics, political education)</p> <p>5 = Modern foreign languages</p> <p>6 = Ancient Greek and/or Latin</p> <p>7 = Technology (IT, Informatics/EDV, media education, ECDL, graphics/design/construction, text processing)</p> <p>8 = Arts (Art, technical handicraft, textile handicraft, Music-education, chorus, Role play, instrumental music)</p> <p>9 = Physical education (Motion and sport)</p> <p>10 = Religion and/or ethics</p> <p>Category instruction omitted</p> <p>11 = Practical and vocational skills (Career orientation, nutrition and household)</p> <p>12 = Other</p>
Bulgaria	TQ-37	TQ-37	D	<p>Category instruction changed:</p> <p>1 = Reading, writing and literature</p> <p>2 = Mathematics</p> <p>3 = Science</p> <p>4 = Social studies</p> <p>Includes history and civilizations, geography and economics</p> <p>5 = Modern foreign languages</p> <p>6 = Ancient Greek and/or Latin</p> <p>7 = Technology</p>	<p>Category instruction changed:</p> <p>1 = Reading, writing and literature</p> <p>2 = Mathematics</p> <p>3 = Science</p> <p>4 = Social studies</p> <p>Includes history and civilizations, geography and economics</p> <p>5 = Modern foreign languages</p> <p>6 = Ancient Greek and/or Latin</p> <p>7 = Technology</p>

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Ciudad Autónoma de Buenos Aires (Argentina)	TQ-37	TQ-37	D	<p>Nationally defined categories / Category instruction changed:</p> <p>1 = Reading, writing and literature 2 = Mathematics 3 = Natural Sciences 4 = Social sciences and humanities Includes social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy, psychology, citizenship 5 = Modern foreign languages 6 = Ancient Greek and/or Latin 7 = Technology 8 = Arts 9 = Physical education 10 = Religion Includes religion, history of religions, religion culture 11 = Practical and vocational skills 12 = Other</p> <p>8 = Arts 9 = Physical education 10 = Religion and/or ethics 11 = Practical and vocational skills 12 = Other</p>
Denmark	TQ-37	TQ-37	D	<p>Nationally defined categories / Category instruction changed:</p> <p>1 = Danish Including Danish as a second language 2 = Mathematics Category instruction omitted 3 = Natural sciences Physics / chemistry, geography, biology, science/technology 4 = Social studies Social studies, history 5 = Modern foreign languages English, German, French, Spanish, Chinese 6 = Classical subjects Latin, Greek, Ancient Greek 7 = IT</p> <p>Nationally defined categories / Category instruction changed: 1 = Danish Including Danish as a second language 2 = Mathematics Category instruction omitted 3 = Natural sciences Physics / chemistry, geography, biology, science/technology 4 = Social studies Social studies, history 5 = Modern foreign languages English, German, French, Spanish, Chinese 6 = Classical subjects Latin, Greek, Ancient Greek 7 = IT</p>

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability	
England (United Kingdom)	TQ-37	TQ-37	D	<p>Electronics, computer learning, engineering, graphics and design, technology understanding 8 = Creative and arts Visual arts, music, drama, media 9 = Sport Category instruction omitted 10 = Religion Christian studies 11 = Practical subjects Woodwork/crafts and design, food knowledge 12 = Other</p> <p>Nationally defined categories / Category instruction changed: 1 = Reading, writing and literature Includes reading and writing (and literature) in English, or English as a second language (for non-native speakers); language studies, public speaking, literature 2 = Mathematics 3 = Science 4 = Humanities/social studies 5 = Modern foreign languages All modern languages other than English 6 = Classical Greek and/or Latin 7 = Technology Includes information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology 8 = Arts 9 = Physical education 10 = Religion and/or ethics 11 = Practical and vocational skills 12 = Other</p>	<p>Electronics, computer learning, engineering, graphics and design, technology understanding 8 = Creative and arts Visual arts, music, drama, media 9 = Sport Category instruction omitted 10 = Religion Christian studies 11 = Practical subjects Woodwork/crafts and design, food knowledge 12 = Other</p> <p>Nationally defined categories / Category instruction changed: 1 = Reading, writing and literature Includes reading and writing (and literature) in English, or English as a second language (for non-native speakers); language studies, public speaking, literature 2 = Mathematics 3 = Science 4 = Humanities/social studies 5 = Modern foreign languages All modern languages other than English 6 = Classical Greek and/or Latin 7 = Technology Includes information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology 8 = Arts 9 = Physical education 10 = Religion and/or ethics 11 = Practical and vocational skills 12 = Other</p>
Estonia	TQ-37	TQ-37	D	<p>Nationally defined categories / Category instruction changed: 1 = Reading, writing and literature (excl. Estonian as a second language) Of the compulsory subjects of the basic school curriculum this includes Estonian language and literature in schools where Estonian is the language of instruction and Russian language and literature in schools where Russian is the language of instruction.</p>	National categories recoded for international comparability / Category instruction changed:

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
			<p>2 = Reading, writing and literature in Estonian as a second language (state language) Of the compulsory subjects of the basic school curriculum, this includes Estonian language in schools where the language of instruction is Russian or other.</p> <p>3 = Mathematics Of the compulsory subjects of the basic school curriculum, this includes mathematics and maths-related electives like mathematics with statistics, geometry, algebra etc.</p> <p>4 = Science Of the compulsory subjects of the basic school curriculum, this includes physics, chemistry, biology, nature studies and other science-related electives.</p> <p>5 = Social studies Of the compulsory subjects of the basic school curriculum, this includes history, human studies, society studies, geography and other social science-related electives like economics legal studies, ethics, philosophy.</p> <p>6 = Modern foreign languages Includes all foreign languages taught in this school excluding Estonian as the state language</p> <p>7 = Ancient Greek and/or Latin</p> <p>8 = Technology This category includes craft and technology education, including electronics, manufacturing and design technology, construction or surveying, as well as computer studies, computer graphics and design, writing, computer skills and word processing.</p> <p>9 = Fine arts This category includes arts, music and electives related to fine arts, including visual arts, applied arts, drama, making music, photography and drawing from mandatory subjects of basic school.</p> <p>10 = Physical education This category includes physical education, gymnastics, dance, sports training.</p> <p>11 = Religion and/or ethics</p> <p>12 = Practical and vocational skills This category includes study of a specific job or occupation (e.g. accounting, entrepreneurship, career planning, sewing and textile sector, driving, home economics, polytechnic education, and technology, secretary, tourism and hospitality, handicraft).</p> <p>13 = Other</p>	<p>1 = Reading, writing and literature (excl. Estonian as a second language); Of the compulsory subjects of the basic school curriculum this includes Estonian language and literature in schools where Estonian is the language of instruction and Russian language and literature in schools where Russian is the language of instruction. / Reading, writing and literature in Estonian as a second language (state language); Of the compulsory subjects of the basic school curriculum, this includes Estonian language in schools where the language of instruction is Russian or other.</p> <p>2 = Mathematics Of the compulsory subjects of the basic school curriculum, this includes mathematics and maths-related electives like mathematics with statistics, geometry, algebra etc.</p> <p>3 = Science Of the compulsory subjects of the basic school curriculum, this includes physics, chemistry, biology, nature studies and other science-related electives.</p> <p>4 = Social studies Of the compulsory subjects of the basic school curriculum, this includes history, human studies, society studies, geography and other social science-related electives like economics legal studies, ethics, philosophy.</p> <p>5 = Modern foreign languages Includes all foreign languages taught in this school excluding Estonian as the state language</p> <p>6 = Ancient Greek and/or Latin</p> <p>7 = Technology This category includes craft and technology education, including electronics, manufacturing and design technology, construction or surveying, as well as computer studies, computer graphics and design, writing, computer skills and word processing.</p> <p>8 = Fine arts This category includes arts, music and electives related to fine arts, including visual arts, applied arts, drama, making music, photography and drawing from mandatory subjects of basic school.</p> <p>9 = Physical education This category includes physical education, gymnastics, dance, sports training.</p> <p>10 = Religion and/or ethics</p> <p>11 = Practical and vocational skills This category includes study of a specific job or occupation (e.g. accounting, entrepreneurship, career planning, sewing and textile sector, driving, home economics, polytechnic education, and technology, secretary, tourism and hospitality, handicraft).</p> <p>12 = Other</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Finland	TQ-37	TQ-37	D	<p>Nationally defined categories / Category instruction changed:</p> <p>1 = Reading, writing and literature 2 = Mathematics 3 = Science (does not include geography) 4 = Social studies (includes geography) 5 = Modern foreign languages 6 = Ancient Greek and/or Latin 7 = Technology 8 = Arts 9 = Physical education 10 = Religion and/or ethics 11 = Practical and vocational skills</p> <p>Includes vocational skills (preparation for a specific occupation, technics, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, secretarial studies, tourism and hospitality, handicraft)</p> <p>12 = Other</p>	<p>Nationally defined categories / Category instruction changed:</p> <p>1 = Reading, writing and literature 2 = Mathematics 3 = Science (does not include geography) 4 = Social studies (includes geography) 5 = Modern foreign languages 6 = Ancient Greek and/or Latin 7 = Technology 8 = Arts 9 = Physical education 10 = Religion and/or ethics 11 = Practical and vocational skills</p> <p>Includes vocational skills (preparation for a specific occupation, technics, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, secretarial studies, tourism and hospitality, handicraft)</p> <p>12 = Other</p>
Israel	TQ-37	TQ-37	D	<p>Nationally defined categories / Category instruction changed:</p> <p>1 = Language and literature Grammar, Essay in writing, Literature, Language literacy, Reading and writing in Hebrew etc., Reading and writing in Hebrew as a second language 2 = Mathematics 3 = Science 4 = Social studies 5 = Modern foreign languages 6 = Technology 7 = Arts 8 = Physical education 9 = Religion and/or ethics 10 = Practical and vocational skills 11 = Other</p>	<p>National categories recoded for international comparability / Category instruction changed:</p> <p>1 = Language and literature Grammar, Essay in writing, Literature, Language literacy, Reading and writing in Hebrew etc., Reading and writing in Hebrew as a second language (*Arabic: Reading and writing, reading comprehension, expression, literature in Arabic or Hebrew, grammar, literacy and more) 2 = Mathematics 3 = Science 4 = Social studies 5 = Modern foreign languages 6 = Category not administered or data not available 7 = Technology 8 = Arts 9 = Physical education 10 = Religion and/or ethics 11 = Practical and vocational skills 12 = Other</p>
Japan	TQ-37	TQ-37	D	<p>Nationally defined categories / Category instruction changed:</p>	<p>National categories recoded for international comparability / Category instruction changed:</p>

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability	
			<p>1 = Japanese Category instruction omitted 2 = Mathematics Category instruction omitted 3 = Science Category instruction omitted 4 = Social Studies Category instruction omitted 5 = Foreign language Category instruction omitted 6 = Technology Category instruction omitted 7 = Music, arts Category instruction omitted 8 = Physical education Category instruction omitted 9 = Moral education Category instruction omitted 10= Home economics Category instruction omitted 11 = The period for Integrated Studies Category instruction omitted 12 = Other</p>	<p>1 = Japanese Category instruction omitted 2 = Mathematics Category instruction omitted 3 = Science Category instruction omitted 4 = Social Studies Category instruction omitted 5 = Foreign language Category instruction omitted 6 = Category not administered or data not available 7 = Technology Category instruction omitted 8 = Music, arts Category instruction omitted 9 = Physical education Category instruction omitted 10 = Moral education Category instruction omitted 11 = Home economics Category instruction omitted 12 = The period for Integrated Studies / Other</p>	
New Zealand	TQ-37	TQ-37	D	<p>Question instruction changed: Please mark one choice. For general or core curriculum teachers, please focus on the specific learning area you were teaching for the target class.</p> <p>Category instruction changed: 1 = Reading, writing and literature Includes reading and writing in English or te reo Māori, or in English for speakers of other languages; public speaking, literature and other language skills 2 = Mathematics 3 = Science 4 = Social studies</p>	<p>Question instruction changed: Please mark one choice. For general or core curriculum teachers, please focus on the specific learning area you were teaching for the target class.</p> <p>Category instruction changed: 1 = Reading, writing and literature Includes reading and writing in English or te reo Māori, or in English for speakers of other languages; public speaking, literature and other language skills 2 = Mathematics 3 = Science 4 = Social studies</p>

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability	
			<p>Includes social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, New Zealand studies, social sciences, ethical thinking, philosophy</p> <p>5 = Modern foreign languages</p> <p>Includes languages other than English or te reo Māori</p> <p>6 = Ancient Greek and/or Latin</p> <p>7 = Technology</p> <p>Includes information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology</p> <p>8 = Arts</p> <p>9 = Physical education</p> <p>Includes physical education, outdoor education, gymnastics, dance, health</p> <p>10 = Religion and/or ethics</p> <p>Includes religion, history of religions, ethics</p> <p>11 = Practical and vocational skills</p> <p>Includes vocational skills (preparation for a specific occupation), domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft</p> <p>12 = Other</p>	<p>Includes social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, New Zealand studies, social sciences, ethical thinking, philosophy</p> <p>5 = Modern foreign languages</p> <p>Includes languages other than English or te reo Māori</p> <p>6 = Ancient Greek and/or Latin</p> <p>7 = Technology</p> <p>Includes information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology</p> <p>8 = Arts</p> <p>9 = Physical education</p> <p>Includes physical education, outdoor education, gymnastics, dance, health</p> <p>10 = Religion and/or ethics</p> <p>Includes religion, history of religions, ethics</p> <p>11 = Practical and vocational skills</p> <p>Includes vocational skills (preparation for a specific occupation), domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft</p> <p>12 = Other</p>	
Shanghai (China)	TQ-37	TQ-37	D	<p>Nationally defined categories:</p> <p>1 = Reading, writing and literature</p> <p>2 = Mathematics</p> <p>3 = Science</p> <p>4 = Social studies</p> <p>5 = Modern foreign languages</p> <p>6 = Technology</p> <p>7 = Arts</p> <p>8 = Physical education</p> <p>9 = Religion and/or ethics</p> <p>10 = Practical and vocational skills</p> <p>11 = Other</p>	<p>National categories recoded for international comparability:</p> <p>1 = Reading, writing and literature</p> <p>2 = Mathematics</p> <p>3 = Science</p> <p>4 = Social studies</p> <p>5 = Modern foreign languages</p> <p>6 = Category not administered or data not available</p> <p>7 = Technology</p> <p>8 = Arts</p> <p>9 = Physical education</p> <p>10 = Religion and/or ethics</p> <p>11 = Practical and vocational skills</p> <p>12 = Other</p>
Singapore	TQ-37	TQ-37	D	<p>Nationally defined categories / Category instruction changed:</p> <p>1 = Reading, writing and/or literature in the English language</p>	<p>National categories recoded for international comparability / Category instruction changed:</p>

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability	
			<p>Includes reading and writing, language studies, public speaking, literature</p> <p>2 = Reading, writing and/or literature in the Mother tongue language (not including English language)</p> <p>3 = Mathematics</p> <p>4 = Science</p> <p>5 = Social studies</p> <p>6 = Modern foreign languages</p> <p>Includes languages different from the English and Mother Tongue languages</p> <p>7 = Ancient Greek and/or Latin</p> <p>8 = Technology</p> <p>9 = Arts</p> <p>10 = Physical education</p> <p>11 = Religion and/or ethics</p> <p>12 = Practical and vocational skills</p> <p>Includes vocational skills (preparation for a specific occupation), technics (e.g. Design and Technology), domestic science (e.g. Food and Consumer Education), accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft</p> <p>13 = Character and Citizenship Education</p> <p>14 = Project Work</p> <p>15 = Other</p>	<p>1 = Reading, writing and/or literature in the English language / Reading, writing and/or literature in the Mother tongue language (not including English language)</p> <p>Includes reading and writing, language studies, public speaking, literature</p> <p>2 = Mathematics</p> <p>3 = Science</p> <p>4 = Social studies</p> <p>5 = Modern foreign languages</p> <p>Includes languages different from the English and Mother Tongue languages</p> <p>6 = Ancient Greek and/or Latin</p> <p>7 = Technology</p> <p>8 = Arts</p> <p>9 = Physical education</p> <p>10 = Religion and/or ethics</p> <p>11 = Practical and vocational skills</p> <p>Includes vocational skills (preparation for a specific occupation), technics (e.g. Design and Technology), domestic science (e.g. Food and Consumer Education), accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft</p> <p>12 = Character and Citizenship Education / Project Work / Other</p>	
South Africa	TQ-37	TQ-37	D	<p>Category instruction changed:</p> <p>1 = Reading, writing and literature</p> <p>Includes reading and writing (and literature) in the home language, in the language of instruction, first or second additional language; language studies, public speaking, literature</p> <p>2 = Mathematics</p> <p>3 = Science</p> <p>Includes natural science, physical science, chemistry, biology, human biology, environmental science, agriculture/horticulture</p> <p>4 = Social studies</p> <p>5 = Modern foreign languages</p> <p>6 = Ancient Greek and/or Latin</p> <p>7 = Technology</p> <p>8 = Arts</p>	<p>Category instruction changed:</p> <p>1 = Reading, writing and literature</p> <p>Includes reading and writing (and literature) in the home language, in the language of instruction, first or second additional language; language studies, public speaking, literature</p> <p>2 = Mathematics</p> <p>3 = Science</p> <p>Includes natural science, physical science, chemistry, biology, human biology, environmental science, agriculture/horticulture</p> <p>4 = Social studies</p> <p>5 = Modern foreign languages</p> <p>6 = Ancient Greek and/or Latin</p> <p>7 = Technology</p> <p>8 = Arts</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Spain	TQ-37	TQ-37	D	<p>9 = Physical education 10 = Religion and/or ethics 11 = Practical and vocational skills 12 = Other</p> <p>Nationally defined categories: 1 = Language and literature 2 = Mathematics 3 = Science 4 = Social studies 5 = Modern foreign languages 6 = Ancient Greek and/or Latin 7 = Technology 8 = Arts 9 = Physical education 10 = Religion and/or ethics 11 = Practical and vocational skills 12 = Other</p>	<p>9 = Physical education 10 = Religion and/or ethics 11 = Practical and vocational skills 12 = Other</p> <p>Nationally defined categories: 1 = Language and literature 2 = Mathematics 3 = Science 4 = Social studies 5 = Modern foreign languages 6 = Ancient Greek and/or Latin 7 = Technology 8 = Arts 9 = Physical education 10 = Religion and/or ethics 11 = Practical and vocational skills 12 = Other</p>
United States	TQ-37	TQ-37	D	<p>Nationally defined categories / Category instruction changed: 1 = Reading, writing and literature Includes reading and writing (and literature) in English, language arts, public speaking, composition, communications, journalism 2 = English as a Second Language (ESL) Includes ESL or bilingual education in support of students' subject matter learning 3 = Mathematics Includes basic and general mathematics, geometry, pre-algebra, algebra, business and applied mathematics, statistics and probability, trigonometry, calculus, and pre-calculus 4 = Science Includes general or integrated science, physics, physical science, chemistry, biology or life science, human biology, environmental science, Earth science 5 = Social studies/Social science Includes general social studies, anthropology, economics, geography, government or civics, history, humanities, philosophy, psychology, sociology 6 = Modern foreign languages Includes languages other than English (e.g. French, German, Spanish, ASL) 7 = Classical Greek and/or Latin</p>	<p>National categories recoded for international comparability / Category instruction changed: 1 = Reading, writing and literature (Includes reading and writing (and literature) in English, language arts, public speaking, composition, communications, journalism) / English as a Second Language (ESL) 2 = Mathematics (Includes basic and general mathematics, geometry, pre-algebra, algebra, business and applied mathematics, statistics and probability, trigonometry, calculus, and pre-calculus) 3 = Science (Includes general or integrated science, physics, physical science, chemistry, biology or life science, human biology, environmental science, Earth science) 4 = Social studies/Social science (Includes general social studies, anthropology, economics, geography, government or civics, history, humanities, philosophy, psychology, sociology) 5 = Modern foreign languages (Includes languages other than English (e.g. French, German, Spanish, ASL)) 6 = Classical Greek and/or Latin 7 = Technology 8 = Arts 9 = Physical and health education</p>

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability	
			8 = Technology 9 = Arts 10 = Physical and health education 11 = Religion and/or ethics 12 = Business studies Includes accounting, business management, business principles and ethics, marketing and distribution 13 = Practical and vocational skills Includes vocational skills (preparation for a specific occupation), agriculture and natural resources, domestic science, career education, clothing and textiles, construction trades, cosmetology, culinary arts, driving, health occupations, home economics, mechanics and repair, polytechnic courses, secretarial studies, tourism and hospitality, handicraft 14 = Special Education Includes education of students with special needs 15 = Other	10 = Religion and/or ethics 11 = Business studies (Includes accounting, business management, business principles and ethics, marketing and distribution) / 11 = Practical and vocational skills (Includes vocational skills (preparation for a specific occupation), agriculture and natural resources, domestic science, career education, clothing and textiles, construction trades, cosmetology, culinary arts, driving, health occupations, home economics, mechanics and repair, polytechnic courses, secretarial studies, tourism and hospitality, handicraft) 12 = Special Education (Includes education of students with special needs) / Other	
Belgium	TQ-39A-C	TQ-39A-C	D	Lesson	Lesson
Czech Republic	TQ-39A-C	TQ-39A-C	D	Teaching	Teaching
Hungary	TQ-39A-C	TQ-39A-C	D	Teaching	Teaching
Italy	TQ-39A-C	TQ-39A-C	D	Lesson	Lesson
Kazakhstan	TQ-39A-C	TQ-39A-C	D	Stem of the question changed: For this class, what percentage of time is typically spent on each of the following activities?	Stem of the question changed: For this class, what percentage of time is typically spent on each of the following activities?
Latvia	TQ-39A-C	TQ-39A-C	D	Lesson	Lesson
Lithuania	TQ-39A-C	TQ-39A-C	D	Time of the lesson	Time of the lesson
Russia	TQ-39A-C	TQ-39A-C	D	Lesson	Lesson
Slovak Republic	TQ-39A-C	TQ-39A-C	D	Lesson	Lesson
Slovenia	TQ-39A-C	TQ-39A-C	D	Instructional time	Instructional time

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Sweden	TQ-39A-C	TQ-39A-C	D	Teaching time	Teaching time
Turkey	TQ-39A-C	TQ-39A-C	D	Lesson	Lesson
New Zealand	TQ-40A-E	TQ-40A-E	D	Question instruction changed: Please mark one choice in each row. For general or core curriculum teachers, please focus on the specific learning area you were teaching at this time.	Question instruction changed: Please mark one choice in each row. For general or core curriculum teachers, please focus on the specific learning area you were teaching at this time.
Ciudad Autónoma de Buenos Aires (Argentina)	TQ-40A-E	TQ-40D	D	Nationally defined dimension: Keeping an adequate working climate	Nationally defined dimension: Keeping an adequate working climate
New Zealand	TQ-40A-E	TQ-40D	D	Nationally defined dimension: Maintaining student discipline	Nationally defined dimension: Maintaining student discipline
Portugal	TQ-41A-D	TQ-41A-D	D	Stem of the question changed: Thinking about the target-class environment, in general, how strongly do you agree or disagree with the following statements?	Stem of the question changed: Thinking about the target-class environment, in general, how strongly do you agree or disagree with the following statements?
Ciudad Autónoma de Buenos Aires (Argentina)	TQ-41A-D	TQ-41D	D	Nationally defined dimension: The noise level in the classroom generates a disruptive climate for learning.	Nationally defined dimension: The noise level in the classroom generates a disruptive climate for learning.
New Zealand	TQ-42A-P	TQ-42A-P	D	Question instruction changed: Please mark one choice in each row. For general or core curriculum teachers, please focus on the specific learning area you were teaching at this time.	Question instruction changed: Please mark one choice in each row. For general or core curriculum teachers, please focus on the specific learning area you were teaching at this time.
Portugal	TQ-42A-P	TQ-42A-P	D	Nationally defined categories: 1 = Never or almost never 2 = Occasionally 3 = Frequently 4 = In all or almost all classes	Nationally defined categories: 1 = Never or almost never 2 = Occasionally 3 = Frequently 4 = In all or almost all classes
New Zealand	TQ-42A-P	TQ-42B	D	Nationally defined dimension: I set goals at the beginning of teaching.	Nationally defined dimension: I set goals at the beginning of teaching.
Israel	TQ-42A-P	TQ-42D	D	Nationally defined dimension: I explain how a new topic is related to an already learnt topic in class	Nationally defined dimension: I explain how a new topic is related to an already learnt topic in class
Norway	TQ-42A-P	TQ-42P	X	Dimension not administered or data not available	Dimension not administered or data not available
Shanghai (China)	TQ-43A-D	TQ-43A	D	I make out assessment questions by myself.	I make out assessment questions by myself.
New Zealand	TQ-43A-D	TQ-43A-D	D	Question instruction changed: Please mark one choice in each row. For general or core curriculum teachers, please focus on the specific learning area you were teaching at this time.	Question instruction changed: Please mark one choice in each row. For general or core curriculum teachers, please focus on the specific learning area you were teaching at this time.

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Austria	TQ-43A-D	TQ-43B	D	Digit marks	Digit marks
Belgium	TQ-43A-D	TQ-43B	D	Number or point *French: Mark, i.e. numeric score or letter grade	Number or point *French: Mark, i.e. numeric score or letter grade
Brazil	TQ-43A-D	TQ-43B	D	Numeric score	Numeric score
Bulgaria	TQ-43A-D	TQ-43B	D	Marks	Marks
Chinese Taipei	TQ-43A-D	TQ-43B	D	Grade (i.e. numeric score or letter grade)	Grade (i.e. numeric score or letter grade)
Ciudad Autónoma de Buenos Aires (Argentina)	TQ-43A-D	TQ-43B	D	Grade	Grade
Colombia	TQ-43A-D	TQ-43B	D	Nationally defined dimension: I provide written feedback on student work in addition to assigning a grade to their works, that is, a numerical or alphabetical score.	Nationally defined dimension: I provide written feedback on student work in addition to assigning a grade to their works, that is, a numerical or alphabetical score.
Croatia	TQ-43A-D	TQ-43B	D	Numeric mark	Numeric mark
Czech Republic	TQ-43A-D	TQ-43B	D	Mark	Mark
Denmark	TQ-43A-D	TQ-43B	D	Mark	Mark
England (United Kingdom)	TQ-43A-D	TQ-43B	D	Mark or grade	Mark or grade
Estonia	TQ-43A-D	TQ-43B	D	Marks	Marks
Finland	TQ-43A-D	TQ-43B	D	Mark	Mark
Georgia	TQ-43A-D	TQ-43B	D	Mark *Azerbaijani: Mark, i.e. numeric score or letter grade	Mark *Azerbaijani: Mark, i.e. numeric score or letter grade
Hungary	TQ-43A-D	TQ-43B	D	Grade	Grade
Iceland	TQ-43A-D	TQ-43B	D	Letter- or a number-mark	Letter- or a number-mark

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Israel	TQ-43A-D	TQ-43B	D	Mark	Mark
Italy	TQ-43A-D	TQ-43B	D	Mark	Mark
Kazakhstan	TQ-43A-D	TQ-43B	D	Mark	Mark
Latvia	TQ-43A-D	TQ-43B	D	Numeric score	Numeric score
Lithuania	TQ-43A-D	TQ-43B	D	I.e. numeric score, letter or other sign	I.e. numeric score, letter or other sign
Mexico	TQ-43A-D	TQ-43B	D	Mark (number or letters)	Mark (number or letters)
Netherlands	TQ-43A-D	TQ-43B	D	Mark	Mark
Portugal	TQ-43A-D	TQ-43B	D	Nationally defined dimension: I provide written feedback on student work in addition to other information, i.e. numeric scores or qualitative grades.	Nationally defined dimension: I provide written feedback on student work in addition to other information, i.e. numeric scores or qualitative grades.
Romania	TQ-43A-D	TQ-43B	D	Numeric score	Numeric score
Russia	TQ-43A-D	TQ-43B	D	Mark	Mark
Shanghai (China)	TQ-43A-D	TQ-43B	D	Numeric score or a grade	Numeric score or a grade
Slovak Republic	TQ-43A-D	TQ-43B	D	Marks	Marks
Slovenia	TQ-43A-D	TQ-43B	D	Marks	Marks
Spain	TQ-43A-D	TQ-43B	D	Mark *Catalan: A numeric mark	Mark *Catalan: A numeric mark
Sweden	TQ-43A-D	TQ-43B	D	Marks	Marks
Turkey	TQ-43A-D	TQ-43B	D	Mark	Mark
United States	TQ-43A-D	TQ-43B	D	Letter grade or numeric score	Letter grade or numeric score
Viet Nam	TQ-43A-D	TQ-43B	D	Mark; i.e. numeric score or letter grade A, B, C, D	Mark; i.e. numeric score or letter grade A, B, C, D

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
France	TQ-43A-D	TQ-43D	D	Nationally defined dimension: I observe students when working on particular tasks and provide comments about their tasks.	Nationally defined dimension: I observe students when working on particular tasks and provide comments about their tasks.
France	TQ-45A-E	TQ-45A-E	D	Question instruction added: See definition of cultural diversity above.	Question instruction added: See definition of cultural diversity above.
France	TQ-45A-E	TQ-45B	D	Stem of the question changed: Consider in my teaching the cultural diversity of students Question instruction added: See definition of cultural diversity above.	Stem of the question changed: Consider in my teaching the cultural diversity of students Question instruction added: See definition of cultural diversity above.
France	TQ-45A-E	TQ-45C	D	Stem of the question changed: Ensure that students work together regardless of their cultural background.	Stem of the question changed: Ensure that students work together regardless of their cultural background.
England (United Kingdom)	TQ-45A-E	TQ-45D	D	Nationally defined dimension: Raise awareness of cultural differences amongst students	Nationally defined dimension: Raise awareness of cultural differences amongst students
Israel	TQ-45A-E	TQ-45E	D	Nationally defined dimension: Reduce stereotyping amongst students	Nationally defined dimension: Reduce stereotyping amongst students
France	TQ-46	TQ-46	D	Stem of the question changed: Does this school include students with cultural diversity? Question instruction added: See definition of cultural diversity above.	Stem of the question changed: Does this school include students with cultural diversity? Question instruction added: See definition of cultural diversity above.
Israel	TQ-46	TQ-46	D	Stem of the question changed: Does this school include students of more than one cultural background (e.g. different congregations, sectors or origins)?	Stem of the question changed: Does this school include students of more than one cultural background (e.g. different congregations, sectors or origins)?
Portugal	TQ-46	TQ-46	D	Stem of the question changed: Are there students from different cultures or ethnic background enrolled in this school?	Stem of the question changed: Are there students from different cultures or ethnic background enrolled in this school?
France	TQ-47A-D	TQ-47A	D	Stem of the question changed: Supporting activities or organisations that encourage students' expression of diverse cultural identities (e.g. artistic groups) Question instruction added: See definition of cultural diversity above.	Stem of the question changed: Supporting activities or organisations that encourage students' expression of diverse cultural identities (e.g. artistic groups) Question instruction added: See definition of cultural diversity above.
Israel	TQ-47A-D	TQ-47A	D	Nationally defined dimension:	Nationally defined dimension:

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
New Zealand	TQ-47A-D	TQ-47A	D	Supporting activities or organisations that encourage students' expression of diverse cultural identities (e.g. artistic groups). Nationally defined dimension: Supporting activities or organisations that encourage students' expression of diverse ethnic and cultural identities (e.g. kapahaka or other cultural or artistic groups)	Supporting activities or organisations that encourage students' expression of diverse cultural identities (e.g. artistic groups). Nationally defined dimension: Supporting activities or organisations that encourage students' expression of diverse ethnic and cultural identities (e.g. kapahaka or other cultural or artistic groups)
France	TQ-47A-D	TQ-47A-D	D	Question instruction added: See definition of cultural diversity above.	Question instruction added: See definition of cultural diversity above.
Israel	TQ-47A-D	TQ-47B	D	Organising events that enable students to get familiar with other cultural groups (e.g. congregations and cultures nights, meetings with students from different sectors)	Organising events that enable students to get familiar with other cultural groups (e.g. congregations and cultures nights, meetings with students from different sectors)
Viet Nam	TQ-47A-D	TQ-47B	D	Nationally defined dimension: Organising multicultural events (e.g. cultural day)	Nationally defined dimension: Organising multicultural events (e.g. cultural day)
Israel	TQ-47A-D	TQ-47C	D	Nationally defined dimension: Teaching students how to deal with cultural discrimination	Nationally defined dimension: Teaching students how to deal with cultural discrimination
Alberta (Canada)	TQ-49A-E	TQ-49A	D	Nationally defined dimension: Teachers and students usually get along well with each other.	Nationally defined dimension: Teachers and students usually get along well with each other.
Italy	TQ-50	TQ-50	X	Question not administered or data not available	Question not administered or data not available
Kazakhstan	TQ-52A-K	TQ-52D	D	Nationally defined dimension: Having too much administrative work to do (e.g. filling out forms, NEBD (National educational database), reports to higher authorities: local/municipal and regional education authorities, Ministry of Education and Science, etc.)	Nationally defined dimension: Having too much administrative work to do (e.g. filling out forms, NEBD (National educational database), reports to higher authorities: local/municipal and regional education authorities, Ministry of Education and Science, etc.)
Alberta (Canada)	TQ-52A-K	TQ-52I	D	Alberta Education or/and the School Authority/School Board	Alberta Education or/and the School Authority/School Board
Australia	TQ-52A-K	TQ-52I	D	Local, municipality/regional, state/territory, or national/federal	Local, municipality/regional, state/territory, or national/federal
Austria	TQ-52A-K	TQ-52I	D	Community, federal state or supreme federal authority	Community, federal state or supreme federal authority
Belgium	TQ-52A-K	TQ-52I	D	Local, regional or Flemish government	Local, regional or Flemish government
Brazil	TQ-52A-K	TQ-52I	D	*French: Ministry of education Municipality, state or federal authorities	*French: Ministry of education Municipality, state or federal authorities
Bulgaria	TQ-52A-K	TQ-52I	D	Municipality, regional or national authorities	Municipality, regional or national authorities

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Chile	TQ-52A-K	TQ-52I	D	Local, municipality/regional, state or national	Local, municipality/regional, state or national
Chinese Taipei	TQ-52A-K	TQ-52I	D	Local or central	Local or central
Ciudad Autónoma de Buenos Aires (Argentina)	TQ-52A-K	TQ-52I	D	Local or regional	Local or regional
Colombia	TQ-52A-K	TQ-52I	D	Local, municipality/regional, state, or national	Local, municipality/regional, state, or national
Croatia	TQ-52A-K	TQ-52I	D	Local, municipal, county or state	Local, municipal, county or state
Cyprus	TQ-52A-K	TQ-52I	D	Local, municipality, or national	Local, municipality, or national
Czech Republic	TQ-52A-K	TQ-52I	D	State administration body at any level of public administration	State administration body at any level of public administration
Denmark	TQ-52A-K	TQ-52I	D	Municipality or state	Municipality or state
England (United Kingdom)	TQ-52A-K	TQ-52I	D	Local authorities, multi-academy trusts or national government	Local authorities, multi-academy trusts or national government
Finland	TQ-52A-K	TQ-52I	D	Municipality or state	Municipality or state
France	TQ-52A-K	TQ-52I	D	National, academic or local	National, academic or local
Georgia	TQ-52A-K	TQ-52I	D	Local self-government/regional government, resource centre, or the Ministry of education and science	Local self-government/regional government, resource centre, or the Ministry of education and science
Hungary	TQ-52A-K	TQ-52I	D	Ministry or regional, local	Ministry or regional, local
Iceland	TQ-52A-K	TQ-52I	D	State/municipality	State/municipality
Israel	TQ-52A-K	TQ-52I	D	Local authority or the Ministry of education	Local authority or the Ministry of education
Italy	TQ-52A-K	TQ-52I	D	Local institutions, regions, Ministry and its district offices	Local institutions, regions, Ministry and its district offices
Kazakhstan	TQ-52A-K	TQ-52I	D	Local and central	Local and central
Korea	TQ-52A-K	TQ-52I	D	Local, municipality/provincial office of education, or Ministry of Education	Local, municipality/provincial office of education, or Ministry of Education
Latvia	TQ-52A-K	TQ-52I	D	State or local government authorities	State or local government authorities

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Lithuania	TQ-52A-K	TQ-52I	D	Municipality or national (state)	Municipality or national (state)
Malta	TQ-52A-K	TQ-52I	D	Local or national	Local or national
Mexico	TQ-52A-K	TQ-52I	D	Municipal, state or federal authorities	Municipal, state or federal authorities
Netherlands	TQ-52A-K	TQ-52I	D	Local and national administration	Local and national administration
New Zealand	TQ-52A-K	TQ-52I	D	Nationally defined dimension: Keeping up with changing requirements from local or national authorities (e.g. Ministry of Education)	Nationally defined dimension: Keeping up with changing requirements from local or national authorities (e.g. Ministry of Education)
Norway	TQ-52A-K	TQ-52I	D	Local/municipality or national	Local/municipality or national
Portugal	TQ-52A-K	TQ-52I	D	Local, municipal, regional educational authorities or Ministry of Education	Local, municipal, regional educational authorities or Ministry of Education
Romania	TQ-52A-K	TQ-52I	D	Local, county or national authorities	Local, county or national authorities
Russia	TQ-52A-K	TQ-52I	D	Local, municipality/regional, state, national/federal, Ministry of Education of Russian Federation	Local, municipality/regional, state, national/federal, Ministry of Education of Russian Federation
Shanghai (China)	TQ-52A-K	TQ-52I	D	District, municipality or national	District, municipality or national
Singapore	TQ-52A-K	TQ-52I	D	Ministry of Education or other national authorities	Ministry of Education or other national authorities
Slovak Republic	TQ-52A-K	TQ-52I	D	Founder, higher territorial unit or Ministry of Education	Founder, higher territorial unit or Ministry of Education
Slovenia	TQ-52A-K	TQ-52I	D	Local, municipality, regional or national	Local, municipality, regional or national
South Africa	TQ-52A-K	TQ-52I	D	District, provincial or national	District, provincial or national
Spain	TQ-52A-K	TQ-52I	D	Local, autonomic, national authorities *Catalan: Nationally defined dimension: Keeping up with legislative changes by local, autonomic, national authorities	Local, autonomic, national authorities *Catalan: Nationally defined dimension: Keeping up with legislative changes by local, autonomic, national authorities
Turkey	TQ-52A-K	TQ-52I	D	State	State
United Arab Emirates	TQ-52A-K	TQ-52I	D	Nationally defined dimension:	Nationally defined dimension:

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
United States	TQ-52A-K	TQ-52I	D	Keeping up with changing requirements from local, regional, state, or national/federal authority i.e. Ministry of Education, ADEK, KHDA Local school district or state education authorities	Keeping up with changing requirements from local, regional, state, or national/federal authority i.e. Ministry of Education, ADEK, KHDA Local school district or state education authorities
Viet Nam	TQ-52A-K	TQ-52I	D	Local, provincial, regional or national	Local, provincial, regional or national
England (United Kingdom)	TQ-52A-K	TQ-52K	D	Nationally defined dimension: Modifying lessons for students with special educational needs	Nationally defined dimension: Modifying lessons for students with special educational needs
Alberta (Canada)	TQ-54A-E	TQ-54B	D	Teaching contract	Teaching contract
Belgium	TQ-54A-E	TQ-54B	D	Contract	Contract
Brazil	TQ-54A-E	TQ-54B	D	Employment	Employment
Bulgaria	TQ-54A-E	TQ-54B	D	Contract	Contract
Chinese Taipei	TQ-54A-E	TQ-54B	D	Employment	Employment
Colombia	TQ-54A-E	TQ-54B	D	Nationally defined dimension: Apart from my salary, I am satisfied with the terms of my teaching contract or employment (e.g. benefits, work schedule, calendar).	Nationally defined dimension: Apart from my salary, I am satisfied with the terms of my teaching contract or employment (e.g. benefits, work schedule, calendar).
Croatia	TQ-54A-E	TQ-54B	D	Teacher's employment	Teacher's employment
Czech Republic	TQ-54A-E	TQ-54B	D	Employment contract	Employment contract
Denmark	TQ-54A-E	TQ-54B	D	Employment	Employment
Estonia	TQ-54A-E	TQ-54B	D	Position	Position
Finland	TQ-54A-E	TQ-54B	D	Contract of employment	Contract of employment
France	TQ-54A-E	TQ-54B	D	Nationally defined dimension: Apart from my salary, I am satisfied with the terms of my contract or status (e.g. benefits, work schedule).	Nationally defined dimension: Apart from my salary, I am satisfied with the terms of my contract or status (e.g. benefits, work schedule).
Georgia	TQ-54A-E	TQ-54B	D	Contract	Contract
				*Azerbaijani: Employment contract/work	*Azerbaijani: Employment contract/work

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Hungary	TQ-54A-E	TQ-54B	D	Employment	Employment
Iceland	TQ-54A-E	TQ-54B	D	Employment contract	Employment contract
Israel	TQ-54A-E	TQ-54B	D	Employment contract	Employment contract
Italy	TQ-54A-E	TQ-54B	D	Work contract	Work contract
Kazakhstan	TQ-54A-E	TQ-54B	D	Employment	Employment
Korea	TQ-54A-E	TQ-54B	D	Contract	Contract
Latvia	TQ-54A-E	TQ-54B	D	Work contract	Work contract
Lithuania	TQ-54A-E	TQ-54B	D	Job contract	Job contract
Mexico	TQ-54A-E	TQ-54B	D	Contract	Contract
Netherlands	TQ-54A-E	TQ-54B	D	Contract	Contract
Norway	TQ-54A-E	TQ-54B	D	Working conditions	Working conditions
Portugal	TQ-54A-E	TQ-54B	D	Contract	Contract
Romania	TQ-54A-E	TQ-54B	D	Work contract	Work contract
Russia	TQ-54A-E	TQ-54B	D	Labour contract	Labour contract
Shanghai (China)	TQ-54A-E	TQ-54B	D	Employment contract	Employment contract
Slovak Republic	TQ-54A-E	TQ-54B	D	Employment contract/job	Employment contract/job
Slovenia	TQ-54A-E	TQ-54B	D	Employment contract	Employment contract
South Africa	TQ-54A-E	TQ-54B	D	Employment	Employment
Sweden	TQ-54A-E	TQ-54B	D	Employment	Employment
Turkey	TQ-54A-E	TQ-54B	D	Assignment	Assignment

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Viet Nam	TQ-54A-E	TQ-54B	D	Contract	Contract
Denmark	TQ-54A-E	TQ-54C	D	Nationally defined dimension: In Denmark, policy makers value teachers' views.	Nationally defined dimension: In Denmark, policy makers value teachers' views.
Malta	TQ-54A-E	TQ-54C	D	Nationally defined dimension: Teachers' views are valued by policymakers in this country.	Nationally defined dimension: Teachers' views are valued by policymakers in this country.
New Zealand	TQ-54A-E	TQ-54C	D	Nationally defined dimension: Teachers' views are valued by policymakers in New Zealand.	Nationally defined dimension: Teachers' views are valued by policymakers in New Zealand.
Singapore	TQ-54A-E	TQ-54C	D	Nationally defined dimension: Teachers' views are valued by policymakers in this country.	Nationally defined dimension: Teachers' views are valued by policymakers in this country.
South Africa	TQ-54A-E	TQ-54C	D	Nationally defined dimension: Teachers' views are valued by policymakers in this country.	Nationally defined dimension: Teachers' views are valued by policymakers in this country.
Alberta (Canada)	TQ-54A-E	TQ-54C-E	D	In Alberta	In Alberta
Shanghai (China)	TQ-54A-E	TQ-54C-E	D	National/Shanghai	National/Shanghai
Denmark	TQ-54A-E	TQ-54D	D	Nationally defined dimension: In Denmark, teachers can influence education policy.	Nationally defined dimension: In Denmark, teachers can influence education policy.
Malta	TQ-54A-E	TQ-54D	D	Nationally defined dimension: Teachers can influence educational policy in this country.	Nationally defined dimension: Teachers can influence educational policy in this country.
New Zealand	TQ-54A-E	TQ-54D	D	Nationally defined dimension: Teachers can influence educational policy in New Zealand.	Nationally defined dimension: Teachers can influence educational policy in New Zealand.
Singapore	TQ-54A-E	TQ-54D	D	Nationally defined dimension: Teachers can influence educational policy in this country.	Nationally defined dimension: Teachers can influence educational policy in this country.
South Africa	TQ-54A-E	TQ-54D	D	Nationally defined dimension: Teachers can influence educational policy in this country.	Nationally defined dimension: Teachers can influence educational policy in this country.
Denmark	TQ-54A-E	TQ-54E	D	Nationally defined dimension: In Denmark, teachers appear as valued in the media.	Nationally defined dimension: In Denmark, teachers appear as valued in the media.
Malta	TQ-54A-E	TQ-54E	D	Nationally defined dimension: Teachers are valued by the media in this country.	Nationally defined dimension: Teachers are valued by the media in this country.
New Zealand	TQ-54A-E	TQ-54E	D	Nationally defined dimension: Teachers are valued by the media in New Zealand.	Nationally defined dimension: Teachers are valued by the media in New Zealand.
Singapore	TQ-54A-E	TQ-54E	D	Nationally defined dimension: Teachers are valued by the media in this country.	Nationally defined dimension: Teachers are valued by the media in this country.

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
South Africa	TQ-54A-E	TQ-54E	D	Nationally defined dimension: Teachers are valued by the media in this country.	Nationally defined dimension: Teachers are valued by the media in this country.
Alberta (Canada)	TQ-55A-I	TQ-55A-I	D	Junior high level	Junior high level
Austria	TQ-55A-I	TQ-55A-I	D	Secondary education 1 (grades 5 – 8)	Secondary education 1 (grades 5 – 8)
Belgium	TQ-55A-I	TQ-55A-I	D	First degree secondary education	First degree secondary education
Brazil	TQ-55A-I	TQ-55A-I	D	Final years of elementary school	Final years of elementary school
Bulgaria	TQ-55A-I	TQ-55A-I	X	Question not administered or data not available	Question not administered or data not available
Ciudad Autónoma de Buenos Aires (Argentina)	TQ-55A-I	TQ-55A-I	D	Secondary Level	Secondary Level
Colombia	TQ-55A-I	TQ-55A-I	D	Stem of the question changed: Thinking about education at lower secondary as a whole, if the budget were to be increased by 5 %, what would you prefer to invest in?	Stem of the question changed: Thinking about education at lower secondary as a whole, if the budget were to be increased by 5 %, what would you prefer to invest in?
France	TQ-55A-I	TQ-55A-I	X	Question not administered or data not available	Question not administered or data not available
Kazakhstan	TQ-55A-I	TQ-55A-I	D	Stem of the question changed: If the budget allocated to lower secondary school (Grades 5-9(10)) were to be increased by 5 %, how would you rate the importance of the following spending priorities?	Stem of the question changed: If the budget allocated to lower secondary school (Grades 5-9(10)) were to be increased by 5 %, how would you rate the importance of the following spending priorities?
Lithuania	TQ-55A-I	TQ-55A-I	D	Basic education (5-10 grades)	Basic education (5-10 grades)
New Zealand	TQ-55A-I	TQ-55A-I	D	Stem of the question changed: Thinking about education at Years 7 to 10 in New Zealand, if the budget were to be increased by 5 %, how would you rate the importance of the following spending priorities?	Stem of the question changed: Thinking about education at Years 7 to 10 in New Zealand, if the budget were to be increased by 5 %, how would you rate the importance of the following spending priorities?
Russia	TQ-55A-I	TQ-55A-I	D	On the basic general level of education (grades 5-9)	On the basic general level of education (grades 5-9)
Singapore	TQ-55A-I	TQ-55A-I	D	Lower secondary level	Lower secondary level
New Zealand	TQ-55A-I	TQ-55B	D	Nationally defined dimension: Investing in teaching materials (e.g. textbooks)	Nationally defined dimension: Investing in teaching materials (e.g. textbooks)
England (United Kingdom)	TQ-55A-I	TQ-55C	D	Nationally defined dimensions: Supporting students from disadvantaged backgrounds	National dimensions recoded for international comparability:

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Supporting students that have English as an additional language			Supporting students from disadvantaged backgrounds / Supporting students that have English as an additional language	
England (United Kingdom)	TQ-55A-I	TQ-55F	D Nationally defined dimension: Supporting students with special educational needs	Nationally defined dimension: Supporting students with special educational needs
Alberta (Canada)	TQ-56A-E	TQ-56A	D Education	Education
Belgium	TQ-56A-E	TQ-56A	D Education	Education
Bulgaria	TQ-56A-E	TQ-56A	D Academic preparation	Academic preparation
Chinese Taipei	TQ-56A-E	TQ-56A	D Teacher cultivation education or training	Teacher cultivation education or training
Colombia	TQ-56A-E	TQ-56A	D Education or formal training	Education or formal training
Croatia	TQ-56A-E	TQ-56A	D Education	Education
Czech Republic	TQ-56A-E	TQ-56A	D Education	Education
Denmark	TQ-56A-E	TQ-56A	D Education	Education
Finland	TQ-56A-E	TQ-56A	D Education	Education
France	TQ-56A-E	TQ-56A	D Initial training	Initial training
Georgia	TQ-56A-E	TQ-56A	D Education *Azerbaijani: Pedagogical education/training programme	Education *Azerbaijani: Pedagogical education/training programme
			D *Russian: Pedagogical learning	*Russian: Pedagogical learning
Hungary	TQ-56A-E	TQ-56A	D Education	Education
Iceland	TQ-56A-E	TQ-56A	D Education	Education
Italy	TQ-56A-E	TQ-56A	D Education or training that qualified you to teach	Education or training that qualified you to teach

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Kazakhstan	TQ-56A-E	TQ-56A	D	Pedagogical education	Pedagogical education
Latvia	TQ-56A-E	TQ-56A	D	Education	Education
Mexico	TQ-56A-E	TQ-56A	D	Training	Training
Netherlands	TQ-56A-E	TQ-56A	D	Education	Education
Romania	TQ-56A-E	TQ-56A	D	Studies	Studies
Slovak Republic	TQ-56A-E	TQ-56A	D	Education or practice	Education or practice
Slovenia	TQ-56A-E	TQ-56A	D	Education	Education
South Africa	TQ-56A-E	TQ-56A	D	Teacher training	Teacher training
Sweden	TQ-56A-E	TQ-56A	D	Education	Education
Alberta (Canada)	TQ-56A-E	TQ-56A-E	D	Education	Education
Australia	TQ-56A-E	TQ-56A-E	X	Question not administered or data not available	Question not administered or data not available
Austria	TQ-56A-E	TQ-56A-E	X	Question not administered or data not available	Question not administered or data not available
Belgium	TQ-56A-E	TQ-56A-E	D	Education	Education
Brazil	TQ-56A-E	TQ-56A-E	X	Question not administered or data not available	Question not administered or data not available
Bulgaria	TQ-56A-E	TQ-56A-E	D	Academic preparation	Academic preparation
Chinese Taipei	TQ-56A-E	TQ-56A-E	D	Teacher cultivation education or training	Teacher cultivation education or training
Ciudad Autónoma de Buenos Aires (Argentina)	TQ-56A-E	TQ-56A-E	X	Question not administered or data not available	Question not administered or data not available
Colombia	TQ-56A-E	TQ-56A-E	D	Academic or formal training	Academic or formal training
Croatia	TQ-56A-E	TQ-56A-E	D	Education	Education

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Czech Republic	TQ-56A-E	TQ-56A-E	D	Education	Education
Denmark	TQ-56A-E	TQ-56A-E	D	Education	Education
England (United Kingdom)	TQ-56A-E	TQ-56A-E	D	Question instruction added: If you have come to teach in England from another country, you may mark "yes" in the relevant row(s) below.	Question instruction added: If you have come to teach in England from another country, you may mark "yes" in the relevant row(s) below.
Finland	TQ-56A-E	TQ-56A-E	D	Education	Education
France	TQ-56A-E	TQ-56A-E	D	Stem of the question changed: Have you ever been abroad for professional purposes in your teacher training or once you became a teacher?	Stem of the question changed: Have you ever been abroad for professional purposes in your teacher training or once you became a teacher?
Georgia	TQ-56A-E	TQ-56A-E	D	Pedagogical education programme *Azerbaijani: Education or training *Russian: Education programme	Pedagogical education programme *Azerbaijani: Education or training *Russian: Education programme
Hungary	TQ-56A-E	TQ-56A-E	D	Preparation for teacher profession	Preparation for teacher profession
Iceland	TQ-56A-E	TQ-56A-E	D	Education	Education
Israel	TQ-56A-E	TQ-56A-E	X	Question not administered or data not available	Question not administered or data not available
Italy	TQ-56A-E	TQ-56A-E	D	Education or training that qualified you to teach	Education or training that qualified you to teach
Japan	TQ-56A-E	TQ-56A-E	X	Question not administered or data not available	Question not administered or data not available
Kazakhstan	TQ-56A-E	TQ-56A-E	D	Education	Education
Korea	TQ-56A-E	TQ-56A-E	X	Question not administered or data not available	Question not administered or data not available
Latvia	TQ-56A-E	TQ-56A-E	D	Education	Education
Lithuania	TQ-56A-E	TQ-56A-E	X	Question not administered or data not available	Question not administered or data not available

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Mexico	TQ-56A-E	TQ-56A-E	D	Training	Training
Netherlands	TQ-56A-E	TQ-56A-E	D	Education	Education
Norway	TQ-56A-E	TQ-56A-E	X	Question not administered or data not available	Question not administered or data not available
Romania	TQ-56A-E	TQ-56A-E	D	Studies	Studies
Singapore	TQ-56A-E	TQ-56A-E	X	Question not administered or data not available	Question not administered or data not available
Slovak Republic	TQ-56A-E	TQ-56A-E	D	Education or practice	Education or practice
Slovenia	TQ-56A-E	TQ-56A-E	D	Education	Education
Sweden	TQ-56A-E	TQ-56A-E	D	Education	Education
United States	TQ-56A-E	TQ-56A-E	X	Question not administered or data not available	Question not administered or data not available
Chinese Taipei	TQ-56A-E	TQ-56B	X	Dimension not administered or data not available	Dimension not administered or data not available
Mexico	TQ-56A-E	TQ-56B	D	Nationally defined dimension: As a teacher in an exchange program	Nationally defined dimension: As a teacher in an exchange program
South Africa	TQ-56A-E	TQ-56B	D	Nationally defined dimension: As a teacher in an EU programme (e.g. student exchange programme, Erasmus+ programme/Comenius)	Nationally defined dimension: As a teacher in an EU programme (e.g. student exchange programme, Erasmus+ programme/Comenius)
Malta	TQ-56A-E	TQ-56C	D	Nationally defined dimension: As a teacher in a national programme	Nationally defined dimension: As a teacher in a national programme
Mexico	TQ-56A-E	TQ-56C	D	Nationally defined dimension: As a teacher in a state or national program	Nationally defined dimension: As a teacher in a state or national program
South Africa	TQ-56A-E	TQ-56C	D	Nationally defined dimension: As a teacher in a provincial or national programme	Nationally defined dimension: As a teacher in a provincial or national programme
England (United Kingdom)	TQ-56A-E	TQ-56D	D	Nationally defined dimension: As a teacher, as arranged by a school or local authority/academy trust	Nationally defined dimension: As a teacher, as arranged by a school or local authority/academy trust
Malta	TQ-56A-E	TQ-56D	D	Nationally defined dimension: As a teacher, as arranged by a school	Nationally defined dimension: As a teacher, as arranged by a school
Mexico	TQ-56A-E	TQ-56D	D	Nationally defined dimension: As a teacher organised by my school	Nationally defined dimension: As a teacher organised by my school

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Australia	TQ-57A-G	TQ-57A-G	X	Question not administered or data not available	Question not administered or data not available
Austria	TQ-57A-G	TQ-57A-G	X	Question not administered or data not available	Question not administered or data not available
Belgium	TQ-57A-G	TQ-57A-G	X	Question not administered or data not available	Question not administered or data not available
Brazil	TQ-57A-G	TQ-57A-G	X	Question not administered or data not available	Question not administered or data not available
Bulgaria	TQ-57A-G	TQ-57A-G	X	Question not administered or data not available	Question not administered or data not available
Ciudad Autónoma de Buenos Aires (Argentina)	TQ-57A-G	TQ-57A-G	X	Question not administered or data not available	Question not administered or data not available
Israel	TQ-57A-G	TQ-57A-G	X	Question not administered or data not available	Question not administered or data not available
Japan	TQ-57A-G	TQ-57A-G	X	Question not administered or data not available	Question not administered or data not available
Korea	TQ-57A-G	TQ-57A-G	X	Question not administered or data not available	Question not administered or data not available
Lithuania	TQ-57A-G	TQ-57A-G	X	Question not administered or data not available	Question not administered or data not available
New Zealand	TQ-57A-G	TQ-57A-G	X	Question not administered or data not available	Question not administered or data not available
Norway	TQ-57A-G	TQ-57A-G	X	Question not administered or data not available	Question not administered or data not available
Portugal	TQ-57A-G	TQ-57A-G	D	Stem of the question changed: Are the reasons of your visits abroad related to the following professional activities?	Stem of the question changed: Are the reasons of your visits abroad related to the following professional activities?
Singapore	TQ-57A-G	TQ-57A-G	X	Question not administered or data not available	Question not administered or data not available
United States	TQ-57A-G	TQ-57A-G	X	Question not administered or data not available	Question not administered or data not available
Denmark	TQ-57A-G	TQ-57D	D	Nationally defined dimension: Accompanying students visiting abroad (e.g. study trip)	Nationally defined dimension: Accompanying students visiting abroad (e.g. study trip)
Australia	TQ-58	TQ-58	X	Question not administered or data not available	Question not administered or data not available
Austria	TQ-58	TQ-58	X	Question not administered or data not available	Question not administered or data not available
Belgium	TQ-58	TQ-58	X	Question not administered or data not available	Question not administered or data not available

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Brazil	TQ-58	TQ-58	X	Question not administered or data not available	Question not administered or data not available
Chile	TQ-58	TQ-58	X	Question not administered or data not available	Question not administered or data not available
Ciudad Autónoma de Buenos Aires (Argentina)	TQ-58	TQ-58	X	Question not administered or data not available	Question not administered or data not available
Israel	TQ-58	TQ-58	X	Question not administered or data not available	Question not administered or data not available
Japan	TQ-58	TQ-58	X	Question not administered or data not available	Question not administered or data not available
Korea	TQ-58	TQ-58	X	Question not administered or data not available	Question not administered or data not available
Lithuania	TQ-58	TQ-58	X	Question not administered or data not available	Question not administered or data not available
New Zealand	TQ-58	TQ-58	X	Question not administered or data not available	Question not administered or data not available
Norway	TQ-58	TQ-58	X	Question not administered or data not available	Question not administered or data not available
Singapore	TQ-58	TQ-58	X	Question not administered or data not available	Question not administered or data not available
United States	TQ-58	TQ-58	X	Question not administered or data not available	Question not administered or data not available
Denmark	TQ-S	TQ-S-A	D	Section instruction changed: The questions in this section are about you, your education and how long you have taught.	Section instruction changed: The questions in this section are about you, your education and how long you have taught.
Alberta (Canada)	TQ-S	TQ-S-C	D	Teacher education	Teacher education
Australia	TQ-S	TQ-S-C	D	Education	Education
Austria	TQ-S	TQ-S-C	D	Education/training	Education/training
Belgium	TQ-S	TQ-S-C	D	Education	Education
Brazil	TQ-S	TQ-S-C	D	Training	Training
Bulgaria	TQ-S	TQ-S-C	D	Teacher preparation	Teacher preparation

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Chinese Taipei	TQ-S	TQ-S-C	D	Teacher certificate	Teacher certificate
Ciudad Autónoma de Buenos Aires (Argentina)	TQ-S	TQ-S-C	D	Training	Training
Colombia	TQ-S	TQ-S-C	D	<p>Section instruction changed: In this section, 'professional development' is defined as activities that aim to develop an individual's skills, knowledge, expertise and other characteristics of the teaching profession. Please only consider professional development you have undertaken after your initial academic or formal training as a teacher.</p>	<p>Section instruction changed: In this section, 'professional development' is defined as activities that aim to develop an individual's skills, knowledge, expertise and other characteristics of the teaching profession. Please only consider professional development you have undertaken after your initial academic or formal training as a teacher.</p>
Croatia	TQ-S	TQ-S-C	D	Teacher's education	Teacher's education
Czech Republic	TQ-S	TQ-S-C	D	Education	Education
Denmark	TQ-S	TQ-S-C	D	Education	Education
England (United Kingdom)	TQ-S	TQ-S-C	D	Teacher training/education	Teacher training/education
Estonia	TQ-S	TQ-S-C	D	Teacher training	Teacher training
Finland	TQ-S	TQ-S-C	D	Teacher education	Teacher education
France	TQ-S	TQ-S-C	D	Training	Training
Georgia	TQ-S	TQ-S-C	D	<p>*Georgian and Russian: Pedagogical education/training</p> <p>*Azerbaijani: Education or training</p>	<p>*Georgian and Russian: Pedagogical education/training</p> <p>*Azerbaijani: Education or training</p>
Hungary	TQ-S	TQ-S-C	D	Education	Education
Iceland	TQ-S	TQ-S-C	D	Education	Education
Israel	TQ-S	TQ-S-C	D	<p>Section instruction changed: In this section, 'professional development' is defined as activities that aim to develop an individual's skills, knowledge, expertise and other characteristics as a teacher. Please only consider professional development after obtaining the teaching license.</p>	<p>Section instruction changed: In this section, 'professional development' is defined as activities that aim to develop an individual's skills, knowledge, expertise and other characteristics as a teacher. Please only consider professional development after obtaining the teaching license.</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Italy	TQ-S	TQ-S-C	D	Education or training that qualified you to teach	Education or training that qualified you to teach
Japan	TQ-S	TQ-S-C	D	Teacher education programme	Teacher education programme
Kazakhstan	TQ-S	TQ-S-C	D	Pedagogical education, obtained in higher education institution or college	Pedagogical education, obtained in higher education institution or college
Korea	TQ-S	TQ-S-C	D	Education	Education
Latvia	TQ-S	TQ-S-C	D	Education	Education
Lithuania	TQ-S	TQ-S-C	D	Studies	Studies
Netherlands	TQ-S	TQ-S-C	D	Teacher education	Teacher education
New Zealand	TQ-S	TQ-S-C	D	Teacher education or training	Teacher education or training
Norway	TQ-S	TQ-S-C	D	Education	Education
Romania	TQ-S	TQ-S-C	D	Studies	Studies
Slovak Republic	TQ-S	TQ-S-C	D	Education or practice	Education or practice
Slovenia	TQ-S	TQ-S-C	D	Education	Education
Sweden	TQ-S	TQ-S-C	D	Education	Education
Turkey	TQ-S	TQ-S-C	D	Education Question instruction changed: In this section, 'professional development' is defined as activities that aim to develop an individual's skills, knowledge, expertise and other characteristics as a teacher. Please include professional development activities every year carried out at schools in September and June.	Education Question instruction changed: In this section, 'professional development' is defined as activities that aim to develop an individual's skills, knowledge, expertise and other characteristics as a teacher. Please include professional development activities every year carried out at schools in September and June.
Austria	TQ-S	TQ-S-F	D	Reference class	Reference class
Belgium	TQ-S	TQ-S-F	D	At first phase	At first phase

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Ciudad Autónoma de Buenos Aires (Argentina)	TQ-S	TQ-S-F	D	Particular group of students	Particular group of students
Czech Republic	TQ-S	TQ-S-F	D	Class of students	Class of students
				Class of students	Class of students
				Class of students	Class of students
England (United Kingdom)	TQ-S	TQ-S-F	D	<p>Section instruction changed: In the following, we want to gather more detail about your teaching practices. However, we cannot cover the whole scope of your teaching within this questionnaire. Therefore, we will focus on the teaching of one specific class.</p> <p>The following questions ask you about a particular class that you teach. Think about the class you were teaching at 11 a.m. last Tuesday. If this class was a Key Stage 3 class (11-14-year-olds) this is the target class for use in questions 35 to 43. If this class was not a Key Stage 3 class please think about the very next class any time after 11 a.m. last Tuesday, even if it occurred on a following day, that was a Key Stage 3 class.</p> <p>This is the target class for use in questions 35 to 43.</p>	<p>Section instruction changed: In the following, we want to gather more detail about your teaching practices. However, we cannot cover the whole scope of your teaching within this questionnaire. Therefore, we will focus on the teaching of one specific class.</p> <p>The following questions ask you about a particular class that you teach. Think about the class you were teaching at 11 a.m. last Tuesday. If this class was a Key Stage 3 class (11-14-year-olds) this is the target class for use in questions 35 to 43 . If this class was not a Key Stage 3 class please think about the very next class anytime after 11 a.m. last Tuesday, even if it occurred on a following day, that was a Key Stage 3 class.</p> <p>This is the target class for use in questions 35 to 43.</p>
Finland	TQ-S	TQ-S-F	D	Grades 7 - 9 (10) class	Grades 7 - 9 (10) class
France	TQ-S	TQ-S-F	D	Target class	Target class
Italy	TQ-S	TQ-S-F	D	<p>Section instruction changed: In the following, we want to get into more detail about your teaching practices. Within this questionnaire, we cannot cover the whole scope of your teaching. Therefore, we use an exemplary approach and focus on the teaching of one specific class.</p>	<p>Section instruction changed: In the following, we want to get into more detail about your teaching practices. Within this questionnaire, we cannot cover the whole scope of your teaching. Therefore, we use an exemplary approach and focus on the teaching of one specific class.</p>
Kazakhstan	TQ-S	TQ-S-F	D	Class according to the definition above	Class according to the definition above
Lithuania	TQ-S	TQ-S-F	D	Basic education stage/program (grades 5-10)	Basic education stage/program (grades 5-10)
Malta	TQ-S	TQ-S-F	D	Class/group	Class/group
				Class/group	Class/group
				Class/group	Class/group

				Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
							Class/group	Class/group
							Class/group	Class/group
							Class/group	Class/group
New Zealand	TQ-S	TQ-S-F	D	Section instruction changed: In the following, we want to get into more detail about your teaching practices. Within this questionnaire, we cannot cover the whole scope of your teaching. Therefore, we use an exemplar approach and focus on the teaching of one class. The following questions ask you about a particular class that you teach. The class that we would like you to respond to is the first group with Year 7, 8, 9 or 10 students (or an individual student that you taught in this school after 11 a.m. last Tuesday). Please note that if you do not teach a class with students from any of these year levels on Tuesday, this can be a class taught on a day following the last Tuesday. In the questions below, this class will be referred to as the target class. For general or core curriculum teachers, please focus on the specific learning area you were teaching at this time.			Section instruction changed: In the following, we want to get into more detail about your teaching practices. Within this questionnaire, we cannot cover the whole scope of your teaching. Therefore, we use an exemplar approach and focus on the teaching of one class. The following questions ask you about a particular class that you teach. The class that we would like you to respond to is the first group with Year 7, 8, 9 or 10 students (or an individual student that you taught in this school after 11 a.m. last Tuesday). Please note that if you do not teach a class with students from any of these year levels on Tuesday, this can be a class taught on a day following the last Tuesday. In the questions below, this class will be referred to as the target class. For general or core curriculum teachers, please focus on the specific learning area you were teaching at this time.	Section instruction changed: In the following, we want to get into more detail about your teaching practices. Within this questionnaire, we cannot cover the whole scope of your teaching. Therefore, we use an exemplar approach and focus on the teaching of one class. The following questions ask you about a particular class that you teach. The class that we would like you to respond to is the first group with Year 7, 8, 9 or 10 students (or an individual student that you taught in this school after 11 a.m. last Tuesday). Please note that if you do not teach a class with students from any of these year levels on Tuesday, this can be a class taught on a day following the last Tuesday. In the questions below, this class will be referred to as the target class. For general or core curriculum teachers, please focus on the specific learning area you were teaching at this time.
Spain	TQ-S	TQ-S-F	D	First three years of Compulsory Education				First three years of Compulsory Education
Sweden	TQ-S	TQ-S-F	D	Grade 7-9 class/teaching group Grade 7-9 class/teaching group			Grade 7-9 class/teaching group Grade 7-9 class/teaching group	Grade 7-9 class/teaching group Grade 7-9 class/teaching group
France	TQ-S	TQ-S-G	D	The chosen teaching group Section instruction added: The term 'ethnic' appears in the questionnaire although the concept is not stabilized in France. Issues with this term have not been significantly modified to allow international comparison. We therefore specify that this does not imply acceptance or rejection of this concept by the authorities.			The chosen teaching group Section instruction added: The term 'ethnic' appears in the questionnaire although the concept is not stabilized in France. Issues with this term have not been significantly modified to allow international comparison. We therefore specify that this does not imply acceptance or rejection of this concept by the authorities.	The chosen teaching group Section instruction added: The term 'ethnic' appears in the questionnaire although the concept is not stabilized in France. Issues with this term have not been significantly modified to allow international comparison. We therefore specify that this does not imply acceptance or rejection of this concept by the authorities.
Israel	TQ-S	TQ-S-G	D	Section instruction changed: The following section includes questions about school policies and practices concerned with diversity, with an emphasis on cultural diversity. 'Diversity' refers to the recognition of and appreciation for differences in the backgrounds of students and staff. In the case of cultural diversity, it refers most notably to cultural backgrounds (e.g. different congregations, sectors or origins).			Section instruction changed: The following section includes questions about school policies and practices concerned with diversity, with an emphasis on cultural diversity. 'Diversity' refers to the recognition of and appreciation for differences in the backgrounds of students and staff. In the case of cultural diversity, it refers most notably to cultural backgrounds (e.g. different congregations, sectors or origins).	Section instruction changed: The following section includes questions about school policies and practices concerned with diversity, with an emphasis on cultural diversity. 'Diversity' refers to the recognition of and appreciation for differences in the backgrounds of students and staff. In the case of cultural diversity, it refers most notably to cultural backgrounds (e.g. different congregations, sectors or origins).

Table A G.13. List of country-specific adaptations to the ISCED 1 teacher questionnaire, which deviate from the ISCED level 2 adaptations, sorted by country, question group and question location

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Participating country/economy					
Spain	TQ-06A-L	TQ-06J	D	Dimension administered	Dimension administered
Belgium	TQ-06A-L	TQ-06K	D	Dimension administered Kindergarten Primary education	Dimension administered Kindergarten Primary education
Chinese Taipei	TQ-06A-L	TQ-06K	D	Dimension administered Kindergarten Elementary school	Dimension administered Kindergarten Elementary school
Ciudad Autónoma de Buenos Aires (Argentina)	TQ-06A-L	TQ-06K	D	Dimension administered Kindergarten Primary level	Dimension administered Kindergarten Primary level
Denmark	TQ-06A-L	TQ-06K	D	Dimension administered Kindergarten Basic school	Dimension administered Kindergarten Basic school
England (United Kingdom)	TQ-06A-L	TQ-06K	D	Dimension administered Facilitating students' transitions from nursery reception (ages 2-5) to primary (ages 5-11)	Dimension administered Facilitating students' transitions from nursery reception (ages 2-5) to primary (ages 5-11)
Japan	TQ-06A-L	TQ-06K	D	Dimension administered Kindergartens, Day nursery, Integrated centre for early childhood education and care Primary school	Dimension administered Kindergartens, Day nursery, Integrated centre for early childhood education and care Primary school

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Korea	TQ-06A-L	TQ-06K	D	Dimension administered	Dimension administered
				Kindergarten	Kindergarten
				Elementary school	Elementary school
Netherlands	TQ-06A-L	TQ-06K	D	Dimension administered	Dimension administered
				Pre-school	Pre-school
				Primary education	Primary education
Spain	TQ-06A-L	TQ-06K	D	Dimension administered	Dimension administered
				Pre-primary Education to Primary Education	Pre-primary Education to Primary Education
				Dimension administered	Dimension administered
Sweden	TQ-06A-L	TQ-06K	D	Preschool class / preschool	Preschool class / preschool
				Elementary school	Elementary school
				Dimension administered	Dimension administered
Turkey	TQ-06A-L	TQ-06K	D	Pre-primary	Pre-primary
				Primary education	Primary education
				Dimension administered	Dimension administered
Belgium	TQ-06A-L	TQ-06L	D	Dimension administered	Dimension administered
Ciudad Autónoma de Buenos Aires (Argentina)	TQ-06A-L	TQ-06L	D	Dimension administered	Dimension administered
Japan	TQ-06A-L	TQ-06L	D	Dimension administered	Dimension administered
Korea	TQ-06A-L	TQ-06L	D	Dimension administered	Dimension administered
Netherlands	TQ-06A-L	TQ-06L	D	Dimension administered	Dimension administered
Turkey	TQ-06A-L	TQ-06L	D	Dimension administered	Dimension administered
England (United Kingdom)	TQ-12	TQ-12	D	Key Stage 1 and/or 2 (age 5-11)	Key Stage 1 and/or 2 (age 5-11)
Japan	TQ-12	TQ-12	D	Primary school (including compulsory education school (lower level))	Primary school (including compulsory education school (lower level))
Chinese Taipei	TQ-13	TQ-13	D	Teach in an elementary school	Teach in an elementary school

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
England (United Kingdom)	TQ-13	TQ-13	D	Key Stage 1 and/or 2 teacher	Key Stage 1 and/or 2 teacher
Chinese Taipei	TQ-14	TQ-14	D	Elementary classes	Elementary classes
England (United Kingdom)	TQ-14	TQ-14	D	Key Stage 1 and/or 2 (age 5-11) classes	Key Stage 1 and/or 2 (age 5-11) classes
Netherlands	TQ-15A-L	TQ-15A-G,J-K	X	Dimension not administered or data not available	Dimension not administered or data not available
Japan	TQ-15A-L	TQ-15B	D	Nationally defined dimension: Arithmetic Dimension instruction omitted	Nationally defined dimension: Arithmetic Dimension instruction omitted
Japan	TQ-15A-L	TQ-15G	X	Dimension not administered or data not available	Dimension not administered or data not available
Japan	TQ-15A-L	TQ-15H	D	Nationally defined dimension: Music, crafts Dimension instruction omitted	Nationally defined dimension: Music, crafts Dimension instruction omitted
Belgium	TQ-15A-L	TQ-15L	D	Nationally defined dimensions: Cross-curricular subjects Other	National dimensions recoded for international comparability: Cross-curricular subjects / Other
Japan	TQ-15A-L	TQ-15L	D	Nationally defined dimensions: The period for Integrated Studies Living Environment Studies Other	National dimensions recoded for international comparability: The period for Integrated Studies / Living Environment Studies / Other
Netherlands	TQ-15A-L	TQ-15L	D	Nationally defined dimensions: I teach as a general primary school teacher Other	National dimensions recoded for international comparability: I teach as a general primary school teacher / Other
Spain	TQ-18A-J	TQ-18D	D	Nationally defined dimension: Counselling students (including student supervision, mentoring, virtual counselling and behaviour guidance)	Nationally defined dimension: Counselling students (including student supervision, mentoring, virtual counselling and behaviour guidance)
Belgium	TQ-37	TQ-37	D	Nationally defined categories: 1 = Reading, writing and literature 2 = Mathematics 3 = Modern foreign languages 4 = Arts	National categories recoded for international comparability: 1 = Reading, writing and literature 2 = Mathematics 3 = Category not administered or data not available 4 = Category not administered or data not available

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
			<p>5 = Physical education 6 = Religion and/or ethics 7 = World orientation 8 = Other</p>	<p>5 = Modern foreign languages 6 = Category not administered or data not available 7 = Category not administered or data not available 8 = Arts 9 = Physical education 10 = Religion and/or ethics 11 = Category not administered or data not available 12 = World orientation / Other</p>
Ciudad Autónoma de Buenos Aires (Argentina)	TQ-37	TQ-37	D Question instruction changed: Please keep in mind that we are referring to the subject taught at the day and time that you are using as the target class. Please mark one choice.	Question instruction changed: Please keep in mind that we are referring to the subject taught at the day and time that you are using as the target class. Please mark one choice.
Japan	TQ-37	TQ-37	D Question instruction added: Which subject category does the target class (the first class that you taught after 11am last Tuesday, if you did not teach in the primary school last Tuesday, the first class taught after 11 am following days) fall in? Nationally defined categories / Category instruction changed: 1 = Japanese Category instruction omitted 2 = Arithmetic Category instruction omitted 3 = Science Category instruction omitted 4 = Social Studies Category instruction omitted 5 = Foreign language Category instruction omitted 6 = Music, crafts Category instruction omitted 7 = Physical education Category instruction omitted 8 = Moral education Category instruction omitted 9 = Home economics Category instruction omitted	Question instruction added: Which subject category does the target class (the first class that you taught after 11am last Tuesday, if you did not teach in the primary school last Tuesday, the first class taught after 11 am following days) fall in? National categories recoded for international comparability / Category instruction changed: 1 = Japanese Category instruction omitted 2 = Arithmetic Category instruction omitted 3 = Science Category instruction omitted 4 = Social Studies Category instruction omitted 5 = Foreign language Category instruction omitted 6 = Category not administered or data not available 7 = Category not administered or data not available 8 = Music, crafts Category instruction omitted 9 = Physical education Category instruction omitted 10 = Moral education

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability	
			<p>10 = The period for Integrated Studies 11 = Living Environment Studies 12 = Other</p>	Category instruction omitted 11 = Home economics Category instruction omitted 12 = The period for Integrated Studies / Living Environment Studies / Other	
Netherlands	TQ-37	TQ-37	D	<p>Nationally defined categories / Category instruction changed: 1 = General teacher 2 = Arts and handicraft Including music, drama, photography, drawing, creative needlework and other creative subjects 3 = Physical education Including gymnastics, dance, swimming and other sports 4 = Other</p>	National categories recoded for international comparability / Category instruction changed: 1 = Category not administered or data not available 2 = Category not administered or data not available 3 = Category not administered or data not available 4 = Category not administered or data not available 5 = Category not administered or data not available 6 = Category not administered or data not available 7 = Category not administered or data not available 8 = Arts and handicraft Including music, drama, photography, drawing, creative needlework and other creative subjects 9 = Physical education Including gymnastics, dance, swimming and other sports 10 = Category not administered or data not available 11 = Category not administered or data not available 12 = General teacher / Other
Spain	TQ-37	TQ-37	D	Nationally defined categories: 1 = Language and literature 2 = Mathematics 3 = Science 4 = Social studies 5 = Modern foreign languages 6 = Arts 7 = Physical education 8 = Religion and/or ethics 9 = Other	National categories recoded for international comparability: 1 = Language and literature 2 = Mathematics 3 = Science 4 = Social studies 5 = Modern foreign languages 6 = Category not administered or data not available 7 = Category not administered or data not available 8 = Arts 9 = Physical education 10 = Religion and/or ethics 11 = Category not administered or data not available 12 = Other
Denmark	TQ-43A-D	TQ-43B	D	Nationally defined dimension: I provide written feedback on the students' work.	Nationally defined dimension: I provide written feedback on the students' work.

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Netherlands	TQ-43A-D	TQ-43B	D	Nationally defined dimension: I provide written feedback on student work.	Nationally defined dimension: I provide written feedback on student work.
Ciudad Autónoma de Buenos Aires (Argentina)	TQ-55A-I	TQ-55A-I	D	Primary Level	Primary Level

Table A G.14. List of country-specific adaptations to the ISCED 3 teacher questionnaire, which deviate from the ISCED level 2 adaptations, sorted by country, question group and question location

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Participating country/economy					
Croatia	TQ-05	TQ-05	D	Teaching education	Teaching education
Denmark	TQ-06A-L	TQ-06A-L	D	Question instruction added: If you are teaching a secondary education, you should consider both your prior education (e.g. vocational education, teacher education or university education) and on your possible diploma education in business education, your pedagogy or equivalent. Please mark one choice in both part (A) and part (B) in each row.	Question instruction added: If you are teaching a secondary education, you should consider both your prior education (e.g. vocational education, teacher education or university education) and on your possible diploma education in business education, your pedagogy or equivalent. Please mark one choice in both part (A) and part (B) in each row.
Croatia	TQ-12	TQ-12	D	Secondary school	Secondary school
Chinese Taipei	TQ-13	TQ-13	D	Teach in a general or skill-based senior secondary school	Teach in a general or skill-based senior secondary school
Croatia	TQ-13	TQ-13	D	Secondary school	Secondary school
Chinese Taipei	TQ-14	TQ-14	D	General or skill-based senior secondary classes	General or skill-based senior secondary classes
Denmark	TQ-15A-L	TQ-15A	D	Dimension instruction changed: Including Danish as a second language, literature	Dimension instruction changed: Including Danish as a second language, literature
Croatia	TQ-15A-L	TQ-15A-L	D	Stem of the question changed: Were the following subject categories included in your formal education, and do you teach them during the current school year in this school? Nationally defined categories: 1 = Included in my formal education 2 = I teach it this year in this school	Stem of the question changed: Were the following subject categories included in your formal education, and do you teach them during the current school year in this school? Nationally defined categories: 1 = Included in my formal education 2 = I teach it this year in this school
Denmark	TQ-15A-L	TQ-15A-L	D	Stem of the question changed:	Stem of the question changed:

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
			Were the following subject categories included in your formal education, and do you teach in some of the subjects during the current school year in this school?	Were the following subject categories included in your formal education, and do you teach in some of the subjects during the current school year in this school?
Denmark	TQ-15A-L	TQ-15D	D Dimension instruction changed: Social studies, economics, history, law, philosophy, psychology	Dimension instruction changed: Social studies, economics, history, law, philosophy, psychology
Denmark	TQ-15A-L	TQ-15E	D Dimension instruction changed: English, German, French, Spanish, Chinese, Russian	Dimension instruction changed: English, German, French, Spanish, Chinese, Russian
Denmark	TQ-15A-L	TQ-15H	D Dimension instruction changed: Visual arts, music, drawing, drama, crafts, media studies, photography	Dimension instruction changed: Visual arts, music, drawing, drama, crafts, media studies, photography
Denmark	TQ-15A-L	TQ-15I	D Dimension instruction changed: Gymnastics, dance	Dimension instruction changed: Gymnastics, dance
Denmark	TQ-15A-L	TQ-15J	D Dimension instruction changed: Christianity, religion	Dimension instruction changed: Christianity, religion
Denmark	TQ-15A-L	TQ-15K	D Dimension instruction changed: All subjects at the vocational educations	Dimension instruction changed: All subjects at the vocational educations
Croatia	TQ-16	TQ-16	D Dimension instruction changed: Include time spent on teaching, planning lessons, marking, collaborating with other teachers, participating in staff meetings, participating in professional development and other work tasks.	Dimension instruction changed: Include time spent on teaching, planning lessons, marking, collaborating with other teachers, participating in staff meetings, participating in professional development and other work tasks.
Denmark	TQ-19A-B	TQ-19A-B	D Question instruction added: 'Introductory activities' aims to support the introduction of newly educated teachers in the teacher work and the start of experienced teachers at a new school. The activities are either organized as a formally structured course or as informal discrete activities. If you teach a secondary education, you should consider introductory activities that were not part of your optional diploma in business education, your pedagogy or equivalent. Put one or more crosses in each row.	Question instruction added: 'Introductory activities' aims to support the introduction of newly educated teachers in the teacher work and the start of experienced teachers at a new school. The activities are either organized as a formally structured course or as informal discrete activities. If you teach a secondary education, you should consider introductory activities that were not part of your optional diploma in business education, your pedagogy or equivalent. Put one or more crosses in each row.
Denmark	TQ-20A-J	TQ-20A	D Nationally defined dimension: Courses/seminars with attendance	Nationally defined dimension: Courses/seminars with attendance
Denmark	TQ-23A-O	TQ-23C	D Nationally defined dimension: Knowledge of teaching plans/subjects' academic goals	Nationally defined dimension: Knowledge of teaching plans/subjects' academic goals
Denmark	TQ-27A-N	TQ-27C	D Nationally defined dimension: Knowledge of teaching plans/subjects' academic goals	Nationally defined dimension: Knowledge of teaching plans/subjects' academic goals
Denmark	TQ-37	TQ-37	D Nationally defined categories / Category instruction changed: 1 = Danish Including Danish as a second language, literature	Nationally defined categories / Category instruction changed: 1 = Danish Including Danish as a second language, literature

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability	
			4 = Social studies Social studies, economics, history, law, philosophy, psychology 5 = Modern foreign languages English, German, French, Spanish, Chinese, Russian 8 = Creative and arts Visual arts, music, drawing, drama, crafts, media studies, photography 9 = Sport Gymnastics, dance 10 = Religion Christianity, religion 11 = Practical subjects All subjects at the vocational educations Other	4 = Social studies Social studies, economics, history, law, philosophy, psychology 5 = Modern foreign languages English, German, French, Spanish, Chinese, Russian 8 = Creative and arts Visual arts, music, drawing, drama, crafts, media studies, photography 9 = Sport Gymnastics, dance 10 = Religion Christianity, religion 11 = Practical subjects All subjects at the vocational educations Other	
Croatia	TQ-55A-I	TQ-55A-I	D	Secondary school education	Secondary school education
Croatia	TQ-56A-E	TQ-56A	D	Teacher education	Teacher education
Croatia	TQ-56A-E	TQ-56A-E	D	Teacher education	Teacher education
Croatia	TQ-S	TQ-S-F	D	Any class in this school	Any class in this school
			Class	Class	

Annex H. TALIS Starting Strong national adaptations summary

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Overview

This appendix describes adaptations to the international versions of the questionnaire items made by the national project manager (NPM) during the translation process. It provides users with guidance regarding the availability of internationally comparable data for use in secondary analyses. The adaptations to questionnaires are presented in two sections: i) general or common cultural adaptations and variables; and ii) adaptations specific to individual countries and economies.

General cultural adaptations and variables

In the staff, combined and combined plus questionnaire, the term <target group> is mentioned in the title and instruction to the section “Your Work with the <Target Group>”, as well as in the stem of Questions 35, 36, 37, 38, 39, 40 and 41 in the staff questionnaire and 46/U3 47, 47/U3 48, 48/U3 49, 49/U3 50 and 50/U3 51 in the combined questionnaire. In the combined plus questionnaire the term is used in the stem of Questions 56, 57, 58, 59, 60, 61 and 62. The term “target group” was used throughout this 6th section of the questionnaire to refer to the specific group of children that each staff was asked to identify following the instructions in the section, which were designed to pseudo-randomise the selection of such a group instead of leaving the (likely biased) choice to the respective staff. The below table presents back-translations of the term used in the national versions into English.

Table A H.1. Adaptations of <Target Group>

Participating country/economy	Adaptation
Chile	Target Group
Denmark	This children group
Germany	Specific group of children/this group of children
Iceland	This specific group of children
Israel	Kindergarten
Israel (U3)	Group
Japan	Target class and /or group
Korea, Republic of	Target class
Norway	Children group
Turkey	Your classroom

The term <ISCED 2011 level 1>, originating from UNESCO’s International Standard Classification of Education, is mentioned in the leader questionnaire in Question 9 (ISCED 0.2 only), 13, 26 (ISCED 0.2 only), 28 (ISCED 0.2 only) and 35 (ISCED 0.2 only), as well as in the stem of question 28 (ISCED 0.2 only) and in the staff questionnaire in Questions 09, 12 (ISCED 0.2 only), 14 (ISCED 0.2 only), 16 (ISCED 0.2 only) and 24 (ISCED 0.2 only). In the combined questionnaire the term is mentioned in Questions 9, 12 (ISCED 0.2 only), 15, 22 (ISCED 0.2 only), 24 (ISCED 0.2 only), 32 (ISCED 0.2 only), 35 (ISCED 0.2 only) and 55/U3 56, and in the combined plus questionnaire in Questions 8, 11, 15, 24, 26, 27, 37, 39 and 45, as well as in the stem of Question 39. The term expresses the abstract definition of the target population (i.e. teachers of students enrolled in ISCED 2011 level 1) and the table below lists the English back-translations of the adapted terms as used in the national versions of the questionnaires.

Table A H.2. Adaptations of < ISCED 2011 level 1>

Adaptation	
Participating country/economy	
Chile	Primary Education
Denmark	Basic school
Germany	Primary schools/of primary schools
Iceland	Primary/lower secondary school, youngest and middle stage
Israel	Elementary school
Israel (U3)	Elementary school
Japan	Primary school
Korea, Republic of	Elementary school
Norway	School
Turkey	Early childhood education

The term < ISCED 2011 level 0.2>, originating from UNESCO's International Standard Classification of Education, is mentioned on the cover pages and in the prologue of the corresponding level of the TALIS Starting Strong 2018 questionnaires. In the leader questionnaire it is used in the stem of Question 19 and in the staff questionnaire in Questions 12 (U3 only), 14 (U3 only) and 16 (U3 only), as well as in the instruction to sections "Practices Used in this <ECEC Centre>" (ISCED 0.2 only) and "Your work with the <Target Group>". In the combined questionnaire the term is used in Questions 12 (U3 only), 19, 23 (U3 only) and 25 (U3 only), and in ISCED 0.2 in the instruction to sections "Practices Used in this <ECEC Centre>" and "Your work with the <Target Group>". The combined plus questionnaire mentions <ISCED 2011 level 0.2> in the stem of Question 21 and in the instruction to sections "Practices Used in This <ECEC centre>" and "Your work with the <Target Group>". The term expresses the abstract definition of the target population (i.e. staff of children ISCED 2011 level 0.2) and the table below lists the English back-translations of the adapted terms as used in the national versions of the questionnaires.

Table A H.3. Adaptations of < ISCED 2011 level 0.2>

Adaptation	
Participating country/economy	
Chile	Early Childhood Education upper middle level, Pre-Kinder and Kinder
Denmark	6 years old or below
Germany	Kindergarten
	ISCED 2011 Level 0.2: Kindergarten / children under the age of 3
Iceland	Playschool level, 3-5 year old children
Israel	Pre-elementary education
Israel (U3)	Kindergarten
Japan	3-year old to 5-year old children
Korea, Republic of	Early childhood education and care for 3-5 years old children
Norway	Children in the age group 3-5
	ISCED 2011 Level 0.2: Older children department
Turkey	Preschool education

The term <ECEC centre> is mentioned in the prologue and throughout the TALIS Starting Strong 2018 questionnaires. It is mentioned in the leader questionnaire in Questions 04, 05, 08, 09, 13, 14, 15, 16, 18, 20/U3 21, 21/U3 22, 22/U3 23, 23/U3 24, 25/U3 26, 26/U3 27, 27/U3 28, 28 (ISCED 0.2 only), 31, 33, 34, 35 and 36, as well as in the stem of Questions 6, 7, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 (U3 only), 20/U3 21, 21/U3 22, 22/U3 23, 23/U3 24, 24/U3 25, 25/U3 26, 26/U3 27, 27/U3 28, 28 (ISCED 0.2 only), 29, 30, 32, 33, 34, 35 and 37 and furthermore in the title to sections “<ECEC Centre> Background information” and “Your <ECEC Centre> Pedagogical and Administrative Leadership”, as well as in the instruction to sections “Your <ECEC Centre> Pedagogical and Administrative Leadership” and “<ECEC Staff> Professional Development”. In the staff questionnaire the term is mentioned in Questions 6, 8, 13, 18, 20, 22, 38, 42, 44 and 46, as well as in the stem of Questions 4, 7, 8, 18, 19, 20, 21, 23, 29, 30, 31, 32, 33, 34, 42, 43, 45 and 46 and furthermore in the title to section “Practices Used in this <ECEC Centre>” and the corresponding instruction. As for the combined questionnaire, the term is used in Questions 4, 6, 8, 15, 16, 17, 18, 20/U3 21, 21/U3 22, 26/U3 27, 28/U3 29, 29/U3 30, 31/U3 32, 32/U3 33, 34/U3 35, 47/U3 48, 51/U3 52, 53/U3 54 and 55/U3 56, as well as in the stem of Questions 4, 7, 8, 13, 14, 15, 16, 17, 18, 19, 20 (U3 only), 20/U3 21, 26/U3 27, 27/U3 28, 28/U3 29, 29/U3 30, 30/U3 31, 31/U3 32, 32/U3 33, 33/U3 34, 40/U3 41, 41/U3 42, 42/U3 43, 43/U3 44, 44/U3 45, 45/U3 46, 51/U3 52, 52/U3 53 and 54/U3 55. Furthermore, in the title to sections “<ECEC Centre> Background Information”, “Your <ECEC Centre> Pedagogical and Administrative Leadership” and “Practices Used in This <ECEC Centre>”, as well as in the section instruction to “Your <ECEC Centre> Pedagogical and Administrative Leadership” and “Practices Used in This <ECEC Centre>”. In the combined plus questionnaire the term <ECEC Centre> is mentioned in Questions 4, 6, 12, 15, 16, 17, 18, 19, 20, 22, 23, 27, 29, 31, 32, 33, 35, 36, 37, 38, 39, 40, 43, 59, 63, 66, 67 and 69, as well as in the stem of Questions 4, 7, 14, 15, 16, 17, 18, 19, 20, 21, 22, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 42, 44, 50, 51, 52, 53, 54, 55, 63, 64, 65, 66 and 68. Furthermore, it is mentioned in the title to sections “<ECEC Centre> Background Information”, “Your <ECEC Centre> Pedagogical and Administrative Leadership”, “Practices Used in This <ECEC Centre>”, as well as in the instructions to sections “Your <ECEC Centre> Pedagogical and Administrative Leadership”, “<ECEC Staff> Professional Development” and “Practices Used in This <ECEC Centre>”. The term expresses the national ECEC centre definition and the table below lists the English back-translations of the adapted terms as used in the national versions of the questionnaire.

Table A H.4. Adaptations of <ECEC centre>, <ECEC centre(s)>, <ECEC centres> and <ECEC centre's>

Adaptation	
Participating country/economy	
Chile	Educational centre
Denmark	Day care
	ISCED 2011 Level 0.2: *Centre-based Day care
	*Home-based Day care (in private homes)
Germany	ECEC centre
	ISCED 2011 Level 0.2: *Centre-based ECEC centre
	*Home-based Home-based ECEC setting
Iceland	ECEC centre
Israel	Kindergarten
Israel (U3)	Day-care centre/family day-care
Japan	ECEC centre
Korea, Republic of	ECEC (kindergarten, childcare centre)
Norway	Kindergarten

The term <ECEC> is mentioned in the prologue and in the leader questionnaire in Question 9 and in the combined plus questionnaire in question 27. The term expresses the national early childhood education and care definition and the table below lists the English back-translations of the adapted terms as used in the national versions of the questionnaire.

Table A H.5. Adaptations of <ECEC>

Adaptation	
Participating country/economy	
Chile	Early Childhood Education
Denmark	Day care for children
Germany	Early Childhood Education and Care
Iceland	Play-school matters
Israel	Plenary management/small group
Israel (U3)	Day-care centre/family day-care
Japan	ECEC
Korea, Republic of	Early childhood education and care (ECEC)
Norway	Department/child group
Turkey	Early Childhood Education (ECE)

The term <Education or training> is mentioned in the prologue and throughout the TALIS Starting Strong 2018 questionnaires. In the leader questionnaire, it is mentioned in the stem of Question 04. In the staff questionnaire, the term is in Questions 10 and 46, as well as in the question stem of Questions 10, 11 and 12, furthermore in the section instruction to “Your Professional Development”. In the combined questionnaire, <Education or training>

is mentioned in the Questions 10 and 55/U3 56), as well as in the stem of Questions 10, 11 and 12 and in the instruction to section “Your Professional Development”. It is mentioned in the combined plus questionnaire in Questions 9 and 69, as well as in the stem of Questions 9, 10, 11 and 12 and in the instructions to section “Your Professional Development”. The term expresses the national education and training definition and the table below lists the English back-translations of the adapted terms as used in the national versions of the questionnaire.

Table A H.6. Adaptations of < Education or training >

Participating country/economy	Adaptation
Chile	Formal education
Denmark	Education or professional development course
Germany	(Practical) education
Iceland	Education
Israel	Education\professional training
Israel (U3)	Education or training
Japan	Education or training
Korea, Republic of	Education or training
Norway	Education
Turkey	Education or training

The term <ECEC centre leader> is mentioned in the prologue and throughout the TALIS Starting Strong 2018 questionnaires. It is mentioned in the leader questionnaire in Questions 4, 5, 8, 31 and 36, as well as in the stem of Questions 7, 8, 22/U3 23 and 27/U3 28 and in the instructions to section “Your Background Information”. In the staff questionnaire, the term appears in Questions 42, 44 and 46, as well as in the stem of Question 42. In the combined questionnaire it is only used in Question 55/U3 56. In the combined plus questionnaire it is used in Questions 12 and 40, as well as in the stem of Questions 33 and 38. The term expresses the national ECEC centre leader definition and the table below lists the English back-translations of the adapted terms as used in the national versions of the questionnaire.

Table A H.7. Adaptations of <ECEC centre leader> and < ECEC centre leader's >

Participating country/economy	Adaptation
Chile	Educational centre principal
Denmark	Day care leader
	ISCED 2011 Level 0.2: *Centre-based Day care leader
Germany	*Home-based Childminder leader ECEC centre leader
	ISCED 2011 Level 0.2: *Centre-based ECEC centre leader

Adaptation	
	*Home-based Leader of an ECEC centre
Iceland	ECEC centre leader
Israel	Kindergarten teacher/ kindergarten manager
Israel (U3)	Day-care centre manager/family day-care centres coordinator
Japan	Principal/director
Korea, Republic of	Kindergarten/childcare centre leader
Norway	Kindergarten leader
Turkey	School principal

The term <ECEC centre leaders and staff> is mentioned in the prologue of the TALIS Starting Strong 2018 questionnaires. The term expresses the national ECEC centre leader and staff definition and the table below lists the English back-translations of the adapted terms as used in the national versions of the questionnaire.

Table A H.8. Adaptations of < ECEC centre leaders and staff >

Adaptation	
Participating country/economy	
Chile	Educational centre team
Denmark	Day care leaders and pedagogical staff
	ISCED 2011 Level 0.2: *Centre-based Day care leaders and pedagogical staff
	*Home-based Childminder leaders and childminders
Germany	Pedagogical staff and leaders
	ISCED 2011 Level 0.2: *Centre-based Pedagogical staff and leaders
	*Home-based Child minders and/or pedagogical staff and/or ECEC centre leaders
Iceland	ECEC centre leaders and other ECEC centre staff
Israel	Kindergarten teachers/ kindergarten managers
Israel (U3)	Day-care centre manager/family day-care centres coordinator and educate Staff in the day-care centres/family day-cares
Japan	Principal/director and ECEC staff
Korea, Republic of	Kindergarten/childcare centre leaders and staff
Norway	Kindergarten leaders
Turkey	School principals and teachers

The term <ECEC staff> is mentioned in the prologue and throughout the TALIS Starting Strong 2018 questionnaires. In the leader questionnaire it is used in Questions 8, 9, 17, 18, 21/U3 22, 22/U3 23, 23/U3 24, 27/U3 28, 28 (ISCED 0.2 only), 31, 33, 34, 35, 36 and 37, as well as in the stem to Questions 17, 18 and 29, furthermore in the section “<ECEC Staff> Professional Development” and its instructions. In the staff questionnaire, the term is mentioned in Questions 6, 13, 20, 22, 23, 29, 30, 31, 32, 33, 35, 43, 44 and 45, as well as

in the stem of Questions 4, 7, 8, 29, 30, 31, 32, 33 and 46, and furthermore in the section instruction to “Your Professional Development”. In the combined questionnaire, <ECEC staff> is mentioned in Questions 6, 21/U3 22, 28/U3 29, 34/U3 35, 40/U3 41, 41/U3 42, 42/U3 43, 43/U3 44, 44/U3 45, 53/U3 54 and 54/U3 55, as well as in the stem of Questions 4, 5, 7, 8, 40/U3 41, 41/U3 42, 42/U3 43, 43/U3 44, 44/U3 45 and 55/U3 56, and furthermore in the section instructions for “Your Professional Development” and “Practices Used in This <ECEC Centre>”. In the combined plus questionnaire it is used in Questions 6, 19, 20, 23, 27, 31, 32, 33, 34, 39, 40 43, 44, 50, 51, 52, 53, 55, 56, 63, 64, 65, 66, 67 and 68, as well as in the stem of Questions 4, 5, 20, 41, 50, 51, 52, 53, 54 and 69. Furthermore, the term is in title and instruction to section “<ECEC Staff> Professional Development”. The term expresses the national ECEC staff definition and the table below lists the English back-translations of the adapted terms as used in the national versions of the questionnaire.

Table A H.9. Adaptations of < ECEC staff > and < ECEC staff's >

Participating country/economy	Adaptation
Chile	Instructional/pedagogical team
Denmark	Pedagogical staff
	ISCED 2011 Level 0.2: *Centre-based Pedagogical staff
	*Home-based Childminders
Germany	Pedagogical staff
	ISCED 2011 Level 0.2: *Centre-based Pedagogical staff
	*Home-based Child minders
Iceland	ECEC staff
Israel	Kindergarten staff
Israel (U3)	Centre staff
Japan	ECEC staff
Korea, Republic of	Kindergarten/childcare centre staff
Norway	Kindergarten staff
Turkey	Teacher

Information about the language of questionnaire administration was not collected with the questionnaire itself but was tracked for leaders and staff by the national centre. The majority of countries used only one language version of the questionnaire. The values for the countries are given in the table below. The corresponding values are included in the leader and staff data files as variable IDLANG.

Table A H.10. Language of questionnaire administration (IDLANG)

Participating country/economy	Adaptation
Chile	10 = Spanish (Chile)
Denmark	2 = Danish (Denmark))

	Adaptation
Germany	3 = German (Germany)
Iceland	5 = Icelandic (Iceland)
Israel	1 = Arabic (Israel) 4 = Hebrew (Israel)
Israel (U3)	1 = Arabic (Israel) 4 = Hebrew (Israel)
Japan	6 = Japanese (Japan)
Korea, Republic of	7 = Korean (Korea)
Norway	8 = Norwegian (Bokmål) (Norway) 9 = Norwegian (Nynorsk) (Norway)
Turkey	11 = Turkish (Turkey)

Country/economy-specific adaptations to the questionnaires

Leader questionnaire

Country-specific adaptations were agreed upfront with the NPM in line with the rules and guidelines for national adaptations. In the below table, entries are sorted by the concerned question group first, then by country, then by the specific question location affected. Question group and location are given in the notation questionnaire type-question number, e.g. LQ-07 for Question 7 in the leader questionnaire.

Adaptations between target groups could differ in countries administering TALIS Starting Strong to both target groups. When adaptations in U3 differed to the ISCED 02 adaptations, they had to be documented separately. These target group specific adaptations are listed below the main table of this section in Table A H.12.

The column “Country adaptation” contains the back translated national version, the column “Adaptation recoded for international comparability” describes the change from the international source version along with any applicable recoding action that was carried out at the IEA Hamburg during the data processing. For structural adaptations, this column holds an explanation of the change, e.g. “Category not administered or data not available”. For non-structural adaptations – for the most part, adaptations of terms in pointed brackets (⟨⟩) – the column simply repeats the same English term. Both types of adaptation may occur in combination.

Country-specific adaptations have one of two different codes assigned to them:

- Code D: National data are included in the international database.
This code is used for questions where the specific national version was considered appropriate for comparison.

Code X: National data are not included in the international database. This code is used to refer to a few questions that were not administered, not applicable, or deleted for any of several reasons (e.g. not internationally comparable, removed because of NPM request, or removed due to other data problems).

**Table A H.11. List of country-specific adaptations to the leader questionnaire and combined and combined plus questionnaire
(if administered) sorted by question group, country and question location**

Participating country/economy	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Japan	LQ-01	LQ-01	D	Nationally defined categories: 1 = Male 2 = Female	National categories recoded for international comparability: 1 = Female 2 = Male
Chile	LQ-03	LQ-03	D	Nationally defined categories: 1 = Incomplete upper secondary education 2 = Complete upper secondary education (I st to IV th grade) 3 = Higher education in Technical Formation Centre 4 = Higher education in Professional Institute 5 = University Higher Education 6 = Graduate education - Master degree or equivalent 7 = Graduate education - Doctorate or equivalent	National categories recoded for international comparability: 1 = Incomplete upper secondary education 2 = Complete upper secondary education (I st to IV th grade) 3 = Category not administered or data not available 4 = Higher education in Technical Formation Centre / Higher education in Professional Institute 5 = University Higher Education 6 = Category not administered or data not available 7 = Category not administered or data not available 8 = Graduate education - Master degree or equivalent 9 = Graduate education - Doctorate or equivalent
Denmark	LQ-03	LQ-03	D	Nationally defined categories: 1 = Basic school (0-10th grade) 2 = General or vocational upper secondary education (e.g. high-school certificate, higher commercial school certificate, higher technical school certificate, vocational education, including the pedagogical assistant education) 3 = Short-cycle higher education (e.g. computer science, chemist's assistant, academy profession degree) 4 = Vocational bachelor programmes (e.g. teacher, pedagogue) or diploma 5 = University bachelor programmes (e.g. BA in Educational Science) 6 = Long-cycle higher education (e.g. Master of Arts in humanities, Master of Arts in the theory of education, Master's degree) 7 = PhD programme	National categories recoded for international comparability: 1 = Basic school (0-10th grade) 2 = General or vocational upper secondary education (e.g. high-school certificate, higher commercial school certificate, higher technical school certificate, vocational education, including the pedagogical assistant education) 3 = Category not administered or data not available 4 = Short-cycle higher education (e.g. computer science, chemist's assistant, academy profession degree) 5 = Vocational bachelor programmes (e.g. teacher, pedagogue) or diploma 6 = University bachelor programmes (e.g. BA in Educational Science) 8 = Long-cycle higher education (e.g. Master of Arts in humanities, Master of Arts in the theory of education, Master's degree) 9 = PhD programme
Germany	LQ-03	LQ-03	D	Nationally defined categories:	National categories recoded for international comparability:

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
			<p>1 = Primary school 2 = Lower secondary school 3 = Upper secondary school 4 = Post-secondary non-tertiary education (e.g. [most common ECEC staff professions at ISCED Level 4]) 5 = Short-cycle tertiary education 6 = Degree from college [equivalent Bachelor degree] (e.g. [most common ECEC staff professions at ISCED Level 6]) 7 = Bachelor degree 8 = Master degree 9 = Doctorate</p>	<p>1 = Primary school / Lower secondary school 2 = Upper secondary school 3 = Post-secondary non-tertiary education (e.g. [most common ECEC staff professions at ISCED Level 4]) 4 = Short-cycle tertiary education 5 = Bachelor degree 6 = Degree from college [equivalent Bachelor degree] (e.g. [most common ECEC staff professions at ISCED Level 6]) 7 = Category not administered or data not available 8 = Master degree 9 = Doctorate</p>
Iceland	LQ-03	LQ-03	D	<p>Nationally defined categories:</p> <p>1 = Lower primary school classes, "children's exam", now 7th grade 1 = Exam taken at the end of lower secondary school 3 = University entrance examination, Journeyman, certificate from a special school which does not have University entrance exam or Journeyman as entry requirement 4 = Certificate from fostering school (before 1999) 5 = Teaching certificate (before 1975); sport teaching certificate (before 1993) 6 = Developmental therapist (before 1988) 7 = Master craftsmanship diploma 8 = Certificate from fostering school (after 1975) 9 = Diploma in pre-school studies, at University level 10 = Other diploma studies in the area of education and pedagogy at University level 11 = Music teacher certificate or arts- and crafts examination (1986 or later) 12 = Teacher certificate (B.Ed. or equivalent at University level) 13 = Sports teacher certificate (1993 or later) 14 = Developmental therapist (1988 or later) 15 = Pre-school teacher certificate (B.Ed. or equivalent, at University level) 16 = BA or BS in particular discipline, without teaching certification 17 = BA or BS, with added teaching certification (6 months to 2 years pedagogy/educational studies) 18 = Diploma in education of young children, after completion of bachelor's degree, or equivalent 19 = Pre-school teacher certificate (M.Ed. or equivalent, at University level) 20 = MA or MSc in particular discipline, without teaching certification</p> <p>National categories recoded for international comparability:</p> <p>1 = Lower primary school classes, "children's exam", now 7th grade / Exam taken at the end of lower secondary school 2 = University entrance examination, Journeyman, certificate from a special school which does not have University entrance exam or Journeyman as entry requirement / Certificate from fostering school (before 1999) / Teaching certificate (before 1975); sport teaching certificate (before 1993) / Developmental therapist (before 1988) 3 = Master craftsmanship diploma / Certificate from fostering school (after 1975) 4 = Diploma in pre-school studies, at University level / Other diploma studies in the area of education and pedagogy at University level / Music teacher certificate or arts- and crafts examination (1986 or later) 5 = BA or BS in particular discipline, without teaching certification 6 = Category not administered or data not available 7 = Teacher certificate (B.Ed. or equivalent at University level) / Sports teacher certificate (1993 or later) / Developmental therapist (1988 or later) / Pre-school teacher certificate (B.Ed. or equivalent, at University level) / BA or BS, with added teaching certification (6 months to 2 years pedagogy/educational studies) 8 = Diploma in education of young children, after completion of bachelor's degree, or equivalent / Pre-school teacher certificate (M.Ed. or equivalent, at University level) / MA or MSc in particular discipline, without teaching certification / MA or MSc with added teaching certification (6 months to 2 years pedagogy/educational studies) 9 = Doctoral degree in the domain of pre-school teaching / Doctoral degree in a particular discipline, without teaching certification / Doctoral degree in a particular discipline, with added teaching certification (6 months to 2 years pedagogy/educational studies)</p>

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability	
			<p>21 = MA or MSc with added teaching certification (6 months to 2 years pedagogy/educational studies)</p> <p>22 = Doctoral degree in the domain of pre-school teaching</p> <p>23 = Doctoral degree in a particular discipline, without teaching certification</p> <p>24 = Doctoral degree in a particular discipline, with added teaching certification (6 months to 2 years pedagogy/educational studies)</p> <p>25 = Other, please specify</p>		
Japan	LQ-03	LQ-03	D	<p>Nationally defined categories:</p> <p>1 = Under lower secondary school</p> <p>2 = Upper secondary school (excl.advanced courses)</p> <p>3 = Upper secondary school, advanced courses</p> <p>4 = Junior college</p> <p>5 = College of technology</p> <p>6 = Professional training college</p> <p>7 = University, undergraduate</p> <p>8 = University, graduate school(master's course, or first term of doctor's course)/ University, professional graduate school (e.g. graduate school of teacher education)</p> <p>9 = Graduate school, doctor's course (second term)</p>	<p>National categories recoded for international comparability:</p> <p>1 = Under lower secondary school</p> <p>2 = Upper secondary school (excl.advanced courses)</p> <p>3 = Upper secondary school, advanced courses</p> <p>4 = Junior college / College of technology / Professional training college</p> <p>5 = Category not administered or data not available</p> <p>6 = Category not administered or data not available</p> <p>7 = University, undergraduate</p> <p>8 = University, graduate school(master's course, or first term of doctor's course)/ University, professional graduate school (e.g. graduate school of teacher education)</p> <p>9 = Graduate school, doctor's course (second term)</p>
Korea, Republic of	LQ-03	LQ-03	D	<p>Nationally defined categories:</p> <p>1 = Below graduation of high school</p> <p>2 = Graduation of high school</p> <p>3 = Vocational Training institutes/Education centre</p> <p>4 = College (2-3 year)</p> <p>5 = Undergraduate school (college 4 year)</p> <p>6 = Master's degree</p> <p>7 = Doctoral degree</p>	<p>National categories recoded for international comparability:</p> <p>1 = Below graduation of high school</p> <p>2 = Graduation of high school</p> <p>3 = Vocational Training institutes/Education centre</p> <p>4 = College (2-3 year)</p> <p>5 = Undergraduate school (college 4 year)</p> <p>6 = Category not administered or data not available</p> <p>7 = Category not administered or data not available</p> <p>8 = Master's degree</p> <p>9 = Doctoral degree</p>
Norway	LQ-03	LQ-03	D	<p>Nationally defined categories:</p> <p>1 = Not completed upper secondary education</p> <p>2 = Completed upper secondary education</p> <p>3 = Post-secondary non-tertiary education</p> <p>4 = Short cycle tertiary education, 2 years</p> <p>5 = Tertiary education, 3 years (BA or equivalent)</p> <p>6 = Tertiary education, 4 - 5 years (Master)</p> <p>7 = Doctoral level</p>	<p>National categories recoded for international comparability:</p> <p>1 = Not completed upper secondary education</p> <p>2 = Completed upper secondary education</p> <p>3 = Post-secondary non-tertiary education</p> <p>4 = Short cycle tertiary education, 2 years</p> <p>5 = Tertiary education, 3 years (BA or equivalent)</p> <p>6 = Category not administered or data not available</p> <p>7 = Category not administered or data not available</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Turkey	LQ-03	LQ-03	D	Nationally defined categories: 1 = Below upper secondary school 2 = Upper secondary school 3 = Short-cycle tertiary education 4 = Bachelor degree 5 = Master degree 6 = Doctorate	8 = Tertiary education, 4 - 5 years (Master) 9 = Doctoral level
Israel	LQ-04A-C	LQ-04A	X	Dimension not administered or data not available	Dimension not administered or data not available
Germany	LQ-04A-C	LQ-04B	D	Nationally defined dimensions: Administration Human Resource Management	National dimensions recoded for international comparability: Administration / Human Resource Management
Israel	LQ-04A-C	LQ-04B	D	Nationally defined dimension: Administration (e.g. managing budget, filling forms and reports)	Nationally defined dimension: Administration (e.g. managing budget, filling forms and reports)
Israel	LQ-05A-E	LQ-05C	X	Dimension not administered or data not available	Dimension not administered or data not available
Chile	LQ-05A-E	LQ-05D	D	Professional Institute, Technical Education Centre	Professional Institute, Technical Education Centre
Denmark	LQ-05A-E	LQ-05D	D	Nationally defined dimension: Year(s) working in other educational/pedagogical roles or in other roles with children (please include roles such as working as a child minder, as a tutor, or as a teacher in a school or other education institution, but do not include years working in a day care)	Nationally defined dimension: Year(s) working in other educational/pedagogical roles or in other roles with children (please include roles such as working as a child minder, as a tutor, or as a teacher in a school or other education institution, but do not include years working in a day care)
Germany	LQ-05A-E	LQ-05D	D	Nationally defined dimension: Years in another pedagogical or other role with children (e.g. as child minder, as a tutor, teacher at a primary or higher school, but not in an ECEC Centre)	Nationally defined dimension: Years in another pedagogical or other role with children (e.g. as child minder, as a tutor, teacher at a primary or higher school, but not in an ECEC Centre)
Japan	LQ-05A-E	LQ-05D	D	Professional training college	Professional training college
Norway	LQ-05A-E	LQ-05D	D	University college	University college
Germany	LQ-05A-E	LQ-05E	D	Nationally defined dimension: Years in another area, not in the area of Childhood education and care	Nationally defined dimension: Years in another area, not in the area of Childhood education and care
Denmark	LQ-07	LQ-07	X	Question not administered or data not available	Question not administered or data not available

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Israel	LQ-07	LQ-07	X	Question not administered or data not available	Question not administered or data not available
Turkey	LQ-07	LQ-07	D	Stem of the question changed: Please indicate at how many institutions you currently work as a school principal. Question instruction changed: Please write a number for each row. Write 0 (zero) for the institutions you do not work at.	Stem of the question changed: Please indicate at how many institutions you currently work as a school principal. Question instruction changed: Please write a number for each row. Write 0 (zero) for the institutions you do not work at.
Germany	LQ-08A-I	LQ-08C	D	Nationally defined dimension: Symposia or conferences, where pedagogical staff and/or ECEC centre leaders and/or researchers present their research	Nationally defined dimension: Symposia or conferences, where pedagogical staff and/or ECEC centre leaders and/or researchers present their research
Turkey	LQ-08A-I	LQ-08C	D	Nationally defined dimension: Conferences where teachers and/or school principals present their research or discuss educational issues	Nationally defined dimension: Conferences where teachers and/or school principals present their research or discuss educational issues
Chile	LQ-08A-I	LQ-08D	D	Nationally defined dimension: Academic certification programme (e.g. a degree programme, or post-title)	Nationally defined dimension: Academic certification programme (e.g. a degree programme, or post-title)
Japan	LQ-08A-I	LQ-08D	D	Nationally defined dimension: Qualification programme (e.g. a degree programme, certificate programme)	Nationally defined dimension: Qualification programme (e.g. a degree programme, certificate programme)
Germany	LQ-08A-I	LQ-08F	D	Nationally defined dimension: Peer observation, self-observation, coaching as part of a formal arrangement of this ECEC centre	Nationally defined dimension: Peer observation, self-observation, coaching as part of a formal arrangement of this ECEC centre
Germany	LQ-09A-K	LQ-09A-K	D	Nationally defined categories: 1 = No need 2 = Low level of need 3 = Moderate level of need 4 = High level of need	Nationally defined categories: 1 = No need 2 = Low level of need 3 = Moderate level of need 4 = High level of need
Germany	LQ-09A-K	LQ-09B	D	Nationally defined dimension: Knowledge and understanding of current political developments in the area of ECEC at the national/local level	Nationally defined dimension: Knowledge and understanding of current political developments in the area of ECEC at the national/local level
Israel	LQ-09A-K	LQ-09B	D	Nationally defined dimension: Knowledge and understanding of current policy of Ministry of Education on pre-primary education	Nationally defined dimension: Knowledge and understanding of current policy of Ministry of Education on pre-primary education
Japan	LQ-09A-K	LQ-09B	D	Early childhood education and care	Early childhood education and care
Chile	LQ-10A-G	LQ-10C	D	Nationally defined dimension: Professional development programmes conflict with my work schedule.	Nationally defined dimension: Professional development programmes conflict with my work schedule.

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Chile	LQ-10A-G	LQ-10F	D	Nationally defined dimension: There are no incentives for participating in professional development activities.	Nationally defined dimension: There are no incentives for participating in professional development activities.
Denmark	LQ-11	LQ-11	D	Nationally defined categories: 1 = City up to 3,000 citizens 2 = City with 3,001 to 15,000 citizens 3 = City with 15,001 to 100,000 citizens 4 = City with 100,001 until 1,000,000 citizens 5 = City with more than 1,000,000 citizens (capital area)	Nationally defined categories: 1 = City up to 3,000 citizens 2 = City with 3,001 to 15,000 citizens 3 = City with 15,001 to 100,000 citizens 4 = City with 100,001 until 1,000,000 citizens 5 = City with more than 1,000,000 citizens (capital area)
Germany	LQ-11	LQ-11	D	Nationally defined categories: 1 = Municipality with up to 3 000 people 2 = Municipality/city with 3 001 to 15 000 people 3 = Municipality/city with 15 001 to 10 000 people 4 = City with 100 001 to 1 000 000 people 5 = City with more than 1 000 000 people	Nationally defined categories: 1 = Municipality with up to 3 000 people 2 = Municipality/city with 3 001 to 15 000 people 3 = Municipality/city with 15 001 to 10 000 people 4 = City with 100 001 to 1 000 000 people 5 = City with more than 1 000 000 people
Iceland	LQ-11	LQ-11	D	Nationally defined categories: 1 = 1.000 inhabitants or fewer 2 = 1.001 to 3.000 inhabitants 3 = 3.001 to 15.000 inhabitants 4 = 15.001 to 100.000 inhabitants 5 = More than 100.000 inhabitants	National categories recoded for international comparability: 1 = 1.000 inhabitants or fewer / 1.001 to 3.000 inhabitants 2 = 3.001 to 15.000 inhabitants 3 = 15.001 to 100.000 inhabitants 4 = More than 100.000 inhabitants 5 = Category not administered or data not available
Israel	LQ-11	LQ-11	D	Nationally defined categories: 1 = Town with up to 3000 people 2 = Town with 3,001 to 15,000 people 3 = Town with 15,001 to 100,000 people 4 = Town with 100,001 to 1,000,000 people	National categories recoded for international comparability: 1 = Town with up to 3000 people 2 = Town with 3,001 to 15,000 people 3 = Town with 15,001 to 100,000 people 4 = Town with 100,001 to 1,000,000 people 5 = Category not administered or data not available
Japan	LQ-11	LQ-11	D	Nationally defined categories: 1 = City, town, village (up to 3,000 people) 2 = City, town, village (3,001 to 15,000 people) 3 = City, town, village (15,001 to 100,000 people) 4 = City, town, village (100,001 to 1,000,000 people) 5 = City, town, village (more than 1,000,000 people)	Nationally defined categories: 1 = City, town, village (up to 3,000 people) 2 = City, town, village (3,001 to 15,000 people) 3 = City, town, village (15,001 to 100,000 people) 4 = City, town, village (100,001 to 1,000,000 people) 5 = City, town, village (more than 1,000,000 People)
Korea, Republic of	LQ-11	LQ-11	D	Nationally defined categories: 1 = Less than 3,000 residents 2 = 3,001~15000 residents	Nationally defined categories: 1 = Less than 3,000 residents 2 = 3,001~15000 residents

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				3 = 15,001 to 100,000 residents 4 = 100,001 to 1,000,000 residents 5 = Over 1,000,000 residents	3 = 15,001 to 100,000 residents 4 = 100,001 to 1,000,000 residents 5 = Over 1,000,000 residents
Norway	LQ-11	LQ-11	D	Nationally defined categories: 1 = A small village, outside town (up to 1000 people) 2 = A small village, outside town (1001 - 3000 people) 3 = A village or small town (3001 - 15 000 people) 4 = A town (15 001 - 100 000 people) 5 = A large town (more than 100 000 people)	National categories recoded for international comparability: 1 = A small village, outside town (up to 1000 people) / A small village, outside town (1001 - 3000 people) 2 = A village or small town (3001 - 15 000 people) 3 = A town (15 001 - 100 000 people) 4 = A large town (more than 100 000 people) 5 = Category not administered or data not available
Chile	LQ-12A-F	LQ-12B	D	Trash	Trash
Denmark	LQ-12A-F	LQ-12B	D	Garbage	Garbage
Japan	LQ-12A-F	LQ-12B	D	Garbage, waste	Garbage, waste
Korea, Republic of	LQ-12A-F	LQ-12B	D	Trash/waste/litter	Trash/waste/litter
Turkey	LQ-12A-F	LQ-12B	D	Nationally defined dimension: There is litter lying around the neighbourhood that the school is located.	Nationally defined dimension: There is litter lying around the neighbourhood that the school is located.
Israel	LQ-12A-F	LQ-12D	D	Nationally defined dimension: People experience insults or attacks to do with cultural background (group, sector or origin)	Nationally defined dimension: People experience insults or attacks to do with cultural background (group, sector or origin)
Denmark	LQ-13A-G	LQ-13D	D	Nationally defined dimension: Co-located with a community centre or religious stamping ground (e.g. a church, synagogue or mosque)	Nationally defined dimension: Co-located with a community centre or religious stamping ground (e.g. a church, synagogue or mosque)
Iceland	LQ-13A-G	LQ-13D	D	Church	Church
Israel	LQ-13A-G	LQ-13D	D	Community centre or synagogue	Community centre or synagogue
				*Arabic: Church, Druze solitary meeting place or mosque	*Arabic: Church, Druze solitary meeting place or mosque
Japan	LQ-13A-G	LQ-13D	D	Buddhist temples and Shinto shrines, Christianity churches, etc.	Buddhist temples and Shinto shrines, Christianity churches, etc.
Korea, Republic of	LQ-13A-G	LQ-13D	D	Church, temple, Catholic church, mosque	Church, temple, Catholic church, mosque
Turkey	LQ-13A-G	LQ-13D	D	Mosque or a complex	Mosque or a complex
Germany	LQ-13A-G	LQ-13E	D	Nationally defined dimension: In an office building (including parents' or guardians' workplace)	Nationally defined dimension: In an office building (including parents' or guardians' workplace)

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Turkey	LQ-13A-G	LQ-13F	X	Dimension not administered or data not available	Dimension not administered or data not available
Turkey	LQ-13A-G	LQ-13G	D	Nationally defined dimensions: Lower secondary school Upper secondary school Other	National dimensions recoded for international comparability: Lower secondary school / Upper secondary school / Other
Denmark	LQ-14A-D	LQ-14A	D	Public authorities	Public authorities
Germany	LQ-14A-D	LQ-14A	D	Nationally defined dimension: State sources (municipality, town, district, region, government, including the public provider of your ECEC centre)	Nationally defined dimension: State sources (municipality, town, district, region, government, including the public provider of your ECEC centre)
Iceland	LQ-14A-D	LQ-14A	D	Municipality/state	Municipality/state
Japan	LQ-14A-D	LQ-14A	D	Public fund	Public fund
Germany	LQ-14A-D	LQ-14C	D	Nationally defined dimension: Non-governmental organisation (including private non for profit, church-affiliated provider or private for profit provider)	Nationally defined dimension: Non-governmental organisation (including private non for profit, church-affiliated provider or private for profit provider)
Denmark	LQ-14A-D	LQ-14D	D	Nationally defined dimension: Benefactor, donations, bequests, sponsorships, parent fundraising	Nationally defined dimension: Benefactor, donations, bequests, sponsorships, parent fundraising
Germany	LQ-14A-D	LQ-14D	D	Nationally defined dimensions: Benefactors, donations, bequests, sponsorships, parent/guardian fundraising The private non for profit, not church-affiliated provider of your ECEC Centre	National dimensions recoded for international comparability: Benefactors, donations, bequests, sponsorships, parent/guardian fundraising / The private non for profit, not church-affiliated provider of your ECEC Centre
Denmark	LQ-15	LQ-15	D	Category instruction changed: 1 = Publicly-managed By a publicly managed is meant municipal ECEC centres and municipal home-based settings. 2 = Privately-managed By a privately managed is meant private, self-owned and outsourced ECEC centres and private home-based settings.	Category instruction changed: 1 = Publicly-managed By a publicly managed is meant municipal ECEC centres and municipal home-based settings. 2 = Privately-managed By a privately managed is meant private, self-owned and outsourced ECEC centres and private home-based settings.
Germany	LQ-15	LQ-15	D	Stem of the question changed: Who is the provider of your ECEC centre? Nationally defined categories: 1 = A public provider 2 = A private non for profit, not church-affiliated provider 3 = A private non for profit, church-affiliated provider 4 = A private for profit provider	Stem of the question changed: Who is the provider of your ECEC centre? National categories recoded for international comparability: 1 = A public provider 2 = A private non for profit, not church-affiliated provider / A private non for profit, church-affiliated provider / A private for profit provider / A parents' initiative

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				5 = A parents' initiative 6 = Other	
Iceland	LQ-15	LQ-15	D	Privately run or run by municipality Church	Privately run or run by municipality Church
Israel	LQ-15	LQ-15	D	Question instruction changed: Please answer with reference to the organisation responsible for the day-to-day management of the kindergarten. Please mark one choice. Synagogue *Arabic: Church, Druze solitary meeting place or mosque	Question instruction changed: Please answer with reference to the organisation responsible for the day-to-day management of the kindergarten. Please mark one choice. Synagogue *Arabic: Church, Druze solitary meeting place or mosque
Japan	LQ-15	LQ-15	D	Question instruction changed: Question instruction omitted Nationally defined categories / Category instruction changed / Category instruction omitted: 1 = Publicly-established (excluding 'publicly established but privately managed' case) 2 = Publicly-established and privately-managed 3 = Privately-established	Question instruction changed: Question instruction omitted National categories recoded for international comparability / Category instruction changed / Category instruction omitted: 1 = Publicly-established (excluding 'publicly established but privately managed' case) 2 = Publicly-established and privately-managed / Privately-established
Korea, Republic of	LQ-15	LQ-15	D	Publicly (national/public organization)-or-privately (private owned) managed Religious facilities (church, temple, cathedral, mosque)	Publicly (national/public organization)-or-privately (private owned) managed Religious facilities (church, temple, cathedral, mosque)
Turkey	LQ-15	LQ-15	D	Mosque	Mosque
Chile	LQ-16	LQ-16	X	Question not administered or data not available	Question not administered or data not available
Denmark	LQ-16	LQ-16	X	Question not administered or data not available	Question not administered or data not available
Germany	LQ-16	LQ-16	D	Stem of the question changed: Who is the provider of your ECEC centre? Nationally defined categories: 1 = A public provider 2 = A private non for profit, not church-affiliated provider	Stem of the question changed: Who is the provider of your ECEC centre? National categories recoded for international comparability: 1 = A private for profit provider

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
			3 = A private non for profit, church-affiliated provider 4 = A private for profit provider 5 = A parents' initiative 6 = Other	2 = A public provider / A private non for profit, not church-affiliated provider / A private non for profit, church-affiliated provider / A parents' initiative
Israel	LQ-16	LQ-16	X	Question not administered or data not available
Japan	LQ-16	LQ-16	D	Category instruction changed: 1 = For profit (ex. limited liability company/corporation) 2 = Non-profit (ex. Public centre, incorporated educational institution, religious corporation, social welfare service corporation, NPO)
Turkey	LQ-16	LQ-16	X	Question not administered or data not available
Chile	LQ-17A-G	LQ-17A	D	Members from the leadership team (principals, pedagogical chiefs, ECEC level managers, etc.)
Denmark	LQ-17A-G	LQ-17A	D	Day care leaders, e.g. pedagogical leaders, day-to-day heads, deputy heads or other leader positions having management responsibility on a daily basis
Germany	LQ-17A-G	LQ-17A	D	Centre leader(s)
Iceland	LQ-17A-G	LQ-17A	D	Playschool heads
Japan	LQ-17A-G	LQ-17A	D	Principal/Director (limited to those who have certificates/qualifications and are in charge of working with children)
Korea, Republic of	LQ-17A-G	LQ-17A	D	Leader(s)
Norway	LQ-17A-G	LQ-17A	D	Kindergarten leader (leader, assistant leader)
Turkey	LQ-17A-G	LQ-17A	D	Principal(s)
Israel	LQ-17A-G	LQ-17A,E	X	Dimension not administered or data not available
Israel	LQ-17A-G	LQ-17A-G	D	Question instruction changed: Include all staff who work at the centre premises on a regular basis, including yourself and both part-time and full-time kindergarten staff. Write a number in each row. Write 0 (zero) if none.
Chile	LQ-17A-G	LQ-17B	D	Early childhood educators
Denmark	LQ-17A-G	LQ-17B	D	Pedagogues
Iceland	LQ-17A-G	LQ-17B	D	Nationally defined dimensions: Assistant heads, with teaching duties Classroom leaders, with pre-school teaching certificate Classroom leaders with other education
				National dimensions recoded for international comparability:

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
			Pre-school teachers with certificate Other staff (with varying education) that have most responsibility for a group of children, but are neither classroom leaders nor pre-school teachers with certificate	Assistant heads, with teaching duties / Classroom leaders, with pre-school teaching certificate / Classroom leaders with other education / Pre-school teachers with certificate / Other staff (with varying education) that have most responsibility for a group of children, but are neither classroom leaders nor pre-school teachers with certificate
Israel	LQ-17A-G	LQ-17B	D Nationally defined dimensions: Kindergarten teacher/kindergarten manager The complementary kindergarten teacher	National dimensions recoded for international comparability: Kindergarten teacher/kindergarten manager / The complementary kindergarten teacher
Japan	LQ-17A-G	LQ-17B	D Assistant principal/vice principal/vice director (limited to those who have certificates/qualifications and are in charge of working with children), teacher/lecturer/nursery teacher and so on(including senior and advanced skilled ones), Assistant kindergarten teacher, assistant teacher for early childhood education and similar position who take care of a class.	Assistant principal/vice principal/vice director (limited to those who have certificates/qualifications and are in charge of working with children), teacher/lecturer/nursery teacher and so on(including senior and advanced skilled ones), Assistant kindergarten teacher, assistant teacher for early childhood education and similar position who take care of a class.
Korea, Republic of	LQ-17A-G	LQ-17B	D Teacher(s)	Teacher(s)
Norway	LQ-17A-G	LQ-17B	D Nationally defined dimensions: Kindergarten teachers Pedagogical leaders (department leaders)	National dimensions recoded for international comparability: Kindergarten teachers / Pedagogical leaders (department leaders)
Chile	LQ-17A-G	LQ-17C	D Early childhood assistant	Early childhood assistant
Denmark	LQ-17A-G	LQ-17C	D Nationally defined dimensions: Pedagogical assistants Pedagogical helpers Young worker	National dimensions recoded for international comparability: Pedagogical assistants / Pedagogical helpers / Young worker
Germany	LQ-17A-G	LQ-17C	D Assistants (without interns)	Assistants (without interns)
Iceland	LQ-17A-G	LQ-17C	D Staff that assist the above individuals but do not bear main responsibility for a group of children themselves	Staff that assist the above individuals but do not bear main responsibility for a group of children themselves
Israel	LQ-17A-G	LQ-17C	D Nationally defined dimensions: Assistants Complementary assistants Israeli national service Volunteers	National dimensions recoded for international comparability: Assistants / Complementary assistants / Israeli national service / Volunteers
Japan	LQ-17A-G	LQ-17C	D Assistant kindergarten teacher, assistant teacher for early childhood education and similar position who do not take care of a class.	Assistant kindergarten teacher, assistant teacher for early childhood education and similar position who do not take care of a class.
Korea, Republic of	LQ-17A-G	LQ-17C	D Assistant teacher(s)	Assistant teacher(s)

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Norway	LQ-17A-G	LQ-17C	D	Nationally defined dimensions: Assistants Child- and youth workers	National dimensions recoded for international comparability: Assistants / Child- and youth workers
Turkey	LQ-17A-G	LQ-17C	D	Assistant teacher(s)	Assistant teacher(s)
Chile	LQ-17A-G	LQ-17D	D	Staff for individual work with children with specific needs	Staff for individual work with children with specific needs
Denmark	LQ-17A-G	LQ-17D	D	Pedagogical support staff allocated individual children, e.g. special needs pedagogue, language teacher, inclusion teacher, speech and language teacher	Pedagogical support staff allocated individual children, e.g. special needs pedagogue, language teacher, inclusion teacher, speech and language teacher
Germany	LQ-17A-G	LQ-17D	D	Staff to support children with (risk of) disability	Staff to support children with (risk of) disability
Iceland	LQ-17A-G	LQ-17D	D	Nationally defined dimensions: Special Education teachers, i.e. is certified pre-school teacher, with further education in special education Pre-school teachers, working in special education, but without having further education in special education Other staff (with varying education) that only work with children that need support of some sort	National dimensions recoded for international comparability: Special Education teachers, i.e. is certified pre-school teacher, with further education in special education / Pre-school teachers, working in special education, but without having further education in special education / Other staff (with varying education) that only work with children that need support of some sort
Israel	LQ-17A-G	LQ-17D	D	Nationally defined dimensions: Assistants whose teaching is combining regular children and children with special needs Kindergarten teacher whose teaching is combining regular children and children with special needs	National dimensions recoded for international comparability: Assistants whose teaching is combining regular children and children with special needs / Kindergarten teacher whose teaching is combining regular children and children with special needs
Korea, Republic of	LQ-17A-G	LQ-17D	D	Teacher for individual children (e.g. teacher for special need children, teacher for multicultural children)	Teacher for individual children (e.g. teacher for special need children, teacher for multicultural children)
Norway	LQ-17A-G	LQ-17D	D	Support pedagogues for one or several children	Support pedagogues for one or several children
Japan	LQ-17A-G	LQ-17D-G	X	Dimension not administered or data not available	Dimension not administered or data not available
Chile	LQ-17A-G	LQ-17E	D	Staff for specific tasks (e.g. in charge of teaching a second language, or psychomotricity and physical education activities)	Staff for specific tasks (e.g. in charge of teaching a second language, or psychomotricity and physical education activities)
Denmark	LQ-17A-G	LQ-17E	D	Pedagogical staff only in charge of special activities, e.g. music- or sports activities	Pedagogical staff only in charge of special activities, e.g. music- or sports activities
Germany	LQ-17A-G	LQ-17E	D	Staff for special tasks (e.g. music, sports)	Staff for special tasks (e.g. music, sports)
Iceland	LQ-17A-G	LQ-17E	D	Nationally defined dimensions: Pre-school teachers with certificate that work with children in special areas like sports, music or arts or specific domains that the pre-school specializes in Staff for special tasks (with varying education) that work with children in special areas like sports, music or arts, or specific domains that the pre-school specializes in	National dimensions recoded for international comparability: Pre-school teachers with certificate that work with children in special areas like sports, music or arts or specific domains that the pre-school specializes in / Staff for special tasks (with varying education) that work with children in special areas like sports, music or arts, or specific domains that the pre-school specializes in

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Korea, Republic of	LQ-17A-G	LQ-17E	D	Teaching staff, faculty and personnel who perform special roles	Teaching staff, faculty and personnel who perform special roles
Norway	LQ-17A-G	LQ-17E	D	Subject specific pedagogues	Subject specific pedagogues
Chile	LQ-17A-G	LQ-17F	D	Interns who develop pedagogical tasks with children	Interns who develop pedagogical tasks with children
Denmark	LQ-17A-G	LQ-17F	D	Students in internships	Students in internships
Germany	LQ-17A-G	LQ-17F	D	Nationally defined dimensions: Interns in their last year to become state-recognised educators Other interns	National categories recoded for international comparability: Interns in their last year to become state-recognised educators / Other interns
Iceland	LQ-17A-G	LQ-17F	X	Dimension not administered or data not available	Dimension not administered or data not available
Israel	LQ-17A-G	LQ-17F	D	Students in practice	Students in practice
Korea, Republic of	LQ-17A-G	LQ-17F	D	Intern(s)	Intern(s)
Norway	LQ-17A-G	LQ-17F	D	Students in practice	Students in practice
Chile	LQ-17A-G	LQ-17G	D	Other members of the pedagogical team	Other members of the pedagogical team
Denmark	LQ-17A-G	LQ-17G	D	Nationally defined dimension: Other pedagogical staff	National dimension recoded for international comparability: Other pedagogical staff
Turkey	LQ-17A-G	LQ-17G	D	Other(s)	Other(s)
Israel	LQ-18A-C	LQ-18A-C	D	Question instruction changed: Count any kindergarten staff members who began work or left the kindergarten for any reason, including retirement, maternity/paternity leave, and temporary teaching. Include all staff who work at the centre premises on a regular basis, including yourself and both part-time and full-time kindergarten staff. Please write a number in each row. Write 0 (zero) if none.	Question instruction changed: Count any kindergarten staff members who began work or left the kindergarten for any reason, including retirement, maternity/paternity leave, and temporary teaching. Include all staff who work at the centre premises on a regular basis, including yourself and both part-time and full-time kindergarten staff. Please write a number in each row. Write 0 (zero) if none.
Germany	LQ-19	LQ-19	D	Stem of the question changed: How many children regardless of age (without children in after-school day-care) attend currently your ECEC centre?	Stem of the question changed: How many children regardless of age (without children in after-school day-care) attend currently your ECEC centre?
Israel	LQ-19	LQ-19	D	Question instruction changed: Please write a number.	Question instruction changed: Please write a number.
Japan	LQ-19	LQ-19	D	0-5 year old children	0-5 year old children
Korea, Republic of	LQ-19	LQ-19	D	Stem of the question changed: What is the number of children currently enrolled in classes for 3-5 year olds in this ECEC (kindergarten, childcare centre)?	Stem of the question changed: What is the number of children currently enrolled in classes for 3-5 year olds in this ECEC (kindergarten, childcare centre)?
Turkey	LQ-19	LQ-19	D	Stem of the question changed:	Stem of the question changed:

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability	
				What is the number of children currently enrolled in this ECE institution?		
Chile	LQ-20A-F	LQ-20A	D	Mother tongue	Mother tongue	
Denmark	LQ-20A-F	LQ-20A	D	Mother tongue	Mother tongue	
Germany	LQ-20A-F	LQ-20A	D	Family language	Family language	
Iceland	LQ-20A-F	LQ-20A	D	Mother tongue	Mother tongue	
Israel	LQ-20A-F	LQ-20A	D	Mother tongue	Mother tongue	
Japan	LQ-20A-F	LQ-20A	D	Mother tongue	Mother tongue	
Korea, Republic of	LQ-20A-F	LQ-20A	D	Mother tongue	Mother tongue	
Norway	LQ-20A-F	LQ-20A	D	Mother tongue	Mother tongue	
Turkey	LQ-20A-F	LQ-20A	D	Nationally defined dimension: Children whose first language is different from Turkish	Nationally defined dimension: Children whose first language is different from Turkish	
Denmark	LQ-20A-F	LQ-20A-F	D	Children with special needs' are children who formally have had identified a special pedagogical need, because they have physically, cognitively or emotionally disadvantages.	Children with special needs' are children who formally have had identified a special pedagogical need, because they have physically, cognitively or emotionally disadvantages.	
Germany	LQ-20A-F	LQ-20A-F	D	'Socio-economically disadvantaged homes' refers to homes that can't offer the most necessities, such as adequate housing, nutrition, or homes with children who are neglected. Question instruction changed: Children with (the risk of) disability are children, where special learning need has been formally diagnosed due to the risk of or actual presence of a physical, mental or emotional disability. Often they will be those children for whose support additional public or private means (human, material and financial resources) were provided. Socio-economically disadvantaged background refers to children from homes that lack the necessities or advantages of life, such as adequate housing, nutrition or medical care. Children with refugee background refers to children who - independent of legal status - fled, in particular to another country, in order to seek refugee from war, political oppression, religious persecution or natural disasters. This question asks about your personal perception of children's background. It is acceptable to base your replies on rough estimates. Children may fall into multiple categories. Please mark one choice in each row.	'Socio-economically disadvantaged homes' refers to homes that can't offer the most necessities, such as adequate housing, nutrition, or homes with children who are neglected. Question instruction changed: Children with (the risk of) disability are children, where special learning need has been formally diagnosed due to the risk of or actual presence of a physical, mental or emotional disability. Often they will be those children for whose support additional public or private means (human, material and financial resources) were provided. Socio-economically disadvantaged background refers to children from homes that lack the necessities or advantages of life, such as adequate housing, nutrition or medical care. Children with refugee background refers to children who - independent of legal status - fled, in particular to another country, in order to seek refugee from war, political oppression, religious persecution or natural disasters. This question asks about your personal perception of children's background. It is acceptable to base your replies on rough estimates. Children may fall into multiple categories. Please mark one choice in each row.	

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Iceland	LQ-20A-F	LQ-20A-F	D	Children with special needs refers to children who have received a formally identified because they are mentally, physically or emotionally disadvantaged. It is often because of these children that additional resources have been received from public or private agents (staff, materials or funds) to support their studies. Children from financially- or socially disadvantaged homes refers to homes that are short of the main necessities or basic position, such as adequate housing, food or medical service.	Children with special needs refers to children who have received a formally identified because they are mentally, physically or emotionally disadvantaged. It is often because of these children that additional resources have been received from public or private agents (staff, materials or funds) to support their studies. Children from financially- or socially disadvantaged homes refers to homes that are short of the main necessities or basic position, such as adequate housing, food or medical service.
Norway	LQ-20A-F	LQ-20A-F	D	Children with special needs are those formally identified because they have language, cognitive, physically or emotionally difficulties. Often they will be those for whom additional support is provided. Socioeconomically disadvantaged homes refers to homes lacking necessities of life, such as adequate housing, nutrition or medical care.	Children with special needs are those formally identified because they have language, cognitive, physically or emotionally difficulties. Often they will be those for whom additional support is provided. Socioeconomically disadvantaged homes refers to homes lacking necessities of life, such as adequate housing, nutrition or medical care.
Turkey	LQ-20A-F	LQ-20A-F	D	Children with special educational needs' are those for whom a special learning need has been formally identified because they are cognitively, physically, or emotionally disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.	Children with special educational needs' are those for whom a special learning need has been formally identified because they are cognitively, physically, or emotionally disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.
Turkey	LQ-20A-F	LQ-20B	D	Nationally defined dimension: Children with special educational needs	Nationally defined dimension: Children with special educational needs
Germany	LQ-20A-F	LQ-20C	D	Socio-economically disadvantaged background	Socio-economically disadvantaged background
Iceland	LQ-20A-F	LQ-20C	D	Socially or economically bad-situation homes	Socially or economically bad-situation homes
Israel	LQ-20A-F	LQ-20C	D	Low levelled socioeconomically children	Low levelled socioeconomically children
Turkey	LQ-20A-F	LQ-20D	D	Nationally defined dimension: Children who are refugees or who are under temporary protection in Turkey	Nationally defined dimension: Children who are refugees or who are under temporary protection in Turkey
Turkey	LQ-20A-F	LQ-20E	X	Dimension not administered or data not available	Dimension not administered or data not available
Chile	LQ-21A-H	LQ-21A-H	D	Nationally defined categories: 1 = Me and/or other members of the staff 2 = Educational centre Governing board 3 = Local, municipal /regional or ministerial 4 = Not applicable	Nationally defined categories: 1 = Me and/or other members of the staff 2 = Educational centre Governing board 3 = Local, municipal /regional or ministerial 4 = Not applicable
Denmark	LQ-21A-H	LQ-21A-H	D	Nationally defined categories: 1 = Me and/or other members of the staff 2 = Day care's parents or centre committee	Nationally defined categories: 1 = Me and/or other members of the staff 2 = Day care's parents or centre committee

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				3 = Municipal or governmental authority 4 = Not applicable	3 = Municipal or governmental authority 4 = Not applicable
Germany	LQ-21A-H	LQ-21A-H	D	Nationally defined categories: 1 = Me and/or other members of the staff 2 = ECEC centre governing board or provider 3 = A municipal, regional or state authority 4 = Not applicable	Nationally defined categories: 1 = Me and/or other members of the staff 2 = ECEC centre governing board or provider 3 = A municipal, regional or state authority 4 = Not applicable
Iceland	LQ-21A-H	LQ-21A-H	D	Nationally defined categories: 1 = Me and/or other members of the staff 2 = Play school; school committee/education committee of the municipality 3 = Municipality/state authority 4 = Not applicable	Nationally defined categories: 1 = Me and/or other members of the staff 2 = Play school; school committee/education committee of the municipality 3 = Municipality/state authority 4 = Not applicable
Israel	LQ-21A-H	LQ-21A-H	D	Nationally defined categories: 1 = Me and/or other members of the staff 2 = Kindergarten governing board\business owner 3 = The local Municipality or The Ministry of Education 4 = Not applicable	Nationally defined categories: 1 = Me and/or other members of the staff 2 = Kindergarten governing board\business owner 3 = The local Municipality or The Ministry of Education 4 = Not applicable
Japan	LQ-21A-H	LQ-21A-H	D	Nationally defined categories: 1 = Me and /or other members of the staff 2 = Government and local municipalities 3 = Incorporated educational institutes and social welfare corporations, etc. 4 = Not applicable	National categories recoded for international comparability: 1 = Me and /or other members of the staff 2 = Category not administered or data not available 3 = Government and local municipalities 4 = Incorporated educational institutes and social welfare corporations, etc. / Not applicable
Korea, Republic of	LQ-21A-H	LQ-21A-H	D	Nationally defined categories: 1 = Me and/or other members of the staff 2 = Kindergarten/child care centre governing board 3 = Central government or local government (municipalities/basic local governments, education offices/educational support agencies) 4 = Not applicable	Nationally defined categories: 1 = Me and/or other members of the staff 2 = Kindergarten/child care centre governing board 3 = Central government or local government (municipalities/basic local governments, education offices/educational support agencies) 4 = Not applicable
Norway	LQ-21A-H	LQ-21A-H	D	Nationally defined categories: 1 = Me and/or other members of the staff 2 = Kindergarten governing board 3 = Local, regional or state authority 4 = Not applicable	Nationally defined categories: 1 = Me and/or other members of the staff 2 = Kindergarten governing board 3 = Local, regional or state authority 4 = Not applicable
Turkey	LQ-21A-H	LQ-21A-H	D	Nationally defined categories:	Nationally defined categories:

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
			<p>1 = Me and/or other members of the staff 2 = ECE institution managing board 3 = Local and national authority 4 = Not applicable</p>	<p>1 = Me and/or other members of the staff 2 = ECE institution managing board 3 = Local and national authority 4 = Not applicable</p>
Chile	LQ-22A-E	LQ-22A	D Dimension instruction changed: Including regulations, reports, budget, preparing for audit, responding to requests from municipal, regional, or national officials, strategic planning, leadership and management activities such as developing educational centre improvement plans, and human resource and personnel issues such as hiring members of the pedagogical team.	Dimension instruction changed: Including regulations, reports, budget, preparing for audit, responding to requests from municipal, regional, or national officials, strategic planning, leadership and management activities such as developing educational centre improvement plans, and human resource and personnel issues such as hiring members of the pedagogical team.
Chile	LQ-22A-E	LQ-22E	D Nationally defined dimensions: Interactions with support networks or community, including formal and informal interactions Other	National dimensions recoded for international comparability: Interactions with support networks or community, including formal and informal interactions / Other
Germany	LQ-23A-I	LQ-23G	D Pedagogical concept	Pedagogical concept
Iceland	LQ-23A-I	LQ-23G	D Future vision	Future vision
Germany	LQ-24A-D	LQ-24A-D	D Question instruction changed: External evaluation refers to the evaluation of an ECEC centre by experts who do not belong to the ECEC centre (e.g. expert service, representatives of providers). Please mark one choice in each row.	Question instruction changed: External evaluation refers to the evaluation of an ECEC centre by experts who do not belong to the ECEC centre (e.g. expert service, representatives of providers). Please mark one choice in each row.
Israel	LQ-24A-D	LQ-24A-D	D Question instruction changed: 'External evaluation' refers to the practice of evaluating the kindergarten by assessors/evaluators outside of the centre (e.g. supervisors, instructors, Ministry of Education representatives, Local authority representatives). Please mark one choice in each row. *Arabic: 'External evaluation' refers to the practice of evaluating the kindergarten by assessors/evaluators outside of the centre (e.g. Ministry of Education or local authority representatives). Please mark one choice in each row.	Question instruction changed: 'External evaluation' refers to the practice of evaluating the kindergarten by assessors/evaluators outside of the centre (e.g. supervisors, instructors, Ministry of Education representatives, Local authority representatives). Please mark one choice in each row. *Arabic: 'External evaluation' refers to the practice of evaluating the kindergarten by assessors/evaluators outside of the centre (e.g. Ministry of Education or local authority representatives). Please mark one choice in each row.
Japan	LQ-26A-G	LQ-26A	D Nationally defined dimension: Informal communication with parents (e.g. day-to-day conversations and contacts about child development and activities)	Nationally defined dimension: Informal communication with parents (e.g. day-to-day conversations and contacts about child development and activities)
Japan	LQ-26A-G	LQ-26B	D Nationally defined dimension:	Nationally defined dimension:

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				Formal communication with parents or guardians (e.g. attending parent-staff meetings, delivering news letters from centre)	Formal communication with parents or guardians (e.g. attending parent-staff meetings, delivering news letters from centre)
Germany	LQ-26A-G	LQ-26E	D	Nationally defined dimension: Cooperation with institutions to support and advice families and children (e.g. youth welfare services offices, family support services)	Nationally defined dimension: Cooperation with institutions to support and advice families and children (e.g. youth welfare services offices, family support services)
Israel	LQ-26A-G	LQ-26E	D	Nationally defined dimension: Cooperation with child, family or social services (e.g. welfare services, the Child Safety Council)	Nationally defined dimension: Cooperation with child, family or social services (e.g. welfare services, the Child Safety Council)
Germany	LQ-26A-G	LQ-26F	D	Nationally defined dimension: Collaboration with health-related services (e.g. health departments, medical practices)	Nationally defined dimension: Collaboration with health-related services (e.g. health departments, medical practices)
Israel	LQ-26A-G	LQ-26F	D	Nationally defined dimension: Collaboration with health-related services (e.g. Tipat Halav Centre, Public Health Clinic)	Nationally defined dimension: Collaboration with health-related services (e.g. Tipat Halav Centre, Public Health Clinic)
Germany	LQ-26A-G	LQ-26G	D	Nationally defined dimension: Consultation with child development specialists (e.g. speech therapist(s))	Nationally defined dimension: Consultation with child development specialists (e.g. speech therapist(s))
Israel	LQ-27A-G	LQ-27C-D,G	X	Dimension not administered or data not available	Dimension not administered or data not available
Israel	LQ-28A-H	LQ-28E	D	Nationally defined dimension: Hold meetings with elementary school staff (e.g. to coordinate expectations of the curricula in each level)	Nationally defined dimension: Hold meetings with elementary school staff (e.g. to coordinate expectations of the curricula in each level)
Israel	LQ-28A-H	LQ-28H	D	Nationally defined dimension: Provide activities for parents or guardians to understand the transition issues their children may face (e.g. sessions about elementary school education)	Nationally defined dimension: Provide activities for parents or guardians to understand the transition issues their children may face (e.g. sessions about elementary school education)
Israel	LQ-29A-D	LQ-29A-D	X	Question not administered or data not available	Question not administered or data not available
Denmark	LQ-30A-K	LQ-30B	D	Nationally defined dimension: Reading and writing skills (e.g. understanding of key concepts as letters, words and sentence formation)	Nationally defined dimension: Reading and writing skills (e.g. understanding of key concepts as letters, words and sentence formation)
Denmark	LQ-30A-K	LQ-30F	D	Nationally defined dimension: Digital competences	Nationally defined dimension: Digital competences
Germany	LQ-30A-K	LQ-30F	D	Nationally defined dimension: Skills related to dealing with digital media (e.g. computers, tablets)	Nationally defined dimension: Skills related to dealing with digital media (e.g. computers, tablets)
Israel	LQ-31A-K	LQ-31K	D	Nationally defined dimension: Mentoring (induction by an experienced man)	Nationally defined dimension: Mentoring (induction by an experienced man)
Germany	LQ-34A-J	LQ-34D	D	Socio-economically disadvantaged background	Socio-economically disadvantaged background

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Iceland	LQ-34A-J	LQ-34D	D	Socially or economically bad-situation homes	Socially or economically bad-situation homes
Israel	LQ-34A-J	LQ-34D	D	Low levelled socioeconomically homes	Low levelled socioeconomically homes
Germany	LQ-34A-J	LQ-34E	D	Nationally defined dimension: Shortage of pedagogical staff with special competences in working with children with (the risk of) disability	Nationally defined dimension: Shortage of pedagogical staff with special competences in working with children with (the risk of) disability
Turkey	LQ-34A-J	LQ-34E	D	Nationally defined dimension: Shortage of teachers with competence in working with children with special educational needs	Nationally defined dimension: Shortage of teachers with competence in working with children with special educational needs
Denmark	LQ-34A-J	LQ-34H	D	Nationally defined dimension: Shortage of pedagogical staff	Nationally defined dimension: Shortage of pedagogical staff
Denmark	LQ-34A-J	LQ-34I	D	Nationally defined dimension: Shortage of pedagogical staff for the number of enrolled children	Nationally defined dimension: Shortage of pedagogical staff for the number of enrolled children
Israel	LQ-35A-F	LQ-35F	D	Nationally defined dimension: The kindergarten has excursions to outdoor areas, such as parks or other nature areas	Nationally defined dimension: The kindergarten has excursions to outdoor areas, such as parks or other nature areas
Chile	LQ-36A-I	LQ-36C	D	Contract	Contract
Denmark	LQ-36A-I	LQ-36C	D	Employment	Employment
Germany	LQ-36A-I	LQ-36C	D	Employment contract/employment conditions	Employment contract/employment conditions
Iceland	LQ-36A-I	LQ-36C	D	Contractual conditions of employment	Contractual conditions of employment
Japan	LQ-36A-I	LQ-36C	D	Employment	Employment
Norway	LQ-36A-I	LQ-36C	D	Employment conditions	Employment conditions
Turkey	LQ-36A-I	LQ-36C	D	Nationally defined dimension: Apart from my salary, I am satisfied with the terms of my employment/contract agreement (e.g. benefits, work schedule).	Nationally defined dimension: Apart from my salary, I am satisfied with the terms of my employment/contract agreement (e.g. benefits, work schedule).
Chile	LQ-36A-I	LQ-36H	D	Local, municipal /regional or ministerial	Local, municipal /regional or ministerial
Denmark	LQ-36A-I	LQ-36H	D	Municipal or governmental	Municipal or governmental
Germany	LQ-36A-I	LQ-36H	D	Municipal, county, district, regional and federal	Municipal, county, district, regional and federal
Iceland	LQ-36A-I	LQ-36H	D	Municipality/state	Municipality/state
Israel	LQ-36A-I	LQ-36H	D	The local Municipality or The Ministry of Education	The local Municipality or The Ministry of Education
Japan	LQ-36A-I	LQ-36H	D	Government and local municipalities	Government and local municipalities

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Korea, Republic of	LQ-36A-I	LQ-36H	D	Nationally defined dimension: I need more support from central government or local government (municipalities/basic local governments, education offices/educational support agencies)	Nationally defined dimension: I need more support from central government or local government (municipalities/basic local governments, education offices/educational support agencies)
Norway	LQ-36A-I	LQ-36H	D	Local, regional or state	Local, regional or state
Turkey	LQ-36A-I	LQ-36H	D	Local and national	Local and national
Chile	LQ-37A-J	LQ-37D	D	Local, municipal /regional or ministerial	Local, municipal /regional or ministerial
Denmark	LQ-37A-J	LQ-37D	D	Municipal or governmental	Municipal or governmental
Germany	LQ-37A-J	LQ-37D	D	Municipal, county, district, region and federal	Municipal, county, district, region and federal
Iceland	LQ-37A-J	LQ-37D	D	Municipality/state	Municipality/state
Japan	LQ-37A-J	LQ-37D	D	Government and local municipalities	Government and local municipalities
Korea, Republic of	LQ-37A-J	LQ-37D	D	Nationally defined dimension: Keeping up with changing requirements from central government or local government (municipalities/basic local governments, education offices/educational support agencies)	Nationally defined dimension: Keeping up with changing requirements from central government or local government (municipalities/basic local governments, education offices/educational support agencies)
Norway	LQ-37A-J	LQ-37D	D	Local, regional or state	Local, regional or state
Turkey	LQ-37A-J	LQ-37D	D	Local and national	Local and national
Germany	LQ-37A-J	LQ-37J	D	Nationally defined dimension: Lack of pedagogical staff in order to guarantee smooth operation of the ECEC centre	Nationally defined dimension: Lack of pedagogical staff in order to guarantee smooth operation of the ECEC centre
Israel	LQ-37A-J	LQ-37J	X	Dimension not administered or data not available	Dimension not administered or data not available
Chile	LQ-S	LQ-S-D	D	Section instruction changed: The following section includes questions on induction, mentoring and professional development. 'Induction activities' are designed to support the introduction of new members of the pedagogical team into working with children and to support experienced members who are new in an educational centre, and are either organized in formal structured programmes or informally arranged as separated activities. 'Professional development' is defined as activities that aim to develop individual skills, knowledge and expertise as member of the pedagogical team (or more generally, as a professional).	Section instruction changed: The following section includes questions on induction, mentoring and professional development. 'Induction activities' are designed to support the introduction of new members of the pedagogical team into working with children and to support experienced members who are new in an educational centre, and are either organized in formal structured programmes or informally arranged as separated activities. 'Professional development' is defined as activities that aim to develop individual skills, knowledge and expertise as member of the pedagogical team (or more generally, as a professional).

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability	
Germany	LQ-S	LQ-S-D	D	<p>'Mentoring' is defined as a support structure in educational centres where more experienced members of the pedagogical team support less experienced ones. This structure might involve all members of the pedagogical team in the educational centre or only the new ones.</p> <p>Section instruction changed:</p> <p>The following section includes questions on induction and professional development. 'Induction activities' are designed to support new introduction of the pedagogical staff into working with children and to support experienced pedagogical staff who are new to an ECEC centre, and they are either organised in formal structured programmes or informally arranged as separate activities.</p> <p>'Professional development' is defined as activities that aim at developing skills, knowledge and expertise of ECEC (pedagogical) staff. These activities are formal of different kind, e.g. courses, workshops or different forms of cooperation of pedagogical staff, as the participation in professional networks.</p> <p>'Mentoring' is defined as a support structure in ECEC centres where more experienced pedagogical staff support less experienced pedagogical staff. This structure might involve all pedagogical staff in the ECEC centre or only new pedagogical staff.</p>	<p>'Mentoring' is defined as a support structure in educational centres where more experienced members of the pedagogical team support less experienced ones. This structure might involve all members of the pedagogical team in the educational centre or only the new ones.</p> <p>Section instruction changed:</p> <p>The following section includes questions on induction and professional development. 'Induction activities' are designed to support new introduction of the pedagogical staff into working with children and to support experienced pedagogical staff who are new to an ECEC centre, and they are either organised in formal structured programmes or informally arranged as separate activities.</p> <p>'Professional development' is defined as activities that aim at developing skills, knowledge and expertise of ECEC (pedagogical) staff. These activities are formal of different kind, e.g. courses, workshops or different forms of cooperation of pedagogical staff, as the participation in professional networks.</p> <p>'Mentoring' is defined as a support structure in ECEC centres where more experienced pedagogical staff support less experienced pedagogical staff. This structure might involve all pedagogical staff in the ECEC centre or only new pedagogical staff.</p>

Table A H.12. List of country-specific adaptations to the U3 leader questionnaire and combined questionnaire (if administered), which deviate from the ISCED level 0.2 adaptations, sorted by country, question group and question location

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability	
Participating country/ economy					
Israel (U3)	LQ-03	LQ-03	D	<p>Nationally defined categories:</p> <p>1 = Elementary School 2 = Junior High 3 = High School 4 = Pre-University Diploma 5 = Post-secondary education (educate diploma) 6 = Bachelor 7 = Masters 8 = Doctorate</p>	<p>National categories recoded for international comparability:</p> <p>1 = Elementary School 1 = Junior High 2 = High School 3 = Pre-University Diploma 4 = Post-secondary education (educate diploma) 5 = Category not administered or data not available 6 = Bachelor 7 = Category not administered or data not available</p>

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				8 = Masters 9 = Doctorate
Israel (U3)	LQ-04A-C	LQ-04B	D	Nationally defined dimension: Administration (e.g. managing budget, filling forms and reports)
Israel (U3)	LQ-05A-E	LQ-05D	D	Nationally defined dimension: Year(s) working in other educational/pedagogical roles or in other roles with children (please include roles such as working as a child minder, as a tutor, or as a teacher in a primary or secondary school, but do not include years working in a day-care centre/family day-care)
Israel (U3)	LQ-09A-J	LQ-09B	D	Early childhood education
Israel (U3)	LQ-11	LQ-11	D	Nationally defined categories: 1 = Town with up to 3000 people 2 = Town with 3,001 to 15,000 people 3 = Town with 15,001 to 100,000 people 4 = Town with 100,001 to 1,000,000 people
Israel (U3)	LQ-12A-F	LQ-12D	D	Nationally defined dimension: People experience insults or attacks to do with cultural background (group, sector or origin)
Israel (U3)	LQ-13A-G	LQ-13D	D	*Arabic: Church, Druze solitary meeting place or mosque
Germany	LQ-13A-G	LQ-13F	D	*Home-based Nationally defined dimensions: In your home or another home (excluding parents' or guardians' home) Parents' or guardians' home
Germany	LQ-15	LQ-15	D	*Home-based Stem of the question changed: In which form do you work as child minder? Where are you employed? Nationally defined categories: 1 = Self-employed 2 = Employed 3 = Other
				Stem of the question changed: Nationally defined categories: 1 = A public provider (municipality, region, youth welfare service)

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability	
			<p>Employed at...</p> <p>1 = A public provider (municipality, region, youth welfare service)</p> <p>2 = A private non for profit, church-affiliated provider (e.g. Caritas, Diakonie)</p> <p>3 = A private non for profit, not church-affiliated provider (e.g. DPWV, DRK, AWO)</p> <p>4 = A private for profit provider (e.g. a business firm)</p> <p>5 = Other provider</p> <p>6 = Parents or guardians</p> <p>7 = Another child minder</p>	<p>2 = Self-employed/ A private non for profit, church-affiliated provider (e.g. Caritas, Diakonie) / A private non for profit, not church-affiliated provider (e.g. DPWV, DRK, AWO) / A private for profit provider (e.g. a business firm) / Parents or guardians / Another child minder</p>	
Israel (U3)	LQ-15	LQ-15	D	<p>Question instruction changed: Please answer with reference to the organisation responsible for the day-to-day management of the day-care centre/family day-care. Please mark one choice.</p> <p>Synagogue</p> <p>*Arabic: Church, Druze solitary meeting place or mosque</p>	<p>Question instruction changed: Please answer with reference to the organisation responsible for the day-to-day management of the day-care centre/family day-care. Please mark one choice.</p> <p>Synagogue</p> <p>*Arabic: Church, Druze solitary meeting place or mosque</p>
Norway	LQ-15	LQ-15	A	<p>*Bokmål Nationally defined categories: 1 = Privately-managed 2 = Publicly-managed</p>	<p>*Bokmål National categories recoded for international comparability: 1 = Publicly-managed 2 = Privately-managed</p>
Germany	LQ-16	LQ-16	D	<p>*Home-based Stem of the question changed: In which form do you work as child minder? Where are you employed?</p> <p>Nationally defined categories: 1 = Self-employed 2 = Employed 3 = Other</p> <p>Employed at...</p>	<p>*Home-based Stem of the question changed: In which form do you work as child minder? / Where are you employed?</p> <p>Stem of the question changed: Nationally defined categories: 1 = Self-employed / A private for profit provider (e.g. a business firm) / Another child minder 2 = A public provider (municipality, region, youth welfare service) / A private non for profit, church-affiliated</p>

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability	
			<p>1 = A public provider (municipality, region, youth welfare service) 2 = A private non for profit, church-affiliated provider (e.g. Caritas, Diakonie) 3 = A private non for profit, not church-affiliated provider (e.g. DPWV, DRK, AWO) 4 = A private for profit provider (e.g. a business firm) 5 = Other provider 6 = Parents or guardians 7 = Another child minder</p>	<p>provider (e.g. Caritas, Diakonie) / A private non for profit, not church-affiliated provider (e.g. DPWV, DRK, AWO) / Parents or guardians</p>	
Denmark	LQ-17A-G	LQ-17A	D	<p>*Centre-based Day care leaders, e.g. pedagogical leaders, day-to-day heads, deputy heads or other leader positions having management responsibility on a daily basis</p> <p>*Home-based Childminder leaders, e.g. day care pedagogues, deputy heads or other leader positions having management responsibility on a daily basis in this day care</p>	<p>*Centre-based Day care leaders, e.g. pedagogical leaders, day-to-day heads, deputy heads or other leader positions having management responsibility on a daily basis</p> <p>*Home-based Childminder leaders, e.g. day care pedagogues, deputy heads or other leader positions having management responsibility on a daily basis in this day care</p>
Israel (U3)	LQ-17A-G	LQ-17A	D	Day-care centre manager/family day-care centres coordinator	Day-care centre manager/family day-care centres coordinator
Israel (U3)	LQ-17A-G	LQ-17A-G	D	<p>Question instruction changed: Include all staff who work at the centre premises on a regular basis, including yourself and both part-time and full-time ECEC staff, whether or not they are directly employed by the ECEC centre. Include staff working with all age groups at this ECEC centre. Write a number in each row. Write 0 (zero) if none.</p>	<p>Question instruction changed: Include all staff who work at the centre premises on a regular basis, including yourself and both part-time and full-time ECEC staff, whether or not they are directly employed by the ECEC centre. Include staff working with all age groups at this ECEC centre. Write a number in each row. Write 0 (zero) if none.</p>
Denmark	LQ-17A-G	LQ-17B	D	<p>*Home-based Nationally defined dimensions: Childminders Pedagogues</p>	<p>*Home-based National dimensions recoded for international comparability: Childminders / Pedagogues</p>
Israel (U3)	LQ-17A-G	LQ-17B	D	Educator and caregiver (educate)family day care manager	Educator and caregiver (educate)family day care manager
Israel (U3)	LQ-17A-G	LQ-17C	D	National service volunteer	National service volunteer
Israel (U3)	LQ-17A-G	LQ-17D	D	Special needs assistant (for children with special needs)	Special needs assistant (for children with special needs)
Israel (U3)	LQ-17A-G	LQ-17E	X	Dimension not administered or data not available	Dimension not administered or data not available
Israel (U3)	LQ-17A-G	LQ-17F	D	Intern (student)	Intern (student)
Israel (U3)	LQ-18A-C	LQ-18A-C	D	Question instruction changed:	Question instruction changed:

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				<p>Count any centre staff members who began work or left the day-care centre/family day-care for any reason, including retirement, maternity/paternity leave, and temporary teaching.</p> <p>Include all staff who work at the centre premises on a regular basis, including yourself and both part-time and full-time centre staff.</p> <p>Please write a number in each row. Write 0 (zero) if none.</p>	<p>Count any centre staff members who began work or left the day-care centre/family day-care for any reason, including retirement, maternity/paternity leave, and temporary teaching.</p> <p>Include all staff who work at the centre premises on a regular basis, including yourself and both part-time and full-time centre staff.</p> <p>Please write a number in each row. Write 0 (zero) if none.</p>
Germany	LQ-19	LQ-19	D	<p>*Home-based</p> <p>Stem of the question changed: What is the number of children - without schoolchildren - currently attending this home based ECEC centre?</p> <p>*Home-based:</p> <p>Question instruction changed: Please include all children that are cared for in this home based ECEC centre, not only the children personally contractually related to you.</p>	<p>*Home-based</p> <p>Stem of the question changed: What is the number of children - without schoolchildren - currently attending this home based ECEC centre?</p> <p>*Home-based:</p> <p>Question instruction changed: Please include all children that are cared for in this home based ECEC centre, not only the children personally contractually related to you.</p>
Israel (U3)	LQ-19	LQ-19	D	<p>Question instruction changed: Please write a number.</p>	<p>Question instruction changed: Please write a number.</p>
Germany	LQ-20A-E	LQ-20A-E	D	<p>*Centre-based</p> <p>During the last 12 months, were there children should have been admitted to this home based ECEC centre, but no places were available?</p> <p>*Home-based</p> <p>During the last 12 months, were there children should have been admitted to this home based ECEC centre, but no places were available in accordance to the care permission?</p>	<p>*Centre-based</p> <p>During the last 12 months, were there children should have been admitted to this home based ECEC centre, but no places were available?</p> <p>*Home-based</p> <p>During the last 12 months, were there children should have been admitted to this home based ECEC centre, but no places were available in accordance to the care permission?</p>
Israel (U3)	LQ-21A-F	LQ-21A	D	Mother tongue	Mother tongue
Israel (U3)	LQ-21A-F	LQ-21A-F	D	<p>Regarding section B-"Special needs children" are those who were diagnosed as children with different disabilities. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.</p> <p>Regarding section, C-"Low levelled socioeconomically children" refers to children who come from homes lacking the basic life necessities, such as adequate housing, nutrition or medical care.</p>	<p>Regarding section B-"Special needs children" are those who were diagnosed as children with different disabilities. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.</p> <p>Regarding section, C-"Low levelled socioeconomically children" refers to children who come from homes lacking the basic life necessities, such as adequate housing, nutrition or medical care.</p>
Israel (U3)	LQ-21A-F	LQ-21C	D	Low levelled socioeconomically homes	Low levelled socioeconomically homes

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Germany	LQ-22A-H	LQ-22A-H	D	*Home-based Nationally defined categories: 1 = Me and/or other child minders 2 = The employer or provider (not the youth welfare service) 3 = A municipal, regional or state authority (e.g. the youth welfare service) 4 = Not applicable	*Home-based Nationally defined categories: 1 = Me and/or other child minders 2 = The employer or provider (not the youth welfare service) 3 = A municipal, regional or state authority (e.g. the youth welfare service) 4 = Not applicable
Israel (U3)	LQ-22A-H	LQ-22A-H	D	Nationally defined categories: 1 = Me and/or other members of the staff 2 = Day-care centre\family day-care centre's organization manager\business owner 3 = Local municipally or ministry of education authority 4 = Not applicable	Nationally defined categories: 1 = Me and/or other members of the staff 2 = Day-care centre\family day-care centre's organization manager\business owner 3 = Local municipally or ministry of education authority 4 = Not applicable
Germany	LQ-24A-I	LQ-24A-I	D	*Home-based Question instruction changed: External evaluation refers to the evaluation of a home-based ECEC centre by experts who do not belong to the home-based ECEC centre (e.g. expert service, representatives of providers of the youth welfare service).	*Home-based Question instruction changed: External evaluation refers to the evaluation of a home-based ECEC centre by experts who do not belong to the home-based ECEC centre (e.g. expert service, representatives of providers of the youth welfare service).
Israel (U3)	LQ-25A-D	LQ-25A-D	D	Question instruction changed: 'External evaluation' refers to the practice of evaluating the <ECEC centre> by assessors/evaluators outside of the centre (e.g. Ministry of Education representatives or local authority representatives). Please mark one choice in each row.	Question instruction changed: 'External evaluation' refers to the practice of evaluating the day-care centre/family day-care by assessors/evaluators outside of the centre (e.g. Ministry of Education representatives or local authority representatives). Please mark one choice in each row.
Germany	LQ-27A-F	LQ-27C	D	*Home-based Nationally defined dimension: Communication with other child minders and/or ECEC staff or leader	*Home-based Nationally defined dimension: Communication with other child minders and/or ECEC staff or leader
Israel (U3)	LQ-27A-F	LQ-27D	D	Nationally defined dimension: Cooperation with child, family or social services (e.g. welfare services, the Child Safety Council)	Nationally defined dimension: Cooperation with child, family or social services (e.g. welfare services, the Child Safety Council)
Israel (U3)	LQ-27A-F	LQ-27E	D	Nationally defined dimension: Collaboration with health-related services (e.g. Tipat Halav Centre, Public Health Clinic)	Nationally defined dimension: Collaboration with health-related services (e.g. Tipat Halav Centre, Public Health Clinic)
Israel (U3)	LQ-34A-J	LQ-34D	D	Low levelled socioeconomically homes	Low levelled socioeconomically homes
Israel (U3)	LQ-35A-E	LQ-35E	D	Nationally defined dimension:	Nationally defined dimension:

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Israel (U3)	LQ-36A-I	LQ-36C	D	The day-care centre/family day-care has excursions to outdoor areas, such as parks or other nature areas Nationally defined dimension: Apart from my salary, I am satisfied with the terms of my day-care centre manager/family day-care centres coordinator employment terms (e.g. benefits, work schedule, vacation days)	The day-care centre/family day-care has excursions to outdoor areas, such as parks or other nature areas Nationally defined dimension: Apart from my salary, I am satisfied with the terms of my day-care centre manager/family day-care centres coordinator employment terms (e.g. benefits, work schedule, vacation days)
Israel (U3)	LQ-36A-I	LQ-36H	D	The local Municipality or The Ministry of Education	The local Municipality or The Ministry of Education
Israel (U3)	LQ-37A-J	LQ-37D	D	The local Municipality or The Ministry of Education	The local Municipality or The Ministry of Education

Staff questionnaire

Country-specific adaptations were agreed upfront with the NPM in line with the rules and guidelines for national adaptations. In the below table, entries are sorted by the concerned question group first, then by country, then by the specific question location affected. Question group and location are given in the notation questionnaire type – question number, e.g. SQ-04 for Question 4 in the staff questionnaire.

Adaptations between ISCED levels could differ in countries administering the TALIS Starting Strong in both levels. In this case adaptations had to be documented separately. These ISCED level specific adaptations are listed below the main table of this section in Table A H.14.

The column “Country adaptation” contains the back-translated national version, the column “Adaptation”, recoded for international comparability, describes the change from the international source version along with any applicable recoding action that was carried out at the IEA Hamburg during the data processing. For structural adaptations, this column holds an explanation of the change, e.g. “Category not administered or data not available”. For non-structural adaptations – for the most part, adaptations of terms in pointed brackets (<>) – the column simply repeats the same English term. Both types of adaptation may occur in combination.

Country-specific adaptations have one of two different codes assigned to them:

- Code D: National data are included in the international database.
This code is used for questions where the specific national version was considered appropriate for comparison.
- Code X: National data are not included in the international database.
This code is used to refer to a few questions that were not administered, not applicable, or deleted for any of several reasons (e.g. not internationally comparable, removed because of NPM request, or removed due to other data problems).

**Table A H.13. List of country-specific adaptations to the staff questionnaire and combined and combined plus questionnaire
(if administered) sorted by question group, country and question location**

Participating country/economy	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Japan	SQ-01	SQ-01	D	Nationally defined categories: 1 = Male 2 = Female	National categories recoded for international comparability: 1 = Female 2 = Male
Chile	SQ-03	SQ-03	D	Nationally defined categories: 1 = Chile 2 = Other, please specify	National categories recoded for international comparability: 1 = Chile 2 = Other, please specify 3 = Category not administered or data not available 4 = Category not administered or data not available 5 = Category not administered or data not available 6 = Category not administered or data not available
Denmark	SQ-03	SQ-03	X	Question not administered or data not available	Question not administered or data not available
Germany	SQ-03	SQ-03	D	Nationally defined categories: 1 = Germany 2 = Another country, please specify	National categories recoded for international comparability: 1 = Germany 2 = Another country, please specify
Iceland	SQ-03	SQ-03	D	Nationally defined categories: 1 = In Iceland 2 = In another country, which country?	National categories recoded for international comparability: 1 = In Iceland 2 = In another country, which country?
Israel	SQ-03	SQ-03	D	Nationally defined categories: 1 = Israel 2 = Commonwealth of Independent States (former USSR) 3 = Ethiopia 4 = United States 5 = France 6 = Latin America Countries 7 = Other	National categories recoded for international comparability: 1 = Israel 2 = Commonwealth of Independent States (former USSR) / Ethiopia / United States / France / Latin America Countries / Other
Japan	SQ-03	SQ-03	X	Question not administered or data not available	Question not administered or data not available
Korea, Republic of	SQ-03	SQ-03	D	Nationally defined categories:	National categories recoded for international comparability:

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				1 = Korea 2 = Other	1 = Korea 2 = Other
Norway	SQ-03	SQ-03	D	Nationally defined categories: 1 = Norway 2 = Other, please specify	National categories recoded for international comparability: 1 = Norway 2 = Other, please specify
Turkey	SQ-03	SQ-03	D	Nationally defined categories: 1 = Turkey 2 = Other	National categories recoded for international comparability: 1 = Turkey 2 = Other
Chile	SQ-04	SQ-04	D	Contractual agreement Contract Contract	Contractual agreement Contract Contract
Denmark	SQ-04	SQ-04	D	Nationally defined categories: 1 = Permanent employment (an on-going contract with no fixed endpoint before the age of retirement) 2 = Contract employment for a period of more than 1 year 3 = Contract employment for a period of 1 year or less 4 = Self-employed	Nationally defined categories: 1 = Permanent employment (an on-going contract with no fixed endpoint before the age of retirement) 2 = Contract employment for a period of more than 1 year 3 = Contract employment for a period of 1 year or less 4 = Self-employed
Germany	SQ-04	SQ-04	D	Question instruction changed: Employment status refers to the contract duration as stated in your employment contract. Please mark one choice. Nationally defined categories: 1 = Permanent employment 2 = Fixed-term employment for a period of more than 1 year 3 = Fixed-term employment for a period of 1 year or less 4 = Self-employed	Question instruction changed: Employment status refers to the contract duration as stated in your employment contract. Please mark one choice. Nationally defined categories: 1 = Permanent employment 2 = Fixed-term employment for a period of more than 1 year 3 = Fixed-term employment for a period of 1 year or less 4 = Self-employed
Iceland	SQ-04	SQ-04	D	Employment contract agreement Contract for a given time	Employment contract agreement Contract for a given time

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				Contract for a given time	Contract for a given time
Israel	SQ-04	SQ-04	D	Stem of the question changed: What is your employment status at this kindergarten? Employment status Nationally defined categories: 1 = Permanent employment (an on-going contract with no fixed endpoint before the age of retirement) 2 = Fixed-term contract for a period of more than 1 year 3 = Fixed-term contract for a period of 1 year or less (e.g. intern\trial-period kindergarten teacher\assistant with a short-term contract\student\woman who participate in the Israeli national service) 4 = Self-employed	Stem of the question changed: What is your employment status at this kindergarten? Employment status Nationally defined categories: 1 = Permanent employment (an on-going contract with no fixed endpoint before the age of retirement) 2 = Fixed-term contract for a period of more than 1 year 3 = Fixed-term contract for a period of 1 year or less (e.g. intern\trial-period kindergarten teacher\assistant with a short-term contract\student\woman who participate in the Israeli national service) 4 = Self-employed
Japan	SQ-04	SQ-04	D	Employment agreement Employment agreement Employment agreement	Employment agreement Employment agreement Employment agreement
Korea, Republic of	SQ-04	SQ-04	D	Nationally defined categories: 1 = Permanent employment (an on-going contract with no fixed endpoint before the age of retirement) 2 = Fixed-term contract for a period of more than 1 year 3 = Fixed-term contract for a period of 1 year 4 = Fixed-term contract for a period of less than 1 year 5 = Self employed	National categories recoded for international comparability: 1 = Permanent employment (an on-going contract with no fixed endpoint before the age of retirement) 2 = Fixed-term contract for a period of more than 1 year 3 = Fixed-term contract for a period of 1 year / Fixed-term contract for a period of less than 1 year 4 = Self employed
Norway	SQ-04	SQ-04	D	Employment contract	Employment contract
Turkey	SQ-04	SQ-04	D	Nationally defined categories: 1 = Permanent employment (an on-going contract with no fixed endpoint before the age of retirement) 2 = Fixed-term contracted teacher for a period of more than 1 year	Nationally defined categories: 1 = Permanent employment (an on-going contract with no fixed endpoint before the age of retirement) 2 = Fixed-term contracted teacher for a period of more than 1 year

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Denmark	SQ-05	SQ-05	D	<p>3 = Fixed-term contracted teacher for a period of 1 year or less</p> <p>4 = Self-employed</p> <p>Nationally defined categories:</p> <p>1 = Full-time employed (more than 90% of full-time, corresponding to more than 33 hours)</p> <p>2 = Part-time employed (71-90% of full-time hours, corresponding to 26-33 hours)</p> <p>3 = Part-time employed (50-70% of full-time hours, corresponding to 18-25 hours)</p> <p>4 = Part-time employed (less than 50% of full-time hours, corresponding to less than 18 hours)</p>	<p>3 = Fixed-term contracted teacher for a period of 1 year or less</p> <p>4 = Self-employed</p> <p>Nationally defined categories:</p> <p>1 = Full-time employed (more than 90% of full-time, corresponding to more than 33 hours)</p> <p>2 = Part-time employed (71-90% of full-time hours, corresponding to 26-33 hours)</p> <p>3 = Part-time employed (50-70% of full-time hours, corresponding to 18-25 hours)</p> <p>4 = Part-time employed (less than 50% of full-time hours, corresponding to less than 18 hours)</p>
Israel	SQ-05	SQ-05	D	<p>Question instruction changed: Please consider your employment status in all kindergartens you work in. Please mark one choice.</p>	<p>Question instruction changed: Please consider your employment status in all kindergartens you work in. Please mark one choice.</p>
Chile	SQ-06A-D	SQ-06C	D	Professional Institute, Technical Education Centre	Professional Institute, Technical Education Centre
Denmark	SQ-06A-D	SQ-06C	D	Nationally defined dimension: Year(s) working in other educational/pedagogical roles or in other roles with children (please include roles such as working as a child minder, as a tutor, or as a teacher in a school or other education institution, but do not include years working as a pedagogical staff)	Nationally defined dimension: Year(s) working in other educational/pedagogical roles or in other roles with children (please include roles such as working as a child minder, as a tutor, or as a teacher in a school or other education institution, but do not include years working as a pedagogical staff)
Germany	SQ-06A-D	SQ-06C	D	Nationally defined dimension: Years in another pedagogical or other role with children (e.g. as child minder, as a tutor, teacher at a primary or higher school, but not as a pedagogical staff)	Nationally defined dimension: Years in another pedagogical or other role with children (e.g. as child minder, as a tutor, teacher at a primary or higher school, but not as a pedagogical staff)
Israel	SQ-06A-D	SQ-06C	D	Nationally defined dimension: Years working with children in other places (please include roles such as working as a child minder, as a tutor, or as a teacher in a primary or secondary school, but do not include years working as an kindergarten staff)	Nationally defined dimension: Years working with children in other places (please include roles such as working as a child minder, as a tutor, or as a teacher in a primary or secondary school, but do not include years working as an kindergarten staff)
Japan	SQ-06A-D	SQ-06C	D	Professional training college	Professional training college
Norway	SQ-06A-D	SQ-06C	D	University college	University college

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Germany	SQ-06A-D	SQ-06D	D	Nationally defined dimension: Year(s) in another area, not in the area of Childhood education and care	Nationally defined dimension: Year(s) in another area, not in the area of Childhood education and care
Israel	SQ-07	SQ-07	D	Stem of the question changed: Do you currently work at more than one kindergarten?	Stem of the question changed: Do you currently work at more than one kindergarten?
Israel	SQ-08	SQ-08	D	Stem of the question changed: If 'Yes' in the previous question, please indicate at how many other kindergartens you currently work.	Stem of the question changed: If 'Yes' in the previous question, please indicate at how many other kindergartens you currently work.
Chile	SQ-09	SQ-09	D	Nationally defined categories: 1 = First cycle of primary education (1st to 6th grade) 2 = Second cycle of primary education (7th to 8th grade) 3 = Upper secondary education (I st to IV the grade) 4 = Higher education in Technical Formation Centre 5 = Higher education in Professional Institute 6 = University Higher Education 7 = Graduate education - Master degree or equivalent 8 = Graduate education - Doctorate or equivalent	National categories recoded for international comparability: 1 = First cycle of primary education (1st to 6th grade) 2 = Second cycle of primary education (7th to 8th grade) 3 = Upper secondary education (I st to IV the grade) 4 = Category not administered or data not available 5 = Higher education in Technical Formation Centre / Higher education in Professional Institute 6 = University Higher Education 7 = Category not administered or data not available 8 = Category not administered or data not available 9 = Graduate education - Master degree or equivalent 10 = Graduate education - Doctorate or equivalent
Denmark	SQ-09	SQ-09	D	Nationally defined categories: 1 = Basic school's 0-6th grade 2 = Basic school's 7-10th grade 3 = General or vocational upper secondary education (e.g. high-school certificate, higher commercial school certificate, higher technical school certificate, vocational education, including the pedagogical assistant education) 4 = Short-cycle higher education (e.g. computer science, chemist's assistant, academy profession degree) 5 = Vocational bachelor programmes (e.g. teacher, pedagogue) or diploma 6 = University bachelor programmes (e.g. BA in Educational Science)	National categories recoded for international comparability: 1 = Basic school's 0-6th grade 2 = Basic school's 7-10th grade 3 = General or vocational upper secondary education (e.g. high-school certificate, higher commercial school certificate, higher technical school certificate, vocational education, including the pedagogical assistant education) 4 = Category not administered or data not available 5 = Short-cycle higher education (e.g. computer science, chemist's assistant, academy profession degree) 6 = Vocational bachelor programmes (e.g. teacher, pedagogue) or diploma 7 = University bachelor programmes (e.g. BA in Educational Science)

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability	
			7 = Long-cycle higher education (e.g. Master of Arts in humanities, Master of Arts in the theory of education, Master's degree) 8 = PhD programme	8 = Category not administered or data not available 9 = Long-cycle higher education (e.g. Master of Arts in humanities, Master of Arts in the theory of education, Master's degree) 10 = PhD programme	
Germany	SQ-09	SQ-09	D	Nationally defined categories: 1 = Primary school 2 = Lower secondary school 3 = Upper secondary school 4 = Post-secondary non-tertiary education (e.g. [most common ECEC staff professions at ISCED Level 4]) 5 = Short-cycle tertiary education 6 = Degree from college [equivalent Bachelor degree] (e.g. [most common ECEC staff professions at ISCED Level 6]) 7 = Bachelor degree 8 = Master degree 9 = Doctorate	National categories recoded for international comparability: 1 = Primary school 2 = Lower secondary school 3 = Upper secondary school 4 = Post-secondary non-tertiary education (e.g. [most common ECEC staff professions at ISCED Level 4]) 5 = Short-cycle tertiary education 6 = Bachelor degree 7 = Degree from college [equivalent Bachelor degree] (e.g. [most common ECEC staff professions at ISCED Level 6]) 8 = Category not administered or data not available 9 = Master degree 10 = Doctorate
Iceland	SQ-09	SQ-09	D	Nationally defined categories: 1 = Lower primary school classes, "children's exam", now 7th grade 2 = Exam taken at the end of lower secondary school 3 = University entrance examination, Journeyman, certificate from a special school which does not have University entrance exam or Journeyman as entry requirement 4 = Certificate from fostering school (before 1999) 5 = Teaching certificate (before 1975); sport teaching certificate (before 1993) 6 = Developmental therapist (before 1988) 7 = Master craftsmanship diploma 8 = Certificate from fostering school (after 1975) 9 = Diploma in pre-school studies, at University level 10 = Other diploma studies in the area of education and pedagogy at University level 11 = Music teacher certificate or arts- and crafts examination (1986 or later)	National categories recoded for international comparability: 1 = Lower primary school classes, "children's exam", now 7th grade 2 = Exam taken at the end of lower secondary school 3 = University entrance examination, Journeyman, certificate from a special school which does not have University entrance exam or Journeyman as entry requirement / Certificate from fostering school (before 1999) / Teaching certificate (before 1975); sport teaching certificate (before 1993) / Developmental therapist (before 1988) 4 = Master craftsmanship diploma / Certificate from fostering school (after 1975) 5 = Diploma in pre-school studies, at University level / Other diploma studies in the area of education and pedagogy at University level / Music teacher certificate or arts- and crafts examination (1986 or later) 6 = BA or BS in particular discipline, without teaching certification 7 = Category not administered or data not available

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability	
			<p>12 = Teacher certificate (B.Ed. or equivalent at University level)</p> <p>13 = Sports teacher certificate (1993 or later)</p> <p>14 = Developmental therapist (1988 or later)</p> <p>15 = Pre-school teacher certificate (B.Ed. or equivalent, at University level)</p> <p>16 = BA or BS in particular discipline, without teaching certification</p> <p>17 = BA or BS, with added teaching certification (6 months to 2 years pedagogy/educational studies)</p> <p>18 = Diploma in education of young children, after completion of bachelor's degree, or equivalent</p> <p>19 = Pre-school teacher certificate (M.Ed. or equivalent, at University level)</p> <p>20 = MA or MSc in particular discipline, without teaching certification</p> <p>21 = MA or MSc with added teaching certification (6 months to 2 years pedagogy/educational studies)</p> <p>22 = Doctoral degree in the domain of pre-school teaching</p> <p>23 = Doctoral degree in a particular discipline, without teaching certification</p> <p>24 = Doctoral degree in a particular discipline, with added teaching certification (6 months to 2 years pedagogy/educational studies)</p> <p>25 = Other, please specify</p>	<p>8 = Teacher certificate (B.Ed. or equivalent at University level) / Sports teacher certificate (1993 or later) / Developmental therapist (1988 or later) / Pre-school teacher certificate (B.Ed. or equivalent, at University level) / BA or BS, with added teaching certification (6 months to 2 years pedagogy/educational studies)</p> <p>9 = Diploma in education of young children, after completion of bachelor's degree, or equivalent / Pre-school teacher certificate (M.Ed. or equivalent, at University level) / MA or MSc in particular discipline, without teaching certification / MA or MSc with added teaching certification (6 months to 2 years pedagogy/educational studies)</p> <p>10 = Doctoral degree in the domain of pre-school teaching / Doctoral degree in a particular discipline, without teaching certification / Doctoral degree in a particular discipline, with added teaching certification (6 months to 2 years pedagogy/educational studies)</p>	
Israel	SQ-09	SQ-09	D	<p>Nationally defined categories:</p> <p>1 = Elementary school</p> <p>2 = Junior High</p> <p>3 = High School</p> <p>4 = Pre-University Diploma</p> <p>5 = Post-secondary education (senior kindergarten teacher\certified kindergarten teacher without B.Ed.)</p> <p>6 = Bachelor (e.g. B.Ed.)</p> <p>7 = Masters</p> <p>8 = Doctorate</p>	<p>National categories recoded for international comparability:</p> <p>1 = Elementary school</p> <p>2 = Junior High</p> <p>3 = High School</p> <p>4 = Pre-University Diploma</p> <p>5 = Post-secondary education (senior kindergarten teacher\certified kindergarten teacher without B.Ed.)</p> <p>6 = Category not administered or data not available</p> <p>7 = Bachelor (e.g. B.Ed.)</p> <p>8 = Category not administered or data not available</p> <p>9 = Masters</p> <p>10 = Doctorate</p>
Japan	SQ-09	SQ-09	D	Nationally defined categories:	National categories recoded for international comparability:

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability	
			<p>1 = Lower secondary school 2 = Upper secondary school (excl. advanced courses) 3 = Upper secondary school, advanced courses 4 = Junior college 5 = College of technology 6 = Professional training college 7 = University, undergraduate 8 = University, graduate school (master's course, or first term of doctor's course)/ University, professional graduate school (e.g. graduate school of teacher education) 9 = Graduate school, doctor's course (second term)</p>	<p>1 = Category not administered or data not available 2 = Lower secondary school 3 = Upper secondary school (excl. advanced courses) 4 = Upper secondary school, advanced courses 5 = Junior college / College of technology / Professional training college 6 = Category not administered or data not available 7 = Category not administered or data not available 8 = University, undergraduate 9 = University, graduate school (master's course, or first term of doctor's course)/ University, professional graduate school (e.g. graduate school of teacher education) 10 = Graduate school, doctor's course (second term)</p>	
Korea, Republic of	SQ-09	SQ-09	D	<p>Nationally defined categories: 1 = Graduation of elementary school 2 = Graduation of middle school 3 = Graduation of high school 4 = Vocational Training institutes/Education centre 5 = College (2-3 year) 6 = Undergraduate school (college 4 year) 7 = Master's degree 8 = Doctoral degree</p>	<p>National categories recoded for international comparability: 1 = Graduation of elementary school 2 = Graduation of middle school 3 = Graduation of high school 4 = Vocational Training institutes/Education centre 5 = College (2-3 year) 6 = Undergraduate school (college 4 year) 7 = Category not administered or data not available 8 = Category not administered or data not available 9 = Master's degree 10 = Doctoral degree</p>
Norway	SQ-09	SQ-09	D	<p>Nationally defined categories: 1 = Primary education 2 = Lower secondary education 3 = Upper secondary education 4 = Post-secondary, non-tertiary education 5 = Short-cycled tertiary education 6 = Tertiary education, 3 years (Bachelor or equivalent level) 7 = Tertiary education, 4 - 5 years (Master) 8 = Doctoral level</p>	<p>National categories recoded for international comparability: 1 = Primary education 2 = Lower secondary education 3 = Upper secondary education 4 = Post-secondary, non-tertiary education 5 = Short-cycled tertiary education 6 = Tertiary education, 3 years (Bachelor or equivalent level) 7 = Category not administered or data not available 8 = Category not administered or data not available 9 = Tertiary education, 4 - 5 years (Master)</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Turkey	SQ-09	SQ-09	D	Nationally defined categories: 1 = Primary school 2 = Lower secondary school 3 = Upper secondary school 4 = Short-cycle tertiary education 5 = Bachelor degree 6 = Master degree 7 = Doctorate	10 = Doctoral level National categories recoded for international comparability: 1 = Primary school 2 = Lower secondary school 3 = Upper secondary school 4 = Category not administered or data not available 5 = Short-cycle tertiary education 6 = Category not administered or data not available 7 = Category not administered or data not available 8 = Bachelor degree 9 = Master degree 10 = Doctorate
Chile	SQ-10	SQ-10	D	Educational Level	Educational Level
Denmark	SQ-10	SQ-10	D	Education level	Education level
Germany	SQ-10	SQ-10	D	This education or this professional development course does not need to be exclusively related to education or qualify to work with children. Stem of the question changed: Have you completed a (practical) education that qualifies you to work with children? Question instruction changed: (Practical) education refers to any education degree or programme and/or certified professional development. This education does not need to be exclusively specialised to education and qualification to work with children. Please mark one choice.	This education or this professional development course does not need to be exclusively related to education or qualify to work with children. Stem of the question changed: Have you completed a (practical) education that qualifies you to work with children? Question instruction changed: (Practical) education refers to any education degree or programme and/or certified professional development. This education does not need to be exclusively specialised to education and qualification to work with children. Please mark one choice.
Iceland	SQ-10	SQ-10	D	Education ISCED 2011 level	Education ISCED 2011 level

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Israel	SQ-10	SQ-10	D	It is not a requirement that the education was exclusively related to educational matters or work with children	It is not a requirement that the education was exclusively related to educational matters or work with children
				Education or professional training	Education or professional training
				Education	Education
Japan	SQ-10	SQ-10	D	This education does not need to be exclusively related to qualification to work with children.	This education does not need to be exclusively related to qualification to work with children.
				Levels/types of educational institute	Levels/types of educational institute
Korea, Republic of	SQ-10	SQ-10	D	Question instruction omitted: An 'education or training programme' refers to any ISCED 2011 Level programme or stages of learning and/or professional development represented by a structured or certified programme.	Question instruction omitted: An 'education or training programme' refers to any ISCED 2011 Level programme or stages of learning and/or professional development represented by a structured or certified programme.
				Education program	Education program
				The education mentioned here does not need to be related to education and qualification for ECEC.	The education mentioned here does not need to be related to education and qualification for ECEC.
Norway	SQ-10	SQ-10	D	Education	Education
				The education does not need to be exclusively related to work with children.	The education does not need to be exclusively related to work with children.
Turkey	SQ-10	SQ-10	D	Question instruction changed: An 'education or training programme' refers to any international standard classification of education programme and/or professional development represented by a structured or certified programme. This education does not need to be exclusively related to education and qualification to work with children. Please mark one choice.	Question instruction changed: An 'education or training programme' refers to any international standard classification of education programme and/or professional development represented by a structured or certified programme. This education does not need to be exclusively related to education and qualification to work with children. Please mark one choice.
				Educación media (I a IV)	Upper secondary education (I st to IV the grade)
				Nationally defined dimension: A vocational education, e.g. the pedagogical assistant programme, or other youth education	Nationally defined dimension: A vocational education, e.g. the pedagogical assistant programme, or other youth education
Germany	SQ-11A-F	SQ-11A	D	Nationally defined dimension:	Nationally defined dimension:

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				An education at a school/professional college for health and social professions (not state-recognised educators)	An education at a school/professional college for health and social professions (not state-recognised educators)
Iceland	SQ-11A-F	SQ-11A	D	Nationally defined dimension: Studies at ISCED Level 2 or ISCED level 3	Nationally defined dimension: Studies at ISCED Level 2 or ISCED level 3
Israel	SQ-11A-F	SQ-11A	D	Junior High or High-School	Junior High or High-School
Japan	SQ-11A-F	SQ-11A	D	Lower secondary school or upper secondary school (excluding advanced courses)	Lower secondary school or upper secondary school (excluding advanced courses)
Korea, Republic of	SQ-11A-F	SQ-11A	D	Middle and high school	Middle and high school
Norway	SQ-11A-F	SQ-11A	D	Upper secondary education	Upper secondary education
Turkey	SQ-11A-F	SQ-11A	D	Lower or upper secondary school	Lower or upper secondary school
Chile	SQ-11A-F	SQ-11B	D	Higher education in Technical Formation Centre programme or Professional institute or higher	Higher education in Technical Formation Centre programme or Professional institute or higher
Denmark	SQ-11A-F	SQ-11B	D	Nationally defined dimension: A higher education programme, e.g. the pedagogue education	Nationally defined dimension: A higher education programme, e.g. the pedagogue education
Germany	SQ-11A-F	SQ-11B	D	Nationally defined dimension: An education at a school/college/university, education institution for state-recognised educators	Nationally defined dimension: An education at a school/college/university, education institution for state-recognised educators
Iceland	SQ-11A-F	SQ-11B	D	Nationally defined dimension: Studies at the junction of ISCED level 3 and university level or higher education level	Nationally defined dimension: Studies at the junction of ISCED level 3 and university level or higher education level
Israel	SQ-11A-F	SQ-11B	D	Post High-School (non Academic)	Post High-School (non Academic)
Japan	SQ-11A-F	SQ-11B	D	Advanced courses of Higher secondary school	Advanced courses of Higher secondary school
Korea, Republic of	SQ-11A-F	SQ-11B	D	Vocational Training institutes/Education centre	Vocational Training institutes/Education centre
Norway	SQ-11A-F	SQ-11B	D	*Bokmål Post-secondary, non-tertiary education	*Bokmål Post-secondary, non-tertiary education
				*Nynorsk University or university college education	*Nynorsk University or university college education
Turkey	SQ-11A-F	SQ-11B	D	Short-cycle tertiary education	Short-cycle tertiary education
Denmark	SQ-11A-F	SQ-11E	D	Nationally defined dimension: Programmes primarily delivered online or remotely	Nationally defined dimension: Programmes primarily delivered online or remotely

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Denmark	SQ-11A-F	SQ-11F	D	Nationally defined dimension: Programmes primarily delivered not online	Nationally defined dimension: Programmes primarily delivered not online
Chile	SQ-12A-P	SQ-12E	D	Early childhood education	Early childhood education
Denmark	SQ-12A-P	SQ-12E	D	Day cares	Day cares
Germany	SQ-12A-P	SQ-12E	D	The ECEC centre	The ECEC centre
Iceland	SQ-12A-P	SQ-12E	D	Playschool level	Playschool level
Israel	SQ-12A-P	SQ-12E	D	Kindergarten/orchard	Kindergarten/orchard
Japan	SQ-12A-P	SQ-12E	D	Pre-primary education period	Pre-primary education period
Korea, Republic of	SQ-12A-P	SQ-12E	D	Early childhood education and care from birth	Early childhood education and care from birth
				School entry	School entry
Norway	SQ-12A-P	SQ-12E	D	Kindergarten	Kindergarten
Turkey	SQ-12A-P	SQ-12E	D	Preschool education	Preschool education
Israel	SQ-12A-P	SQ-12F	D	Nationally defined dimension: Working with parents or families	Nationally defined dimension: Working with parents or families
Japan	SQ-12A-P	SQ-12G	D	Nationally defined dimension: Learning theories (e.g. Vigotsky, Piaget)	Nationally defined dimension: Learning theories (e.g. Vigotsky, Piaget)
Japan	SQ-12A-P	SQ-12I	D	Nationally defined dimension: Facilitating learning in numeracy	Nationally defined dimension: Facilitating learning in numeracy
Chile	SQ-12A-P	SQ-12M	D	Class/group	Class/group
Denmark	SQ-12A-P	SQ-12M	D	Children groups	Children groups
Iceland	SQ-12A-P	SQ-12M	D	Children-group	Children-group
Israel	SQ-12A-P	SQ-12M	D	Class management\group	Class management\group
Japan	SQ-12A-P	SQ-12M	D	Classes or groups	Classes or groups
Korea, Republic of	SQ-12A-P	SQ-12M	D	Class/playgroup/group	Class/playgroup/group
Norway	SQ-12A-P	SQ-12M	D	Department/child group	Department/child group
Turkey	SQ-12A-P	SQ-12M	D	Classroom	Classroom
Denmark	SQ-12A-P	SQ-12N	D	Nationally defined dimension:	Nationally defined dimension:

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				Ongoing watching and documenting child development, well-being and learning	Ongoing watching and documenting child development, well-being and learning
Chile	SQ-12A-P	SQ-12P	D	Children whose first language is different from Spanish	Children whose first language is different from Spanish
Denmark	SQ-12A-P	SQ-12P	D	Multilingual children	Multilingual children
Germany	SQ-12A-P	SQ-12P	D	Children who grow up bilingual and/or whose family language is not German	Children who grow up bilingual and/or whose family language is not German
Iceland	SQ-12A-P	SQ-12P	D	"Two-tongued" children/children who don't have Icelandic as their mother-tongue	"Two-tongued" children/children who don't have Icelandic as their mother-tongue
Israel	SQ-12A-P	SQ-12P	D	Children whose mother tongue is not Hebrew	Children whose mother tongue is not Hebrew
				*Arabic: Children whose mother tongue is not Arabic	*Arabic: Children whose mother tongue is not Arabic
Japan	SQ-12A-P	SQ-12P	X	Dimension not administered or data not available	Dimension not administered or data not available
Korea, Republic of	SQ-12A-P	SQ-12P	D	Children who use dual/foreign language	Children who use dual/foreign language
Norway	SQ-12A-P	SQ-12P	D	Bilingual children	Bilingual children
Turkey	SQ-12A-P	SQ-12P	X	Dimension not administered or data not available	Dimension not administered or data not available
Germany	SQ-13A-J	SQ-13C	D	Nationally defined dimension: Symposia or conferences, where pedagogical staff and/or researchers present their research	Nationally defined dimension: Symposia or conferences, where pedagogical staff and/or researchers present their research
Chile	SQ-13A-J	SQ-13D	D	Nationally defined dimension: Academic certification programme (e.g. a degree programme, or post-title)	Nationally defined dimension: Academic certification programme (e.g. a degree programme, or post-title)
Japan	SQ-13A-J	SQ-13D	D	Nationally defined dimension: Qualification programme (e.g. a degree programme, a certificate programme)	Nationally defined dimension: Qualification programme (e.g. a degree programme, a certificate programme)
Germany	SQ-13A-J	SQ-13F	D	Nationally defined dimension: Peer observation, self-observation, coaching as part of a formal arrangement of this ECEC centre	Nationally defined dimension: Peer observation, self-observation, coaching as part of a formal arrangement of this ECEC centre
Chile	SQ-14A-P	SQ-14E	D	Early childhood education	Early childhood education
Denmark	SQ-14A-P	SQ-14E	D	Day cares	Day cares
Germany	SQ-14A-P	SQ-14E	D	The ECEC centre	The ECEC centre

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Iceland	SQ-14A-P	SQ-14E	D	Playschool level	Playschool level
Israel	SQ-14A-P	SQ-14E	D	Kindergarten/orchard	Kindergarten/orchard
Japan	SQ-14A-P	SQ-14E	D	Pre-primary education period	Pre-primary education period
Korea, Republic of	SQ-14A-P	SQ-14E	D	Early childhood education and care from birth	Early childhood education and care from birth
				School entry	School entry
Norway	SQ-14A-P	SQ-14E	D	Kindergarten	Kindergarten
Turkey	SQ-14A-P	SQ-14E	D	Preschool education	Preschool education
Japan	SQ-14A-P	SQ-14G	D	Nationally defined dimension: Learning theories (e.g. Vigotsky, Piaget)	Nationally defined dimension: Learning theories (e.g. Vigotsky, Piaget)
Japan	SQ-14A-P	SQ-14I	D	Nationally defined dimension: Facilitating learning in numeracy	Nationally defined dimension: Facilitating learning in numeracy
Turkey	SQ-14A-P	SQ-14L	D	Nationally defined dimension: Working with children with special educational needs	Nationally defined dimension: Working with children with special educational needs
Israel	SQ-14A-P	SQ-14M	D	Class management\group	Class management\group
Denmark	SQ-14A-P	SQ-14N	D	Nationally defined dimension: Ongoing watching and documenting child development, well-being and learning	Nationally defined dimension: Ongoing watching and documenting child development, well-being and learning
Chile	SQ-14A-P	SQ-14P	D	Children whose first language is different from Spanish	Children whose first language is different from Spanish
Denmark	SQ-14A-P	SQ-14P	D	Multilingual children	Multilingual children
Germany	SQ-14A-P	SQ-14P	D	Children who grow up bilingual and/or whose family language is not German	Children who grow up bilingual and/or whose family language is not German
Iceland	SQ-14A-P	SQ-14P	D	"Two-tongued" children/children who don't have Icelandic as their mother-tongue	"Two-tongued" children/children who don't have Icelandic as their mother-tongue
Israel	SQ-14A-P	SQ-14P	D	Children whose mother tongue is not Hebrew	Children whose mother tongue is not Hebrew
				*Arabic: Children whose mother tongue is not Arabic	*Arabic: Children whose mother tongue is not Arabic
Japan	SQ-14A-P	SQ-14P	D	Children who use dual languages	Children who use dual languages
Korea, Republic of	SQ-14A-P	SQ-14P	D	Children who use dual/foreign language	Children who use dual/foreign language

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Norway	SQ-14A-P	SQ-14P	D	Bilingual children	Bilingual children
Turkey	SQ-14A-P	SQ-14P	X	Dimension not administered or data not available	Dimension not administered or data not available
Germany	SQ-15A-H	SQ-15A-H	D	Stem of the question changed: For the professional development in which you participated during the last 12 months, did you receive any of the following benefits?	Stem of the question changed: For the professional development in which you participated during the last 12 months, did you receive any of the following benefits?
Israel	SQ-15A-H	SQ-15F	D	Children	Children
Germany	SQ-16A-P	SQ-16A-P	D	Nationally defined categories: 1 = No need 2 = Low level of need 3 = Moderate level of need 4 = High level of need	Nationally defined categories: 1 = No need 2 = Low level of need 3 = Moderate level of need 4 = High level of need
Chile	SQ-16A-P	SQ-16E	D	Early childhood education	Early childhood education
Denmark	SQ-16A-P	SQ-16E	D	Day care	Day care
Germany	SQ-16A-P	SQ-16E	D	The ECEC centre	The ECEC centre
Iceland	SQ-16A-P	SQ-16E	D	Playschool level	Playschool level
Israel	SQ-16A-P	SQ-16E	D	Kindergarten/orchard	Kindergarten/orchard
Japan	SQ-16A-P	SQ-16E	D	Pre-primary education period	Pre-primary education period
Korea, Republic of	SQ-16A-P	SQ-16E	D	Early childhood education and care from birth	Early childhood education and care from birth
				School entry	School entry
Norway	SQ-16A-P	SQ-16E	D	Kindergarten	Kindergarten
Turkey	SQ-16A-P	SQ-16E	D	Preschool education	Preschool education
Japan	SQ-16A-P	SQ-16G	D	Nationally defined dimension: Learning theories (e.g. Vigotsky, Piaget)	Nationally defined dimension: Learning theories (e.g. Vigotsky, Piaget)
Japan	SQ-16A-P	SQ-16I	D	Nationally defined dimension: Facilitating learning in numeracy	Nationally defined dimension: Facilitating learning in numeracy
Turkey	SQ-16A-P	SQ-16L	D	Nationally defined dimension: Working with children with special educational needs	Nationally defined dimension: Working with children with special educational needs
Chile	SQ-16A-P	SQ-16M	D	Class/group	Class/group

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Israel	SQ-16A-P	SQ-16M	D	Class management\group	Class management\group
Turkey	SQ-16A-P	SQ-16M	D	Classroom	Classroom
Denmark	SQ-16A-P	SQ-16N	D	Nationally defined dimension: Ongoing observation and documentation child development, well-being and learning	Nationally defined dimension: Ongoing observation and documentation child development, well-being and learning
Chile	SQ-16A-P	SQ-16P	D	Children whose first language is different from Spanish	Children whose first language is different from Spanish
Denmark	SQ-16A-P	SQ-16P	D	Multilingual children	Multilingual children
Germany	SQ-16A-P	SQ-16P	D	Children who grow up bilingual and/or whose family language is not German	Children who grow up bilingual and/or whose family language is not German
Iceland	SQ-16A-P	SQ-16P	D	"Two-tongued" children/children who don't have Icelandic as their mother-tongue	"Two-tongued" children/children who don't have Icelandic as their mother-tongue
Israel	SQ-16A-P	SQ-16P	D	Children whose mother tongue is not Hebrew	Children whose mother tongue is not Hebrew
				*Arabic: Children whose mother tongue is not Arabic	*Arabic: Children whose mother tongue is not Arabic
Japan	SQ-16A-P	SQ-16P	D	Children who use dual languages	Children who use dual languages
Korea, Republic of	SQ-16A-P	SQ-16P	D	Children who use dual/foreign language	Children who use dual/foreign language
Norway	SQ-16A-P	SQ-16P	D	Bilingual children	Bilingual children
Turkey	SQ-16A-P	SQ-16P	X	Dimension not administered or data not available	Dimension not administered or data not available
Germany	SQ-17A-H	SQ-17F	D	Nationally defined dimension: There is no content relevant professional development offered	Nationally defined dimension: There is no content relevant professional development offered
Denmark	SQ-17A-H	SQ-17H	D	Nationally defined dimension: There is not enough pedagogical staff to compensate my absence	Nationally defined dimension: There is not enough pedagogical staff to compensate my absence
Germany	SQ-18	SQ-18	D	Question instruction changed: Include time spent on play, care and pedagogical activities, preparation and follow-up, collaborating with other staff, participating in staff meetings, participating in professional development, liaising with parents or guardians and other work tasks. Also, include tasks that took place during evenings, weekends or other out of ECEC centre hours (including at home).	Question instruction changed: Include time spent on play, care and pedagogical activities, preparation and follow-up, collaborating with other staff, participating in staff meetings, participating in professional development, liaising with parents or guardians and other work tasks. Also, include tasks that took place during evenings, weekends or other out of ECEC centre hours (including at home).

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				A 'complete' calendar week is one that was not shortened by breaks, public holidays, sick leave, etc. Round to the nearest whole hour.	A 'complete' calendar week is one that was not shortened by breaks, public holidays, sick leave, etc. Round to the nearest whole hour.
Israel	SQ-18	SQ-18	D	Children	Children
Germany	SQ-19	SQ-19	D	Question instruction changed: Please only count actual time in contact with children (i.e. when your full attention is given to the children). Time spent on preparation and follow-up, meetings, professional development, etc. will be recorded in the next question. Round to the nearest whole hour.	Question instruction changed: Please only count actual time in contact with children (i.e. when your full attention is given to the children). Time spent on preparation and follow-up, meetings, professional development, etc. will be recorded in the next question. Round to the nearest whole hour.
Israel	SQ-20A-G	SQ-20A-G	D	Children	Children
Denmark	SQ-20A-G	SQ-20B	D	Nationally defined dimensions: Collaborating and speaking with colleagues within this day care (excluding time spent together with children) Collaborating and speaking with parents or guardians within this day care (excluding time spent together with children)	National dimensions recoded for international comparability: Collaborating and speaking with colleagues within this day care(excluding time spent together with children) / Collaborating and speaking with parents or guardians within this day care (excluding time spent together with children)
Israel	SQ-20A-G	SQ-20F	D	Nationally defined dimension: Contemplation and consideration on your work, either alone or with other kindergarten staff	Nationally defined dimension: Contemplation and consideration on your work, either alone or with other kindergarten staff
Israel	SQ-20A-G	SQ-20G	D	Nationally defined dimension: Shopping, cooking, cleaning, tidying-up and laundry	Nationally defined dimension: Shopping, cooking, cleaning, tidying-up and laundry
Denmark	SQ-21A-K	SQ-21B	D	Nationally defined dimension: Reading and writing skills (e.g. understanding of key concepts as letters, words and sentence formation)	Nationally defined dimension: Reading and writing skills (e.g. understanding of key concepts as letters, words and sentence formation)
Denmark	SQ-21A-K	SQ-21F	D	Nationally defined dimension: Digital competences	Nationally defined dimension: Digital competences
Germany	SQ-21A-K	SQ-21F	D	Nationally defined dimension: Skills related to dealing with digital media (e.g. computers, tablets)	Nationally defined dimension: Skills related to dealing with digital media (e.g. computers, tablets)
Denmark	SQ-22A-H	SQ-22C	D	Nationally defined dimension: Reducing child-group size by recruiting more pedagogical staff	Nationally defined dimension: Reducing child-group size by recruiting more pedagogical staff
Israel	SQ-22A-H	SQ-22C	D	Nationally defined dimensions: Reducing the number of children in the ECEC Recruiting more ECEC staff	National categories recoded for international comparability: Reducing the number of children in the ECEC / Recruiting more ECEC staff

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Turkey	SQ-22A-H	SQ-22E	D	Nationally defined dimension: Supporting children with special educational needs	Nationally defined dimension: Supporting children with special educational needs
Germany	SQ-22A-H	SQ-22H	D	Nationally defined dimension: Less administrative tasks for ECEC staff by recruiting support/administrative staff	Nationally defined dimension: Less administrative tasks for ECEC staff by recruiting support/administrative staff
Israel	SQ-23A-G	SQ-23C	X	Dimension not administered or data not available	Dimension not administered or data not available
Germany	SQ-24A-L	SQ-24C	D	Nationally defined dimension: Support of independent learning of children	Nationally defined dimension: Support of independent learning of children
Denmark	SQ-24A-L	SQ-24H	D	Nationally defined dimension: Ongoing observe children's development	Nationally defined dimension: Ongoing observe children's development
Germany	SQ-24A-L	SQ-24I	D	Nationally defined dimension: Support of the self-confidence of children	Nationally defined dimension: Support of the self-confidence of children
Chile	SQ-27	SQ-27	D	Whose mother tongue is different from Spanish	Whose mother tongue is different from Spanish
Denmark	SQ-27	SQ-27	D	Multilingual children	Multilingual children
Germany	SQ-27	SQ-27	X	Question not administered or data not available	Question not administered or data not available
Iceland	SQ-27	SQ-27	D	"Two-tongued" children/children who don't have Icelandic as their mother-tongue	"Two-tongued" children/children who don't have Icelandic as their mother-tongue
Israel	SQ-27	SQ-27	X	Question not administered or data not available	Question not administered or data not available
Japan	SQ-27	SQ-27	D	Children who use dual languages	Children who use dual languages
Korea, Republic of	SQ-27	SQ-27	D	Stem of the question changed: Do you work with children who use dual/foreign language?	Stem of the question changed: Do you work with children who use dual/foreign language?
Norway	SQ-27	SQ-27	D	Bilingual	Bilingual
Turkey	SQ-27	SQ-27	X	Question not administered or data not available	Question not administered or data not available
Chile	SQ-28A-J	SQ-28A-J	D	Whose mother tongue is different from Spanish	Whose mother tongue is different from Spanish
Denmark	SQ-28A-J	SQ-28A-J	X	Question not administered or data not available	Question not administered or data not available
Germany	SQ-28A-J	SQ-28A-J	X	Question not administered or data not available	Question not administered or data not available
Iceland	SQ-28A-J	SQ-28A-J	D	"Two-tongued" children/children who don't have Icelandic as their mother-tongue	"Two-tongued" children/children who don't have Icelandic as their mother-tongue
Israel	SQ-28A-J	SQ-28A-J	X	Question not administered or data not available	Question not administered or data not available

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Japan	SQ-28A-J	SQ-28A-J	D	Children who use dual languages	Children who use dual languages
Korea, Republic of	SQ-28A-J	SQ-28A-J	D	Stem of the question changed: When interacting with children who use dual/foreign language, how often do you engage in the following activities?	Stem of the question changed: When interacting with children who use dual/foreign language, how often do you engage in the following activities?
Norway	SQ-28A-J	SQ-28A-J	D	Bilingual	Bilingual
Turkey	SQ-28A-J	SQ-28A-J	X	Question not administered or data not available	Question not administered or data not available
Germany	SQ-33A-E	SQ-33E	D	Nationally defined dimension: Pedagogical staff name the number of objects if there is a number of objects	Nationally defined dimension: Pedagogical staff name the number of objects if there is a number of objects
Israel	SQ-34A-D	SQ-34A	D	Nationally defined dimension: The use of books and pictures featuring people from a variety of cultural groups	Nationally defined dimension: The use of books and pictures featuring people from a variety of cultural groups
Israel	SQ-34A-D	SQ-34B	D	Nationally defined dimension: Books or toys show people from different cultural groups in a variety of professional and social roles	Nationally defined dimension: Books or toys show people from different cultural groups in a variety of professional and social roles
Germany	SQ-34A-D	SQ-34C	D	Nationally defined dimension: The children sometimes play with toys and artefacts from other cultures	Nationally defined dimension: The children sometimes play with toys and artefacts from other cultures
Israel	SQ-34A-D	SQ-34C	D	Nationally defined dimension: The children sometimes play with toys and artefacts from cultures other than the majority (e.g. traditional musical instruments)	Nationally defined dimension: The children sometimes play with toys and artefacts from cultures other than the majority (e.g. traditional musical instruments)
Japan	SQ-34A-D	SQ-34C	D	Nationally defined dimension: The children sometimes play with toys or artefacts which represent different cultures from foreign countries, etc.	Nationally defined dimension: The children sometimes play with toys or artefacts which represent different cultures from foreign countries, etc.
Israel	SQ-34A-D	SQ-34D	D	Nationally defined dimension: Some activities emphasise what people from different cultural groups have in common	Nationally defined dimension: Some activities emphasise what people from different cultural groups have in common
Chile	SQ-35A-G	SQ-35A	D	Members from the leadership team (principals, pedagogical chiefs, ECEC level managers, etc.)	Members from the leadership team (principals, pedagogical chiefs, ECEC level managers, etc.)
Denmark	SQ-35A-G	SQ-35A	D	Day care leaders, e.g. pedagogical leaders, day-to-day heads, deputy heads or other leader positions having management responsibility on a daily basis	Day care leaders, e.g. pedagogical leaders, day-to-day heads, deputy heads or other leader positions having management responsibility on a daily basis
Germany	SQ-35A-G	SQ-35A	D	Centre leader(s)	Centre leader(s)

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Iceland	SQ-35A-G	SQ-35A	D	Playschool heads	Playschool heads
Japan	SQ-35A-G	SQ-35A	D	Principal/Director	Principal/Director
				Dimension instruction added: (limited to those who have certificates/qualifications and are in charge of working with children)	Dimension instruction added: (limited to those who have certificates/qualifications and are in charge of working with children)
Korea, Republic of	SQ-35A-G	SQ-35A	D	Leader(s)	Leader(s)
Norway	SQ-35A-G	SQ-35A	D	Kindergarten leaders (leaders, assistant leaders)	Kindergarten leaders (leaders, assistant leaders)
Turkey	SQ-35A-G	SQ-35A	D	Principal(s)	Principal(s)
Israel	SQ-35A-G	SQ-35A,E	X	Dimension not administered or data not available	Dimension not administered or data not available
Israel	SQ-35A-G	SQ-35A-G	D	Question instruction changed: Please write a number in each row for the number of people (other than yourself) who worked directly with the children in the kindergarten on that day. Write 0 (zero) if none.	Question instruction changed: Please write a number in each row for the number of people (other than yourself) who worked directly with the children in the kindergarten on that day. Write 0 (zero) if none.
Chile	SQ-35A-G	SQ-35B	D	Early childhood educators	Early childhood educators
Denmark	SQ-35A-G	SQ-35B	D	Pedagogues	Pedagogues
Iceland	SQ-35A-G	SQ-35B	D	Nationally defined dimensions: Assistant Heads, with teaching duties Classroom leaders, with pre-school teaching certificate Classroom leaders with other education Pre-school teachers with certificate Other staff (with varying education) that have most responsibility for a group of children, but are neither class-room leaders nor pre-school teachers with certificate	National dimensions recoded for international comparability: Assistant Heads, with teaching duties / Classroom leaders, with pre-school teaching certificate / Classroom leaders with other education / Pre-school teachers with certificate / Other staff (with varying education) that have most responsibility for a group of children, but are neither class-room leaders nor pre-school teachers with certificate
Israel	SQ-35A-G	SQ-35B	D	Nationally defined dimensions: Kindergarten teacher/kindergarten manager The complementary kindergarten teacher	National dimensions recoded for international comparability: Kindergarten teacher/kindergarten manager / The complementary kindergarten teacher
Japan	SQ-35A-G	SQ-35B	D	Nationally defined dimension: Assistant principal/vice principal/vice director (limited to those who have certificates/qualifications and are in charge of working with children),	Nationally defined dimension: Assistant principal/vice principal/vice director (limited to those who have certificates/qualifications and are in charge of working with children),

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				teacher/lecturer/nursery teacher and so on(including senior and advanced skilled ones), Assistant kindergarten teacher, assistant teacher for early childhood education and similar position who take care of a class.	teacher/lecturer/nursery teacher and so on(including senior and advanced skilled ones), Assistant kindergarten teacher, assistant teacher for early childhood education and similar position who take care of a class.
Korea, Republic of	SQ-35A-G	SQ-35B	D	Teacher(s)	Teacher(s)
Norway	SQ-35A-G	SQ-35B	D	Nationally defined dimensions: Kindergarten teachers Pedagogical leaders (department leaders)	National dimensions recoded for international comparability: Kindergarten teachers / Pedagogical leaders (department leaders)
Chile	SQ-35A-G	SQ-35C	D	Early childhood assistant	Early childhood assistant
Denmark	SQ-35A-G	SQ-35C	D	Nationally defined dimensions: Pedagogical assistants Pedagogical helpers Young worker	National dimensions recoded for international comparability: Pedagogical assistants / Pedagogical helpers / Young worker
Germany	SQ-35A-G	SQ-35C	D	Assistants (without interns)	Assistants (without interns)
Iceland	SQ-35A-G	SQ-35C	D	Staff that assist the above individuals but do not bear main responsibility for a group of children themselves	Staff that assist the above individuals but do not bear main responsibility for a group of children themselves
Israel	SQ-35A-G	SQ-35C	D	Nationally defined dimensions: Assistants Complementary assistants Israeli national service Volunteers	National dimensions recoded for international comparability: Assistants / Complementary assistants / Israeli national service / Volunteers
Japan	SQ-35A-G	SQ-35C	D	Nationally defined dimension: Assistant kindergarten teacher, assistant teacher for early childhood education and similar position who do not take care of a class.	Nationally defined dimension: Assistant kindergarten teacher, assistant teacher for early childhood education and similar position who do not take care of a class.
Korea, Republic of	SQ-35A-G	SQ-35C	D	Assistant teacher(s)	Assistant teacher(s)
Norway	SQ-35A-G	SQ-35C	D	Nationally defined dimensions: Assistants Child- and youth workers	National dimensions recoded for international comparability: Assistants / Child- and youth workers
Turkey	SQ-35A-G	SQ-35C	D	Assistant teacher(s)	Assistant teacher(s)
Chile	SQ-35A-G	SQ-35D	D	Staff for individual work with children with specific needs	Staff for individual work with children with specific needs

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Denmark	SQ-35A-G	SQ-35D	D	Pedagogical support staff allocated individual children, e.g. special needs pedagogue, language teacher, inclusion teacher, speech and language teacher	Pedagogical support staff allocated individual children, e.g. special needs pedagogue, language teacher, inclusion teacher, speech and language teacher
Germany	SQ-35A-G	SQ-35D	D	Staff to support children with (risk of) disability	Staff to support children with (risk of) disability
Iceland	SQ-35A-G	SQ-35D	D	Nationally defined dimensions: Special Education teachers, i.e. is certified pre-school teacher, with further education in special education Pre-school teachers, working in special education, but without having further education in special education Other staff (with varying education) that only work with children that need support of some sort	National dimensions recoded for international comparability: Special Education teachers, i.e. is certified pre-school teacher, with further education in special education / Pre-school teachers, working in special education, but without having further education in special education / Other staff (with varying education) that only work with children that need support of some sort
Israel	SQ-35A-G	SQ-35D	D	Nationally defined dimensions: Assistants whose teaching is combining regular children and children with special needs Kindergarten teacher whose teaching is combining regular children and children with special needs	National dimensions recoded for international comparability: Assistants whose teaching is combining regular children and children with special needs / Kindergarten teacher whose teaching is combining regular children and children with special needs
Korea, Republic of	SQ-35A-G	SQ-35D	D	Teacher for individual children (e.g. teacher for special need children, teacher for multicultural children)	Teacher for individual children (e.g. teacher for special need children, teacher for multicultural children)
Norway	SQ-35A-G	SQ-35D	D	Support pedagogues for one or several children	Support pedagogues for one or several children
Japan	SQ-35A-G	SQ-35D-G	X	Dimension not administered or data not available	Dimension not administered or data not available
Chile	SQ-35A-G	SQ-35E	D	Staff for specific tasks (e.g. in charge of teaching a second language, or psychomotricity and physical education activities)	Staff for specific tasks (e.g. in charge of teaching a second language, or psychomotricity and physical education activities)
Denmark	SQ-35A-G	SQ-35E	D	Pedagogical staff only in charge of special activities, e.g. music- or sports activities	Pedagogical staff only in charge of special activities, e.g. music- or sports activities
Germany	SQ-35A-G	SQ-35E	D	Staff for special tasks (e.g. music, sports)	Staff for special tasks (e.g. music, sports)
Iceland	SQ-35A-G	SQ-35E	D	Nationally defined dimensions: Pre-school teachers with certificate that work with children in special areas like sports, music or arts or specific domains that the pre-school specializes in Staff for special tasks (with varying education) that work with children in special areas like sports, music or arts, or specific domains that the pre-school specializes in	National dimensions recoded for international comparability: Pre-school teachers with certificate that work with children in special areas like sports, music or arts or specific domains that the pre-school specializes in / Staff for special tasks (with varying education) that work with children in special areas like sports, music or arts, or specific domains that the pre-school specializes in
Korea, Republic of	SQ-35A-G	SQ-35E	D	Teaching staff, faculty and personnel who perform special roles	Teaching staff, faculty and personnel who perform special roles

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Norway	SQ-35A-G	SQ-35E	D	Subject specific pedagogues	Subject specific pedagogues
Chile	SQ-35A-G	SQ-35F	D	Interns who develop pedagogical tasks with children	Interns who develop pedagogical tasks with children
Denmark	SQ-35A-G	SQ-35F	D	Students in internships	Students in internships
Germany	SQ-35A-G	SQ-35F	D	Nationally defined dimensions: Interns in their last year to become state-recognised educators Other interns	National categories recoded for international comparability: Interns in their last year to become state-recognised educators / Other interns
Iceland	SQ-35A-G	SQ-35F	X	Dimension not administered or data not available	Dimension not administered or data not available
Israel	SQ-35A-G	SQ-35F	D	Students in practice	Students in practice
Korea, Republic of	SQ-35A-G	SQ-35F	D	Intern(s)	Intern(s)
Norway	SQ-35A-G	SQ-35F	D	Students in practice	Students in practice
Denmark	SQ-35A-G	SQ-35G	D	Nationally defined dimension: Other pedagogical staff	National dimension recoded for international comparability: Other pedagogical staff
Turkey	SQ-35A-G	SQ-35G	D	Other	Other
Chile	SQ-36	SQ-36	D	Nationally defined categories: 1 = Members from the leadership team (principal, pedagogical chief, ECEC level manager, etc.) 2 = Early childhood educator 3 = Early childhood assistant 4 = Staff for specific tasks (e.g. in charge of teaching a second language, or psychomotority and physical education activities) 5 = Staff for specific tasks 6 = Intern who develop pedagogical tasks with children 7 = Other	Nationally defined categories: 1 = Members from the leadership team (principal, pedagogical chief, ECEC level manager, etc.) 2 = Early childhood educator 3 = Early childhood assistant 4 = Staff for specific tasks (e.g. in charge of teaching a second language, or psychomotority and physical education activities) 5 = Staff for specific tasks 6 = Intern who develop pedagogical tasks with children 7 = Other
Denmark	SQ-36	SQ-36	D	Nationally defined categories: 1 = Day care leader, e.g. pedagogical leader, day-to-day head, deputy head or other leader position having management responsibility on a daily basis 2 = Teacher 3 = Pedagogical assistants 4 = Pedagogical helpers	National categories recoded for international comparability: 1 = Day care leader, e.g. pedagogical leader, day-to-day head, deputy head or other leader position having management responsibility on a daily basis 2 = Teacher 3 = Pedagogical assistants / Pedagogical helpers / Young worker

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability	
			<p>5 = Pedagogical support staff allocated individual children, e.g. special needs pedagogue, language teacher, inclusion teacher, speech and language teacher</p> <p>6 = Pedagogical staff only in charge of special activities, e.g. music- or sports activities</p> <p>7 = Student in internships</p> <p>8 = Young worker</p> <p>9 = Other</p>	<p>4 = Pedagogical support staff allocated individual children, e.g. special needs pedagogue, language teacher, inclusion teacher, speech and language teacher</p> <p>5 = Pedagogical staff only in charge of special activities, e.g. music- or sports activities</p> <p>6 = Student in internships</p> <p>7 = Other</p>	
Germany	SQ-36	SQ-36	D	<p>Nationally defined categories:</p> <p>1 = Centre leader</p> <p>2 = Teacher</p> <p>3 = Assistant</p> <p>4 = Staff for individual children</p> <p>5 = Staff for special tasks</p> <p>6 = Intern in his/her last year to become state-recognised educators</p> <p>7 = Other intern</p> <p>8 = Other pedagogical staff</p>	<p>National categories recoded for international comparability:</p> <p>1 = Centre leader</p> <p>2 = Teacher</p> <p>3 = Assistant</p> <p>4 = Staff for individual children</p> <p>5 = Staff for special tasks</p> <p>6 = Intern in his/her last year to become state-recognised educators / Other intern</p> <p>7 = Other pedagogical staff</p>
Iceland	SQ-36	SQ-36	D	<p>Nationally defined categories:</p> <p>1 = Leader of centre</p> <p>2 = Assistant head, with teaching duties</p> <p>3 = Classroom leader, with pre-school teaching certificate</p> <p>4 = Classroom leader with other education</p> <p>5 = Pre-school teacher with certificate</p> <p>6 = Other staff that have most responsibility for a group of children, but are neither Leaders of centre, assistant-heads, classroom leaders nor pre-school teachers with certificate</p> <p>7 = Staff that assist the above individuals but do not bear main responsibility for a group of children themselves</p> <p>8 = Special Education teacher, i.e. is certified pre-school teacher, with further education in special education</p> <p>9 = Pre-school teacher, working in special education, but without having further education in special education</p> <p>10 = Other staff (with varying education) that only work with children that need support of some sort</p>	<p>National categories recoded for international comparability:</p> <p>1 = Leader of centre</p> <p>2 = Assistant head, with teaching duties / Classroom leader, with pre-school teaching certificate / Classroom leader with other education / Pre-school teacher with certificate / Other staff that have most responsibility for a group of children, but are neither Leaders of centre, assistant-heads, classroom leaders nor pre-school teachers with certificate</p> <p>3 = Staff that assist the above individuals but do not bear main responsibility for a group of children themselves</p> <p>4 = Special Education teacher, i.e. is certified pre-school teacher, with further education in special education / Pre-school teacher, working in special education, but without having further education in special education / Other staff (with varying education) that only work with children that need support of some sort</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Israel	SQ-36	SQ-36	D	<p>11 = Pre-school teacher with certificate that work with children in special areas like sports, music or arts or specific domains that the pre-school specializes in</p> <p>12 = Staff for special tasks (with varying education) that work with children in special areas like sports, music or arts, or specific domains that the pre-school specializes in</p> <p>13 = Other staff, please specify</p> <p>Question instruction changed: Please mark one choice.</p> <p>Nationally defined categories:</p> <ul style="list-style-type: none"> 1 = Kindergarten teacher\kindergarten manager 2 = The complementary kindergarten teacher 3 = Kindergarten teacher whose teaching is combining regular children and children with special needs 4 = Assistant 5 = Complementary assistant 6 = Assistant whose teaching is combining regular children and children with special needs 7 = Student in practice 8 = Israeli national service 9 = Volunteer 10 = Other 	<p>5 = Pre-school teacher with certificate that work with children in special areas like sports, music or arts or specific domains that the pre-school specializes in / Staff for special tasks (with varying education) that work with children in special areas like sports, music or arts, or specific domains that the pre-school specializes in</p> <p>6 = Category not administered or data not available</p> <p>7 = Other staff, please specify</p> <p>Question instruction changed: Please mark one choice.</p> <p>National categories recoded for international comparability:</p> <ul style="list-style-type: none"> 1 = Category not administered or data not available 2 = Kindergarten teacher\kindergarten manager / The complementary kindergarten teacher 3 = Assistant / Complementary assistant Israeli national service / Volunteer 4 = Kindergarten teacher whose teaching is combining regular children and children with special needs / Assistant whose teaching is combining regular children and children with special needs 5 = Category not administered or data not available 6 = Student in practice 7 = Other
Japan	SQ-36	SQ-36	D	<p>Nationally defined categories:</p> <ul style="list-style-type: none"> 1 = Assistant principal/vice principal/vice director (limited to those who have certificates/qualifications and are in charge of working with children), teacher/lecturer/nursery teacher and so on (including senior and advanced skilled ones), assistant kindergarten teacher, assistant teacher for early childhood education and similar position who take care of a class. 2 = Assistant kindergarten teacher, assistant teacher for early childhood education and similar position who do not take care of a class. 	<p>National categories recoded for international comparability:</p> <ul style="list-style-type: none"> 1 = Category not administered or data not available 2 = Assistant principal/vice principal/vice director (limited to those who have certificates/qualifications and are in charge of working with children), teacher/lecturer/nursery teacher and so on (including senior and advanced skilled ones), assistant kindergarten teacher, assistant teacher for early childhood education and similar position who take care of a class. 3 = Assistant kindergarten teacher, assistant teacher for early childhood education and similar position who do not take care of a class. 4 = Category not administered or data not available

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Korea, Republic of	SQ-36	SQ-36	D	Nationally defined categories: 1 = Leader 2 = Teacher 3 = Assistant teacher 4 = Teacher for individual children 5 = Teaching staff, faculty and personnel who perform special roles 6 = Intern 7 = Other	5 = Category not administered or data not available 6 = Category not administered or data not available 7 = Category not administered or data not available Nationally defined categories: 1 = Leader 2 = Teacher 3 = Assistant teacher 4 = Teacher for individual children 5 = Teaching staff, faculty and personnel who perform special roles 6 = Intern 7 = Other
Norway	SQ-36	SQ-36	D	Nationally defined categories: 1 = Kindergarten leader (Leader, assistant leader) 2 = Kindergarten teacher 3 = Pedagogical leader (department leader) 4 = Assistant 5 = Child- and youth worker 6 = Support pedagogue for one or several children 7 = Subject specific pedagogues 8 = Student in practice 9 = Other	National categories recoded for international comparability: 1 = Kindergarten leader (Leader, assistant leader) 2 = Kindergarten teacher / Pedagogical leader (department leader) 3 = Assistant / Child- and youth worker 4 = Support pedagogue for one or several children 5 = Subject specific pedagogues 6 = Student in practice 7 = Other
Turkey	SQ-36	SQ-36	D	Nationally defined categories: 1 = Leader 2 = Teacher 3 = Assistant teacher 4 = Staff for individual children 5 = Staff for special tasks 6 = Intern 7 = Other	Nationally defined categories: 1 = Leader 2 = Teacher 3 = Assistant teacher 4 = Staff for individual children 5 = Staff for special tasks 6 = Intern 7 = Other
Japan	SQ-37A-B	SQ-37A	D	Nationally defined dimension: Boys	National dimension recoded for international comparability: Girls
Japan	SQ-37A-B	SQ-37B	D	Nationally defined dimension: Girls	National dimension recoded for international comparability: Boys

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Chile	SQ-38A-D	SQ-38A	D	Mother tongue	Mother tongue
Denmark	SQ-38A-D	SQ-38A	D	Mother tongue	Mother tongue
Germany	SQ-38A-D	SQ-38A	D	Family language	Family language
Iceland	SQ-38A-D	SQ-38A	D	Mother tongue	Mother tongue
Israel	SQ-38A-D	SQ-38A	D	Mother tongue	Mother tongue
Japan	SQ-38A-D	SQ-38A	D	Mother tongue	Mother tongue
Korea, Republic of	SQ-38A-D	SQ-38A	D	Mother tongue	Mother tongue
Norway	SQ-38A-D	SQ-38A	D	Mother tongue	Mother tongue
Turkey	SQ-38A-D	SQ-38A	D	Nationally defined dimension: Children whose first language is different from Turkish	Nationally defined dimension: Children whose first language is different from Turkish
Denmark	SQ-38A-D	SQ-38A-D	D	Children with special needs' are children who formally have had identified a special pedagogical need, because they have physically, cognitively or emotionally disadvantages. Socio-economically disadvantaged homes refers to homes that can't offer the most necessities, such as adequate housing, nutrition, or homes with children who are neglected.	Children with special needs' are children who formally have had identified a special pedagogical need, because they have physically, cognitively or emotionally disadvantages. Socio-economically disadvantaged homes refers to homes that can't offer the most necessities, such as adequate housing, nutrition, or homes with children who are neglected.
Germany	SQ-38A-D	SQ-38A-D	D	Question instruction changed: Children with (the risk of) disability are children, where special learning need has been formally diagnosed due to the risk of or actual presence of a physical, mental or emotional disability. Often they will be those children for whose support additional public or private means (human, material and financial resources) were provided. Socio-economically disadvantaged background refers to children from homes that lack the necessities or advantages of life, such as adequate housing, nutrition or medical care. Children with refugee background refers to children who - independent of legal status - fled, in particular to another country, in order to seek refugee from war, political oppression, religious persecution or natural disasters.	Question instruction changed: Children with (the risk of) disability are children, where special learning need has been formally diagnosed due to the risk of or actual presence of a physical, mental or emotional disability. Often they will be those children for whose support additional public or private means (human, material and financial resources) were provided. Socio-economically disadvantaged background refers to children from homes that lack the necessities or advantages of life, such as adequate housing, nutrition or medical care. Children with refugee background refers to children who - independent of legal status - fled, in particular to another country, in order to seek refugee from war, political oppression, religious persecution or natural disasters.

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Iceland	SQ-38A-D	SQ-38A-D	D	<p>This question asks about your personal perception of children's background. It is acceptable to base your replies on rough estimates.</p> <p>Children may fall into multiple categories.</p> <p>Please mark one choice in each row.</p> <p>Children with special needs refers to children who have received a formal identification of their need for special learning because they are mentally, physically or emotionally disadvantaged. It is often because of these children that additional resources have been received from public or private agents (staff, materials or funds) to support their studies.</p> <p>Children from financially- or socially disadvantaged homes refers to homes that are short on the main necessities or basics amenities, such as adequate housing, food or medical service.</p>	<p>This question asks about your personal perception of children's background. It is acceptable to base your replies on rough estimates.</p> <p>Children may fall into multiple categories.</p> <p>Please mark one choice in each row.</p> <p>Children with special needs refers to children who have received a formal identification of their need for special learning because they are mentally, physically or emotionally disadvantaged. It is often because of these children that additional resources have been received from public or private agents (staff, materials or funds) to support their studies.</p> <p>Children from financially- or socially disadvantaged homes refers to homes that are short on the main necessities or basics amenities, such as adequate housing, food or medical service.</p>
Norway	SQ-38A-D	SQ-38A-D	D	<p>Children with special needs are those formally identified because they have language, cognitive, physically or emotionally difficulties. Often they will be those for whom additional support is provided.</p> <p>Socioeconomically disadvantaged homes refers to homes lacking necessities of life, such as adequate housing, nutrition or medical care.</p>	<p>Children with special needs are those formally identified because they have language, cognitive, physically or emotionally difficulties. Often they will be those for whom additional support is provided.</p> <p>Socioeconomically disadvantaged homes refers to homes lacking necessities of life, such as adequate housing, nutrition or medical care.</p>
Turkey	SQ-38A-D	SQ-38A-D	D	<p>Children with special educational needs' are those for whom a special learning need has been formally identified because they are cognitively, physically, or emotionally disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.</p>	<p>Children with special educational needs' are those for whom a special learning need has been formally identified because they are cognitively, physically, or emotionally disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.</p>
Turkey	SQ-38A-D	SQ-38B	D	<p>Nationally defined dimension:</p> <p>Children with special educational needs</p>	<p>Nationally defined dimension:</p> <p>Children with special educational needs</p>
Germany	SQ-38A-D	SQ-38C	D	Socio-economically disadvantaged background	Socio-economically disadvantaged background
Iceland	SQ-38A-D	SQ-38C	D	Socially or economically bad-situation homes	Socially or economically bad-situation homes
Israel	SQ-38A-D	SQ-38C	D	Low levelled socioeconomically children	Low levelled socioeconomically children
Turkey	SQ-38A-D	SQ-38D	D	Nationally defined dimension:	Nationally defined dimension:

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				Children who are refugees or who are under temporary protection in Turkey	Children who are refugees or who are under temporary protection in Turkey
Israel	SQ-39A-G	SQ-39A-C	X	Dimension not administered or data not available	Dimension not administered or data not available
Turkey	SQ-39A-G	SQ-39A-C	X	Dimension not administered or data not available	Dimension not administered or data not available
Iceland	SQ-39A-G	SQ-39A-G	D	Question instruction changed: Please estimate the number, if you don't have a precise number at hand.	Question instruction changed: Please estimate the number, if you don't have a precise number at hand.
Israel	SQ-39A-G	SQ-39A-G	D	Question instruction changed: Please write a number in each row. Write 0 (zero) if none.	Question instruction changed: Please write a number in each row. Write 0 (zero) if none.
Korea, Republic of	SQ-39A-G	SQ-39A-G	D	Question instruction changed: If you do not know the exact number, please write it roughly.	Question instruction changed: If you do not know the exact number, please write it roughly.
Turkey	SQ-40	SQ-40	D	Stem of the question changed: Please indicate how representative you feel the classroom you worked with on your last working day is of the children you normally work with.	Stem of the question changed: Please indicate how representative you feel the classroom you worked with on your last working day is of the children you normally work with.
Germany	SQ-42A-G	SQ-42A	D	Pedagogical concept	Pedagogical concept
Iceland	SQ-42A-G	SQ-42A	D	Future vision	Future vision
Germany	SQ-42A-G	SQ-42A-G	D	Question instruction changed: Professional behaviour means to have positive, productive and meaningful relationships with respective persons or group of persons. Please mark one choice in each row.	Question instruction changed: Professional behaviour means to have positive, productive and meaningful relationships with respective persons or group of persons. Please mark one choice in each row.
Germany	SQ-42A-G	SQ-42G	D	Nationally defined dimension: The ECEC centre leader makes sure that pedagogical staff are employed/distributed according to their capacities	Nationally defined dimension: The ECEC centre leader makes sure that pedagogical staff are employed/distributed according to their capacities
Chile	SQ-44A-K	SQ-44C	D	Contract	Contract
Denmark	SQ-44A-K	SQ-44C	D	Employment	Employment
Germany	SQ-44A-K	SQ-44C	D	Employment contract/employment conditions	Employment contract/employment conditions
Iceland	SQ-44A-K	SQ-44C	D	Conditions of employment	Conditions of employment
Israel	SQ-44A-K	SQ-44C	D	Nationally defined dimension:	Nationally defined dimension:

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				Apart from my salary, I am satisfied with the terms of my employment terms (e.g. benefits, work schedule, vacation days)	Apart from my salary, I am satisfied with the terms of my employment terms (e.g. benefits, work schedule, vacation days)
Norway	SQ-44A-K	SQ-44C	D	Employment conditions	Employment conditions
Turkey	SQ-44A-K	SQ-44C	D	Employment	Employment
Israel	SQ-45A-L	SQ-45F	D	Children	Children
Chile	SQ-45A-L	SQ-45G	D	Local, municipal /regional or ministerial	Local, municipal /regional or ministerial
Denmark	SQ-45A-L	SQ-45G	D	Municipal or governmental	Municipal or governmental
Germany	SQ-45A-L	SQ-45G	D	Municipal, district, region and federal	Municipal, district, region and federal
Iceland	SQ-45A-L	SQ-45G	D	Municipality/state	Municipality/state
Israel	SQ-45A-L	SQ-45G	D	The local Municipality or The Ministry of Education	The local Municipality or The Ministry of Education
Japan	SQ-45A-L	SQ-45G	D	Governments, and local municipalities' authorities	Governments, and local municipalities' authorities
Korea, Republic of	SQ-45A-L	SQ-45G	D	Local government/municipality, local/regional office of education, or central government	Local government/municipality, local/regional office of education, or central government
Norway	SQ-45A-L	SQ-45G	D	Local, regional or national	Local, regional or national
Turkey	SQ-45A-L	SQ-45G	D	Local and national	Local and national
Israel	SQ-45A-L	SQ-45J	D	Kindergarten	Kindergarten
Denmark	SQ-46	SQ-46	D	Nationally defined categories: 1 = Become an day care leader 2 = Work in an education job not in a day care 3 = Become a teacher in basic school or at another educational institution 4 = Work in a different job not in the ECEC sector 5 = Attend to family responsibilities 6 = Retire from work 7 = Return as a student to an Education or professional development course programme 8 = Resolve health-related issues (e.g. physical and/or psychological burnout) 9 = Other	Nationally defined categories: 1 = Become an day care leader 2 = Work in an education job not in a day care 3 = Become a teacher in basic school or at another educational institution 4 = Work in a different job not in the ECEC sector 5 = Attend to family responsibilities 6 = Retire from work 7 = Return as a student to an Education or professional development course programme 8 = Resolve health-related issues (e.g. physical and/or psychological burnout) 9 = Other

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Germany	SQ-46	SQ-46	D	<p>Nationally defined categories:</p> <p>1 = Become an ECEC centre leader 2 = Take up a job in the ECEC sector, but not in an ECEC centre 3 = Become a teacher at a primary school or above 4 = Work in a different job not in the ECEC/education sector 5 = Attend to family responsibilities 6 = Retire from work 7 = Return as a student to an (practical) education programme 8 = Resolve health-related issues (e.g. physical complaints or burnout) 9 = Other</p>	<p>Nationally defined categories:</p> <p>1 = Become an ECEC centre leader 2 = Take up a job in the ECEC sector, but not in an ECEC centre 3 = Become a teacher at a primary school or above 4 = Work in a different job not in the ECEC/education sector 5 = Attend to family responsibilities 6 = Retire from work 7 = Return as a student to an (practical) education programme 8 = Resolve health-related issues (e.g. physical complaints or burnout) 9 = Other</p>
Israel	SQ-46	SQ-46	D	<p>Nationally defined categories:</p> <p>1 = Become an kindergarten teacher/ kindergarten manager 2 = Work in an education job not in an kindergarten 3 = Become a teacher of elementary school or above 4 = Work in a different job not in the ECEC sector 5 = Attend to family responsibilities 6 = Retire from work 7 = Return as a student to an education\professional training programme 8 = Resolve health-related issues 9 = Other</p>	<p>Nationally defined categories:</p> <p>1 = Become an kindergarten teacher/ kindergarten manager 2 = Work in an education job not in an kindergarten 3 = Become a teacher of elementary school or above 4 = Work in a different job not in the ECEC sector 5 = Attend to family responsibilities 6 = Retire from work 7 = Return as a student to an education\professional training programme 8 = Resolve health-related issues 9 = Other</p>
Chile	SQ-S	SQ-S-A	D	Early childhood education	Early childhood education
Denmark	SQ-S	SQ-S-A	D	Day care	Day care
Germany	SQ-S	SQ-S-A	D	Early childhood education, care and education	Early childhood education, care and education
Iceland	SQ-S	SQ-S-A	D	Playschool level	Playschool level
Israel	SQ-S	SQ-S-A	D	3-6 years old	3-6 years old
Japan	SQ-S	SQ-S-A	D	Children aged 3 - 5 years old	Children aged 3 - 5 years old
Korea, Republic of	SQ-S	SQ-S-A	D	Early childhood education and care	Early childhood education and care
Norway	SQ-S	SQ-S-A	D	Kindergarten	Kindergarten
Turkey	SQ-S	SQ-S-A	D	Early childhood education	Early childhood education

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Denmark	SQ-S	SQ-S-F	D	<p>Section instruction changed:</p> <p>We want to know more about your everyday work, but cannot cover everything you do in this survey. Therefore, we want you to think of the first group of children, which includes children in the age of 3-6 years, you worked with in the day care on your last working day before today. Typically, it can be your ward group, a group divided by age or a similar group size.</p> <p>Please think about this group when meeting the term this children group, also if your work with this children group may have been an unusual day for you or does not represent all of your pedagogical work.</p>	<p>Section instruction changed:</p> <p>We want to know more about your everyday work, but cannot cover everything you do in this survey. Therefore, we want you to think of the first group of children, which includes children in the age of 3-6 years, you worked with in the day care on your last working day before today. Typically, it can be your ward group, a group divided by age or a similar group size.</p> <p>Please think about this group when meeting the term this children group, also if your work with this children group may have been an unusual day for you or does not represent all of your pedagogical work.</p>
Israel	SQ-S	SQ-S-F	D	<p>Section instruction changed:</p> <p>We want to know more about your everyday work, but cannot ask about everything you do. Therefore, we want you to use a specific day.</p> <p>Think of your last working day before today. These study researchers know this will not represent everything you regularly do, and may have been an unusual day for you.</p>	<p>Section instruction changed:</p> <p>We want to know more about your everyday work, but cannot ask about everything you do. Therefore, we want you to use a specific day.</p> <p>Think of your last working day before today. These study researchers know this will not represent everything you regularly do, and may have been an unusual day for you.</p>
Japan	SQ-S	SQ-S-F	D	3-year old to 5-year old children	3-year old to 5-year old children

Table A H.14. List of country-specific adaptations to the U3 staff questionnaire and combined questionnaire (if administered), which deviate from the ISCED level 0.2 adaptations, sorted by country, question group and question location

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Participating country/economy					
Israel (U3)	SQ-03	SQ-03	D	<p>Nationally defined categories:</p> <p>1 = Israel</p> <p>2 = Commonwealth of Independent States (former USSR)</p> <p>3 = Ethiopia</p>	<p>National categories recoded for international comparability:</p> <p>1 = Israel</p> <p>2 = Commonwealth of Independent States (former USSR) / Ethiopia / United States / France / Latin America Countries / Other</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				<p>4 = United States 5 = France 6 = Latin America Countries 7 = Other</p>	
Germany	SQ-04	SQ-04	D	<p>*Home-based: Question instruction changed: Employment status refers to the contract duration as stated in your employment contract or your self-employability.</p>	<p>*Home-based: Question instruction changed: Employment status refers to the contract duration as stated in your employment contract or your self-employability.</p>
Israel (U3)	SQ-04	SQ-04	D	<p>Stem of the question changed: What is your employment status at this day-care centre/family day-care?</p> <p>Employment status</p> <p>Nationally defined categories: 1 = Permanent employment (an on-going contract with no fixed end-point before the age of retirement) 2 = Fixed-term contract for a period of more than 1 year 3 = Fixed-term contract for a period of 1 year or less (e.g. intern\trial-period educator and caregiver (educate)\family day care manager\assistant with a short-term contract\student\volunteer\woman who participate in the Israeli national service) 4 = Self-employed</p>	<p>Stem of the question changed: What is your employment status at this day-care centre/family day-care?</p> <p>Employment status</p> <p>Nationally defined categories: 1 = Permanent employment (an on-going contract with no fixed end-point before the age of retirement) 2 = Fixed-term contract for a period of more than 1 year 3 = Fixed-term contract for a period of 1 year or less (e.g. intern\trial-period educator and caregiver (educate)\family day care manager\assistant with a short-term contract\student\volunteer\woman who participate in the Israeli national service) 4 = Self-employed</p>
Germany	SQ-05	SQ-05	D	<p>*Home-based Question instruction changed: Please refer to your average weekly working time (inclusive time for preparation and follow-up). Please mark one choice.</p>	<p>*Home-based Question instruction changed: Please refer to your average weekly working time (inclusive time for preparation and follow-up). Please mark one choice.</p>
Germany	SQ-06A-E	SQ-06D	D	<p>*Home-based Nationally defined dimensions: Year(s) in another pedagogical or other role with children (e.g. as a teacher at a primary or higher school, trainer or tutor, but not as child minder or ECEC staff) Year(s) as pedagogical staff in (an) ECEC centre(s)</p>	<p>*Home-based Nationally defined dimensions: Year(s) in another pedagogical or other role with children (e.g. as a teacher at a primary or higher school, trainer or tutor, but not as child minder or ECEC staff) Year(s) as pedagogical staff in (an) ECEC centre(s)</p>
Israel (U3)	SQ-06A-E	SQ-06D	D	<p>Nationally defined dimension:</p>	<p>Nationally defined dimension:</p>

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
			Years working with children in other places (please include roles such as working as a child minder, as a tutor, or as a teacher in a primary or secondary school, but do not include years working as an centre staff)	Years working with children in other places (please include roles such as working as a child minder, as a tutor, or as a teacher in a primary or secondary school, but do not include years working as an centre staff)
Israel (U3)	SQ-07	SQ-07	D Stem of the question changed: Do you currently work at more than one day-care centre/family day-care?	Stem of the question changed: Do you currently work at more than one day-care centre/family day-care?
Israel (U3)	SQ-08	SQ-08	D Stem of the question changed: If 'Yes' in the previous question, please indicate at how many other day-care centres/family day-cares you currently work.	Stem of the question changed: If 'Yes' in the previous question, please indicate at how many other day-care centres/family day-cares you currently work.
Germany	SQ-09	SQ-09	D *Home-based Question instruction changed: A qualification course for child minders is no formal education degree. You will have the opportunity later to give information about your qualification course, in case you took part in one. Please mark one choice.	*Home-based Question instruction changed: A qualification course for child minders is no formal education degree. You will have the opportunity later to give information about your qualification course, in case you took part in one. Please mark one choice.
Israel (U3)	SQ-09	SQ-09	D Nationally defined categories: 1 = Elementary School 2 = Junior High 3 = High School 4 = Pre-University Diploma 5 = Post-secondary education (educate diploma) 6 = Bachelor 7 = Masters 8 = Doctorate	National categories recoded for international comparability: 1 = Elementary School 2 = Junior High 3 = High School 4 = Pre-University Diploma 5 = Post-secondary education (educate diploma) 6 = Category not administered or data not available 7 = Bachelor 8 = Category not administered or data not available 9 = Masters 10 = Doctorate
Germany	SQ-10	SQ-10	D *Home-based Nationally defined categories: 1 = Yes, a pedagogical education 2 = Yes, a pedagogical education and a qualification course 3 = Yes, a qualification course 4 = No or I'm currently participating in a qualification course or I'm in a pedagogical education or training	*Home-based National categories recoded for international comparability: 1 = Yes, a pedagogical education / Yes, a pedagogical education and a qualification course / Yes, a qualification course 2 = No or I'm currently participating in a qualification course or I'm in a pedagogical education or training
Israel (U3)	SQ-10	SQ-10	D Education or professional training	Education or professional training

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
			Education	Education
			This education does not need to be exclusively related to qualification to work with children.	This education does not need to be exclusively related to qualification to work with children.
Israel (U3)	SQ-11A-F	SQ-11A	D Junior High or High-School	Junior High or High-School
Germany	SQ-11A-F	SQ-11A-F	D *Home-based Pedagogical education programme	*Home-based Pedagogical education programme
Israel (U3)	SQ-11A-F	SQ-11B	D Post High-School (non Academic)	Post High-School (non Academic)
Germany	SQ-12A-P	SQ-12A-P	D *Home-based Stem of the question changed: Were the following elements included in your pedagogical education? Were the following elements included in your qualification course?	*Home-based Stem of the question changed: Were the following elements included in your pedagogical education? / Were the following elements included in your qualification course?
Denmark	SQ-12A-P	SQ-12E	D ECEC below 3 years old	ECEC below 3 years old
Germany	SQ-12A-P	SQ-12E	D *Centre-based Crèche	*Centre-based Crèche
			*Home-based Home-based ECEC/crèche	*Home-based Home-based ECEC/crèche
Israel (U3)	SQ-12A-P	SQ-12E	D Day-care or family day-care	Day-care or family day-care
Norway	SQ-12A-P	SQ-12E	D Younger children department	Younger children department
Israel (U3)	SQ-12A-P	SQ-12P	D Children whose mother tongue is not Arabic/Hebrew	Children whose mother tongue is not Arabic/Hebrew
Germany	SQ-13A-J	SQ-13C	D *Home-based Symposia or conferences, where child minders and/or pedagogical staff and/or researchers present their research	*Home-based Symposia or conferences, where child minders and/or pedagogical staff and/or researchers present their research
Germany	SQ-13A-J	SQ-13E	D *Home-based Observation visits to other home or centre based ECEC centres	*Home-based Observation visits to other home or centre based ECEC centres
Denmark	SQ-14A-P	SQ-14E	D ECEC below 3 years old	ECEC below 3 years old
Germany	SQ-14A-P	SQ-14E	D *Centre-based Crèche	*Centre-based Crèche
			*Home-based	*Home-based

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
			Home-based ECEC/crèche	Home-based ECEC/crèche
Israel (U3)	SQ-14A-P	SQ-14E	D Day-care or family day-care	Day-care or family day-care
Norway	SQ-14A-P	SQ-14E	D Younger children department	Younger children department
Israel (U3)	SQ-14A-P	SQ-14P	D Children whose mother tongue is not Arabic/Hebrew	Children whose mother tongue is not Arabic/Hebrew
Germany	SQ-15A-H	SQ-15H	D *Home-based I received an increased compensation or increased salary	*Home-based I received an increased compensation or increased salary
Denmark	SQ-16A-P	SQ-16E	D ECEC below 3 years old	ECEC below 3 years old
Germany	SQ-16A-P	SQ-16E	D *Centre-based Crèche	*Centre-based Crèche
			*Home-based Home-based ECEC/crèche	*Home-based Home-based ECEC/crèche
Israel (U3)	SQ-16A-P	SQ-16E	D Day-care or family day-care	Day-care or family day-care
Norway	SQ-16A-P	SQ-16E	D Younger children department	Younger children department
Israel (U3)	SQ-16A-P	SQ-16P	D Children whose mother tongue is not Arabic/Hebrew	Children whose mother tongue is not Arabic/Hebrew
Germany	SQ-17A-H	SQ-17H	D *Home-based There is no replacement model in order to guarantee the care for the children during my absence/to compensate	*Home-based There is no replacement model in order to guarantee the care for the children during my absence/to compensate
Israel (U3)	SQ-20A-G	SQ-20F	D Nationally defined dimension: Contemplation and consideration on your work, either alone or with other centre staff	Nationally defined dimension: Contemplation and consideration on your work, either alone or with other centre staff
Germany	SQ-22A-H	SQ-22A-H	D *Home-based Stem of the question changed: Thinking about the publicly subsidised home-based ECEC, if the budget were to be increased by 5%, how would you rate the importance of the following spending priorities?	*Home-based Stem of the question changed: Thinking about the publicly subsidised home-based ECEC, if the budget were to be increased by 5%, how would you rate the importance of the following spending priorities?
Israel (U3)	SQ-22A-H	SQ-22C	D Nationally defined dimensions: Reducing the number of children in the ECEC Recruiting more ECEC staff	National categories recoded for international comparability: Reducing the number of children in the ECEC / Recruiting more ECEC staff
Germany	SQ-22A-H	SQ-22G	D *Home-based Nationally defined dimension:	*Home-based Nationally defined dimension:

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
				Improving salaries/compensation for child minders	Improving salaries/compensation for child minders
Germany	SQ-22A-H	SQ-22H	D	*Home-based Nationally defined dimension: Reducing administration load for child minders	*Home-based Nationally defined dimension: Reducing administration load for child minders
Israel (U3)	SQ-27	SQ-27	X	Question not administered or data not available	Question not administered or data not available
Israel (U3)	SQ-28A-G	SQ-28A-G	X	Question not administered or data not available	Question not administered or data not available
Denmark	SQ-35A-G	SQ-35A	D	*Centre-based Day care leaders, e.g. pedagogical leaders, day-to-day heads, deputy heads or other leader positions having management responsibility on a daily basis	*Centre-based Day care leaders, e.g. pedagogical leaders, day-to-day heads, deputy heads or other leader positions having management responsibility on a daily basis
				*Home-based Day care leaders, e.g. day care pedagogues, deputy heads or other leader positions having management responsibility on a daily basis in this day care	*Home-based Day care leaders, e.g. day care pedagogues, deputy heads or other leader positions having management responsibility on a daily basis in this day care
Israel (U3)	SQ-35A-G	SQ-35A	D	Day-care centre manager/family day-care centres coordinator	Day-care centre manager/family day-care centres coordinator
Israel (U3)	SQ-35A-G	SQ-35A-G	D	Question instruction changed: Please write a number in each row for the number of people (other than yourself) who worked directly with the children in the group on that day. Write 0 (zero) if None.	Question instruction changed: Please write a number in each row for the number of people (other than yourself) who worked directly with the children in the group on that day. Write 0 (zero) if None.
Denmark	SQ-35A-G	SQ-35B	D	*Home-based Nationally defined dimensions: Childminders Pedagogues	*Home-based National dimensions recoded for international comparability: Childminders / Pedagogues
Israel (U3)	SQ-35A-G	SQ-35B	D	Educator and caregiver (educate)\family day care manager	Educator and caregiver (educate)\family day care manager
Israel (U3)	SQ-35A-G	SQ-35C	D	National service volunteer	National service volunteer
Israel (U3)	SQ-35A-G	SQ-35D	D	Special needs assistant (for children with special needs)	Special needs assistant (for children with special needs)
Israel (U3)	SQ-35A-G	SQ-35E	X	Dimension not administered or data not available	Dimension not administered or data not available
Israel (U3)	SQ-35A-G	SQ-35F	D	Intern (student)	Intern (student)
Denmark	SQ-36	SQ-36	D	*Centre-based Nationally defined categories: 1 = Day care leader, e.g. pedagogical leader, day-to-day head, deputy head or other leader position having management responsibility on a daily basis	*Centre-based National categories recoded for international comparability: 1 = Day care leader, e.g. pedagogical leader, day-to-day head, deputy head or other leader position having management responsibility on a daily basis

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability	
			<p>2 = Teacher 3 = Pedagogical assistants 4 = Pedagogical helpers 5 = Pedagogical support staff allocated individual children, e.g. special needs pedagogue, language teacher, inclusion teacher, speech and language teacher 6 = Pedagogical staff only in charge of special activities, e.g. music- or sports activities 7 = Student in internships 8 = Young worker 9 = Other</p> <p>*Home-based Nationally defined categories: 1 = Day care leader, e.g. day-to-day head, deputy head, pedagogical leader, or other leader position having management responsibility on a daily basis 2 = Child minder 3 = Teacher 4 = Pedagogical assistants 5 = Pedagogical helpers 6 = Pedagogical support staff allocated individual children, e.g. special needs pedagogue, language teacher, inclusion teacher, speech and language teacher 7 = Pedagogical staff only in charge of special activities, e.g. music- or sports activities 8 = Student in internships 9 = Young worker 10 = Other</p>	<p>2 = Teacher 3 = Pedagogical assistants / Pedagogical helpers / Young worker 4 = Pedagogical support staff allocated individual children, e.g. special needs pedagogue, language teacher, inclusion teacher, speech and language teacher 5 = Pedagogical staff only in charge of special activities, e.g. music- or sports activities 6 = Student in internships 7 = Other</p> <p>*Home-based National categories recoded for international comparability: 1 = Day care leader, e.g. day-to-day head, deputy head, pedagogical leader, or other leader position having management responsibility on a daily basis 2 = Child minder / Teacher 3 = Pedagogical assistants / Pedagogical helpers / Young worker 4 = Pedagogical support staff allocated individual children, e.g. special needs pedagogue, language teacher, inclusion teacher, speech and language teacher 5 = Pedagogical staff only in charge of special activities, e.g. music- or sports activities 6 = Student in internships 7 = Other</p>	
Israel (U3)	SQ-36	SQ-36	D	<p>Nationally defined categories:</p> <p>1 = Day-care manager\family day-care centres coordinator 2 = Educator and caregiver (educate)\family day care manager 3 = Special needs assistant (for children with special needs) 4 = Intern (student) 5 = National service volunteer 6 = Other</p>	<p>National categories recoded for international comparability:</p> <p>1 = Day-care manager\family day-care centres coordinator 2 = Educator and caregiver (educate)\family day care manager 3 = National service volunteer 4 = Special needs assistant (for children with special needs) 5 = Category not administered or data not available 6 = Intern (student) 7 = Other</p>

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Israel (U3)	SQ-38A-D	SQ-38A	D	Mother tongue	Mother tongue
Israel (U3)	SQ-38A-D	SQ-38A-D	D	<p>Regarding section B-"Special needs children" are those who were diagnosed as children with different disabilities. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.</p> <p>Regarding section, C-"Low levelled socioeconomically children" refers to children who come from homes lacking the basic life necessities, such as adequate housing, nutrition or medical care.</p>	<p>Regarding section B-"Special needs children" are those who were diagnosed as children with different disabilities. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.</p> <p>Regarding section, C-"Low levelled socioeconomically children" refers to children who come from homes lacking the basic life necessities, such as adequate housing, nutrition or medical care.</p>
Israel (U3)	SQ-38A-D	SQ-38C	D	Low levelled socioeconomically homes	Low levelled socioeconomically homes
Israel (U3)	SQ-39A-G	SQ-39A	D	Nationally defined dimension: Infants aged less than 1 year	Nationally defined dimension: Infants aged less than 1 year
Israel (U3)	SQ-39A-G	SQ-39A-G	D	Question instruction changed: Please write a number in each row. Write 0 (zero) if none.	Question instruction changed: Please write a number in each row. Write 0 (zero) if none.
Israel (U3)	SQ-39A-G	SQ-39B	D	Nationally defined dimension: Infants aged 1 year	Nationally defined dimension: Infants aged 1 year
Israel (U3)	SQ-39A-G	SQ-39C	D	Nationally defined dimension: Toddlers aged 2 year	Nationally defined dimension: Toddlers aged 2 year
Israel (U3)	SQ-39A-G	SQ-39E-G	X	Dimension not administered or data not available	Dimension not administered or data not available
Germany	SQ-44A-J	SQ-44B	D	*Home-based Nationally defined dimension: I'm satisfied with my compensation or my salary	*Home-based Nationally defined dimension: I'm satisfied with my compensation or my salary
Germany	SQ-44A-J	SQ-44C	D	*Home-based Apart from my salary, I am satisfied with the conditions of my work in home-based ECEC (e.g. working hours, subsidy of social security contributions)	*Home-based Apart from my salary, I am satisfied with the conditions of my work in home-based ECEC (e.g. working hours, subsidy of social security contributions)
Israel (U3)	SQ-44A-J	SQ-44C	D	Nationally defined dimension: Apart from my salary, I am satisfied with the terms of my employment terms (e.g. benefits, work schedule, vacation days)	Nationally defined dimension: Apart from my salary, I am satisfied with the terms of my employment terms (e.g. benefits, work schedule, vacation days)
Germany	SQ-46	SQ-46	D	*Home-based Nationally defined categories: 1 = Become a pedagogical staff/centre leader in an ECEC centre 2 = Work in an education job, but not in an ECEC centre 3 = Become a teacher of primary schools or above 4 = Work in a different job not in the ECEC sector	*Home-based Nationally defined categories: 1 = Become a pedagogical staff/centre leader in an ECEC centre 2 = Work in an education job, but not in an ECEC centre 3 = Become a teacher of primary schools or above 4 = Work in a different job not in the ECEC sector

Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
			<p>5 = Attend to family responsibilities 6 = Retire from work 7 = Return as a student to an (practical) education programme 8 = Start an education and training, professional development or a tertiary education programme) 9 = Other</p>	<p>5 = Attend to family responsibilities 6 = Retire from work 7 = Return as a student to an (practical) education programme 8 = Start an education and training, professional development or a tertiary education programme) 9 = Other</p>
Israel (U3)	SQ-46	SQ-46	D Nationally defined categories: 1 = Become an day-care centre manager/family day-care centres coordinator 2 = Work in an education job not in an day-care centre/family day-care 3 = Become a teacher of elementary school or above 4 = Work in a different job not in the ECEC sector 5 = Attend to family responsibilities 6 = Retire from work 7 = Return as a student to an education or training programme 8 = Resolve health-related issues 9 = Other	Nationally defined categories: 1 = Become an day-care centre manager/family day-care centres coordinator 2 = Work in an education job not in an day-care centre/family day-care 3 = Become a teacher of elementary school or above 4 = Work in a different job not in the ECEC sector 5 = Attend to family responsibilities 6 = Retire from work 7 = Return as a student to an education or training programme 8 = Resolve health-related issues 9 = Other
Denmark	SQ-S	SQ-S-E	D *Home-based Section instruction changed: In this section, most questions and statements refer to childminders. We understand that these questions and statements not necessarily fit your situation as a childminder. When answering this section please refer to your own experiences and to what extent the statements apply to you at this day care (in private homes).	*Home-based Section instruction changed: In this section, most questions and statements refer to childminders. We understand that these questions and statements not necessarily fit your situation as a childminder. When answering this section please refer to your own experiences and to what extent the statements apply to you at this day care (in private homes).
Germany	SQ-S	SQ-S-E-F	D Children under the age of three	Children under the age of three
Norway	SQ-S	SQ-S-E-F	D Children 0 - 3 years	Children 0 - 3 years
Denmark	SQ-S	SQ-S-F	D *Centre-based Section instruction changed: We want to know more about your everyday work, but cannot cover everything you do in this survey. Therefore, we want you to think of the first group of children, which includes children below 3 years, you worked with in the day care on your last working day before today. Typically, it can be your ward group, a group divided by age or a similar group size.	*Centre-based Section instruction changed: We want to know more about your everyday work, but cannot cover everything you do in this survey. Therefore, we want you to think of the first group of children, which includes children below 3 years, you worked with in the day care on your last working day before today. Typically, it can be your ward group, a group divided by age or a similar group size.

	Question group	Location	Code	Country adaptation	Adaptation recoded for international comparability
Germany	SQ-S	SQ-S-F	D	<p>Please think about this group when meeting the term this children group, also if your work with this children group may have been an unusual day for you or does not represent all of your pedagogical work.</p> <p>*Home-based Section instruction changed: We want to know more about your everyday work, but cannot cover everything you do in this survey. Therefore, we want you to think of the first group of children, which includes children below 3 years, you worked with in this day care on your last working day before today. As a childminder, we would ask you to think of your children group, as it was constituted on your last working day before today.</p> <p>Please think about this group when meeting the term this children group, also if your work with this children group may have been an unusual day for you or does not represent all of your pedagogical work.</p> <p>*Home-based Section instruction changed: In this section, most questions and statements were developed for pedagogical staff who work jointly as a team with children in centre-based ECEC centres. We understand that this may not fit your situation home based ECEC and the majority of child minders care for children alone. When answering this section please refer to your own experiences and to what extent the statements apply to you at your home-based ECEC centre.</p>	<p>Please think about this group when meeting the term this children group, also if your work with this children group may have been an unusual day for you or does not represent all of your pedagogical work.</p> <p>*Home-based Section instruction changed: We want to know more about your everyday work, but cannot cover everything you do in this survey. Therefore, we want you to think of the first group of children, which includes children below 3 years, you worked with in this day care on your last working day before today. As a childminder, we would ask you to think of your children group, as it was constituted on your last working day before today.</p> <p>Please think about this group when meeting the term this children group, also if your work with this children group may have been an unusual day for you or does not represent all of your pedagogical work.</p> <p>*Home-based Section instruction changed: In this section, most questions and statements were developed for pedagogical staff who work jointly as a team with children in centre-based ECEC centres. We understand that this may not fit your situation home based ECEC and the majority of child minders care for children alone. When answering this section please refer to your own experiences and to what extent the statements apply to you at your home-based ECEC centre.</p>
Israel (U3)	SQ-S	SQ-S-F	D	<p>Section instruction changed: We want to know more about your everyday work, but cannot ask about everything you do. Therefore, we want you to use a specific day. Think of your last working day with the group before today. These study researchers know this will not represent everything you regular do, and may have been an unusual day for you.</p>	<p>Section instruction changed: We want to know more about your everyday work, but cannot ask about everything you do. Therefore, we want you to use a specific day. Think of your last working day with the group before today. These study researchers know this will not represent everything you regular do, and may have been an unusual day for you.</p>

Annex I. TALIS 2018 principal codebook

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
IDSCHOOL	Scrambled School ID _SCR		4	0	9999: Omitted or invalid 9998: Not administered
PISASCHOOLID	PISA School ID	Nominal	5	0	
IDLANG	Language ID		3	0	1: English (Example country) 10: Bulgarian (Bulgaria) 11: Catalan (Spain) 12: Chinese (Simplified) Legacy 13: Chinese (Singapore) 14: Chinese (Taiwan) 15: Croatian (Croatia) 16: Czech (Czech Republic) 17: Danish (Denmark) 18: Dutch (Belgium) 19: Dutch (Netherlands) 2: Arabic (Israel) 20: English (Australia) 21: English (Canada - Alberta) 22: English (Cyprus ¹) 23: English (France) 24: English (Malta) 25: English (New Zealand) 26: English (Saudi Arabia) 27: English (Singapore) 28: English (Taiwan) 29: English (U.A.E. Abu Dhabi) 3: Arabic (Saudi Arabia) 30: English (U.A.E. Dubai) 31: English (U.A.E.) 32: English (United Kingdom) 33: English (United States) 34: Estonian (Estonia) 35: Finnish (Finland) 36: French (Belgium) 37: French (Canada - Alberta)

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
IDCNTRY	Country ID - Numeric Code	Nominal	6	0	38: French (France) 39: French (U.A.E. Dubai) 4: Arabic (U.A.E. Abu Dhabi) 40: Galician (Galician) 41: Georgian (Georgia) 42: German (Austria) 43: German (Example country) 44: Greek (Cyprus) 45: Hebrew () 999: Omitted or invalid 998: Not administered 100: Bulgaria 152: Chile 156001: Shanghai (China) 158: Chinese Taipei 170: Colombia 191: Croatia 196: Cyprus 203: Czech Republic 208: Denmark 233: Estonia 246: Finland 250: France 268: Georgia 32001: Ciudad Autónoma de Buenos Aires (Argentina) 348: Hungary 352: Iceland 36: Australia 376: Israel 380: Italy 392: Japan 398: Kazakhstan 40: Austria 410: Korea 428: Latvia 440: Lithuania

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					470: Malta 484: Mexico 528: Netherlands 554: New Zealand 56: Belgium 578: Norway 620: Portugal 643: Russian Federation 682: Saudi Arabia 702: Singapore 703: Slovak Republic 704: Viet Nam 705: Slovenia 710: South Africa 724: Spain 752: Sweden 76: Brazil 784: United Arab Emirates 792: Turkey 840: United States 9134: Alberta (Canada) 926: England (United Kingdom) 956: Flemish Community (Belgium) 9642: Romania 999999: Omitted or invalid 999998: Not administered
CNTRY	Country ID - Alpha Code		3	0	
IDCNTRYR	Country ID - Order for International Report	Nominal	6	0	1: Alberta (Canada) 2: Australia 3: Austria 4: Belgium 5: Flemish Community (Belgium) 6: Brazil 7: Bulgaria 8: Ciudad Autónoma de Buenos Aires (Argentina) 9: Chile

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					10: Colombia 11: Croatia 12: Cyprus 13: Czech Republic 14: Denmark 15: England (United Kingdom) 16: Estonia 17: Finland 18: France 19: Georgia 20: Hungary 21: Iceland 22: Israel 23: Italy 24: Japan 25: Kazakhstan 26: Korea 27: Latvia 28: Lithuania 29: Malta 30: Mexico 31: Netherlands 32: New Zealand 33: Norway 34: Portugal 35: Romania 36: Russian Federation 37: Saudi Arabia 38: Shanghai (China) 39: Singapore 40: Slovak Republic 41: Slovenia 42: South Africa 43: Spain 44: Sweden 45: Chinese Taipei

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					46: Turkey 47: United Arab Emirates 48: United States 49: Viet Nam 999999: Omitted or invalid 999998: Not administered
IDCNTPOP	Country Alpha Code and ISCED Level		4	0	
TC3G01	Gender - P	Nominal	1	0	1: Female 2: Male 9: Missing 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G03	Highest level of formal education completed - P	Ordinal	2	0	1: Below <ISCED 2011 Level 3> 2: <ISCED 2011 Level 3> 3: <ISCED 2011 Level 4> 4: <ISCED 2011 Level 5> 5: <ISCED 2011 Level 6> 6: <ISCED 2011 Level 7> 7: <ISCED 2011 Level 8> 99: Omitted or invalid 98: Not administered 97: Not Reached
TC3G04A	Years of work exp. As a principal at this school	Ratio	3	0	999: Omitted or invalid 998: Not administered 997: Not Reached
TC3G04B	Years of work exp. As a principal in total	Ratio	3	0	999: Omitted or invalid 998: Not administered 997: Not Reached
TC3G04C	Years of work exp. In other school management roles	Ratio	3	0	999: Omitted or invalid 998: Not administered 997: Not Reached
TC3G04D	Years of work exp. As a teacher in total	Ratio	3	0	999: Omitted or invalid 998: Not administered 997: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TC3G04E	Years of work exp. in other jobs	Ratio	3	0	999: Omitted or invalid 998: Not administered 997: Not Reached
TC3G05	Current employment status as a principal	Nominal	1	0	1: Full-time (more than 90% of full-time hours) without teaching obligation 2: Full-time (more than 90% of full-time hours) with teaching obligation 3: Part-time (up to 90% of full-time hours) without teaching obligation 4: Part-time (up to 90% of full-time hours) with teaching obligation 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G06A	Elements in form. educ. School administr. or principal training prg	Nominal	1	0	1: Before 2: After 3: Before and after 4: Never 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G06B	Elements in form. educ. Teacher training education programme or course	Nominal	1	0	1: Before 2: After 3: Before and after 4: Never 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G06C	Elements in form. educ. Instructional leadership training or course	Nominal	1	0	1: Before 2: After 3: Before and after 4: Never 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G07A	Prof.dev. act. Courses about subject matter, teaching methods	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					7: Not Reached
TC3G07B	Prof.dev. act. Courses seminars about leadership seminars about leadership	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G07C	Prof.dev. act. Courses seminars attended in person seminars attended in person	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G07D	Prof.dev. act. Online courses seminars seminars	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G07E	Prof.dev. act. Education conferences - P	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G07F	Prof.dev. act. Formal qualification programme - P	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G07G	Prof.dev. act. Peer and or self-observation and coaching - P	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G07H	Prof.dev. act. Participation in a network of principals	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TC3G07I	Prof.dev. act. Reading professional literature - P	Nominal	1	0	7: Not Reached 1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G07J	Prof.dev. act. Other	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G08A	Areas prof.dev. Knowledge of new developments in leadership research and theory	Ordinal	1	0	1: No need at present 2: Low level of need 3: Moderate level of need 4: High level of need 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G08B	Areas prof.dev. Knowledge of current national local policies on education	Ordinal	1	0	1: No need at present 2: Low level of need 3: Moderate level of need 4: High level of need 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G08C	Areas prof.dev. Using data for improving the quality of the school	Ordinal	1	0	1: No need at present 2: Low level of need 3: Moderate level of need 4: High level of need 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G08D	Areas prof.dev. Designing the school curriculum	Ordinal	1	0	1: No need at present 2: Low level of need 3: Moderate level of need

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TC3G08E	Areas prof.dev. Designing professional development for with teachers	Ordinal	1	0	4: High level of need 9: Omitted or invalid 8: Not administered 7: Not Reached 1: No need at present 2: Low level of need 3: Moderate level of need 4: High level of need 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G08F	Areas prof.dev. Observing classroom instruction	Ordinal	1	0	1: No need at present 2: Low level of need 3: Moderate level of need 4: High level of need 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G08G	Areas prof.dev. Providing effective feedback	Ordinal	1	0	1: No need at present 2: Low level of need 3: Moderate level of need 4: High level of need 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G08H	Areas prof.dev. Promoting equity and diversity	Ordinal	1	0	1: No need at present 2: Low level of need 3: Moderate level of need 4: High level of need 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G08I	Areas prof.dev. Developing collaboration among teachers	Ordinal	1	0	1: No need at present 2: Low level of need 3: Moderate level of need

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					4: High level of need 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G08J	Areas prof.dev. Human resource management	Ordinal	1	0	1: No need at present 2: Low level of need 3: Moderate level of need 4: High level of need 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G08K	Areas prof.dev. Financial management	Ordinal	1	0	1: No need at present 2: Low level of need 3: Moderate level of need 4: High level of need 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G09A	Barr.Prof.Dev. I do not have the pre-requisites	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G09B	Barr.Prof.Dev. Professional development is too expensive	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G09C	Barr.Prof.Dev. There is a lack of employer support	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TC3G09D	Barr.Prof.Dev. Professional development conflicts with my work schedule	Ordinal	1	0	4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached 1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G09E	Barr.Prof.Dev. I do not have time because of family responsibilities	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G09F	Barr.Prof.Dev. There is no relevant professional development offered	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G09G	Barr.Prof.Dev. There are no incentives for participating in prof. developm.	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G10	School location description	Ordinal	1	0	1: [A village, hamlet or rural area] (up to 3,000 people) 2: [Small town] (3,001 to 15,000 people) 3: [Town] (15,001 to 100,000 people)

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					4: [City] (100,001 to 1,000,000 people) 5: [Large city] (more than 1,000,000 people) 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G11A	Perc. sch. tot. funding Government	Ratio	3	0	999: Omitted or invalid 998: Not administered 997: Not Reached
TC3G11B	Perc. sch. tot. fund. Student fees or school charges paid by parents or guard.	Ratio	3	0	999: Omitted or invalid 998: Not administered 997: Not Reached
TC3G11C	Perc. sch. tot. funding Benefactors, donations, bequests, sponsorships fundrais.	Ratio	3	0	999: Omitted or invalid 998: Not administered 997: Not Reached
TC3G11D	Perc. sch. tot. funding Other	Ratio	3	0	999: Omitted or invalid 998: Not administered 997: Not Reached
TC3G12	Publicly- or privately-managed school	Nominal	1	0	1: Publicly-managed This is a school managed by a public education authority, government agency, municipality, or governing 2: Privately-managed This is a school managed by a non-government organisation e.g. a [church,] trade union, business or o 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G13A	Number of staff for position Tchrs, irrespective of the grades/ages they teach	Ratio	3	0	999: Omitted or invalid 998: Not administered 997: Not Reached
TC3G13B	Number of staff for position Perso for pedag support, irrespective grades/ages	Ratio	3	0	999: Omitted or invalid 998: Not administered 997: Not Reached
TC3G13C	Number of staff for position School administrative personnel	Ratio	3	0	999: Omitted or invalid 998: Not administered 997: Not Reached
TC3G13D	Number of staff for position School management personnel	Ratio	3	0	999: Omitted or invalid

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TC3G13E	Number of staff for position Other staff	Ratio	3	0	998: Not administered 997: Not Reached 999: Omitted or invalid 998: Not administered 997: Not Reached
TC3G14A	Nu.staff cat Teachers who began work at this school during the last 12 months	Ordinal	1	0	1: 0 2: 1-5 3: 6-10 4: 11-15 5: 16 or more 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G14B	Nu.staff cat Teachers who permanently left this school during the last 12 months	Ordinal	1	0	1: 0 2: 1-5 3: 6-10 4: 11-15 5: 16 or more 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G14C	Nu.staff cat Teachers absent for most recent Tuesday that school was in session	Ordinal	1	0	1: 0 2: 1-5 3: 6-10 4: 11-15 5: 16 or more 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G15A1	ISCED levels and programmes taught ISCED 2011 Level 0	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TC3G15A2 0	Competition ISCED levels and or programmes ISCED 2011 Level	Ordinal	1	0	1: Two or more other schools 2: One other school 3: No other schools 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G15B1	ISCED levels and programmes taught ISCED 2011 Level 1	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G15B2 1	Competition ISCED levels and or programmes ISCED 2011 Level	Ordinal	1	0	1: Two or more other schools 2: One other school 3: No other schools 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G15C1	ISCED levels and programmes taught ISCED 2011 Level 2	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G15C2 2	Competition ISCED levels and or programmes ISCED 2011 Level	Ordinal	1	0	1: Two or more other schools 2: One other school 3: No other schools 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G15D1	ISCED levels and programmes taught ISCED 2011 Level 3 general educ. prgs	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TC3G15D2	Competit. ISCED levels and /programmes ISCED 2011 Level 3 general educ. prgs	Ordinal	1	0	7: Not Reached 1: Two or more other schools 2: One other school 3: No other schools 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G15E1	ISCED Levels or programmes taught ISCED 2011 Level 3 voc/technical educ. prgs	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G15E2	Competition ISCED levels programmes ISCED 2011 Level 3 voc or tech educ. prgs	Ordinal	1	0	1: Two or more other schools 2: One other school 3: No other schools 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G17A	Perc. stud. charac. Students [first language] diff. from instr. language - P	Ordinal	1	0	1: None 2: 1% to 10% 3: 11% to 30% 4: 31% to 60% 5: More than 60% 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G17B	Perc. stud. charac. Students with special needs - P	Ordinal	1	0	1: None 2: 1% to 10% 3: 11% to 30% 4: 31% to 60% 5: More than 60% 9: Omitted or invalid 8: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TC3G17C	Perc. stud. charac. Students from socio-economically disadvantaged homes - P	Ordinal	1	0	7: Not Reached 1: None 2: 1% to 10% 3: 11% to 30% 4: 31% to 60% 5: More than 60% 9: Omitted or invalid 8: Not administered
TC3G17D	Perc. stud. charac. Students who are immigrants or with migrant background	Ordinal	1	0	7: Not Reached 1: None 2: 1% to 10% 3: 11% to 30% 4: 31% to 60% 5: More than 60% 9: Omitted or invalid 8: Not administered
TC3G17E	Perc. stud. charac. Students who are refugees - P	Ordinal	1	0	7: Not Reached 1: None 2: 1% to 10% 3: 11% to 30% 4: 31% to 60% 5: More than 60% 9: Omitted or invalid 8: Not administered
TC3G18	Presence school management team	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G19A	Represented on school management team Principal	Nominal	1	0	1: Yes 2: No 3: Not applicable 9: Omitted or invalid 8: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					7: Not Reached 6: Logically not applicable
TC3G19B	Represented on school management team Vice deputy/assistant principal	Nominal	1	0	1: Yes 2: No 3: Not applicable 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G19C	Represented on school management team Financial manager	Nominal	1	0	1: Yes 2: No 3: Not applicable 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G19D	Represented on school management team Department heads	Nominal	1	0	1: Yes 2: No 3: Not applicable 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G19E	Represented on school management team Teachers	Nominal	1	0	1: Yes 2: No 3: Not applicable 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G19F	Represented on school management team School governing board	Nominal	1	0	1: Yes 2: No 3: Not applicable 9: Omitted or invalid 8: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TC3G19G	Represented on school management team Parents or guardians	Nominal	1	0	7: Not Reached 6: Logically not applicable 1: Yes 2: No 3: Not applicable 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G19H	Represented on school management team Students	Nominal	1	0	1: Yes 2: No 3: Not applicable 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G19I	Represented on school management team Other	Nominal	1	0	1: Yes 2: No 3: Not applicable 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G20A1	Appointing or hiring teachers Principal	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G20A2	Appointing or hiring teachers Other members of SMT	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20A3	Appointing or hiring teachers Teachers not in SMT	Nominal	1	0	1: Checked 2: Not checked

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20A4	Appointing or hiring teachers School gov. Board	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20A5	Appointing or hiring teachers Authority	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20B1	Dismissing or suspending teachers from employment Principal	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20B2	Dismissing or suspending teachers from employment Other members of SMT	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20B3	Dismissing or suspending teachers from employment Teachers not in SMT	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20B4	Dismissing or suspending teachers from employment School gov. Board	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20B5	Dismissing or suspending teachers from employment Authority	Nominal	1	0	1: Checked 2: Not checked

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20C1	Establish teachers starting salaries, includ setting paysscales Principal	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20C2	Establish tchrs starting salaries, incl setting paysscales Other members of SMT	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20C3	Establish tchrs starting salaries, incl setting paysscales Teachers not in SMT	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20C4	Establish tchrs starting salaries, incl setting paysscales School gov. Board	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20C5	Establish tchrs starting salaries, incl setting paysscales Authority	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20D1	Determining teachers salary increases Principal	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20D2	Determining teachers salary increases Other members of SMT	Nominal	1	0	1: Checked 2: Not checked

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20D3	Determining teachers salary increases Teachers not in SMT	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20D4	Determining teachers salary increases School gov. Board	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20D5	Determining teachers salary increases Authority	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20E1	Deciding on budget allocations within the school Principal	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20E2	Deciding on budget allocations within the school Other members of SMT	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20E3	Deciding on budget allocations within the school Teachers not in SMT	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20E4	Deciding on budget allocations within the school School gov. Board	Nominal	1	0	1: Checked 2: Not checked

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20E5	Deciding on budget allocations within the school Authority	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20F1	Establishing student disciplinary policies and procedures Principal	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20F2	Establishing student disciplinary policies and procedures Other members of SMT	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20F3	Establishing student disciplinary policies and procedures Teachers not in SMT	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20F4	Establishing student disciplinary policies and procedures School gov. Board	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20F5	Establishing student disciplinary policies and procedures Authority	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20G1	Establishing student assessment policies Principal	Nominal	1	0	1: Checked 2: Not checked

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20G2	Establishing student assessment policies Other members of SMT	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20G3	Establishing student assessment policies Teachers not in SMT	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20G4	Establishing student assessment policies School gov. Board	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20G5	Establishing student assessment policies Authority	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20H1	Approving students for admission to the school Principal	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20H2	Approving students for admission to the school Other members of SMT	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20H3	Approving students for admission to the school Teachers not in SMT	Nominal	1	0	1: Checked 2: Not checked

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20H4	Approving students for admission to the school School gov. Board	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20H5	Approving students for admission to the school Authority	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20I1	Choosing which learning materials are used Principal	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20I2	Choosing which learning materials are used Other members of SMT	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20I3	Choosing which learning materials are used Teachers not in SMT	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20I4	Choosing which learning materials are used School gov. Board	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20I5	Choosing which learning materials are used Authority	Nominal	1	0	1: Checked 2: Not checked

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20J1	Determining course content, including nat regional curricula Principal	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20J2	Determining course content, incl nat regional curricula Other members of SMT	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20J3	Determining course content, incl nat regional curricula Teachers not in SMT	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20J4	Determining course content, incl nat regional curricula School gov. Board	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20J5	Determining course content, including nat regional curricula Authority	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20K1	Deciding which courses are offered Principal	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20K2	Deciding which courses are offered Other members of SMT	Nominal	1	0	1: Checked 2: Not checked

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20K3	Deciding which courses are offered Teachers not in SMT	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20K4	Deciding which courses are offered School gov. Board	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G20K5	Deciding which courses are offered Authority	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G21A	Perc. of time spent on prof.tasks Administrative tasks and meetings	Ratio	3	0	999: Omitted or invalid 998: Not administered 997: Not Reached
TC3G21B	Perc. of time spent on prof.tasks Leadership tasks and meetings	Ratio	3	0	999: Omitted or invalid 998: Not administered 997: Not Reached
TC3G21C	Perc. of time spent on prof.tasks Curric. and teach.-related tasks and meetings	Ratio	3	0	999: Omitted or invalid 998: Not administered 997: Not Reached
TC3G21D	Perc. of time spent on prof.tasks Student interactions	Ratio	3	0	999: Omitted or invalid 998: Not administered 997: Not Reached
TC3G21E	Perc. of time spent on prof.tasks Parent or guardian interactions	Ratio	3	0	999: Omitted or invalid 998: Not administered 997: Not Reached
TC3G21F	Perc. of time spent on prof.tasks Interact. with comm., business and industry	Ratio	3	0	999: Omitted or invalid 998: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TC3G21G	Perc. of time spent on prof.tasks Other	Ratio	3	0	997: Not Reached 999: Omitted or invalid 998: Not administered 997: Not Reached
TC3G22A	Engage I collaborated with teachers to solve classroom discipline problems	Ordinal	1	0	1: Never or rarely 2: Sometimes 3: Often 4: Very often 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G22B	Engage I observed instruction in the classroom	Ordinal	1	0	1: Never or rarely 2: Sometimes 3: Often 4: Very often 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G22C	Engage I provided feedback to teachers based on my observations	Ordinal	1	0	1: Never or rarely 2: Sometimes 3: Often 4: Very often 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G22D	Engage Supporting co-operation among teachers to develop new teaching practices	Ordinal	1	0	1: Never or rarely 2: Sometimes 3: Often 4: Very often 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G22E	Engage Ensuring teachers take responsibility for improving their tch skills	Ordinal	1	0	1: Never or rarely 2: Sometimes 3: Often

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TC3G22F	Engage Ensuring teachers feel responsible for their students learning outcomes	Ordinal	1	0	4: Very often 9: Omitted or invalid 8: Not administered 7: Not Reached 1: Never or rarely 2: Sometimes 3: Often 4: Very often 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G22G	Engage I provided parents/guardians with info on sch and student performance	Ordinal	1	0	1: Never or rarely 2: Sometimes 3: Often 4: Very often 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G22H	Engage I reviewed school administrative procedures and reports	Ordinal	1	0	1: Never or rarely 2: Sometimes 3: Often 4: Very often 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G22I	Engage I resolved problems with the lesson timetable in this school	Ordinal	1	0	1: Never or rarely 2: Sometimes 3: Often 4: Very often 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G22J	Engage I collaborated with principals from other sch on challenging work tasks	Ordinal	1	0	1: Never or rarely 2: Sometimes 3: Often

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					4: Very often 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G22K	Engage I worked on a professional development plan for this school	Ordinal	1	0	1: Never or rarely 2: Sometimes 3: Often 4: Very often 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G23A	Appraised by Principal	Ordinal	1	0	1: Never 2: Less than once every two years 3: Once every two years 4: Once per year 5: Twice or more per year 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G23B	Appraised by Other members of the school management team	Ordinal	1	0	1: Never 2: Less than once every two years 3: Once every two years 4: Once per year 5: Twice or more per year 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G23C	Appraised by Assigned mentors	Ordinal	1	0	1: Never 2: Less than once every two years 3: Once every two years 4: Once per year 5: Twice or more per year 9: Omitted or invalid 8: Not administered 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TC3G23D	Appraised by Teachers (who are not part of the school management team)	Ordinal	1	0	1: Never 2: Less than once every two years 3: Once every two years 4: Once per year 5: Twice or more per year 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G23E	Appraised by External individuals or bodies	Ordinal	1	0	1: Never 2: Less than once every two years 3: Once every two years 4: Once per year 5: Twice or more per year 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G24A1	Observations of classroom teaching External individuals or bodies	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G24A2	Observations of classroom teaching Principal	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G24A3	Observations of classroom teaching Member school management team	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G24A4	Observations of classroom teaching Assigned mentors	Nominal	1	0	1: Checked

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G24A5	Observations of classroom teaching Other teachers	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G24A6	Observations of classroom teaching Not used in this school	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G24B1	Student survey responses related to teaching External individuals or bodies	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G24B2	Student survey responses related to teaching Principal	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G24B3	Student survey responses related to teaching Member school management team	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TC3G24B4	Student survey responses related to teaching Assigned mentors	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G24B5	Student survey responses related to teaching Other teachers	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G24B6	Student survey responses related to teaching Not used in this school	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G24C1	Assessments of teachers content knowledge External individuals or bodies	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G24C2	Assessments of teachers content knowledge Principal	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G24C3	Assessments of teachers content knowledge Member school management team	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TC3G24C4	Assessments of teachers content knowledge Assigned mentors	Nominal	1	0	6: Logically not applicable 1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G24C5	Assessments of teachers content knowledge Other teachers	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G24C6	Assessments of teachers content knowledge Not used in this school	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G24D1	Students external results External individuals or bodies	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G24D2	Students external results Principal	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G24D3	Students external results Member school management team	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TC3G24D4	Students external results Assigned mentors	Nominal	1	0	7: Not Reached 6: Logically not applicable 1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G24D5	Students external results Other teachers	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G24D6	Students external results Not used in this school	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G24E1	School-based and classroom-based results external individuals or bodies - P	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G24E2	School-based and classroom-based results Principal	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G24E3	School-based and classroom-based results Member school management team	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TC3G24E4	School-based and classroom-based results Assigned mentors	Nominal	1	0	8: Not administered 7: Not Reached 6: Logically not applicable 1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G24E5	School-based and classroom-based results Other teachers	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G24E6	School-based and classroom-based results Not used in this school	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G24F1	Self-assessments of teachers work External individuals or bodies	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G24F2	Self-assessments of teachers work Principal	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G24F3	Self-assessments of teachers work Member school management team	Nominal	1	0	1: Checked 2: Not checked

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TC3G24F4	Self-assessments of teachers work Assigned mentors	Nominal	1	0	9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable 1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G24F5	Self-assessments of teachers work Other teachers	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G24F6	Self-assessments of teachers work Not used in this school	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G25A	Foll.app. Measures to remedy any weaknesses in teaching are discussed	Ordinal	1	0	1: Never 2: Sometimes 3: Most of the time 4: Always 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G25B	Foll.app. A development/training plan is developed	Ordinal	1	0	1: Never 2: Sometimes 3: Most of the time 4: Always 9: Omitted or invalid

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					8: Not administered 7: Not Reached 6: Logically not applicable
TC3G25C	Foll.app. Material sanctions i.e. reduced annual increases in pay are imposed	Ordinal	1	0	1: Never 2: Sometimes 3: Most of the time 4: Always 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G25D	Foll.app. A mentor is appointed to help the teacher improve his/her teaching	Ordinal	1	0	1: Never 2: Sometimes 3: Most of the time 4: Always 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G25E	Foll.app. A change in a teachers work responsibilities	Ordinal	1	0	1: Never 2: Sometimes 3: Most of the time 4: Always 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G25F	Foll.app. An increase in a teachers salary or a payment of a financial bonus	Ordinal	1	0	1: Never 2: Sometimes 3: Most of the time 4: Always 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TC3G25G	Foll.app. A change in the likelihood of a teachers career advancement	Ordinal	1	0	1: Never 2: Sometimes 3: Most of the time 4: Always 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G25H	Foll.app. Dismissal or non-renewal of contract	Ordinal	1	0	1: Never 2: Sometimes 3: Most of the time 4: Always 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G26A	Agree Providing staff with opportunities to participate in school decisions	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G26B	Agree Providing parents w. opportunities to participate in school decisions	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G26C	Agree Providing students w. opportunities to partic. in school decisions	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TC3G26D	Agree This school has a culture of shared responsibility for school issues	Ordinal	1	0	8: Not administered 7: Not Reached 1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G26E	Agree I make the important decisions on my own	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G26F	Agree Collaborative school culture which is characterised by mutual support	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G26G	Agree School staff share common set of beliefs about teaching and learning	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G26H	Agree Enforcing rules for student behaviour consistently throughout school	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					8: Not administered 7: Not Reached
TC3G26I	Agree This school encourages staff to lead new initiatives	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G26J	Agree Teachers and students usually get on well with each other - P	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G26K	Agree Teachers can rely on each other - P	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G27A	Agree Teachers understand the schools curricular goals	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G27B	Agree Teachers succeed in implementing the schools curriculum	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TC3G27C	Agree Teachers hold high expectations for student achievement	Ordinal	1	0	8: Not administered 7: Not Reached 1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G27D	Agree Parents/guardians support student achievement	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G27E	Agree Parents/guardians are involved in school activities	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G27F	Agree Students have a desire to do well in school	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G27G	Agree The school co-operates with the local community	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					8: Not administered 7: Not Reached
TC3G28A	Agree This school quickly identifies the need to do things differently	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G28B	Agree This school quickly responds to changes when needed	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G28C	Agree This school readily accepts new ideas	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G28D	Agree This school makes assistance available for development of new ideas	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G29A	Instruction Shortage of qualified teachers	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TC3G29B	Instruction Shortage of tchrs w. competence in teach students w. special needs	Ordinal	1	0	8: Not administered 7: Not Reached 1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G29C	Instruction Shortage of vocational teachers	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G29D	Instruction Shortage or inadequacy of instructional materials (e.g. textbooks)	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G29E	Instruction Shortage or inadequacy of digital technology for instruction	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G29F	Instruction Insufficient Internet access	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					8: Not administered 7: Not Reached
TC3G29G	Instruction Shortage or inadequacy of library materials	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G29H	Instruction Shortage of support personnel	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G29I	Instruction Shortage or inadequacy of instructional space (e.g. classrooms)	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G29J	Instruction Shortage or inadequacy of physical infrastructure	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G29K	Instruction Shortage of tchrs w. competence in tch studs in multiling. setting	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TC3G29L	Instruction Shortage of tchrs w. competence in teach studs w. socioec. disadv.	Ordinal	1	0	8: Not administered 7: Not Reached 1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G29M	Instruction Shortage of necessary materials to train vocational skills	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G29N	Instruction Shortage or inadequacy of time for instructional leadership	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G29O	Instruction Shortage or inadequacy of time with students	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G30A	St.Beha Vandalism and theft	Ordinal	1	0	1: Never 2: Less than monthly 3: Monthly 4: Weekly 5: Daily

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G30B	St.Beha Intimidation or bullying among students/ other forms of verbal abuse	Ordinal	1	0	1: Never 2: Less than monthly 3: Monthly 4: Weekly 5: Daily 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G30C	St.Beha Physical injury caused by violence among students	Ordinal	1	0	1: Never 2: Less than monthly 3: Monthly 4: Weekly 5: Daily 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G30D	St.Beha Intimidation or verbal abuse of teachers or staff	Ordinal	1	0	1: Never 2: Less than monthly 3: Monthly 4: Weekly 5: Daily 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G30E	St.Beha Use possession of drugs and or alcohol	Ordinal	1	0	1: Never 2: Less than monthly 3: Monthly 4: Weekly 5: Daily 9: Omitted or invalid 8: Not administered 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TC3G30F	St.Beha A student or parent reports postings of hurtful info on Internet	Ordinal	1	0	1: Never 2: Less than monthly 3: Monthly 4: Weekly 5: Daily 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G30G	St.Beha A student or parent reports unwanted electronic contact among studs	Ordinal	1	0	1: Never 2: Less than monthly 3: Monthly 4: Weekly 5: Daily 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G31A	Induction activities Formal induction programme for new teachers	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G31B	Induction activities Informal induction activities for new teachers	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G32	Formal induction programme offered	Nominal	1	0	1: All teachers who are new to this school 2: Only teachers new to teaching 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G33A	Provisions incl tch induction Courses seminars attended in person	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					8: Not administered 7: Not Reached 6: Logically not applicable
TC3G33B	Provisions incl tch induction Online courses seminars	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G33C	Provisions incl tch induction Online activities (e.g. virtual communities)	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G33D	Provisions incl tch induction Planned meetings w. principal and teachers	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G33E	Provisions incl tch induction Supervision by principal and/or teachers	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G33F	Provisions incl tch induction Networking collab. w. other new teachers	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G33G	Provisions incl tch induction Team teaching with experienced teachers	Nominal	1	0	1: Yes 2: No

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G33H	Provisions incl tch induction Portfolios diaries/journals	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G33I	Provisions incl tch induction Reduced teaching load	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G33J	Provisions incl tch induction General administrative introduction	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G34	Teacher access to mentoring programme	Ordinal	1	0	1: Yes, but only teachers who are new to teaching, i.e. in their first job as teachers, have access. 2: Yes, all teachers who are new to this school have access. 3: Yes, all teachers at this school have access. 4: No, at present there is no access to a mentoring programme for teachers in this school. --> You will be directed to Ques 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G35	Mentors main subject field(s) same as that of teacher being mentored	Ordinal	1	0	1: Yes, most of the time. 2: Yes, sometimes. 3: No, rarely or never. 9: Omitted or invalid

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TC3G36A	Importance of mentoring To improve teachers pedagogical competence	Ordinal	1	0	8: Not administered 7: Not Reached 6: Logically not applicable 1: Not important at all 2: Of low importance 3: Of moderate importance 4: Of high importance 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G36B	Importance of mentoring To strengthen teachers professional identity	Ordinal	1	0	1: Not important at all 2: Of low importance 3: Of moderate importance 4: Of high importance 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G36C	Importance of mentoring To improve teachers collaboration with colleagues	Ordinal	1	0	1: Not important at all 2: Of low importance 3: Of moderate importance 4: Of high importance 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G36D	Importance of mentoring To support less experienced teachers in their teaching	Ordinal	1	0	1: Not important at all 2: Of low importance 3: Of moderate importance 4: Of high importance 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TC3G36E	Importance of mentoring To expand teachers main subject(s) knowledge	Ordinal	1	0	1: Not important at all 2: Of low importance 3: Of moderate importance 4: Of high importance 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G36F	Importance of mentoring To improve students general performance	Ordinal	1	0	1: Not important at all 2: Of low importance 3: Of moderate importance 4: Of high importance 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G37	School include students of more than one cultural or ethnic background	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G38A	Pol and prac Encourage students express. of div. ethnic and cultural identities	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G38B	Pol and prac Organising multicultural events (e.g. multicultural diversity day)	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G38C	Pol and prac Teaching students how to deal with ethnic and cultural discrim.	Nominal	1	0	1: Yes 2: No

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TC3G38D	Pol and prac Adopt. practices that integrate global themes through the curriculum	Nominal	1	0	9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable 1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TC3G39A	Pol and prac Teach students to be inclusive of diff. socio-economic backgrounds	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G39B	Pol and prac Explicit policies against gender discrimination	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G39C	Pol and prac Explicit policies against socio-economic discrimination	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G39D	Pol and prac Additional support for students from disadvantaged backgrounds	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G40A	Agree Important to be responsive to diff. in studs cultural backgrounds	Ordinal	1	0	1: None or almost none 2: Some 3: Many 4: All or almost all 9: Omitted or invalid

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TC3G40B	Agree Important to learn that other cultures can have diff. values	Ordinal	1	0	8: Not administered 7: Not Reached 1: None or almost none 2: Some 3: Many 4: All or almost all 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G40C	Agree Respecting other cultures children should learn as early as possible	Ordinal	1	0	1: None or almost none 2: Some 3: Many 4: All or almost all 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G40D	Agree Children learn that people of diff. cultures have a lot in common	Ordinal	1	0	1: None or almost none 2: Some 3: Many 4: All or almost all 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G41A	Agree Encourage studs from diff. socio-ec. backgrounds to work together	Ordinal	1	0	1: None or almost none 2: Some 3: Many 4: All or almost all 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G41B	Agree Students should learn how to avoid gender discrimination	Ordinal	1	0	1: None or almost none 2: Some 3: Many 4: All or almost all 9: Omitted or invalid

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					8: Not administered 7: Not Reached
TC3G41C	Agree It is important to treat female and male students equally	Ordinal	1	0	1: None or almost none 2: Some 3: Many 4: All or almost all 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G41D	Agree Important to treat studs from all socio-ec. background same manner	Ordinal	1	0	1: None or almost none 2: Some 3: Many 4: All or almost all 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G42	Years continuing being a principal	Ratio	3	0	999: Omitted or invalid 998: Not administered 997: Not Reached
TC3G43A	Work stress Having too much teacher appraisal and feedback work to do	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G43B	Work stress Having too much administr. work to do (e.g. filling out forms) - P	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G43C	Work stress Having extra duties due to absent school staff	Ordinal	1	0	1: Not at all 2: To some extent

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G43D	Work stress Being held responsible for students achievement - P	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G43E	Work stress Maintaining school discipline	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G43F	Work stress Being intimidated or verbally abused by students - P	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G43G	Work stress Keeping up with changing requirements from authorities - P	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G43H	Work stress Addressing parent or guardian concerns - P	Ordinal	1	0	1: Not at all 2: To some extent

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G43I	Work stress Accommodating students with special needs	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G44A	Feeling The advantages of this profession clearly outweigh the disadvantages	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G44B	Feeling If I could decide again, I would still choose this job/position	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G44C	Feeling I would like to change to another school if that were possible - P	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G44D	Feeling I regret that I decided to become a principal	Ordinal	1	0	1: Strongly disagree 2: Disagree

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G44E	Feeling I enjoy working at this school - P	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G44F	Feeling I wonder if it would have been better to choose another profession - P	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G44G	Feeling I would recommend this school as a good place to work - P	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G44H	Feeling I think that the teaching profession is valued in society - P	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G44I	Feeling I am satisfied with my performance in this school - P	Ordinal	1	0	1: Strongly disagree 2: Disagree

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G44J	Feeling All in all, I am satisfied with my job	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G45A	Agree I am satisfied with the salary I receive from my work	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G45B	Agree Apart from salary, satisfied w. terms of princ. contract, employment	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G45C	Agree Satisfied with support that I receive from the staff in this school	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G45D	Agree I need more support from authorities	Ordinal	1	0	1: Strongly disagree 2: Disagree

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TC3G45E	Agree I cannot influence decisions that are important for my work	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
CPART	Final Participation Indicator School	Nominal	1	0	1: Participated 2: Absent 3: Not part of sample 9: Omitted or invalid 8: Not administered
MODEA_PrQ	Principal Questionnaire assigned mode	Nominal	1	0	1: Online 2: Paper 9: Omitted or invalid 8: Not administered
TALIS13POP	Comparable domain to TALIS 2013 target population definition	Nominal	1	0	0: Not comparable to TALIS 2013 target population definition 1: Comparable to TALIS 2013 target population definition 9: Omitted or invalid 8: Not administered
IDPOP	Population ID	Nominal	2	0	1: ISCED 1 2: ISCED 2 3: ISCED 3 8: PISA Link 99: Omitted or invalid 98: Not administered
INTAL18	Adjudication Flag	Nominal	1	0	0: Record does not meet adjudication requirements 1: Record meets adjudication requirements 9: Omitted or invalid 8: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SCHWGT	Principal Final Weight	Ratio	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT1	School BRR-Fay Replicate Weight 1	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT2	School BRR-Fay Replicate Weight 2	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT3	School BRR-Fay Replicate Weight 3	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT4	School BRR-Fay Replicate Weight 4	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT5	School BRR-Fay Replicate Weight 5	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT6	School BRR-Fay Replicate Weight 6	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT7	School BRR-Fay Replicate Weight 7	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT8	School BRR-Fay Replicate Weight 8	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT9	School BRR-Fay Replicate Weight 9	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT10	School BRR-Fay Replicate Weight 10	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT11	School BRR-Fay Replicate Weight 11	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT12	School BRR-Fay Replicate Weight 12	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT13	School BRR-Fay Replicate Weight 13	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT14	School BRR-Fay Replicate Weight 14	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT15	School BRR-Fay Replicate Weight 15	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT16	School BRR-Fay Replicate Weight 16	Scale	13	6	999999: Omitted or invalid 999998: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SRWGT17	School BRR-Fay Replicate Weight 17	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT18	School BRR-Fay Replicate Weight 18	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT19	School BRR-Fay Replicate Weight 19	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT20	School BRR-Fay Replicate Weight 20	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT21	School BRR-Fay Replicate Weight 21	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT22	School BRR-Fay Replicate Weight 22	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT23	School BRR-Fay Replicate Weight 23	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT24	School BRR-Fay Replicate Weight 24	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT25	School BRR-Fay Replicate Weight 25	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT26	School BRR-Fay Replicate Weight 26	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT27	School BRR-Fay Replicate Weight 27	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT28	School BRR-Fay Replicate Weight 28	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT29	School BRR-Fay Replicate Weight 29	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT30	School BRR-Fay Replicate Weight 30	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT31	School BRR-Fay Replicate Weight 31	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT32	School BRR-Fay Replicate Weight 32	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT33	School BRR-Fay Replicate Weight 33	Scale	13	6	999999: Omitted or invalid 999998: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SRWGT34	School BRR-Fay Replicate Weight 34	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT35	School BRR-Fay Replicate Weight 35	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT36	School BRR-Fay Replicate Weight 36	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT37	School BRR-Fay Replicate Weight 37	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT38	School BRR-Fay Replicate Weight 38	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT39	School BRR-Fay Replicate Weight 39	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT40	School BRR-Fay Replicate Weight 40	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT41	School BRR-Fay Replicate Weight 41	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT42	School BRR-Fay Replicate Weight 42	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT43	School BRR-Fay Replicate Weight 43	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT44	School BRR-Fay Replicate Weight 44	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT45	School BRR-Fay Replicate Weight 45	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT46	School BRR-Fay Replicate Weight 46	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT47	School BRR-Fay Replicate Weight 47	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT48	School BRR-Fay Replicate Weight 48	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT49	School BRR-Fay Replicate Weight 49	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT50	School BRR-Fay Replicate Weight 50	Scale	13	6	999999: Omitted or invalid 999998: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SRWGT51	School BRR-Fay Replicate Weight 51	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT52	School BRR-Fay Replicate Weight 52	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT53	School BRR-Fay Replicate Weight 53	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT54	School BRR-Fay Replicate Weight 54	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT55	School BRR-Fay Replicate Weight 55	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT56	School BRR-Fay Replicate Weight 56	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT57	School BRR-Fay Replicate Weight 57	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT58	School BRR-Fay Replicate Weight 58	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT59	School BRR-Fay Replicate Weight 59	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT60	School BRR-Fay Replicate Weight 60	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT61	School BRR-Fay Replicate Weight 61	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT62	School BRR-Fay Replicate Weight 62	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT63	School BRR-Fay Replicate Weight 63	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT64	School BRR-Fay Replicate Weight 64	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT65	School BRR-Fay Replicate Weight 65	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT66	School BRR-Fay Replicate Weight 66	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT67	School BRR-Fay Replicate Weight 67	Scale	13	6	999999: Omitted or invalid 999998: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SRWGT68	School BRR-Fay Replicate Weight 68	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT69	School BRR-Fay Replicate Weight 69	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT70	School BRR-Fay Replicate Weight 70	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT71	School BRR-Fay Replicate Weight 71	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT72	School BRR-Fay Replicate Weight 72	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT73	School BRR-Fay Replicate Weight 73	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT74	School BRR-Fay Replicate Weight 74	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT75	School BRR-Fay Replicate Weight 75	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT76	School BRR-Fay Replicate Weight 76	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT77	School BRR-Fay Replicate Weight 77	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT78	School BRR-Fay Replicate Weight 78	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT79	School BRR-Fay Replicate Weight 79	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT80	School BRR-Fay Replicate Weight 80	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT81	School BRR-Fay Replicate Weight 81	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT82	School BRR-Fay Replicate Weight 82	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT83	School BRR-Fay Replicate Weight 83	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT84	School BRR-Fay Replicate Weight 84	Scale	13	6	999999: Omitted or invalid 999998: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SRWGT85	School BRR-Fay Replicate Weight 85	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT86	School BRR-Fay Replicate Weight 86	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT87	School BRR-Fay Replicate Weight 87	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT88	School BRR-Fay Replicate Weight 88	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT89	School BRR-Fay Replicate Weight 89	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT90	School BRR-Fay Replicate Weight 90	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT91	School BRR-Fay Replicate Weight 91	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT92	School BRR-Fay Replicate Weight 92	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT93	School BRR-Fay Replicate Weight 93	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT94	School BRR-Fay Replicate Weight 94	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT95	School BRR-Fay Replicate Weight 95	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT96	School BRR-Fay Replicate Weight 96	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT97	School BRR-Fay Replicate Weight 97	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT98	School BRR-Fay Replicate Weight 98	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT99	School BRR-Fay Replicate Weight 99	Scale	13	6	999999: Omitted or invalid 999998: Not administered
SRWGT100	School BRR-Fay Replicate Weight 100	Scale	13	6	999999: Omitted or invalid 999998: Not administered
STRATIO	Student - Teacher Ratio	Scale	6	2	999: Omitted or invalid 998: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TPRATIO	Teacher - Pedagogical Support Personnel Ratio	Scale	6	2	999: Omitted or invalid 998: Not administered
TARATIO	Teacher - Administrative or Management Personnel Ratio	Scale	6	2	999: Omitted or invalid 998: Not administered
SCHLOC	School location - collapsed	Nominal	1	0	1: Rural (up to 3,000 people) 2: Town (3,001 to 100,000 people) 3: City (more than 100,000 people) 9: Omitted or invalid 8: Not administered
PRAGEGR	Principal Age Groups	Ordinal	1	0	1: Under 40 2: 40-49 3: 50-59 4: 60 and above 9: Omitted or invalid 8: Not administered
NENRSTUD	Number of enrolled students	Nominal	1	0	1: Under 250 2: 250-499 3: 500-749 4: 750-999 5: 1000 and above 9: Omitted or invalid 8: Not administered
T3PAUTS	School autonomy for staffing	Nominal	1	0	1: No autonomy 2: Mixed autonomy 3: Autonomy 9: Omitted or invalid 8: Not administered
T3PAUTB	School autonomy for budgeting	Nominal	1	0	1: No autonomy 2: Mixed autonomy 3: Autonomy 9: Omitted or invalid 8: Not administered
T3PAUTP	School autonomy for educational policies	Nominal	1	0	1: No autonomy 2: Mixed autonomy 3: Autonomy

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					9: Omitted or invalid 8: Not administered
T3PAUTI	School autonomy for instructional policies	Nominal	1	0	1: No autonomy 2: Mixed autonomy 3: Autonomy 9: Omitted or invalid 8: Not administered
T3PLACRE	Lack of resources	Ordinal	1	0	1: Not a problem 2: A bit of a problem 3: A problem 9: Omitted or invalid 8: Not administered
T3PLACMA	Lack of material resources	Ordinal	1	0	1: Not a problem 2: A bit of a problem 3: A problem 9: Omitted or invalid 8: Not administered
T3PACAD	Academic pressure / Metric (All)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3PCOM	Stakeholder involvement, partnership / Metric (All)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3PDELI	School delinquency and violence / Configural (All)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3PDIVB	Diversity beliefs / Scalar (1, 2) - Configural (3)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3PLEADS	School Leadership / Metric (1, 2) - Scalar (3)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3PLACSN	Lack of special needs personnel / Metric (All)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3PORGIN	Organizational innovativeness / Configural (All)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3PJSENV	Job satisfaction with work environment, principal / Configural (All)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3PJSPRO	Job satisfaction with profession, principal / Configural (1, 2) - Metric (3)	Scale	10	5	9999: Omitted or invalid 9998: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
T3PLEADP	Participation among stakeholders, principals / Metric (All)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3PJOBSA	Job satisfaction, overall, teacher / Configural (All)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3PAUTC	School autonomy for curriculum	Nominal	1	0	1: No autonomy 2: Mixed autonomy 3: Autonomy 9: Omitted or invalid 8: Not administered
T3PLACPE	Lack of pedagogical personnel	Ordinal	1	0	1: Not a problem 2: A bit of a problem 3: A problem 9: Omitted or invalid 8: Not administered
T3PWLOAD	Workload stress / Metric (1, 3) - Configural (2)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
IEADATE	Date	Nominal	8	0	99999999: Omitted or invalid 99999998: Not administered
VERSION	Version	Nominal	2	0	99: Omitted or invalid 98: Not administered

1. Note by Turkey

The information in this document with reference to “Cyprus” relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the “Cyprus issue”.

Note by all the European Union Member States of the OECD and the European Union

The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

Annex J. TALIS 2018 teacher codebook

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
IDTEACH	Scrambled TEACHER ID _SCR		6	0	999999: Omitted or invalid 999998: Not administered
IDSCHOOL	Scrambled School ID _SCR		4	0	9999: Omitted or invalid 9998: Not administered
PISASCHOOLID	PISA School ID	Nominal	5	0	
IDLANG	Language ID		3	0	1: English (Example country) 10: Bulgarian (Bulgaria) 11: Catalan (Spain) 12: Chinese (Simplified) Legacy 13: Chinese (Singapore) 14: Chinese (Taiwan) 15: Croatian (Croatia) 16: Czech (Czech Republic) 17: Danish (Denmark) 18: Dutch (Belgium) 19: Dutch (Netherlands) 2: Arabic (Israel) 20: English (Australia) 21: English (Canada - Alberta) 22: English (Cyprus ¹) 23: English (France) 24: English (Malta) 25: English (New Zealand) 26: English (Saudi Arabia) 27: English (Singapore) 28: English (Taiwan) 29: English (U.A.E. Abu Dhabi) 3: Arabic (Saudi Arabia) 30: English (U.A.E. Dubai) 31: English (U.A.E.) 32: English (United Kingdom) 33: English (United States) 34: Estonian (Estonia) 35: Finnish (Finland) 36: French (Belgium)

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
IDCNTRY	Country ID - Numeric Code	Nominal	6	0	37: French (Canada - Alberta) 38: French (France) 39: French (U.A.E. Dubai) 4: Arabic (U.A.E. Abu Dhabi) 40: Galician (Galician) 41: Georgian (Georgia) 42: German (Austria) 43: German (Example country) 44: Greek (Cyprus) 45: Hebrew (Hebrew) 999: Omitted or invalid 998: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					440: Lithuania 470: Malta 484: Mexico 528: Netherlands 554: New Zealand 56: Belgium 578: Norway 620: Portugal 643: Russian Federation 682: Saudi Arabia 702: Singapore 703: Slovak Republic 704: Viet Nam 705: Slovenia 710: South Africa 724: Spain 752: Sweden 76: Brazil 784: United Arab Emirates 792: Turkey 840: United States 9134: Alberta (Canada) 926: England (United Kingdom) 956: Flemish Community (Belgium) 9642: Romania 999999: Omitted or invalid 999998: Not administered
CNTRY	Country ID - Alpha Code		3	0	
IDCNTRYR	Country ID - Order for International Report	Nominal	6	0	1: Alberta (Canada) 2: Australia 3: Austria 4: Belgium 5: Flemish Community (Belgium) 6: Brazil 7: Bulgaria

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					8: Ciudad Autónoma de Buenos Aires (Argentina) 9: Chile 10: Colombia 11: Croatia 12: Cyprus 13: Czech Republic 14: Denmark 15: England (United Kingdom) 16: Estonia 17: Finland 18: France 19: Georgia 20: Hungary 21: Iceland 22: Israel 23: Italy 24: Japan 25: Kazakhstan 26: Korea 27: Latvia 28: Lithuania 29: Malta 30: Mexico 31: Netherlands 32: New Zealand 33: Norway 34: Portugal 35: Romania 36: Russian Federation 37: Saudi Arabia 38: Shanghai (China) 39: Singapore 40: Slovak Republic 41: Slovenia 42: South Africa 43: Spain

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					44: Sweden 45: Chinese Taipei 46: Turkey 47: United Arab Emirates 48: United States 49: Viet Nam 999999: Omitted or invalid 999998: Not administered
IDCNTPOP	Country Alpha Code and ISCED Level		4	0	
TT3G01	Gender - T	Nominal	1	0	1: Female 2: Male 9: Missing 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G03	Highest level of formal education completed - T	Ordinal	2	0	1: Below <ISCED 2011 Level 3> 2: <ISCED 2011 Level 3> 3: <ISCED 2011 Level 4> 4: <ISCED 2011 Level 5> 5: <ISCED 2011 Level 6> 6: <ISCED 2011 Level 7> 7: <ISCED 2011 Level 8> 99: Omitted or invalid 98: Not administered 97: Not Reached
TT3G04	First teaching qualification	Nominal	2	0	1: A <regular concurrent teacher education or training programme> 2: A <regular consecutive teacher education or training programme> 3: An <fast-track or specialised teacher education or training programme> 4: <Education or training> in another pedagogical profession 5: Subject-specific <education or training> only 6: I have no formal qualification related to the subject I am teaching or to any type of pedagogical education. --> You wil 7: Other 99: Omitted or invalid

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					98: Not administered 97: Not Reached
TT3G05	Year of completion formal education or training that qualified to teach	Ratio	4	0	9999: Omitted or invalid 9998: Not administered 9997: Not Reached 9996: Logically not applicable
TT3G06A1	Elements in form. educ. Content of some or all subject(s) I teach	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G06A2	Prep. for tch. elements Content of some or all subject(s) I teach	Ordinal	1	0	1: Not at all 2: Somewhat 3: Well 4: Very well 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G06B1	Elements in form. educ. Pedagogy of some or all subject(s) I teach	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G06B2	Prep. for tch. elements Pedagogy of some or all subject(s) I teach	Ordinal	1	0	1: Not at all 2: Somewhat 3: Well 4: Very well 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G06C1	Elements in form. educ. General pedagogy	Nominal	1	0	1: Yes

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G06C2	Prep. for tch. elements General pedagogy	Ordinal	1	0	1: Not at all 2: Somewhat 3: Well 4: Very well 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G06D1	Elements in form. educ. Classroom practice in some or all subject(s) I teach	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G06D2	Prep. for tch. elements Classroom practice in some or all subject(s) I teach	Ordinal	1	0	1: Not at all 2: Somewhat 3: Well 4: Very well 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G06E1	Elements in form. educ. Teaching in a mixed ability setting	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G06E2	Prep. for tch. elements Teaching in a mixed ability setting	Ordinal	1	0	1: Not at all 2: Somewhat

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					3: Well 4: Very well 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G06F1	Elements in form. educ. Teaching in a multicultural or multilingual setting	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G06F2	Prep. for tch. elements Teaching in a multicultural or multilingual setting	Ordinal	1	0	1: Not at all 2: Somewhat 3: Well 4: Very well 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G06G1	Elements in form. educ. Teaching cross-curricular skills	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G06G2	Prep. for tch. elements Teaching cross-curricular skills	Ordinal	1	0	1: Not at all 2: Somewhat 3: Well 4: Very well 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G06H1	Elements in form. educ. Use of ICT for teaching	Nominal	1	0	1: Yes

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G06H2	Prep. for tch. elements Use of ICT for teaching	Ordinal	1	0	1: Not at all 2: Somewhat 3: Well 4: Very well 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G06I1	Elements in form. educ. Student behaviour and classroom management	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G06I2	Prep. for tch. elements Student behaviour and classroom management	Ordinal	1	0	1: Not at all 2: Somewhat 3: Well 4: Very well 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G06J1	Elements in form. educ. Monitoring students development and learning	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G06J2	Prep. for tch. elements Monitoring students development and learning	Ordinal	1	0	1: Not at all 2: Somewhat

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					3: Well 4: Very well 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G06K1	Elements in form. educ. Facilitating students transitions	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G06K2	Prep. for tch. elements Facilitate stud. transitions from ISCED level 0 to 1	Ordinal	1	0	1: Not at all 2: Somewhat 3: Well 4: Very well 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G06L1	Elements in form. educ. Facilitating play	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G06L2	Prep. for tch. elements Facilitating play	Ordinal	1	0	1: Not at all 2: Somewhat 3: Well 4: Very well 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G07A	Imp. to become tch Teaching offered a steady career path	Ordinal	1	0	1: Not important at all

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					2: Of low importance 3: Of moderate importance 4: Of high importance 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G07B	Imp. to become tch Teaching provided a reliable income	Ordinal	1	0	1: Not important at all 2: Of low importance 3: Of moderate importance 4: Of high importance 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G07C	Imp. to become tch Teaching was a secure job	Ordinal	1	0	1: Not important at all 2: Of low importance 3: Of moderate importance 4: Of high importance 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G07D	Imp. to become tch The teaching schedule fit w responsibilities in my perso life	Ordinal	1	0	1: Not important at all 2: Of low importance 3: Of moderate importance 4: Of high importance 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G07E	Imp. to become tch Teaching allowed me to infl dev of children and young people	Ordinal	1	0	1: Not important at all 2: Of low importance 3: Of moderate importance 4: Of high importance 9: Omitted or invalid 8: Not administered 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TT3G07F	Imp. to become tch Teaching allowed me to benefit the socially disadvantaged	Ordinal	1	0	1: Not important at all 2: Of low importance 3: Of moderate importance 4: Of high importance 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G07G	Imp. to become tch Teaching allowed me to provide a contribution to society	Ordinal	1	0	1: Not important at all 2: Of low importance 3: Of moderate importance 4: Of high importance 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G08	Teaching as the first choice as a career	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G09	Employment status as a teacher at this school	Ordinal	1	0	1: Permanent employment (an on-going contract with no fixed endpoint before the age of retirement) 2: Fixed-term contract for a period of more than 1 school year 3: Fixed-term contract for a period of 1 school year or less 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G10A	Curr. emplo. status as a tch (working h) My employment status at this school	Ordinal	1	0	1: Full-time (more than 90% of full-time hours) 2: Part-time (71-90% of full-time hours) 3: Part-time (50-70% of full-time hours) 4: Part-time (less than 50% of full-time hours) 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G10B	Curr. emplo. status as a tch (working h) All my teaching employments together	Ordinal	1	0	1: Full-time (more than 90% of full-time hours) 2: Part-time (71-90% of full-time hours)

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					3: Part-time (50-70% of full-time hours) 4: Part-time (less than 50% of full-time hours) 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G11A	Experiences As a teacher at this school	Ratio	3	0	999: Omitted or invalid 998: Not administered 997: Not Reached
TT3G11B	Experiences As a teacher in total	Ratio	3	0	999: Omitted or invalid 998: Not administered 997: Not Reached
TT3G11C	Experiences In other education role as a teachers	Ratio	3	0	999: Omitted or invalid 998: Not administered 997: Not Reached
TT3G11D	Experiences In other non-education roles	Ratio	3	0	999: Omitted or invalid 998: Not administered 997: Not Reached
TT3G12	Currently working as a tch of ISCED 2011 level x 15-year-olds at another school	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G13	Count of other schools currently work as a teacher teach to 15-year-old student	Ratio	2	0	99: Omitted or invalid 98: Not administered 97: Not Reached 96: Logically not applicable
TT3G14	Count of special needs students	Ordinal	1	0	1: None 2: Some 3: Most 4: All 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G15A1	Subject cat. inc in form.educ. and train Reading	Nominal	1	0	1: Checked 2: Not checked

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G15A2	Subjects taught in current school year Reading	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G15B1	Subject cat. inc in form.educ. and train Mathematics	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G15B2	Subjects taught in current school year Mathematics	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G15C1	Subject cat. inc in form.educ. and train Science	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G15C2	Subjects taught in current school year Science	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G15D1	Subject cat. inc in form.educ. and train Social studies	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G15D2	Subjects taught in current school year Social studies	Nominal	1	0	1: Checked 2: Not checked

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G15E1	Subject cat. inc in form.educ. and train Modern foreign languages	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G15E2	Subjects taught in current school year Modern foreign languages	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G15F1	Subject cat. inc in form.educ. and train Ancient Greek and or Latin	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G15F2	Subjects taught in current school year Ancient Greek and or Latin	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G15G1	Subject cat. inc in form.educ. and train Technology	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G15G2	Subjects taught in current school year Technology	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G15H1	Subject cat. inc in form.educ. and train Arts	Nominal	1	0	1: Checked 2: Not checked

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G15H2	Subjects taught in current school year Arts	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G15I1	Subject cat. inc in form.educ. and train Physical education	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G15I2	Subjects taught in current school year Physical education	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G15J1	Subject cat. inc in form.educ. and train Religion and or ethics	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G15J2	Subjects taught in current school year Religion and or ethics	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G15K1	Subject cat. inc in form.educ. and train Practical and vocational skills	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G15K2	Subjects taught in current school year Practical and vocational skills	Nominal	1	0	1: Checked 2: Not checked

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G15L1	Subject cat. inc in form.educ. and train Other	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G15L2	Subjects taught in current school year Other	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G16	Total hours spent on tasks related to job at this school	Ratio	3	0	999: Omitted or invalid 998: Not administered 997: Not Reached
TT3G17	Hours spent on teaching at this school during most recent complete calendar week	Ratio	3	0	999: Omitted or invalid 998: Not administered 997: Not Reached
TT3G18A	Hours spent on tasks Indiv. planning or preparation of lessons	Ratio	3	0	999: Omitted or invalid 998: Not administered 997: Not Reached
TT3G18B	Hours spent on tasks Team work and dialogue w. colleagues within school	Ratio	3	0	999: Omitted or invalid 998: Not administered 997: Not Reached
TT3G18C	Hours spent on tasks Marking correcting of student work	Ratio	3	0	999: Omitted or invalid 998: Not administered 997: Not Reached
TT3G18D	Hours spent on tasks Counselling students	Ratio	3	0	999: Omitted or invalid 998: Not administered 997: Not Reached
TT3G18E	Hours spent on tasks Participation in school management	Ratio	3	0	999: Omitted or invalid 998: Not administered 997: Not Reached
TT3G18F	Hours spent on tasks General administrative work	Ratio	3	0	999: Omitted or invalid

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					998: Not administered 997: Not Reached
TT3G18G	Hours spent on tasks Professional development activities	Ratio	3	0	999: Omitted or invalid 998: Not administered 997: Not Reached
TT3G18H	Hours spent on tasks Communication and co-operation with parents	Ratio	3	0	999: Omitted or invalid 998: Not administered 997: Not Reached
TT3G18I	Hours spent on tasks Engaging in extracurricular activities	Ratio	3	0	999: Omitted or invalid 998: Not administered 997: Not Reached
TT3G18J	Hours spent on tasks Other work tasks	Ratio	3	0	999: Omitted or invalid 998: Not administered 997: Not Reached
TT3G19A1	Take part in induction activities Formal induction programme - Yes at first emp	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G19A2	Take part in induction activities Formal induction programme- Yes, at school	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G19A3	Take part in induction activities Formal induction programme - No	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G19B1	Take part in induction activities Informal induction activities - Yes first emp	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TT3G19B2	Take part in induction activities Informal induction activities - Yes, at school	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G19B3	Take part in induction activities Informal induction activities - No	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G20A	Provisions part of induction In-person courses seminars	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G20B	Provisions part of induction Online courses seminars	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G20C	Provisions part of induction Online activities (e.g. virtual communities)	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G20D	Provisions part of induction Planned meetings with principal/exp colleagues	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TT3G20E	Provisions part of induction Supervision by principal/exp colleagues	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G20F	Provisions part of induction Networking collaboration with other new teachers	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G20G	Provisions part of induction Team teaching with experienced teachers	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G20H	Provisions part of induction Portfolios diaries/journals	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G20I	Provisions part of induction Reduced teaching load	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G20J	Provisions part of induction General administrative introduction	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TT3G21A	Inv. in ment. act. I currently have an assigned mentor to support me	Nominal	1	0	6: Logically not applicable 1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G21B	Inv. in ment. act. I am currently assigned mentor for one or more teacher	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G22A	Prof.dev. act. In-person courses seminars	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G22B	Prof.dev. act. Online courses seminars	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G22C	Prof.dev. act. Education conferences - T	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G22D	Prof.dev. act. Formal qualification programme - T	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G22E	Prof.dev. act. Observation visits to other schools	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					7: Not Reached
TT3G22F	Prof.dev. act. Observation visits to business premises	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G22G	Prof.dev. act. Peer and or self-observation and coaching - T	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G22H	Prof.dev. act. Participation in a network of teachers	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G22I	Prof.dev. act. Reading professional literature - T	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G22J	Prof.dev. act.Other	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G23A	Areas prof.dev. Knowledge and understanding of subject field(s)	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G23B	Areas prof.dev. Pedagogical competencies in teaching subject field(s)	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TT3G23C	Areas prof.dev. Knowledge of the curriculum	Nominal	1	0	8: Not administered 7: Not Reached 6: Logically not applicable 1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G23D	Areas prof.dev. Student assessment practices	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G23E	Areas prof.dev. ICT skills for teaching	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G23F	Areas prof.dev. Student behaviours and classroom management	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G23G	Areas prof.dev. School management and administration	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G23H	Areas prof.dev. Approaches to individualised learning	Nominal	1	0	1: Yes 2: No

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TT3G23I	Areas prof.dev. Teaching students with special needs	Nominal	1	0	9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable 1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G23J	Areas prof.dev. Teaching in a multicultural or multilingual setting	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G23K	Areas prof.dev. Teaching cross-curricular skills	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G23L	Areas prof.dev. Analysis and use of student assessments	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G23M	Areas prof.dev. Teacher-parent co-operation	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TT3G23N	Areas prof.dev. Communicating w. people from diff. cultures or countries	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G23O	Areas prof.dev. Other	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G24A	Incentives received Release from tch duties for act. during regular working hours	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G24B	Incentives received Non-monetary support for activities outside working hours	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G24C	Incentives received Reimbursement or payment of costs	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G24D	Incentives received Materials needed for the activities	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TT3G24E	Incentives received Monetary supplements for activities outside working hours	Nominal	1	0	6: Logically not applicable 1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G24F	Incentives received Non-monetary rewards	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G24G	Incentives received Non-monetary professional benefits	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G24H	Incentives received Increased salary	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G25	Positive impact of professional development on teaching practice	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G26A	Charac.act. w.pos.impact Built on my prior knowledge	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					7: Not Reached 6: Logically not applicable
TT3G26B	Charac.act. w.pos.impact Adapted to my personal development needs	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G26C	Charac.act. w.pos.impact Had a coherent structure	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G26D	Charac.act. w.pos.impact Appropriately focused on content needed to teach	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G26E	Charac.act. w.pos.impact Provided opportunities for active learning	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G26F	Charac.act. w.pos.impact Provided opportunities for collaborative learning	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G26G	Charac.act. w.pos.impact Provided opportunities to practise apply new ideas	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					8: Not administered 7: Not Reached 6: Logically not applicable
TT3G26H	Charac.act. w.pos.impact Provided follow-up activities	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G26I	Charac.act. w.pos.impact Took place at my school	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G26J	Charac.act. w.pos.impact Involved most colleagues from my school	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G26K	Charac.act. w.pos.impact Took place over an extended period of time	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G26L	Charac.act. w.pos.impact Focused on innovation in my teaching	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G27A	Prof.dev needs Knowledge and understanding of my subject field(s)	Ordinal	1	0	1: No need at present 2: Low level of need

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					3: Moderate level of need 4: High level of need 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G27B	Prof.dev needs Pedagogical competencies in teaching my subject field(s)	Ordinal	1	0	1: No need at present 2: Low level of need 3: Moderate level of need 4: High level of need 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G27C	Prof.dev needs Knowledge of the curriculum	Ordinal	1	0	1: No need at present 2: Low level of need 3: Moderate level of need 4: High level of need 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G27D	Prof.dev needs Student assessment practices	Ordinal	1	0	1: No need at present 2: Low level of need 3: Moderate level of need 4: High level of need 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G27E	Prof.dev needs ICT skills for teaching	Ordinal	1	0	1: No need at present 2: Low level of need 3: Moderate level of need 4: High level of need 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G27F	Prof.dev needs Student behaviours and classroom management	Ordinal	1	0	1: No need at present 2: Low level of need

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					3: Moderate level of need 4: High level of need 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G27G	Prof.dev needs School management and administration	Ordinal	1	0	1: No need at present 2: Low level of need 3: Moderate level of need 4: High level of need 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G27H	Prof.dev needs Approaches to individualised learning	Ordinal	1	0	1: No need at present 2: Low level of need 3: Moderate level of need 4: High level of need 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G27I	Prof.dev needs Teaching students with special needs	Ordinal	1	0	1: No need at present 2: Low level of need 3: Moderate level of need 4: High level of need 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G27J	Prof.dev needs Teaching in a multicultural or multilingual setting	Ordinal	1	0	1: No need at present 2: Low level of need 3: Moderate level of need 4: High level of need 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G27K	Prof.dev needs Teaching cross-curricular skills	Ordinal	1	0	1: No need at present 2: Low level of need

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					3: Moderate level of need 4: High level of need 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G27L	Prof.dev needs Analysis and use of student assessments	Ordinal	1	0	1: No need at present 2: Low level of need 3: Moderate level of need 4: High level of need 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G27M	Prof.dev needs Teacher-parent co-operation	Ordinal	1	0	1: No need at present 2: Low level of need 3: Moderate level of need 4: High level of need 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G27N	Prof.dev needs Communicating with people from diff cultures or countries	Ordinal	1	0	1: No need at present 2: Low level of need 3: Moderate level of need 4: High level of need 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G28A	Barr.Prof.dev. I do not have the pre-requisites	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G28B	Barr.Prof.dev. Professional development is too expensive	Ordinal	1	0	1: Strongly disagree 2: Disagree

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G28C	Barr.Prof.dev. There is a lack of employer support	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G28D	Barr.Prof.dev. Professional development conflicts with my work schedule	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G28E	Barr.Prof.dev. I do not have time because of family responsibilities	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G28F	Barr.Prof.dev. There is no relevant professional development offered	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G28G	Barr.Prof.dev. There are no incentives for participation in prof. developm.	Ordinal	1	0	1: Strongly disagree 2: Disagree

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G29A1	Observation of classroom teaching External individuals or bodies	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G29A2	Observation of classroom teaching Principal or member(s) of management team	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G29A3	Observation of classroom teaching Other colleagues within the school	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G29A4	Observation of classroom teaching I have never received this feedback	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G29B1	Student survey responses External individuals or bodies	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G29B2	Student survey responses Principal or member(s) of management team	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TT3G29B3	Student survey responses Other colleagues within the school	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G29B4	Student survey responses I have never received this feedback	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G29C1	Assessment of content knowledge External individuals or bodies	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G29C2	Assessment of content knowledge Principal or member(s) of management team	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G29C3	Assessment of content knowledge Other colleagues within the school	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G29C4	Assessment of content knowledge I have never received this feedback	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G29D1	My students external results External individuals or bodies	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TT3G29D2	My students external results Principal or member(s) of management team	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G29D3	My students external results Other colleagues within the school	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G29D4	My students external results I have never received this feedback	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G29E1	School-based and classroom-based results external individuals or bodies - T	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G29E2	School-based and classroom-based results Principal or member of management team	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G29E3	School-based and classroom-based results Other colleagues within the school	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G29E4	School-based and classroom-based results I have never received this feedback	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TT3G29F1	Self-assessment of my work External individuals or bodies	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G29F2	Self-assessment of my work Principal or member(s) of management team	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G29F3	Self-assessment of my work Other colleagues within the school	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G29F4	Self-assessment of my work I have never received this feedback	Nominal	1	0	1: Checked 2: Not checked 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G30	Positive impact of feedback on teaching practice	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G31A	Feedback imp. Knowledge and understanding of my main subject field(s)	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G31B	Feedback imp. Pedagogical competencies in teaching my subject	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TT3G31C	Feedback imp. Use of student assessments to improve student learning	Nominal	1	0	8: Not administered 7: Not Reached 6: Logically not applicable 1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G31D	Feedback imp. Classroom management	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G31E	Feedback imp. Methods for teaching students with special needs	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G31F	Feedback imp. Methods for teaching in a multicultural or multilingual setting	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G32A	Agree Most teachers strive to develop new ideas for teaching	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G32B	Agree Most teachers are open to change	Ordinal	1	0	1: Strongly disagree

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G32C	Agree Most teachers search for new ways to solve problems	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G32D	Agree Most teachers provide practical support to each other	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G33A	How often you do teach jointly as a team in the same class	Ordinal	1	0	1: Never 2: Once a year or less 3: 2-4 times a year 4: 5-10 times a year 5: 1-3 times a month 6: Once a week or more 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G33B	How often you do observe other teachers classes and provide feedback	Ordinal	1	0	1: Never 2: Once a year or less 3: 2-4 times a year 4: 5-10 times a year 5: 1-3 times a month 6: Once a week or more

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G33C	How often you do engage in joint activities	Ordinal	1	0	1: Never 2: Once a year or less 3: 2-4 times a year 4: 5-10 times a year 5: 1-3 times a month 6: Once a week or more 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G33D	How often you do exchange teaching materials with colleagues	Ordinal	1	0	1: Never 2: Once a year or less 3: 2-4 times a year 4: 5-10 times a year 5: 1-3 times a month 6: Once a week or more 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G33E	How often you do engage in discussions about the learning development	Ordinal	1	0	1: Never 2: Once a year or less 3: 2-4 times a year 4: 5-10 times a year 5: 1-3 times a month 6: Once a week or more 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G33F	How often you do work with other teachers in this school	Ordinal	1	0	1: Never 2: Once a year or less 3: 2-4 times a year 4: 5-10 times a year 5: 1-3 times a month

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					6: Once a week or more 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G33G	How often you do attend team conferences	Ordinal	1	0	1: Never 2: Once a year or less 3: 2-4 times a year 4: 5-10 times a year 5: 1-3 times a month 6: Once a week or more 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G33H	How often you do take part in collaborative professional learning	Ordinal	1	0	1: Never 2: Once a year or less 3: 2-4 times a year 4: 5-10 times a year 5: 1-3 times a month 6: Once a week or more 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G34A	What ext. you can do Get students to believe they can do well in school work	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G34B	What ext. you can do Help my students value learning	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TT3G34C	What ext. you can do Craft good questions for my students	Ordinal	1	0	7: Not Reached 1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G34D	What ext. you can do Control disruptive behaviour in the classroom	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G34E	What ext. you can do Motivate students who show low interest in school work	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G34F	What ext. you can do Make my expectations about student behaviour clear	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G34G	What ext. you can do Help students think critically	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TT3G34H	What ext. you can do Get students to follow classroom rules	Ordinal	1	0	7: Not Reached 1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G34I	What ext. you can do Calm a student who is disruptive or noisy	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G34J	What ext. you can do Use a variety of assessment strategies	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G34K	What ext. you can do Provide alt. Explanation e.g. when students are confused	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G34L	What ext. you can do Vary instructional strategies in my classroom	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TT3G34M	What ext. you can do Support student learning via the use of digital technology	Ordinal	1	0	7: Not Reached 1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G35A	Perc. stud. charac. Students [first language] diff. from instr. language - T	Ordinal	1	0	1: None 2: 1% to 10% 3: 11% to 30% 4: 31% to 60% 5: More than 60% 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G35B	Perc. stud. charac. Low academic achievers	Ordinal	1	0	1: None 2: 1% to 10% 3: 11% to 30% 4: 31% to 60% 5: More than 60% 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G35C	Perc. stud. charac. Students with special needs - T	Ordinal	1	0	1: None 2: 1% to 10% 3: 11% to 30% 4: 31% to 60% 5: More than 60% 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G35D	Perc. stud. charac. Students with behavioural problems	Ordinal	1	0	1: None 2: 1% to 10% 3: 11% to 30%

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					4: 31% to 60% 5: More than 60% 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G35E	Perc. stud. charac. Students from socioeconomically disadvantaged homes - T	Ordinal	1	0	1: None 2: 1% to 10% 3: 11% to 30% 4: 31% to 60% 5: More than 60% 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G35F	Perc. stud. charac. Academically gifted students	Ordinal	1	0	1: None 2: 1% to 10% 3: 11% to 30% 4: 31% to 60% 5: More than 60% 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G35G	Perc. stud. charac. Students who are immigrants or with migrant background	Ordinal	1	0	1: None 2: 1% to 10% 3: 11% to 30% 4: 31% to 60% 5: More than 60% 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G35H	Perc. stud. charac. Students who are refugees - T	Ordinal	1	0	1: None 2: 1% to 10% 3: 11% to 30% 4: 31% to 60% 5: More than 60% 9: Omitted or invalid

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					8: Not administered 7: Not Reached
TT3G36	Teaching in targ.class directed entirely or mainly to special needs students	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G37	Primary subject category of target class	Nominal	2	0	1: Reading, writing and literature Includes reading and writing (and literature) in the mother tongue, in the language of instruction 10: Religion and/or ethics Includes religion, history of religions, religion culture, ethics 11: Practical and vocational skills Includes vocational skills (preparation for a specific occupation), technics, domestic skills 12: Other 2: Mathematics Includes mathematics, mathematics with statistics, geometry, algebra, etc. 3: Science Includes science, physics, physical science, chemistry, biology, human biology, environmental science, agriculture 4: Social studies Includes social studies, community studies, contemporary studies, economics, environmental studies, geography 5: Modern foreign languages Includes languages different from the language of instruction 6: Ancient Greek and/or Latin 7: Technology Includes orientation in technology, including information technology, computer studies, construction/surveying 8: Arts Includes arts, music, visual arts, practical arts 99: Omitted or invalid 98: Not administered 97: Not Reached 96: Logically not applicable
TT3G38	Enrolment in target class	Ratio	2	0	99: Omitted or invalid 98: Not administered 97: Not Reached 96: Logically not applicable
TT3G39A	Perc. of time spent on act. Administrative tasks	Ratio	3	0	999: Omitted or invalid 998: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					997: Not Reached 996: Logically not applicable
TT3G39B	Perc. of time spent on act. Keeping order in classroom	Ratio	3	0	999: Omitted or invalid 998: Not administered 997: Not Reached 996: Logically not applicable
TT3G39C	Perc. of time spent on act. Actual teaching and learning	Ratio	3	0	999: Omitted or invalid 998: Not administered 997: Not Reached 996: Logically not applicable
TT3G40A	Control over areas of planning and teaching Determining course content	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G40B	Control over areas of planning and teaching Selecting teaching methods	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G40C	Control over areas of planning and teaching Assessing students learning	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G40D	Control over areas of planning and teaching Disciplining students	Ordinal	1	0	1: Strongly disagree

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G40E	Control over areas of planning and tch Determ. amount of homework to be assigned	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G41A	Sch.climate When lesson begins	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G41B	Sch.climate Students in class take care to create a pleasant learning atmosphere	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G41C	Sch.climate I lose quite a lot of time because of students interrupting lesson	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G41D	Sch.climate There is much disruptive noise in this classroom	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G42A	Teach.prac. I present a summary of recently learned content	Ordinal	1	0	1: Never or almost never 2: Occasionally 3: Frequently 4: Always 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G42B	Teach.prac. I set goals at the beginning of instruction	Ordinal	1	0	1: Never or almost never 2: Occasionally 3: Frequently 4: Always 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G42C	Teach.prac. I explain what I expect the students to learn	Ordinal	1	0	1: Never or almost never 2: Occasionally 3: Frequently 4: Always 9: Omitted or invalid 8: Not administered 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TT3G42D	Teach.prac. I explain how new and old topics are related	Ordinal	1	0	6: Logically not applicable 1: Never or almost never 2: Occasionally 3: Frequently 4: Always 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G42E	Teach.prac. I present tasks for which there is no obvious solution	Ordinal	1	0	1: Never or almost never 2: Occasionally 3: Frequently 4: Always 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G42F	Teach.prac. I give tasks that require students to think critically	Ordinal	1	0	1: Never or almost never 2: Occasionally 3: Frequently 4: Always 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G42G	Teach.prac. I have studs work in small groups to come up with a joint solution	Ordinal	1	0	1: Never or almost never 2: Occasionally 3: Frequently 4: Always 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G42H	Teach.prac. I ask students to decide on own procedures for solving complex tasks	Ordinal	1	0	1: Never or almost never 2: Occasionally

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					3: Frequently 4: Always 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G42I	Teach.prac. I tell students to follow classroom rules	Ordinal	1	0	1: Never or almost never 2: Occasionally 3: Frequently 4: Always 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G42J	Teach.prac. I tell students to listen to what I say	Ordinal	1	0	1: Never or almost never 2: Occasionally 3: Frequently 4: Always 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G42K	Teach.prac. I calm students who are disruptive	Ordinal	1	0	1: Never or almost never 2: Occasionally 3: Frequently 4: Always 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G42L	Teach.prac. When the lesson begins	Ordinal	1	0	1: Never or almost never 2: Occasionally 3: Frequently 4: Always 9: Omitted or invalid

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TT3G42M	Teach.prac. I refer to a problem from everyday life or work	Ordinal	1	0	8: Not administered 7: Not Reached 6: Logically not applicable 1: Never or almost never 2: Occasionally 3: Frequently 4: Always 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G42N	Teach.prac. Let students practice similar tasks until each student has understood	Ordinal	1	0	1: Never or almost never 2: Occasionally 3: Frequently 4: Always 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G42O	Teach.prac. I give students projects that require at least one week to complete	Ordinal	1	0	1: Never or almost never 2: Occasionally 3: Frequently 4: Always 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G42P	Teach.prac. I let students use ICT for projects or class work	Ordinal	1	0	1: Never or almost never 2: Occasionally 3: Frequently 4: Always 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TT3G43A	Use of methods of assessing student learning I administer my own assessment	Ordinal	1	0	1: Never or almost never 2: Occasionally 3: Frequently 4: Always 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G43B	Use methods assessing student learning Provide written feedback on stud work	Ordinal	1	0	1: Never or almost never 2: Occasionally 3: Frequently 4: Always 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G43C	Use methods assessing student learning Let stud evaluate their own progress	Ordinal	1	0	1: Never or almost never 2: Occasionally 3: Frequently 4: Always 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G43D	Use methods assessing student learning Observe stud working on particular tasks	Ordinal	1	0	1: Never or almost never 2: Occasionally 3: Frequently 4: Always 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G44	Taught classroom with students from different cultures	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					8: Not administered 7: Not Reached
TT3G45A	Cult. diverse class Cope w. challenges of a multicultural classroom	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G45B	Cult. diverse class Adapt teaching to cultural diversity of studs	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G45C	Cult. diverse class Ensure that studs with w/out migration backg. work together	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G45D	Cult. diverse class Raise awareness for cultural differences amongst students	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G45E	Cult. diverse class Reduce ethnic stereotyping amongst students	Ordinal	1	0	1: Not at all

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G46	School includes students of more than one cultural or ethnic background	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G47A	Impl. of practices Encourage studs expression of diverse cultural identities	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G47B	Impl. of practices Organising multicultural events	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G47C	Impl. of practices Teaching std how to deal with ethnic and cult. discrim.	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G47D	Impl. of practices Adopting practices that integrate glob themes via curriculum	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TT3G48A	Sch.climate Sch provides staff w. opp. to actively participate in sch decisions	Ordinal	1	0	6: Logically not applicable 1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G48B	Sch provide parents/ guardians w. opportunities active part in school decisions	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G48C	Sch.climate Sch provide studs w. opp. to actively participate in sch decisions	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G48D	Sch.climate Sch has a culture of shared responsibility for school issues	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G48E	Sch.climate There is a collaborative sch culture characterised by mutual support	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TT3G48F	Sch.climate Sch staff share a common set of beliefs about teaching and learning	Ordinal	1	0	7: Not Reached 1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G48G	Sch.climate Sch staff enforce rules for stud behaviour consistently via the sch	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G48H	Sch.climate Sch encourages staff to lead new initiatives	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G49A	Agree Teachers and students usually get on well with each other - T	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G49B	Agree Most teachers believe that the students well-being is imp	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TT3G49C	Agree Most teachers are interested in what students have to say	Ordinal	1	0	7: Not Reached 1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G49D	Agree If a student needs extra assistance	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G49E	Agree Teachers can rely on each other - T	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G50	Years continuing being a teacher	Ratio	3	0	999: Omitted or invalid 998: Not administered 997: Not Reached
TT3G51A	Experiences I experience stress in my work	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G51B	Experiences My job leaves me time for my personal life	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G51C	Experiences My job negatively impacts my mental health	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G51D	Experiences My job negatively impacts my physical health	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G52A	Work stress Having too much lesson preparation	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G52B	Work stress Having too many lessons to teach	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G52C	Work stress Having too much marking	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G52D	Work stress Having too much administr. work to do (e.g. filling out forms) - T	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G52E	Work stress Having extra duties due to absent teachers	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G52F	Work stress Being held responsible for students achievement - T	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G52G	Work stress Maintaining classroom discipline	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G52H	Work stress Being intimidated or verbally abused by students - T	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G52I	Work stress Keeping up with changing requirements from authorities - T	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G52J	Work stress Addressing parent or guardian concerns - T	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G52K	Work stress Modifying lessons for students with special learning needs	Ordinal	1	0	1: Not at all 2: To some extent 3: Quite a bit 4: A lot 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G53A	Feeling The advantages of being a teacher clearly outweigh the disadvantages	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G53B	Feeling If I could decide again	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G53C	Feeling I would like to change to another school if that were possible - T	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G53D	Feeling I regret that I decided to become a teacher	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G53E	Feeling I enjoy working at this school - T	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G53F	Feeling I wonder if it would have been better to choose another profession - T	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G53G	Feeling I would recommend my school as a good place to work - T	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G53H	Feeling I think that the teaching profession is valued in society - T	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G53I	Feeling I am satisfied with my performance in this school - T	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G53J	Feeling All in all	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G54A	Agree I am satisfied w the salary I receive	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G54B	Agree I am satisfied w the terms of my teaching contract/employment	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G54C	Agree Teachers views valued by policymakers	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G54D	Agree Teachers can influence educ. policy	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G54E	Agree Teachers are valued by the media	Ordinal	1	0	1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G55A	Importance of spending priorities Investing in ICT	Ordinal	1	0	1: Of low importance 2: Of moderate importance 3: Of high importance 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G55B	Importance of spending priorities Investing in instructional materials	Ordinal	1	0	1: Of low importance 2: Of moderate importance 3: Of high importance 9: Omitted or invalid

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					8: Not administered 7: Not Reached
TT3G55C	Imp. of spending priorities: Supporting stds from disadv/migrant backgrounds	Ordinal	1	0	1: Of low importance 2: Of moderate importance 3: Of high importance 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G55D	Importance of spending priorities Reducing class sizes by recruiting more staff	Ordinal	1	0	1: Of low importance 2: Of moderate importance 3: Of high importance 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G55E	Importance of spending priorities Improving school buildings and facilities	Ordinal	1	0	1: Of low importance 2: Of moderate importance 3: Of high importance 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G55F	Importance of spending priorities Supporting students with special needs	Ordinal	1	0	1: Of low importance 2: Of moderate importance 3: Of high importance 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G55G	Imp. of spending priorities Offering high quality prof.dev. for teachers	Ordinal	1	0	1: Of low importance 2: Of moderate importance 3: Of high importance 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G55H	Importance of spending priorities Improving teachers salaries	Ordinal	1	0	1: Of low importance 2: Of moderate importance 3: Of high importance

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G55I	Imp. spending priorities Reduc tchrs admin. load by recruiting more supp staff	Ordinal	1	0	1: Of low importance 2: Of moderate importance 3: Of high importance 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G56A	Abroad for prof.purp. As a student as part of my teacher education	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G56B	Abroad for prof.purp. As a teacher in an EU programme	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G56C	Abroad for prof.purp. As a teacher in a regional or national programme	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G56D	Abroad for prof.purp. As a teacher as arranged by my school or school district	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G56E	Abroad for prof.purp. As a teacher by my own initiative	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached
TT3G57A	Purposes of visits abroad Studying	Nominal	1	0	1: Yes

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
					2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G57B	Purposes of visits abroad Language learning	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G57C	Purposes of visits abroad Learning of other subject areas	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G57D	Purposes of visits abroad Accompanying visiting students	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G57E	Purposes of visits abroad Establishing contact with schools abroad	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G57F	Purposes of visits abroad Teaching	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TT3G57G	Purposes of visits abroad Other	Nominal	1	0	1: Yes 2: No 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TT3G58	Duration stayed abroad for professional purposes	Ordinal	1	0	1: For less than three months 2: For three to twelve months 3: For more than a year 9: Omitted or invalid 8: Not administered 7: Not Reached 6: Logically not applicable
TPART	Final Participation Indicator Teacher	Nominal	1	0	1: Participated 2: Absent 3: Left School Permanently 4: Not part of sample 9: Omitted or invalid 8: Not administered
MODEA_TcQ	Teacher Questionnaire assigned mode	Nominal	1	0	1: Online 2: Paper 9: Omitted or invalid 8: Not administered
IDPOP	Population ID	Nominal	2	0	1: ISCED 1 2: ISCED 2 3: ISCED 3 8: PISA Link 99: Omitted or invalid 98: Not administered
INTAL18	Adjudication Flag	Nominal	1	0	0: Record does not meet adjudication requirements 1: Record meets adjudication requirements 9: Omitted or invalid 8: Not administered
TALIS08POP	Comparable domain to TALIS 2008 target population definition	Nominal	1	0	0: Not comparable to TALIS 2008 target population definition 1: Comparable to TALIS 2008 target population definition

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TALIS13POP	Comparable domain to TALIS 2013 target population definition	Nominal	1	0	9: Omitted or invalid 8: Not administered 0: Not comparable to TALIS 2013 target population definition 1: Comparable to TALIS 2013 target population definition
SCHWGT	Principal Final Weight	Ratio	13	6	999999: Omitted or invalid 999998: Not administered
TCHWGT	Teacher Final Weight	Ratio	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT1	Teacher BRR-Fay Replicate Weight 1	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT2	Teacher BRR-Fay Replicate Weight 2	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT3	Teacher BRR-Fay Replicate Weight 3	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT4	Teacher BRR-Fay Replicate Weight 4	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT5	Teacher BRR-Fay Replicate Weight 5	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT6	Teacher BRR-Fay Replicate Weight 6	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT7	Teacher BRR-Fay Replicate Weight 7	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT8	Teacher BRR-Fay Replicate Weight 8	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT9	Teacher BRR-Fay Replicate Weight 9	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT10	Teacher BRR-Fay Replicate Weight 10	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT11	Teacher BRR-Fay Replicate Weight 11	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT12	Teacher BRR-Fay Replicate Weight 12	Scale	13	6	999999: Omitted or invalid 999998: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TRWGT13	Teacher BRR-Fay Replicate Weight 13	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT14	Teacher BRR-Fay Replicate Weight 14	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT15	Teacher BRR-Fay Replicate Weight 15	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT16	Teacher BRR-Fay Replicate Weight 16	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT17	Teacher BRR-Fay Replicate Weight 17	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT18	Teacher BRR-Fay Replicate Weight 18	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT19	Teacher BRR-Fay Replicate Weight 19	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT20	Teacher BRR-Fay Replicate Weight 20	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT21	Teacher BRR-Fay Replicate Weight 21	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT22	Teacher BRR-Fay Replicate Weight 22	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT23	Teacher BRR-Fay Replicate Weight 23	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT24	Teacher BRR-Fay Replicate Weight 24	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT25	Teacher BRR-Fay Replicate Weight 25	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT26	Teacher BRR-Fay Replicate Weight 26	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT27	Teacher BRR-Fay Replicate Weight 27	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT28	Teacher BRR-Fay Replicate Weight 28	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT29	Teacher BRR-Fay Replicate Weight 29	Scale	13	6	999999: Omitted or invalid 999998: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TRWGT30	Teacher BRR-Fay Replicate Weight 30	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT31	Teacher BRR-Fay Replicate Weight 31	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT32	Teacher BRR-Fay Replicate Weight 32	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT33	Teacher BRR-Fay Replicate Weight 33	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT34	Teacher BRR-Fay Replicate Weight 34	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT35	Teacher BRR-Fay Replicate Weight 35	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT36	Teacher BRR-Fay Replicate Weight 36	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT37	Teacher BRR-Fay Replicate Weight 37	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT38	Teacher BRR-Fay Replicate Weight 38	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT39	Teacher BRR-Fay Replicate Weight 39	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT40	Teacher BRR-Fay Replicate Weight 40	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT41	Teacher BRR-Fay Replicate Weight 41	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT42	Teacher BRR-Fay Replicate Weight 42	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT43	Teacher BRR-Fay Replicate Weight 43	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT44	Teacher BRR-Fay Replicate Weight 44	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT45	Teacher BRR-Fay Replicate Weight 45	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT46	Teacher BRR-Fay Replicate Weight 46	Scale	13	6	999999: Omitted or invalid 999998: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TRWGT47	Teacher BRR-Fay Replicate Weight 47	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT48	Teacher BRR-Fay Replicate Weight 48	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT49	Teacher BRR-Fay Replicate Weight 49	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT50	Teacher BRR-Fay Replicate Weight 50	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT51	Teacher BRR-Fay Replicate Weight 51	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT52	Teacher BRR-Fay Replicate Weight 52	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT53	Teacher BRR-Fay Replicate Weight 53	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT54	Teacher BRR-Fay Replicate Weight 54	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT55	Teacher BRR-Fay Replicate Weight 55	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT56	Teacher BRR-Fay Replicate Weight 56	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT57	Teacher BRR-Fay Replicate Weight 57	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT58	Teacher BRR-Fay Replicate Weight 58	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT59	Teacher BRR-Fay Replicate Weight 59	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT60	Teacher BRR-Fay Replicate Weight 60	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT61	Teacher BRR-Fay Replicate Weight 61	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT62	Teacher BRR-Fay Replicate Weight 62	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT63	Teacher BRR-Fay Replicate Weight 63	Scale	13	6	999999: Omitted or invalid 999998: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TRWGT64	Teacher BRR-Fay Replicate Weight 64	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT65	Teacher BRR-Fay Replicate Weight 65	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT66	Teacher BRR-Fay Replicate Weight 66	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT67	Teacher BRR-Fay Replicate Weight 67	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT68	Teacher BRR-Fay Replicate Weight 68	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT69	Teacher BRR-Fay Replicate Weight 69	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT70	Teacher BRR-Fay Replicate Weight 70	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT71	Teacher BRR-Fay Replicate Weight 71	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT72	Teacher BRR-Fay Replicate Weight 72	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT73	Teacher BRR-Fay Replicate Weight 73	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT74	Teacher BRR-Fay Replicate Weight 74	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT75	Teacher BRR-Fay Replicate Weight 75	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT76	Teacher BRR-Fay Replicate Weight 76	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT77	Teacher BRR-Fay Replicate Weight 77	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT78	Teacher BRR-Fay Replicate Weight 78	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT79	Teacher BRR-Fay Replicate Weight 79	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT80	Teacher BRR-Fay Replicate Weight 80	Scale	13	6	999999: Omitted or invalid 999998: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TRWGT81	Teacher BRR-Fay Replicate Weight 81	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT82	Teacher BRR-Fay Replicate Weight 82	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT83	Teacher BRR-Fay Replicate Weight 83	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT84	Teacher BRR-Fay Replicate Weight 84	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT85	Teacher BRR-Fay Replicate Weight 85	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT86	Teacher BRR-Fay Replicate Weight 86	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT87	Teacher BRR-Fay Replicate Weight 87	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT88	Teacher BRR-Fay Replicate Weight 88	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT89	Teacher BRR-Fay Replicate Weight 89	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT90	Teacher BRR-Fay Replicate Weight 90	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT91	Teacher BRR-Fay Replicate Weight 91	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT92	Teacher BRR-Fay Replicate Weight 92	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT93	Teacher BRR-Fay Replicate Weight 93	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT94	Teacher BRR-Fay Replicate Weight 94	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT95	Teacher BRR-Fay Replicate Weight 95	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT96	Teacher BRR-Fay Replicate Weight 96	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT97	Teacher BRR-Fay Replicate Weight 97	Scale	13	6	999999: Omitted or invalid 999998: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
TRWGT98	Teacher BRR-Fay Replicate Weight 98	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT99	Teacher BRR-Fay Replicate Weight 99	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TRWGT100	Teacher BRR-Fay Replicate Weight 100	Scale	13	6	999999: Omitted or invalid 999998: Not administered
TCHAGEGR	Teacher Age Groups	Ordinal	1	0	1: Under 25 2: 25-29 3: 30-39 4: 40-49 5: 50-59 6: 60 and above 9: Omitted or invalid 8: Not administered
T3STBEH	Student behavior stress / Configural (All)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3CLAIN	Clarity of instruction / Metric (All)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3CLASM	Classroom management / Metric (1) - Configural (2, 3)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3COGAC	Cognitive activation / Metric (All)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3COLES	Professional collaboration in lessons among teachers / Metric (All)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3EFFPD	Effective professional development / Scalar (1, 3) - Configural (2)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3EXCH	Exchange and cooperation among teachers / Configural (All)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3PDBAR	Professional development barriers / Configural (All)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3DISC	Teachers perceived disciplinary climate / Metric (All)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3PERUT	Personal utility value / Metric (All)	Scale	10	5	9999: Omitted or invalid 9998: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
T3PDIV	Need prof. devel. for teaching for diversity / Metric (All)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3PDPED	Need prof. devel. in subject matter and pedagogy / Metric (All)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3VALP	Perceptions of value and policy influence / Metric (All)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3SATAT	Satisfaction with target class autonomy / Metric (All)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3JSENV	Job satisfaction with work environment, teacher / Metric (All)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3JS PRO	Job satisfaction with profession, teacher / Metric (All)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3SECLS	Self-efficacy in classroom management / Metric (All)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3SEINS	Self-efficacy in instruction / Metric (All)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3SEENG	Self-efficacy in student engagement / Metric (All)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3SEFE	Self-related efficacy in multicultural classrooms / Metric (All)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3SOCUT	Social utility value / Metric (All)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3STAKE	Participation among stakeholders, teachers / Metric (All)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3TEAM	Team innovativeness / Scalar (All)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3STUD	Teacher-student relations / Metric (All)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3WELS	Workplace well-being and stress / Configural (1, 3) - Metric (2)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3WLOAD	Workload stress / Metric (1, 2) - Configural (3)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3TPRA	Teaching practices, overall / Metric (1) - Configural (2, 3)	Scale	10	5	9999: Omitted or invalid 9998: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
T3COOP	Teacher cooperation, overall / Configural (All)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3JOBSA	Job satisfaction, overall, teacher / Metric (All)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3SELF	Teacher self-efficacy, overall / Metric (All)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
T3DIVP	Diversity practices, teacher / Configural (All)	Scale	10	5	9999: Omitted or invalid 9998: Not administered
IEADATE	Date	Nominal	8	0	99999999: Omitted or invalid 99999998: Not administered
VERSION	Version	Nominal	2	0	99: Omitted or invalid 98: Not administered

Note by Turkey

The information in this document with reference to “Cyprus” relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the “Cyprus issue”.

Note by all the European Union Member States of the OECD and the European Union

The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

Annex K. Leader codebook

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

U3**Table A K.1. TALIS Starting Strong 2018 leader codebook U3**

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
IDSTAFF	Scrambled Staff ID		6	0	999999: Omitted or invalid; 999998: Not administered
IDCENTRE	Scrambled Leader ID		4	0	9999: Omitted or invalid; 9998: Not administered
IDLANG	Language ID		3	0	1: Arabic (Israel); 10: Spanish (Chile); 11: Turkish (Turkey); 2: Danish (Denmark); 3: German (Germany); 4: Hebrew (Israel); 5: Icelandic (Iceland); 6: Japanese (Japan); 7: Korean (Korea); 8: Norwegian (Bokmål) (Norway); 9: Norwegian (Nynorsk) (Norway) ; 999: Omitted or invalid; 998: Not administered
IDCNTRY	Country ID - Numeric Code		6	0	152: Chile; 208: Denmark; 276: Germany; 352: Iceland; 376: Israel; 392: Japan; 410: Korea; 578: Norway; 792: Turkey ; 999999: Omitted or invalid; 999998: Not administered
CNTRY	Country ID - Alpha Code		3	0	
IDCNTRYR	Country ID - Order for International Report		2	0	1: Chile; 2: Denmark; 3: Germany; 4: Iceland; 5: Israel; 6: Japan; 7: Korea; 8: Norway; 9: Turkey ; 99: Omitted or invalid; 98: Not administered
IDPOP	Population ID		2	0	1: U3; 2: ISCED level 0.2 ; 99: Omitted or invalid; 98: Not administered
IDCNPPOP	Country Alpha Code and ISCED Level		4	0	
SS1G01	Are you female or male	Nominal	1	0	1: Female; 2: Male ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G03	In what country were you born	Nominal	1	0	1: <Country of survey>; 2: Other ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G04	What is your employment status as ECEC staff at this ECEC centre	Nominal	1	0	1: Permanent employment (an on-going contract with no fixed end-point before the age of retirement); 2: Fixed-term <contract> for a period of more than 1 year; 3: Fixed-term <contract> for a period of 1 year or less; 4: Self-employed ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G05	What is your current employment status in terms of working hours as ECEC staff	Nominal	1	0	1: Full-time (more than 90% of full-time hours); 2: Part-time (71-90% of full-time hours); 3: Part-time (50-70% of full-time hours); 4: Part-time (less than 50% of full-time hours) ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G06A	How many years of work experience do you have\As ECEC staff at this ECEC centre	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G06B	How many years of work experience do you have\As ECEC staff in total	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G06C	How many years of work experience do you have\As ECEC staff with children under 3	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G06D	How many years of work experience do you have\In other educational roles or roles with children	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SS1G06E	How many years of work experience do you have\In other unrelated jobs	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G07	Do you currently work as ECEC staff at another ECEC centre	Nominal	1	0	1: Yes; 2: No -> You will be directed to Question [9]. ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G08	If Yes in previous question, please indicate in how many other ECEC centres you currently work as an ECEC staff	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached; 96: Logically not applicable
SS1G09	What is the highest level of formal education you have completed	Ordinal	2	0	1: <ISCED 2011 Level 1>; 10: <ISCED 2011 Level 8>; 2: <ISCED 2011 Level 2>; 3: <ISCED 2011 Level 3>; 4: <ISCED 2011 Level 4>; 5: <ISCED 2011 Level 5>; 6: <ISCED 2011 Level 64>; 7: <ISCED 2011 Level 65>; 8: <ISCED 2011 Level 66>; 9: <ISCED 2011 Level 7>; 99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G10	Have you completed an education programme that prepared you to work with children	Nominal	1	0	1: Yes; 2: No -> You will be directed to Question [13]. ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G11A	How would you describe the education programme that prepared you to work with children\ISCED Level 2 or 3	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G11B	How would you describe the education programme that prepared you to work with children\ISCED Level 4	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G11C	How would you describe the education programme that prepared you to work with children\Two-year programme	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G11D	How would you describe the education programme that prepared you to work with children\Practical training	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G11E	How would you describe the education programme that prepared you to work with children\Delivered online or remotely	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G11F	How would you describe the education programme that prepared you to work with children\Delivered in-person	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G12A	Were the following elements included in your education programme\Child development	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G12B	Were the following elements included in your education programme\Child health or personal care	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G12C	Were the following elements included in your education programme\Facilitating play	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G12D	Were the following elements included in your education programme\Facilitating creativity and problem solving	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G12F	Were the following elements included in your education programme\Transition ISCED level	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G12G	Were the following elements included in your education programme\Working with parents	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G12H	Were the following elements included in your education programme\Learning theories	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SS1G12I	Were the following elements included in your education programme\Facilitate learning literacy	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G12J	Were the following elements included in your education programme\Facilitate learning mathematics	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G12K	Were the following elements included in your education programme\Facilitate learning science	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G12L	Were the following elements included in your education programme\Facilitate learning arts	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G12M	Were the following elements included in your education programme\Children special needs	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G12N	Were the following elements included in your education programme\Classroom management	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G12O	Were the following elements included in your education programme\Monitoring child development	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G12P	Were the following elements included in your education programme\Children diverse backgrounds	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G12Q	Were the following elements included in your education programme\Dual, 2nd language learners	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G13A	During the last 12 months, participation in professional development activities\Courses in person	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G13B	During the last 12 months, participation in professional development activities\Online courses	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G13C	During the last 12 months, participation in professional development activities\Conferences ECEC staff	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G13D	During the last 12 months, participation in professional development activities\Qualification programme	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G13E	During the last 12 months, participation in professional development activities\Observation visits	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G13F	During the last 12 months, participation in professional development activities\Peer, self-observation, coaching	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G13G	During the last 12 months, participation in professional development activities\On-site coaching	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G13H	During the last 12 months, participation in professional development activities\Network of professionals	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G13I	During the last 12 months, participation in professional development activities\Mentoring activities	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SS1G13J	During the last 12 months, participation in professional development activities\Other	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G14A	Were topics included in your development activities during last 12 months\Child development	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G14B	Were topics included in your development activities during last 12 months\Child health or personal care	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G14C	Were topics included in your development activities during last 12 months\Facilitating play	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G14D	Were topics included in your development activities during last 12 months\Facilitating creativity and problem solving	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G14F	Were topics included in your development activities during last 12 months\Transition ISCED level	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G14G	Were topics included in your development activities during last 12 months\Working with parents	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G14H	Were topics included in your development activities during last 12 months\Learning theories	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G14I	Were topics included in your development activities during last 12 months\Facilitate learning literacy	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G14J	Were topics included in your development activities during last 12 months\Facilitate learning mathematics	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G14K	Were topics included in your development activities during last 12 months\Facilitate learning science	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G14L	Were topics included in your development activities during last 12 months\Facilitate learning arts	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G14M	Were topics included in your development activities during last 12 months\Children special needs	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G14N	Were topics included in your development activities during last 12 months\Classroom management	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G14O	Were topics included in your development activities during last 12 months\Monitoring child development	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G14P	Were topics included in your development activities during last 12 months\Children diverse backgrounds	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G14Q	Were topics included in your development activities during last 12 months\Dual, 2nd language learners	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G15A	For the professional development during last 12 months, did you receive the following\Release from work	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SS1G15B	For the professional development during last 12 months, did you receive the following\Non-monetary support	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G15C	For the professional development during last 12 months, did you receive the following\Costs were reimbursed	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G15D	For the professional development during last 12 months, did you receive the following\Materials were provided	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G15E	For the professional development during last 12 months, did you receive the following\Monetary supplements	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G15F	For the professional development during last 12 months, did you receive the following\Non-monetary rewards	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G15G	For the professional development during last 12 months, did you receive the following\Non-monetary prof. benefits	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G15H	For the professional development during last 12 months, did you receive the following\Increased salary	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G16A	For each area, indicate extent of need for professional development\Child development	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G16B	For each area, indicate extent of need for professional development\Child health or personal care	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G16C	For each area, indicate extent of need for professional development\Facilitating play	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G16D	For each area, indicate extent of need for professional development\Facilitating creativity and problem solving	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G16F	For each area, indicate extent of need for professional development\Transition ISCED level	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G16G	For each area, indicate extent of need for professional development\Working with parents	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G16H	For each area, indicate extent of need for professional development\Learning theories	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G16I	For each area, indicate extent of need for professional development\Facilitate learning literacy	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G16J	For each area, indicate extent of need for professional development\Facilitate learning mathematics	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G16K	For each area, indicate extent of need for professional development\Facilitate learning science	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G16L	For each area, indicate extent of need for professional development\Facilitate learning arts	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SS1G16M	For each area, indicate extent of need for professional development\Children special needs	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G16N	For each area, indicate extent of need for professional development\Classroom management	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G16O	For each area, indicate extent of need for professional development\Monitoring child development	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G16P	For each area, indicate extent of need for professional development\Children diverse backgrounds	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G16Q	For each area, indicate extent of need for professional development\Dual, 2nd language learners	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G17A	Do you agree that the following are barriers to participation in professional development\No pre-requisites	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G17B	Do you agree that the following are barriers to participation in professional development\Too expensive	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G17C	Do you agree that the following are barriers to participation in professional development\Lack of employer support	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G17D	Do you agree that the following are barriers to participation in professional development\Conflicts with work schedule	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G17E	Do you agree that the following are barriers to participation in professional development\No time	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G17F	Do you agree that the following are barriers to participation in professional development\No relevant offers	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G17G	Do you agree that the following are barriers to participation in professional development\No incentives	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G17H	Do you agree that the following are barriers to participation in professional development\Not enough staff	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G18	How many hours during most recent complete calendar week in total on tasks related to your job at this ECEC centre	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G19	Of the total in previous question, how many hours did you spend together with children at this ECEC centre	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G20A	Percentage time for following tasks during most recent calendar week at this ECEC centre\Individual planning	Ordinal	1	0	1: None; 2: 1% to 10%; 3: 11% to 30%; 4: 31% to 60%; 5: More than 60% ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G20B	Percentage time for following tasks during most recent calendar week at this ECEC centre\Collaborating	Ordinal	1	0	1: None; 2: 1% to 10%; 3: 11% to 30%; 4: 31% to 60%; 5: More than 60% ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G20C	Percentage time for following tasks during most recent calendar week at this ECEC centre\Documenting child development	Ordinal	1	0	1: None; 2: 1% to 10%; 3: 11% to 30%; 4: 31% to 60%; 5: More than 60% ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SS1G20D	Percentage time for following tasks during most recent calendar week at this ECEC centre\Participating management	Ordinal	1	0	1: None; 2: 1% to 10%; 3: 11% to 30%; 4: 31% to 60%; 5: More than 60% ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G20E	Percentage time for following tasks during most recent calendar week at this ECEC centre\Attend development activities	Ordinal	1	0	1: None; 2: 1% to 10%; 3: 11% to 30%; 4: 31% to 60%; 5: More than 60% ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G20F	Percentage time for following tasks during most recent calendar week at this ECEC centre\Reflecting on work	Ordinal	1	0	1: None; 2: 1% to 10%; 3: 11% to 30%; 4: 31% to 60%; 5: More than 60% ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G20G	Percentage time for following tasks during most recent calendar week at this ECEC centre\Laundry	Ordinal	1	0	1: None; 2: 1% to 10%; 3: 11% to 30%; 4: 31% to 60%; 5: More than 60% ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G21A	How important for this ECEC centre to develop the following abilities in children\Oral language skills	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G21E	How important for this ECEC centre to develop the following abilities in children\Physical and motor skills	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G21I	How important for this ECEC centre to develop the following abilities in children\Cooperate easily	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G21J	How important for this ECEC centre to develop the following abilities in children\Inquire and explore	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G22A	If budget to be increased by 5%, rate importance of spending priorities\Invest in toys	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G22B	If budget to be increased by 5%, rate importance of spending priorities\Support disadvantaged children	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G22C	If budget to be increased by 5%, rate importance of spending priorities\Reduce group size	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G22D	If budget to be increased by 5%, rate importance of spending priorities\Improve buildings	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G22E	If budget to be increased by 5%, rate importance of spending priorities\Support special needs children	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G22F	If budget to be increased by 5%, rate importance of spending priorities\Offer professional development	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G22G	If budget to be increased by 5%, rate importance of spending priorities\Improve salaries	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G22H	If budget to be increased by 5%, rate importance of spending priorities\Reduce administration load	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G23A	How often do you engage in the following activities\Provide feedback	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G23B	How often do you engage in the following activities\Discussions about approaches	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SS1G23C	How often do you engage in the following activities\Joint activities across groups	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G23D	How often do you engage in the following activities\Exchange learning materials	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G23E	How often do you engage in the following activities\Discussions planned activities	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G23F	How often do you engage in the following activities\Discussions development of children	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G23G	How often do you engage in the following activities\Discuss evaluation of children	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G24A	To what extent do you feel that you can do the following\Support development of disadvantaged	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G24B	To what extent do you feel that you can do the following\Adapt work to individual needs	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G24C	To what extent do you feel that you can do the following\Help develop capacity to learn independently	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G24E	To what extent do you feel that you can do the following\Stimulate interest in cultural differences	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G24F	To what extent do you feel that you can do the following\Help to interact with each other	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G24G	To what extent do you feel that you can do the following\Calm an upset child	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G24H	To what extent do you feel that you can do the following\Monitor development	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G24I	To what extent do you feel that you can do the following\Help develop self-confidence	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G24J	To what extent do you feel that you can do the following\Help develop creativity	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G24K	To what extent do you feel that you can do the following\Use digital technology	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G24L	To what extent do you feel that you can do the following\Provide feeling of security	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G25A	You notice two 3-year old children playing with building blocks. What would you do\Divide blocks in equal piles	Ordinal	1	0	1: I would definitely do this; 2: I would probably do this; 3: I would probably not do this; 4: I would definitely not do this ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G25B	You notice two 3-year old children playing with building blocks. What would you do\Help child B	Ordinal	1	0	1: I would definitely do this; 2: I would probably do this; 3: I would probably not do this; 4: I would definitely not do this ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SS1G25C	You notice two 3-year old children playing with building blocks. What would you do\Encourage them to build together	Ordinal	1	0	1: I would definitely do this; 2: I would probably do this; 3: I would probably not do this; 4: I would definitely not do this ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G25D	You notice two 3-year old children playing with building blocks. What would you do\Talk to child A about Bs feelings	Ordinal	1	0	1: I would definitely do this; 2: I would probably do this; 3: I would probably not do this; 4: I would definitely not do this ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G25E	You notice two 3-year old children playing with building blocks. What would you do\Encourage A to share with B	Ordinal	1	0	1: I would definitely do this; 2: I would probably do this; 3: I would probably not do this; 4: I would definitely not do this ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G26A	Five 3-year old children playing with different toys. You choose what to do\Play with them following their lead	Ordinal	1	0	1: I would definitely do this; 2: I would probably do this; 3: I would probably not do this; 4: I would definitely not do this ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G26B	Five 3-year old children playing with different toys. You choose what to do\Let them play by themselves	Ordinal	1	0	1: I would definitely do this; 2: I would probably do this; 3: I would probably not do this; 4: I would definitely not do this ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G26C	Five 3-year old children playing with different toys. You choose what to do\Contribute by asking questions	Ordinal	1	0	1: I would definitely do this; 2: I would probably do this; 3: I would probably not do this; 4: I would definitely not do this ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G26D	Five 3-year old children playing with different toys. You choose what to do\Encourage to play together	Ordinal	1	0	1: I would definitely do this; 2: I would probably do this; 3: I would probably not do this; 4: I would definitely not do this ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G26E	Five 3-year old children playing with different toys. You choose what to do\Contribute by providing new ideas	Ordinal	1	0	1: I would definitely do this; 2: I would probably do this; 3: I would probably not do this; 4: I would definitely not do this ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G27	Do you work with children who are second language learners	Nominal	1	0	1: Yes; 2: No -> You will be directed to Question [41]. ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G28D	When interacting with dual language learners, how often do you engage in\Positioning at childrens height	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G28E	When interacting with dual language learners, how often do you engage in\Rephrase statements	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G28F	When interacting with dual language learners, how often do you engage in\Give children time to respond	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G28G	When interacting with dual language learners, how often do you engage in\Employ simple and correct language	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G28H	When interacting with dual language learners, how often do you engage in\Provide running commentaries	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G28I	When interacting with dual language learners, how often do you engage in\Model correct word	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G28J	When interacting with dual language learners, how often do you engage in\Model language slightly above childrens level	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G29A	To what extent do the following apply to this centre\If invited by the children, join the childrens play	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G29B	To what extent do the following apply to this centre\Allow children to take the lead when play with children	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SS1G29C	To what extent do the following apply to this centre>Show enjoyment when joining the childrens play	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G29E	To what extent do the following apply to this centre\Encourage sharing amongst children	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G29F	To what extent do the following apply to this centre\Encourage children to help each other	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G29H	To what extent do the following apply to this centre\Encourage children if they comfort each other	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G30A	To what extent do the following apply to staff at this centre\Staff hug the children	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G30B	To what extent do the following apply to staff at this centre\Staff talk with children about feelings	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G30C	To what extent do the following apply to staff at this centre\Staff help children talk about what makes them happy	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G30D	To what extent do the following apply to staff at this centre\Staff help children to talk about what makes them sad	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G31A	To what extent do the following apply to staff\Staff encourage children to talk to each other	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G31D	To what extent do the following apply to staff\Staff position themselves at the childrens height	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G31E	To what extent do the following apply to staff\Staff rephrase or recite statements	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G31F	To what extent do the following apply to staff\Staff model the correct word rather than correcting the child	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G32A	To what extent do the following apply to staff at this centre\When reading books, connect stories to experiences	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G32B	To what extent do the following apply to staff at this centre\Staff use books/picture books with children	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G32C	To what extent do the following apply to staff at this centre\Staff play word games with the children	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G32D	To what extent do the following apply to staff at this centre\Staff play with letters with the children	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G32E	To what extent do the following apply to staff at this centre\Staff sing songs or rhymes with the children	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G33A	To what extent do the following apply\Staff use sorting activities by shape or colour	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SS1G33B	To what extent do the following apply\Staff play number games (e.g. dice)	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G33C	To what extent do the following apply\Staff sing songs about numbers	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G33D	To what extent do the following apply\Staff help children to use numbers or to count	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G33E	To what extent do the following apply\Staff refer to groups of objects by the size of the group	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G34A	To what extent do the following apply to this centre\Books featuring people from a variety of ethnic	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G34B	To what extent do the following apply to this centre\Books show people from different ethnic in professional roles	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G34C	To what extent do the following apply to this centre\Play with toys from cultures other than the ethnic majority	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G34D	To what extent do the following apply to this centre\What people from ethnic and cultural groups have in common	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G35A	The composition of the people on your last working day\Leaders	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G35B	The composition of the people on your last working day\Teachers	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G35C	The composition of the people on your last working day\Assistants	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G35D	The composition of the people on your last working day\Staff for individual children	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G35E	The composition of the people on your last working day\Staff for special tasks	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G35F	The composition of the people on your last working day\Interns	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G35G	The composition of the people on your last working day\Other	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G36	Which of the following categories best represents your role	Nominal	2	0	1: <Leader>; 2: <Teacher>; 3: <Assistant>; 4: <Staff for individual children>; 5: <Staff for special tasks>; 6: <Intern>; 7: Other ; 99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G37A	How many girls and boys in this target group\Girls	Ratio	3	0	999: Omitted or invalid; 998: Not administered; 997: Not Reached
SS1G37B	How many girls and boys in this target group\Boys	Ratio	3	0	999: Omitted or invalid; 998: Not administered; 997: Not Reached
SS1G38A	Estimate percentage of children with following characteristics\Children whose first language is different	Ordinal	1	0	1: None; 2: 1% to 10%; 3: 11% to 30%; 4: 31% to 60%; 5: More than 60% ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G38B	Estimate percentage of children with following characteristics\Children with special needs	Ordinal	1	0	1: None; 2: 1% to 10%; 3: 11% to 30%; 4: 31% to 60%; 5: More than 60% ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SS1G38C	Estimate percentage of children with following characteristics\Children from socio-economically disadvantaged homes	Ordinal	1	0	1: None; 2: 1% to 10%; 3: 11% to 30%; 4: 31% to 60%; 5: More than 60% ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G38D	Estimate percentage of children with following characteristics\Children who are refugees	Ordinal	1	0	1: None; 2: 1% to 10%; 3: 11% to 30%; 4: 31% to 60%; 5: More than 60% ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G39A	Children of the following ages in this target group\Children aged less than 1 year	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G39B	Children of the following ages in this target group\Children aged 1 year	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G39C	Children of the following ages in this target group\Children aged 2 years	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G39D	Children of the following ages in this target group\Children aged 3 years	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G39E	Children of the following ages in this target group\Children aged 4 years	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G39F	Children of the following ages in this target group\Children aged 5 years	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G39G	Children of the following ages in this target group\Children aged 6 years and above	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G40	Indicate how representative you feel the target group is of the children you work with	Ordinal	1	0	1: Very representative; 2: Representative; 3: Not representative ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G41A	How often do you do the following\I set daily goals for the children	Ordinal	1	0	1: Never or almost never; 2: Occasionally; 3: Frequently; 4: Always or almost always ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G41B	How often do you do the following\I explain how a new activity relates to childrens lives	Ordinal	1	0	1: Never or almost never; 2: Occasionally; 3: Frequently; 4: Always or almost always ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G41C	How often do you do the following\I give different activities to suit different childrens interests	Ordinal	1	0	1: Never or almost never; 2: Occasionally; 3: Frequently; 4: Always or almost always ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G41D	How often do you do the following\I give different activities to suit different childrens level of development	Ordinal	1	0	1: Never or almost never; 2: Occasionally; 3: Frequently; 4: Always or almost always ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G41E	How often do you do the following\I adapt my activities to differences in childrens cultural background	Ordinal	1	0	1: Never or almost never; 2: Occasionally; 3: Frequently; 4: Always or almost always ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G41F	How often do you do the following\I present activities that extend childrens abilities	Ordinal	1	0	1: Never or almost never; 2: Occasionally; 3: Frequently; 4: Always or almost always ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G41G	How often do you do the following\I help children to follow the rules	Ordinal	1	0	1: Never or almost never; 2: Occasionally; 3: Frequently; 4: Always or almost always ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SS1G41H	How often do you do the following\l calm children who are upset	Ordinal	1	0	1: Never or almost never; 2: Occasionally; 3: Frequently; 4: Always or almost always ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G41I	How often do you do the following\When the activities begin, I ask children to quiet down	Ordinal	1	0	1: Never or almost never; 2: Occasionally; 3: Frequently; 4: Always or almost always ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G41K	How often do you do the following\l have to cope with childrens disruptive behaviour that slows down childrens learning	Ordinal	1	0	1: Never or almost never; 2: Occasionally; 3: Frequently; 4: Always or almost always ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G41L	How often do you do the following\l help children understand the consequences if they do not follow the rules	Ordinal	1	0	1: Never or almost never; 2: Occasionally; 3: Frequently; 4: Always or almost always ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G42A	Statements concerning ECEC centre leader\Has a clear vision for this ECEC centre	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G42B	Statements concerning ECEC centre leader\Encourages co-operation among staff to develop new ideas	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G42C	Statements concerning ECEC centre leader\Ensures that staff take responsibility for improving their practices	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G42D	Statements concerning ECEC centre leader\Ensures that staff feel responsible for the childrens development	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G42E	Statements concerning ECEC centre leader\Encourages all staff to have a say on important decisions	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G42F	Statements concerning ECEC centre leader\Has professional relationships with staff	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G42G	Statements concerning ECEC centre leader\Ensures that staffs performance is managed effectively	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G43A	Engagement of parents at this ECEC centre\Parents can get in touch with ECEC staff easily	Ordinal	1	0	1: Not at all; 2: Somewhat; 3: Well; 4: Very well ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G43B	Engagement of parents at this ECEC centre\Parents are informed about the development of their children	Ordinal	1	0	1: Not at all; 2: Somewhat; 3: Well; 4: Very well ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G43C	Engagement of parents at this ECEC centre\Parents are informed about daily activities on a regular basis	Ordinal	1	0	1: Not at all; 2: Somewhat; 3: Well; 4: Very well ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G43D	Engagement of parents at this ECEC centre\Parents participate in formal communication	Ordinal	1	0	1: Not at all; 2: Somewhat; 3: Well; 4: Very well ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G43E	Engagement of parents at this ECEC centre\Parents are encouraged to do activities with their children at home	Ordinal	1	0	1: Not at all; 2: Somewhat; 3: Well; 4: Very well ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G44A	Statements concerning feeling for your job\ECEC staff are valued in society	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G44B	Statements concerning feeling for your job\Satisfied with the salary	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SS1G44C	Statements concerning feeling for your job\Satisfied with the terms of my contract	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G44D	Statements concerning feeling for your job\Enjoy working at this ECEC centre	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G44E	Statements concerning feeling for your job\Satisfied with the support that I receive from parents	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G44F	Statements concerning feeling for your job\Need more support from my ECEC centre leader	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G44G	Statements concerning feeling for your job\If I could decide again, I would still choose to work as an ECEC staff	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G44H	Statements concerning feeling for your job\Would recommend this ECEC centre as a good place to work	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G44J	Statements concerning feeling for your job\Parents or guardians value me as an ECEC staff	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G44K	Statements concerning feeling for your job\All in all, I am satisfied with my job	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G45A	Sources of stress at work\Having too much preparation work for childrens activities	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G45B	Sources of stress at work\Having too much work to document childrens development	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G45C	Sources of stress at work\Having too much administrative work to do	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G45D	Sources of stress at work\Having extra duties due to absent staff	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G45E	Sources of stress at work\Being held responsible for childrens development	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G45F	Sources of stress at work\Managing classroom/playgroup/group behaviour	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G45G	Sources of stress at work\Keeping up with changing requirements from local or national authorities	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G45H	Sources of stress at work\Addressing parent or guardian concerns	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G45I	Sources of stress at work\Accommodating children with special needs	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G45J	Sources of stress at work\Having too many children in my classroom/playgroup/group	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G45K	Sources of stress at work\Having too many additional duties	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SS1G45L	Sources of stress at work\A lack of resources (e.g. financial support, material resources, ECEC staff)	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G46	What is the most likely reason for you to leave the ECEC staff role	Nominal	2	0	1: Become an <ECEC centre leader>; 2: Work in an education job not in an <ECEC centre>; 3: Become a teacher of <ISCED 2011 Level 1> or above; 4: Work in a different job not in the ECEC sector; 5: Attend to family responsibilities; 6: Retire from work; 7: Return as a student to an <education or training> programme; 8: Resolve health-related issues (e.g. physical and/or psychological burnout); 9: Other ; 99: Omitted or invalid; 98: Not administered; 97: Not Reached
MODE_S	Staff Questionnaire assigned mode	Nominal	1	0	0: blank; 1: Online; 2: Paper ; 9: Omitted or invalid; 8: Not administered
SPART	Staff Final Participation Indicator	Scale	1	0	1: Participated; 2: Absent; 3: Left Centre Permanently; 4: Not part of sample ; 9: Omitted or invalid; 8: Not administered
IN3S18	Adjudication Flag	Nominal	1	0	0: Record does not meet adjudication requirements; 1: Record meets adjudication requirements ; 9: Omitted or invalid; 8: Not administered
STAFFROLE	Staff Role	Not defined	2	0	1: 1 – Only centre leader(no pedagogical work); 10: 10 – <country specific>; 11: 11 – <country specific>; 12: 12 – <country specific>; 2: 2 – Teacher; 3: 3 – Assistant; 4: 4 – Staff for individual children; 5: 5 – Staff for special tasks; 6: 6 – Intern; 7: 7 – <country specific>; 8: 8 – <country specific>; 9: 9 – <country specific> ; 99: Omitted or invalid; 98: Not administered
QUESTIONNAIRE	Questionnaire Type	Nominal	2	0	40: Leader Questionnaire ISCED0.2; 41: Leader Questionnaire U3; 50: Staff Questionnaire ISCED0.2; 51: Staff Questionnaire U3; 60: Combined Centre Questionnaire ISCED0.2; 61: Combined Centre Questionnaire U3; 62: Combined Centre Questionnaire PLUS ISCED0.2 ; 99: Omitted or invalid; 98: Not administered
CNTRWGT	Leader Final Weight	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
STAFFWGT	Staff Final Weight	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT1	Staff BRR-Fay Replicate Weight 1	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT2	Staff BRR-Fay Replicate Weight 2	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT3	Staff BRR-Fay Replicate Weight 3	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT4	Staff BRR-Fay Replicate Weight 4	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT5	Staff BRR-Fay Replicate Weight 5	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT6	Staff BRR-Fay Replicate Weight 6	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT7	Staff BRR-Fay Replicate Weight 7	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT8	Staff BRR-Fay Replicate Weight 8	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT9	Staff BRR-Fay Replicate Weight 9	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT10	Staff BRR-Fay Replicate Weight 10	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT11	Staff BRR-Fay Replicate Weight 11	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT12	Staff BRR-Fay Replicate Weight 12	Scale	13	6	999999: Omitted or invalid; 999998: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SRWGT13	Staff BRR-Fay Replicate Weight 13	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT14	Staff BRR-Fay Replicate Weight 14	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT15	Staff BRR-Fay Replicate Weight 15	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT16	Staff BRR-Fay Replicate Weight 16	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT17	Staff BRR-Fay Replicate Weight 17	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT18	Staff BRR-Fay Replicate Weight 18	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT19	Staff BRR-Fay Replicate Weight 19	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT20	Staff BRR-Fay Replicate Weight 20	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT21	Staff BRR-Fay Replicate Weight 21	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT22	Staff BRR-Fay Replicate Weight 22	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT23	Staff BRR-Fay Replicate Weight 23	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT24	Staff BRR-Fay Replicate Weight 24	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT25	Staff BRR-Fay Replicate Weight 25	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT26	Staff BRR-Fay Replicate Weight 26	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT27	Staff BRR-Fay Replicate Weight 27	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT28	Staff BRR-Fay Replicate Weight 28	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT29	Staff BRR-Fay Replicate Weight 29	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT30	Staff BRR-Fay Replicate Weight 30	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT31	Staff BRR-Fay Replicate Weight 31	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT32	Staff BRR-Fay Replicate Weight 32	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT33	Staff BRR-Fay Replicate Weight 33	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT34	Staff BRR-Fay Replicate Weight 34	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT35	Staff BRR-Fay Replicate Weight 35	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT36	Staff BRR-Fay Replicate Weight 36	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT37	Staff BRR-Fay Replicate Weight 37	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT38	Staff BRR-Fay Replicate Weight 38	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT39	Staff BRR-Fay Replicate Weight 39	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT40	Staff BRR-Fay Replicate Weight 40	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT41	Staff BRR-Fay Replicate Weight 41	Scale	13	6	999999: Omitted or invalid; 999998: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SRWGT42	Staff BRR-Fay Replicate Weight 42	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT43	Staff BRR-Fay Replicate Weight 43	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT44	Staff BRR-Fay Replicate Weight 44	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT45	Staff BRR-Fay Replicate Weight 45	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT46	Staff BRR-Fay Replicate Weight 46	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT47	Staff BRR-Fay Replicate Weight 47	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT48	Staff BRR-Fay Replicate Weight 48	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT49	Staff BRR-Fay Replicate Weight 49	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT50	Staff BRR-Fay Replicate Weight 50	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT51	Staff BRR-Fay Replicate Weight 51	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT52	Staff BRR-Fay Replicate Weight 52	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT53	Staff BRR-Fay Replicate Weight 53	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT54	Staff BRR-Fay Replicate Weight 54	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT55	Staff BRR-Fay Replicate Weight 55	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT56	Staff BRR-Fay Replicate Weight 56	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT57	Staff BRR-Fay Replicate Weight 57	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT58	Staff BRR-Fay Replicate Weight 58	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT59	Staff BRR-Fay Replicate Weight 59	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT60	Staff BRR-Fay Replicate Weight 60	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT61	Staff BRR-Fay Replicate Weight 61	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT62	Staff BRR-Fay Replicate Weight 62	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT63	Staff BRR-Fay Replicate Weight 63	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT64	Staff BRR-Fay Replicate Weight 64	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT65	Staff BRR-Fay Replicate Weight 65	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT66	Staff BRR-Fay Replicate Weight 66	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT67	Staff BRR-Fay Replicate Weight 67	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT68	Staff BRR-Fay Replicate Weight 68	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT69	Staff BRR-Fay Replicate Weight 69	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT70	Staff BRR-Fay Replicate Weight 70	Scale	13	6	999999: Omitted or invalid; 999998: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SRWGT71	Staff BRR-Fay Replicate Weight 71	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT72	Staff BRR-Fay Replicate Weight 72	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT73	Staff BRR-Fay Replicate Weight 73	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT74	Staff BRR-Fay Replicate Weight 74	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT75	Staff BRR-Fay Replicate Weight 75	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT76	Staff BRR-Fay Replicate Weight 76	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT77	Staff BRR-Fay Replicate Weight 77	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT78	Staff BRR-Fay Replicate Weight 78	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT79	Staff BRR-Fay Replicate Weight 79	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT80	Staff BRR-Fay Replicate Weight 80	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT81	Staff BRR-Fay Replicate Weight 81	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT82	Staff BRR-Fay Replicate Weight 82	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT83	Staff BRR-Fay Replicate Weight 83	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT84	Staff BRR-Fay Replicate Weight 84	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT85	Staff BRR-Fay Replicate Weight 85	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT86	Staff BRR-Fay Replicate Weight 86	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT87	Staff BRR-Fay Replicate Weight 87	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT88	Staff BRR-Fay Replicate Weight 88	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT89	Staff BRR-Fay Replicate Weight 89	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT90	Staff BRR-Fay Replicate Weight 90	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT91	Staff BRR-Fay Replicate Weight 91	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT92	Staff BRR-Fay Replicate Weight 92	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
DIVPRAC	Index of ECEC centre diversity practices	Nominal	2	0	99: Omitted or invalid; 98: Not administered
SUMSTAFFTG	Sum of staff member working with the <target group>	Scale	3	0	999: Omitted or invalid; 998: Not administered
HEADCHPAD	Headcount of children per adult	Scale	6	2	999: Omitted or invalid; 998: Not administered
SUMCHILD	Sum of boys and girls in <target group>	Scale	3	0	999: Omitted or invalid; 998: Not administered
SAGEGR	Staff Age Groups	Ordinal	1	0	1: Under 20; 2: 20-29; 3: 30-39; 4: 40-49; 5: 50-59; 6: 60 and above ; 9: Omitted or invalid; 8: Not administered
S1PDIV	Prof. development - needs diversity / Scalar (U3) - Configural (0.2)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1PREM	Facilitating emotional development / Configural (U3) - Metric (0.2)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
S1PRLAN	Facilitating language / Metric (U3) - Configural (0.2)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1PROLI	Facilitating literacy development / Configural (U3) - Metric (0.2)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1PRONU	Facilitating numeracy development / Metric (All)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1JOBSA	Satisfaction with working conditions / Configural (U3) - Metric (0.2)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1PDNET	Staff participation in collaborative prof. development / Configural (All)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1COLL	Engagement in collaborative practices / Metric (All)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1PRACT	Adaptive pedagogical practices / Metric (All)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1SOCIAL	Behavioural support / Configural (U3) - Metric (0.2)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1PAREN	Facilitating parent/guardian engagement / Metric (All)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1ACTIV	Activities to enhance child development / Configural (U3) - Metric (0.2)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1PDPE	Prof. development - needs pedagogy / Scalar (U3) - Metric (0.2)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1PRINT	Facilitating child initiative / Metric (U3) - Configural (0.2)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1PROLD	Facilitating learning and development, overall / Configural (All)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1STRES	Sources of work stress / Metric (All)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1PRSOC	Facilitating prosocial behaviour / Metric (All)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1PRDEV	Facilitating socioemotional development, overall / Metric (All)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
IEADATE	Date	Nominal	8	0	99999999: Omitted or invalid; 99999998: Not administered
VERSION	Version	Nominal	2	0	99: Omitted or invalid; 98: Not administered

ISCED 02

Table A K.2. TALIS Starting Strong Survey 2018 leader codebook ISCED 02

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
IDCENTRE	Scrambled Leader ID		4	0	9999: Omitted or invalid; 9998: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
IDLANG	Language ID		3	0	1: Arabic (Israel); 10: Spanish (Chile); 11: Turkish (Turkey); 2: Danish (Denmark); 3: German (Germany); 4: Hebrew (Israel); 5: Icelandic (Iceland); 6: Japanese (Japan); 7: Korean (Korea); 8: Norwegian (Bokmål) (Norway); 9: Norwegian (Nynorsk) (Norway) ; 999: Omitted or invalid; 998: Not administered
IDCNTRY	Country ID - Numeric Code		6	0	152: Chile; 208: Denmark; 276: Germany; 352: Iceland; 376: Israel; 392: Japan; 410: Korea; 578: Norway; 792: Turkey ; 999999: Omitted or invalid; 999998: Not administered
CNTRY	Country ID - Alpha Code		3	0	
IDCNTRYR	Country ID - Order for International Report		2	0	1: Chile; 2: Denmark; 3: Germany; 4: Iceland; 5: Israel; 6: Japan; 7: Korea; 8: Norway; 9: Turkey ; 99: Omitted or invalid; 98: Not administered
IDPOP	Population ID		2	0	1: U3; 2: ISCED level 0.2 ; 99: Omitted or invalid; 98: Not administered
IDCNPPOP	Country Alpha Code and ISCED Level		4	0	
SL1G01	Are you female or male	Nominal	1	0	1: Female; 2: Male ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G03	What is the highest level of formal education you have completed	Ordinal	2	0	1: Below <ISCED 2011 Level 3>; 2: <ISCED 2011 Level 3>; 3: <ISCED 2011 Level 4>; 4: <ISCED 2011 Level 5>; 5: <ISCED 2011 Level 6>; 6: <ISCED 2011 Level 6>; 7: <ISCED 2011 Level 66>; 8: <ISCED 2011 Level 7>; 9: <ISCED 2011 Level 8> ; 99: Omitted or invalid; 98: Not administered; 97: Not Reached
SL1G04A	Did the education include the following topics\Training programme on early childhood	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SL1G04B	Did the education include the following topics\Administration	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SL1G04C	Did the education include the following topics\Pedagogical leadership	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SL1G05A	How many years of work experience do you have\Year(s) working as an ECEC centre leader at this ECEC centre	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SL1G05B	How many years of work experience do you have\Year(s) working as an ECEC centre leader in total	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SL1G05C	How many years of work experience do you have\Year(s) working in other roles in an ECEC centre in total	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SL1G05D	How many years of work experience do you have\Year(s) working in other educational roles not in ECEC centre	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SL1G05E	How many years of work experience do you have\Year(s) working in other jobs with no educational support for children	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SL1G06	How many hours do you usually work each week in this ECEC centre	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SL1G07	Indicate at how many ECEC centres you currently work as an ECEC centre leader	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SL1G08A	Did you participate in the following activities as an ECEC centre leader\\Courses attended in person	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G08B	Did you participate in the following activities as an ECEC centre leader\\Online courses	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G08C	Did you participate in the following activities as an ECEC centre leader\\Conferences	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G08D	Did you participate in the following activities as an ECEC centre leader\\Qualification programme	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G08E	Did you participate in the following activities as an ECEC centre leader\\Observation visits to other ECEC centres	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G08F	Did you participate in the following activities as an ECEC centre leader\\Peer observation and coaching	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G08G	Did you participate in the following activities as an ECEC centre leader\\Participation in a network of professionals	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G08H	Did you participate in the following activities as an ECEC centre leader\\Induction or mentoring activities	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G08I	Did you participate in the following activities as an ECEC centre leader\\Other	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G09A	The extent to which you need professional development\\Knowledge of new developments in leadership	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G09B	The extent to which you need professional development\\Knowledge of current national policies on ECEC	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G09C	The extent to which you need professional development\\Using data for improving ECEC centres quality	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G09D	The extent to which you need professional development\\Designing the ECEC centres goals for development	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G09E	The extent to which you need professional development\\Collaborating with parents or guardians	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G09F	The extent to which you need professional development\\Collaborating with schools	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G09G	The extent to which you need professional development\\Observing ECEC staffs practices	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SL1G09H	The extent to which you need professional development\Providing effective feedback	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G09I	The extent to which you need professional development\Promoting equity and diversity	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G09J	The extent to which you need professional development\Human resource management	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G09K	The extent to which you need professional development\Financial management	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G10A	Barriers to your participation in professional development\I do not have the pre-requisites	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G10B	Barriers to your participation in professional development\Professional development is too expensive	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G10C	Barriers to your participation in professional development\Professional development conflicts with my work schedule	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G10D	Barriers to your participation in professional development\No time because of family responsibilities	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G10E	Barriers to your participation in professional development\No relevant professional development offered	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G10F	Barriers to your participation in professional development\No incentives for professional development	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G10G	Barriers to your participation in professional development\Not enough staff to compensate my absence	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G11	Which best describes this ECEC centres location	Ordinal	1	0	1: <A village, hamlet or rural area> (up to 3,000 people); 2: <Small town> (3,001 to 15,000 people); 3: <Town> (15,001 to 100,000 people); 4: <City> (100,001 to 1,000,000 people); 5: <Large city> (more than 1,000,000 people) ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G12A	Do you agree with the following statements\This is a good neighbourhood to bring up children	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G12B	Do you agree with the following statements\There is litter lying around	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G12C	Do you agree with the following statements\There is vandalism and deliberate damage to property	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G12D	Do you agree with the following statements\People experience insults to do with ethnic background	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G12E	Do you agree with the following statements\There are places where children can play safely	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SL1G12F	Do you agree with the following statements\There is drug-related crime	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G13A	Which statement describes this ECEC centres location\In a stand-alone building	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G13B	Which statement describes this ECEC centres location\Co-located with ISCED Level 1	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G13C	Which statement describes this ECEC centres location\Co-located with another ECEC centre	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G13D	Which statement describes this ECEC centres location\Co-located with a community centre or place of worship	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G13E	Which statement describes this ECEC centres location\In an office building or commercial establishment	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G13F	Which statement describes this ECEC centres location\In your home or another home	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G13G	Which statement describes this ECEC centres location\Other	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G14A	Which of the sources provided funding for this ECEC centre\Government	Nominal	1	0	1: Yes; 2: No; 3: Don't know ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G14B	Which of the sources provided funding for this ECEC centre\Fees paid by parents or guardians	Nominal	1	0	1: Yes; 2: No; 3: Don't know ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G14C	Which of the sources provided funding for this ECEC centre\Non-governmental organisations	Nominal	1	0	1: Yes; 2: No; 3: Don't know ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G14D	Which of the sources provided funding for this ECEC centre\Benefactors, donations, bequests, sponsorships	Nominal	1	0	1: Yes; 2: No; 3: Don't know ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G15	Is this ECEC centre publicly- or privately-managed	Nominal	1	0	1: Publicly-managed This is an <ECEC centre> managed by a public education authority, government agency, or municipality.; 2: Privately-managed This is an <ECEC centre> managed by a non-government organisation; e.g. a <church, synagogue, mosque> ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G16	Is this ECEC centre a for-profit or a non-profit organisation	Nominal	1	0	1: For profit This <ECEC centre> aims to make more money than its costs (a profit); 2: Non-profit This <ECEC centre> does not aim to make a profit, or all profits are re-invested into the <ECEC centre> ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G17A	Indicate the number of ECEC staff\Leaders	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SL1G17B	Indicate the number of ECEC staff\Teachers	Ratio	3	0	999: Omitted or invalid; 998: Not administered; 997: Not Reached
SL1G17C	Indicate the number of ECEC staff\Assistants	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SL1G17D	Indicate the number of ECEC staff\Staff for individual children	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SL1G17E	Indicate the number of ECEC staff\Staff for special tasks	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SL1G17F	Indicate the number of ECEC staff\Interns	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SL1G17G	Indicate the number of ECEC staff\Other	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SL1G18A	Indicate the number of ECEC staff for each category\Staff who began work during the last 12 months	Ratio	3	0	999: Omitted or invalid; 998: Not administered; 997: Not Reached
SL1G18B	Indicate the number of ECEC staff for each category\Staff who permanently left during the last 12 months	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SL1G18C	Indicate the number of ECEC staff for each category\Staff who temporarily did not work during the last 12 months	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SL1G20A	Percentage of children who have the following characteristics\First language different from language in ECEC centre	Ordinal	1	0	1: None; 2: 1% to 10%; 3: 11% to 30%; 4: 31% to 60%; 5: More than 60% ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G20B	Percentage of children who have the following characteristics\Special needs	Ordinal	1	0	1: None; 2: 1% to 10%; 3: 11% to 30%; 4: 31% to 60%; 5: More than 60% ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G20C	Percentage of children who have the following characteristics\Socio-economically disadvantaged homes	Ordinal	1	0	1: None; 2: 1% to 10%; 3: 11% to 30%; 4: 31% to 60%; 5: More than 60% ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G20D	Percentage of children who have the following characteristics\Refugees	Ordinal	1	0	1: None; 2: 1% to 10%; 3: 11% to 30%; 4: 31% to 60%; 5: More than 60% ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G20E	Percentage of children who have the following characteristics\Under the age of 3	Ordinal	1	0	1: None; 2: 1% to 10%; 3: 11% to 30%; 4: 31% to 60%; 5: More than 60% ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G20F	Percentage of children who have the following characteristics\Age 3 and older	Ordinal	1	0	1: None; 2: 1% to 10%; 3: 11% to 30%; 4: 31% to 60%; 5: More than 60% ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21A1	Regarding this centre, who has responsibility\Appointing or hiring <ECEC staff>\Me and/or staff	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21A2	Regarding this centre, who has responsibility\Appointing or hiring <ECEC staff>\Governing board	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21A3	Regarding this centre, who has responsibility\Appointing or hiring <ECEC staff>\Local or national authorities	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21A4	Regarding this centre, who has responsibility\Appointing or hiring <ECEC staff>\Not applicable	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21B1	Regarding this centre, who has responsibility\Dismissing or suspending staff\ Me and/or staff	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21B2	Regarding this centre, who has responsibility\Dismissing or suspending staff\Governing board	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SL1G21B3	Regarding this centre, who has responsibility\Dismissing or suspending staff\Local or national authorities	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21B4	Regarding this centre, who has responsibility\Dismissing or suspending staff\Not applicable	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21C1	Regarding this centre, who has responsibility\Establishing staffs salaries\Me and/or staff	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21C2	Regarding this centre, who has responsibility\Establishing staffs salaries\Governing board	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21C3	Regarding this centre, who has responsibility\Establishing staffs salaries\Local or national authorities	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21C4	Regarding this centre, who has responsibility\Establishing staffs salaries\Not applicable	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21D1	Regarding this centre, who has responsibility\Deciding on budget allocations\Me and/or staff	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21D2	Regarding this centre, who has responsibility\Deciding on budget allocations\Governing board	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21D3	Regarding this centre, who has responsibility\Deciding on budget allocations\Local or national authorities	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21D4	Regarding this centre, who has responsibility\Deciding on budget allocations\Not applicable	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21E1	Regarding this centre, who has responsibility\Establishing development monitoring plans\Me and/or staff	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21E2	Regarding this centre, who has responsibility\Establishing development monitoring plans\Governing board	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21E3	Regarding this centre, who has responsibility\Establishing development monitoring plans\Local or national authorities	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21E4	Regarding this centre, who has responsibility\Establishing development monitoring plans\Not applicable	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21F1	Regarding this centre, who has responsibility\Approving children for admission\Me and/or staff	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21F2	Regarding this centre, who has responsibility\Approving children for admission\Governing board	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21F3	Regarding this centre, who has responsibility\Approving children for admission\Local or national authorities	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21F4	Regarding this centre, who has responsibility\Approving children for admission\Not applicable	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SL1G21G1	Regarding this centre, who has responsibility\Choosing which materials/toys are used\Me and/or staff	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21G2	Regarding this centre, who has responsibility\Choosing which materials/toys are used\Governing board	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21G3	Regarding this centre, who has responsibility\Choosing which materials/toys are used\Local or national authorities	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21G4	Regarding this centre, who has responsibility\Choosing which materials/toys are used\Not applicable	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21H1	Regarding this centre, who has responsibility\Deciding which activities are offered\Me and/or staff	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21H2	Regarding this centre, who has responsibility\Deciding which activities are offered\Governing board	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21H3	Regarding this centre, who has responsibility\Deciding which activities are offered\Local or national authorities	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21H4	Regarding this centre, who has responsibility\Deciding which activities are offered\Not applicable	Nominal	1	0	1: Checked; 2: Not Checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G22A	On average, what percentage of time do you spend on the tasks\Administrative and leadership tasks and meetings	Ratio	3	0	999: Omitted or invalid; 998: Not administered; 997: Not Reached
SL1G22B	On average, what percentage of time do you spend on the tasks\Pedagogical leadership	Ratio	3	0	999: Omitted or invalid; 998: Not administered; 997: Not Reached
SL1G22C	On average, what percentage of time do you spend on the tasks\Interactions with children	Ratio	3	0	999: Omitted or invalid; 998: Not administered; 997: Not Reached
SL1G22D	On average, what percentage of time do you spend on the tasks\Interactions with parents or guardians	Ratio	3	0	999: Omitted or invalid; 998: Not administered; 997: Not Reached
SL1G22E	On average, what percentage of time do you spend on the tasks\Other	Ratio	3	0	999: Omitted or invalid; 998: Not administered; 997: Not Reached
SL1G23A	How frequently you engaged in the following activities\Collaborated with staff to improve how children play	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G23B	How frequently you engaged in the following activities\Observed how staff interacted with children	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G23C	How frequently you engaged in the following activities\I provided feedback to staff based on my observations	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G23D	How frequently you engaged in the following activities\Support co-operation among staff to develop new approaches	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SL1G23E	How frequently you engaged in the following activities\Ensure that staff improving their skills with children	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G23F	How frequently you engaged in the following activities\Ensure that staff feel responsible for childrens development	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G23G	How frequently you engaged in the following activities\Developing vision	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G23H	How frequently you engaged in the following activities\made changes in centre structures and/or practices	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G23I	How frequently you engaged in the following activities\facilitate the use of the indoor or outdoor space	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G24A	How frequently does this centre receive types of external evaluation\Inspection regarding structural quality	Ordinal	1	0	1: Never; 2: Less than once a year; 3: Once every year; 4: More than once every year ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G24B	How frequently does this centre receive types of external evaluation\Inspection regarding process quality	Ordinal	1	0	1: Never; 2: Less than once a year; 3: Once every year; 4: More than once every year ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G24C	How frequently does this centre receive types of external evaluation\Inspection of facilities	Ordinal	1	0	1: Never; 2: Less than once a year; 3: Once every year; 4: More than once every year ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G24D	How frequently does this centre receive types of external evaluation\Audit regarding financial management	Ordinal	1	0	1: Never; 2: Less than once a year; 3: Once every year; 4: More than once every year ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G25A	Did this centre provide any of the following to parents or guardians\Workshops regarding child development	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G25B	Did this centre provide any of the following to parents or guardians\Support parents involvement with operation	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G25C	Did this centre provide any of the following to parents or guardians\Meetings to contribute to management decisions	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G25D	Did this centre provide any of the following to parents or guardians\Setting up events to visit the centre	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G26A	How often do the following activities take place\Informal communication with parents or guardians	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G26B	How often do the following activities take place\Formal communication with parents or guardians	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G26C	How often do the following activities take place\Communication with staff and/or leaders from other centres	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SL1G26D	How often do the following activities take place\Communication with ISCED 2011 Level 1 school teachers	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G26E	How often do the following activities take place\Cooperation with child and family services	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G26F	How often do the following activities take place\Collaboration with health-related services	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G26G	How often do the following activities take place\Consultation with child development specialists	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G27A	To what extent do the following limit your effectiveness\Inadequate centre budget and resources	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G27B	To what extent do the following limit your effectiveness\Government regulation and policy	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G27C	To what extent do the following limit your effectiveness\Staff absences	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G27D	To what extent do the following limit your effectiveness\Staff shortage	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G27E	To what extent do the following limit your effectiveness\Lack of parent or guardian involvement and support	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G27F	To what extent do the following limit your effectiveness\Lack of opportunities and support for my own development	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G27G	To what extent do the following limit your effectiveness\Lack of opportunities and support for staffs development	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G28A	Activities to facilitate childrens transition to ISCED 2011 Level 1\Communicate with ISCED 2011 Level 1 schools	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G28B	Activities to facilitate childrens transition to ISCED 2011 Level 1\Share records with ISCED 2011 Level 1 schools	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G28C	Activities to facilitate childrens transition to ISCED 2011 Level 1\Invite ISCED 2011 Level 1 teachers, principals	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G28D	Activities to facilitate childrens transition to ISCED 2011 Level 1\Organise visits for children in schools, centre	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G28E	Activities to facilitate childrens transition to ISCED 2011 Level 1\Hold meetings with ISCED 2011 Level 1 staff	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SL1G28F	Activities to facilitate childrens transition to ISCED 2011 Level 1\Offer in-service training sessions for staff	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G28G	Activities to facilitate childrens transition to ISCED 2011 Level 1\Work with authorities on transition programmes	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G28H	Activities to facilitate childrens transition to ISCED 2011 Level 1\Provide activities for parents or guardians	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G29A	Approximately how many staff in this centre would agree\Be responsive to differences in childrens cultural backgrounds	Ordinal	1	0	1: None or almost none; 2: Some of them; 3: Many; 4: All or almost all ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G29B	Approximately how many staff in this centre would agree\That people from other cultures have different values	Ordinal	1	0	1: None or almost none; 2: Some of them; 3: Many; 4: All or almost all ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G29C	Approximately how many staff in this centre would agree\Respecting other cultures children should learn early	Ordinal	1	0	1: None or almost none; 2: Some of them; 3: Many; 4: All or almost all ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G29D	Approximately how many staff in this centre would agree\Different interests of children regardless of gender	Ordinal	1	0	1: None or almost none; 2: Some of them; 3: Many; 4: All or almost all ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G30A	How important is it for this centre to develop the following abilities\Oral language skills	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G30B	How important is it for this centre to develop the following abilities\Reading and writing skills	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G30C	How important is it for this centre to develop the following abilities\Math skills and understanding of key concepts	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G30D	How important is it for this centre to develop the following abilities\Understanding of key concepts in science	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G30E	How important is it for this centre to develop the following abilities\Physical and motor skills	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G30F	How important is it for this centre to develop the following abilities\Information technology skills	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G30G	How important is it for this centre to develop the following abilities\Ability to reason logically	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G30H	How important is it for this centre to develop the following abilities\Ability to think creatively	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G30I	How important is it for this centre to develop the following abilities\Ability to cooperate easily with others	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G30J	How important is it for this centre to develop the following abilities\Inquire based on ones own curiosity	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SL1G30K	How important is it for this centre to develop the following abilities\Ability to think critically	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G31A	Which of the following induction activities are available\Courses/seminars attended in person	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G31B	Which of the following induction activities are available\Online courses/seminars	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G31C	Which of the following induction activities are available\Online activities (e.g. virtual communities)	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G31D	Which of the following induction activities are available\Planned meetings with the centre leader	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G31E	Which of the following induction activities are available\Supervision by the centre leader	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G31F	Which of the following induction activities are available\Networking/collaboration with other centres	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G31G	Which of the following induction activities are available\Working in a team with experienced staff	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G31H	Which of the following induction activities are available\Portfolios/diaries/journals	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G31I	Which of the following induction activities are available\Reduced work load	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G31J	Which of the following induction activities are available\General/administrative introduction	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G31K	Which of the following induction activities are available\Mentoring	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G32	Is it part of your responsibility to plan for professional development activities for the staff	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G33A	How strongly do you agree with these statements\Opportunities for ECEC staff to participate in decisions	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G33B	How strongly do you agree with these statements\Opportunities for parents to participate in decisions	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G33C	How strongly do you agree with these statements\Opportunities for children to participate in decisions	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SL1G33D	How strongly do you agree with these statements\Culture of shared responsibility for ECEC centre issues	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G33E	How strongly do you agree with these statements\I make the important decisions on my own	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G34A	Quality environment hindered by following issues\Shortage of play or learning materials	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G34B	Quality environment hindered by following issues\Shortage of digital technology for play and learning	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G34C	Quality environment hindered by following issues\Insufficient Internet access	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G34D	Quality environment hindered by following issues\Shortage of competence with socio-economic disadvantaged children	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G34E	Quality environment hindered by following issues\Shortage of competence with children with special needs	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G34F	Quality environment hindered by following issues\Shortage of indoor space	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G34G	Quality environment hindered by following issues\Shortage of outdoor play space	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G34H	Quality environment hindered by following issues\Shortage of qualified staff	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G34I	Quality environment hindered by following issues\Shortage of staff for the number of children	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G34J	Quality environment hindered by following issues\Shortage of competence with children speaking another language	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G35A	Do the statements apply to this ECEC centre\ECEC staff understand the ECEC centres goals	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G35B	Do the statements apply to this ECEC centre\ECEC staff succeed in implementing the ECEC centres goals	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G35C	Do the statements apply to this ECEC centre\Parents or guardians are involved in the ECEC centres activities	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G35D	Do the statements apply to this ECEC centre\The ECEC centre works with the local neighbourhood	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G35E	Do the statements apply to this ECEC centre\The ECEC centre collaborates with the local ISCED Level 1 schools	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G35F	Do the statements apply to this ECEC centre\The ECEC centre has excursions to outdoor areas	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SL1G36A	How strongly do you agree with the statements\ECEC staff are valued in society	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G36B	How strongly do you agree with the statements\I am satisfied with the salary	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G36C	How strongly do you agree with the statements\I am satisfied with the terms of my ECEC centre leader contract	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G36D	How strongly do you agree with the statements\Dissatisfied with the level of influence over choosing ECEC staff	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G36E	How strongly do you agree with the statements\I enjoy working at this ECEC centre	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G36F	How strongly do you agree with the statements\Satisfied with the support that I receive from parents	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G36G	How strongly do you agree with the statements\Satisfied with the support that I receive from the staff	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G36H	How strongly do you agree with the statements\I need more support from local or national authorities	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G36I	How strongly do you agree with the statements\All in all, I am satisfied with my job	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G37A	Sources of stress\Too much administrative work	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G37B	Sources of stress\Extra duties due to absent ECEC staff	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G37C	Sources of stress\Being held responsible for childrens development	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G37D	Sources of stress\Keeping up with changing requirements from local or national authorities	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G37E	Sources of stress\Managing ECEC staff	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G37F	Sources of stress\Addressing parent or guardian concerns	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G37G	Sources of stress\Accommodating children with special needs	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G37H	Sources of stress\A lack of support from local authorities or government	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G37I	Sources of stress\A lack of resources (e.g. financial support and material resources)	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G37J	Sources of stress\A lack of ECEC staff to carry out work	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
MODE_L	Leader Questionnaire assigned mode	Nominal	1	0	0: blank; 1: Online; 2: Paper ; 9: Omitted or invalid; 8: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
LPART	Final Participation Indicator Leader	Nominal	1	0	1: Participated; 2: Absent; 3: Left Centre Permanently; 4: Not part of sample ; 9: Omitted or invalid; 8: Not administered
IN3S18	Adjudication Flag	Nominal	1	0	0: Record does not meet adjudication requirements; 1: Record meets adjudication requirements ; 9: Omitted or invalid; 8: Not administered
LEADERROLE	Leader Role	Nominal	2	0	1: 1 – Only centre leader(no pedagogical work); 10: 10 – <country specific>; 11: 11 – <country specific>; 12: 12 – <country specific>; 2: 2 – Teacher; 3: 3 – Assistant; 4: 4 – Staff for individual children; 5: 5 – Staff for special tasks; 6: 6 – Intern; 7: 7 – <country specific>; 8: 8 – <country specific>; 9: 9 – <country specific> ; 99: Omitted or invalid; 98: Not administered
CENTRETYPE	Type of Centre	Nominal	1	0	1: Centre-based; 2: Home-based ; 9: Omitted or invalid; 8: Not administered
QUESTIONNAIRE	Questionnaire Type	Nominal	2	0	40: Leader Questionnaire ISCED0.2; 41: Leader Questionnaire U3; 50: Staff Questionnaire ISCED0.2; 51: Staff Questionnaire U3; 60: Combined Centre Questionnaire ISCED0.2; 61: Combined Centre Questionnaire U3; 62: Combined Centre Questionnaire PLUS ISCED0.2 ; 99: Omitted or invalid; 98: Not administered
CNTRWGT	Leader Final Weight	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT1	Centre BRR-Fay Replicate Weight 1	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT2	Centre BRR-Fay Replicate Weight 2	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT3	Centre BRR-Fay Replicate Weight 3	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT4	Centre BRR-Fay Replicate Weight 4	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT5	Centre BRR-Fay Replicate Weight 5	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT6	Centre BRR-Fay Replicate Weight 6	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT7	Centre BRR-Fay Replicate Weight 7	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT8	Centre BRR-Fay Replicate Weight 8	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT9	Centre BRR-Fay Replicate Weight 9	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT10	Centre BRR-Fay Replicate Weight 10	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT11	Centre BRR-Fay Replicate Weight 11	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT12	Centre BRR-Fay Replicate Weight 12	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT13	Centre BRR-Fay Replicate Weight 13	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT14	Centre BRR-Fay Replicate Weight 14	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT15	Centre BRR-Fay Replicate Weight 15	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT16	Centre BRR-Fay Replicate Weight 16	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT17	Centre BRR-Fay Replicate Weight 17	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT18	Centre BRR-Fay Replicate Weight 18	Scale	13	6	999999: Omitted or invalid; 999998: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
CRWGT19	Centre BRR-Fay Replicate Weight 19	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT20	Centre BRR-Fay Replicate Weight 20	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT21	Centre BRR-Fay Replicate Weight 21	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT22	Centre BRR-Fay Replicate Weight 22	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT23	Centre BRR-Fay Replicate Weight 23	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT24	Centre BRR-Fay Replicate Weight 24	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT25	Centre BRR-Fay Replicate Weight 25	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT26	Centre BRR-Fay Replicate Weight 26	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT27	Centre BRR-Fay Replicate Weight 27	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT28	Centre BRR-Fay Replicate Weight 28	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT29	Centre BRR-Fay Replicate Weight 29	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT30	Centre BRR-Fay Replicate Weight 30	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT31	Centre BRR-Fay Replicate Weight 31	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT32	Centre BRR-Fay Replicate Weight 32	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT33	Centre BRR-Fay Replicate Weight 33	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT34	Centre BRR-Fay Replicate Weight 34	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT35	Centre BRR-Fay Replicate Weight 35	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT36	Centre BRR-Fay Replicate Weight 36	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT37	Centre BRR-Fay Replicate Weight 37	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT38	Centre BRR-Fay Replicate Weight 38	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT39	Centre BRR-Fay Replicate Weight 39	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT40	Centre BRR-Fay Replicate Weight 40	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT41	Centre BRR-Fay Replicate Weight 41	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT42	Centre BRR-Fay Replicate Weight 42	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT43	Centre BRR-Fay Replicate Weight 43	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT44	Centre BRR-Fay Replicate Weight 44	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT45	Centre BRR-Fay Replicate Weight 45	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT46	Centre BRR-Fay Replicate Weight 46	Scale	13	6	999999: Omitted or invalid; 999998: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
CRWGT47	Centre BRR-Fay Replicate Weight 47	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT48	Centre BRR-Fay Replicate Weight 48	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT49	Centre BRR-Fay Replicate Weight 49	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT50	Centre BRR-Fay Replicate Weight 50	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT51	Centre BRR-Fay Replicate Weight 51	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT52	Centre BRR-Fay Replicate Weight 52	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT53	Centre BRR-Fay Replicate Weight 53	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT54	Centre BRR-Fay Replicate Weight 54	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT55	Centre BRR-Fay Replicate Weight 55	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT56	Centre BRR-Fay Replicate Weight 56	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT57	Centre BRR-Fay Replicate Weight 57	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT58	Centre BRR-Fay Replicate Weight 58	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT59	Centre BRR-Fay Replicate Weight 59	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT60	Centre BRR-Fay Replicate Weight 60	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT61	Centre BRR-Fay Replicate Weight 61	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT62	Centre BRR-Fay Replicate Weight 62	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT63	Centre BRR-Fay Replicate Weight 63	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT64	Centre BRR-Fay Replicate Weight 64	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT65	Centre BRR-Fay Replicate Weight 65	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT66	Centre BRR-Fay Replicate Weight 66	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT67	Centre BRR-Fay Replicate Weight 67	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT68	Centre BRR-Fay Replicate Weight 68	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT69	Centre BRR-Fay Replicate Weight 69	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT70	Centre BRR-Fay Replicate Weight 70	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT71	Centre BRR-Fay Replicate Weight 71	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT72	Centre BRR-Fay Replicate Weight 72	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT73	Centre BRR-Fay Replicate Weight 73	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT74	Centre BRR-Fay Replicate Weight 74	Scale	13	6	999999: Omitted or invalid; 999998: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
CRWGT75	Centre BRR-Fay Replicate Weight 75	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT76	Centre BRR-Fay Replicate Weight 76	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT77	Centre BRR-Fay Replicate Weight 77	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT78	Centre BRR-Fay Replicate Weight 78	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT79	Centre BRR-Fay Replicate Weight 79	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT80	Centre BRR-Fay Replicate Weight 80	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT81	Centre BRR-Fay Replicate Weight 81	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT82	Centre BRR-Fay Replicate Weight 82	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT83	Centre BRR-Fay Replicate Weight 83	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT84	Centre BRR-Fay Replicate Weight 84	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT85	Centre BRR-Fay Replicate Weight 85	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT86	Centre BRR-Fay Replicate Weight 86	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT87	Centre BRR-Fay Replicate Weight 87	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT88	Centre BRR-Fay Replicate Weight 88	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT89	Centre BRR-Fay Replicate Weight 89	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT90	Centre BRR-Fay Replicate Weight 90	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT91	Centre BRR-Fay Replicate Weight 91	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT92	Centre BRR-Fay Replicate Weight 92	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SUMSTAFF	Sum of all staff members	Scale	3	0	999: Omitted or invalid; 998: Not administered
HEADASTCH	Headcount of assistants per teacher	Scale	6	2	999: Omitted or invalid; 998: Not administered
LAGEGR	Leader Age Groups	Ordinal	1	0	1: Under 20; 2: 20-29; 3: 30-39; 4: 40-49; 5: 50-59; 6: 60 and above ; 9: Omitted or invalid; 8: Not administered
NENRCHLD	Number of enrolled children - categorized	Nominal	1	0	1: Less than 100; 2: 100 or more ; 9: Omitted or invalid; 8: Not administered
S1LDEV	Prof. development - needs leadership / Configural (U3) - Metric (0.2)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1LNIGHB	Neighbourhood / Metric (U3) - Configural (0.2)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1LEADS	Leader support for pedagogical learning / Metric (All)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1LDIVB	Diversity beliefs / Scalar (U3) - Configural (0.2)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1LPANE	Networking / Scalar (U3) - Metric (0.2)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1LPART	Opportunities for parental participation / Configural (All)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
S1LEADP	Distributed leadership / Metric (U3) - Configural (0.2)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
IEADATE	Date	Nominal	8	0	99999999: Omitted or invalid; 99999998: Not administered
VERSION	Version	Nominal	2	0	99: Omitted or invalid; 98: Not administered

Annex L. Staff codebook

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

U3**Table A L.1. TALIS Starting Strong 2018 staff codebook U3**

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
IDCENTRE	Scrambled Leader ID		4	0	9999: Omitted or invalid; 9998: Not administered
IDLANG	Language ID		3	0	1: Arabic (Israel); 10: Spanish (Chile); 11: Turkish (Turkey); 2: Danish (Denmark); 3: German (Germany); 4: Hebrew (Israel); 5: Icelandic (Iceland); 6: Japanese (Japan); 7: Korean (Korea); 8: Norwegian (Bokmål) (Norway); 9: Norwegian (Nynorsk) (Norway) ; 999: Omitted or invalid; 998: Not administered
IDCNTRY	Country ID - Numeric Code		6	0	152: Chile; 208: Denmark; 276: Germany; 352: Iceland; 376: Israel; 392: Japan; 410: Korea; 578: Norway; 792: Turkey ; 999999: Omitted or invalid; 999998: Not administered
CNTRY	Country ID - Alpha Code		3	0	
IDCNTRYR	Country ID - Order for International Report		2	0	1: Chile; 2: Denmark; 3: Germany; 4: Iceland; 5: Israel; 6: Japan; 7: Korea; 8: Norway; 9: Turkey ; 99: Omitted or invalid; 98: Not administered
IDPOP	Population ID		2	0	1: U3; 2: ISCED level 0.2 ; 99: Omitted or invalid; 98: Not administered
IDCNPPOP	Country Alpha Code and ISCED Level		4	0	
SL1G01	Are you female or male	Nominal	1	0	1: Female; 2: Male ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G03	What is the highest level of formal education you have completed	Ordinal	2	0	1: Below <ISCED 2011 Level 3>; 2: <ISCED 2011 Level 3>; 3: <ISCED 2011 Level 4>; 4: <ISCED 2011 Level 5>; 5: <ISCED 2011 Level 6>; 6: <ISCED 2011 Level 65>; 7: <ISCED 2011 Level 66>; 8: <ISCED 2011 Level 7>; 9: <ISCED 2011 Level 8> ; 99: Omitted or invalid; 98: Not administered; 97: Not Reached
SL1G04A	Did the education include the following topics\Training programme on early childhood	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SL1G04B	Did the education include the following topics\Administration	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SL1G04C	Did the education include the following topics\Pedagogical leadership	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SL1G05A	How many years of work experience do you have\Year(s) working as an ECEC centre leader at this ECEC centre	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SL1G05B	How many years of work experience do you have\Year(s) working as an ECEC centre leader in total	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SL1G05C	How many years of work experience do you have\Year(s) working in other roles in an ECEC centre in total	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SL1G05D	How many years of work experience do you have\Year(s) working in other educational roles not in ECEC centre	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SL1G05E	How many years of work experience do you have\Year(s) working in other jobs with no educational support for children	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SL1G06	How many hours do you usually work each week in this ECEC centre	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SL1G07	Indicate at how many ECEC centres you currently work as an ECEC centre leader	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SL1G08A	Did you participate in the following activities as an ECEC centre leader\Courses attended in person	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G08B	Did you participate in the following activities as an ECEC centre leader\Online courses	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G08C	Did you participate in the following activities as an ECEC centre leader\Conferences	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G08D	Did you participate in the following activities as an ECEC centre leader\Qualification programme	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G08E	Did you participate in the following activities as an ECEC centre leader\Observation visits to other ECEC centres	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G08F	Did you participate in the following activities as an ECEC centre leader\Peer observation and coaching	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G08G	Did you participate in the following activities as an ECEC centre leader\Participation in a network of professionals	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G08H	Did you participate in the following activities as an ECEC centre leader\Induction or mentoring activities	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G08I	Did you participate in the following activities as an ECEC centre leader\Other	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G09A	The extent to which you need professional development\Knowledge of new developments in leadership	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SL1G09B	The extent to which you need professional development\Knowledge of current national policies on ECEC	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G09C	The extent to which you need professional development\Using data for improving ECEC centres quality	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G09D	The extent to which you need professional development\Designing the ECEC centres goals for development	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G09E	The extent to which you need professional development\Collaborating with parents or guardians	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G09G	The extent to which you need professional development\Observing ECEC staffs practices	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G09H	The extent to which you need professional development\Providing effective feedback	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G09I	The extent to which you need professional development\Promoting equity and diversity	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G09J	The extent to which you need professional development\Human resource management	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G09K	The extent to which you need professional development\Financial management	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G10A	Barriers to your participation in professional development\I do not have the pre-requisites	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G10B	Barriers to your participation in professional development\Professional development is too expensive	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G10C	Barriers to your participation in professional development\Professional development conflicts with my work schedule	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G10D	Barriers to your participation in professional development\No time because of family responsibilities	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G10E	Barriers to your participation in professional development\No relevant professional development offered	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G10F	Barriers to your participation in professional development\No incentives for professional development	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SL1G10G	Barriers to your participation in professional development\Not enough staff to compensate my absence	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G11	Which best describes this ECEC centres location	Ordinal	1	0	1: <A village, hamlet or rural area> (up to 3,000 people); 2: <Small town> (3,001 to 15,000 people); 3: <Town> (15,001 to 100,000 people); 4: <City> (100,001 to 1,000,000 people); 5: <Large city> (more than 1,000,000 people) ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G12A	Do you agree with the following statements\This is a good neighbourhood to bring up children	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G12B	Do you agree with the following statements\There is litter lying around	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G12C	Do you agree with the following statements\There is vandalism and deliberate damage to property	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G12D	Do you agree with the following statements\People experience insults to do with ethnic background	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G12E	Do you agree with the following statements\There are places where children can play safely	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G12F	Do you agree with the following statements\There is drug-related crime	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G13A	Which statement describes this ECEC centres location\In a stand-alone building	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G13B	Which statement describes this ECEC centres location\Co-located with ISCED Level 1	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G13C	Which statement describes this ECEC centres location\Co-located with another ECEC centre	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G13D	Which statement describes this ECEC centres location\Co-located with a community centre or place of worship	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G13E	Which statement describes this ECEC centres location\In an office building or commercial establishment	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G13F	Which statement describes this ECEC centres location\In your home or another home	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G13G	Which statement describes this ECEC centres location\Other	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G14A	Which of the sources provided funding for this ECEC centre\Government	Nominal	1	0	1: Yes; 2: No; 3: Don't know ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SL1G14B	Which of the sources provided funding for this ECEC centre\Fees paid by parents or guardians	Nominal	1	0	1: Yes; 2: No; 3: Don't know ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G14C	Which of the sources provided funding for this ECEC centre\Non-governmental organisations	Nominal	1	0	1: Yes; 2: No; 3: Don't know ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G14D	Which of the sources provided funding for this ECEC centre\Benefactors, donations, bequests, sponsorships	Nominal	1	0	1: Yes; 2: No; 3: Don't know ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G15	Is this ECEC centre publicly- or privately-managed	Nominal	1	0	1: Publicly-managed This is an <ECEC centre> managed by a public education authority, government agency, or municipality.; 2: Privately-managed This is an <ECEC centre> managed by a non-government organisation; e.g. a <church, synagogue, mosque> ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G16	Is this ECEC centre a for-profit or a non-profit organisation	Nominal	1	0	1: For profit This <ECEC centre> aims to make more money than its costs (a profit); 2: Non-profit This <ECEC centre> does not aim to make a profit, or all profits are re-invested into the <ECEC centre> ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G17A	Indicate the number of ECEC staff\Leaders	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SL1G17B	Indicate the number of ECEC staff\Teachers	Ratio	3	0	999: Omitted or invalid; 998: Not administered; 997: Not Reached
SL1G17C	Indicate the number of ECEC staff\Assistants	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SL1G17D	Indicate the number of ECEC staff\Staff for individual children	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SL1G17E	Indicate the number of ECEC staff\Staff for special tasks	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SL1G17F	Indicate the number of ECEC staff\Interns	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SL1G17G	Indicate the number of ECEC staff\Other	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SL1G18A	Indicate the number of ECEC staff for each category\Staff who began work during the last 12 months	Ratio	3	0	999: Omitted or invalid; 998: Not administered; 997: Not Reached
SL1G18B	Indicate the number of ECEC staff for each category\Staff who permanently left during the last 12 months	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SL1G18C	Indicate the number of ECEC staff for each category\Staff who temporarily did not work during the last 12 months	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SL1G20A	Percentage of children who have the following characteristics\First language different from language in ECEC centre	Ordinal	1	0	1: None; 2: 1% to 10%; 3: 11% to 30%; 4: 31% to 60%; 5: More than 60% ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G20B	Percentage of children who have the following characteristics\Special needs	Ordinal	1	0	1: None; 2: 1% to 10%; 3: 11% to 30%; 4: 31% to 60%; 5: More than 60% ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SL1G20C	Percentage of children who have the following characteristics\Socio-economically disadvantaged homes	Ordinal	1	0	1: None; 2: 1% to 10%; 3: 11% to 30%; 4: 31% to 60%; 5: More than 60% ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G20D	Percentage of children who have the following characteristics\Refugees	Ordinal	1	0	1: None; 2: 1% to 10%; 3: 11% to 30%; 4: 31% to 60%; 5: More than 60% ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G20E	Percentage of children who have the following characteristics\Under the age of 3	Ordinal	1	0	1: None; 2: 1% to 10%; 3: 11% to 30%; 4: 31% to 60%; 5: More than 60% ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G20F	Percentage of children who have the following characteristics\Age 3 and older	Ordinal	1	0	1: None; 2: 1% to 10%; 3: 11% to 30%; 4: 31% to 60%; 5: More than 60% ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21A1	Regarding this centre, who has responsibility\Appointing or hiring <ECEC staff>\Me and/or staff	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21A2	Regarding this centre, who has responsibility\Appointing or hiring <ECEC staff>\Governing board	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21A3	Regarding this centre, who has responsibility\Appointing or hiring <ECEC staff>\Local or national authorities	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21A4	Regarding this centre, who has responsibility\Appointing or hiring <ECEC staff>\Not applicable	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21B1	Regarding this centre, who has responsibility\Dismissing or suspending staff\Me and/or staff	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21B2	Regarding this centre, who has responsibility\Dismissing or suspending staff\Governing board	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21B3	Regarding this centre, who has responsibility\Dismissing or suspending staff\Local or national authorities	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21B4	Regarding this centre, who has responsibility\Dismissing or suspending staff\Not applicable	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21C1	Regarding this centre, who has responsibility\Establishing staffs salaries\Me and/or staff	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21C2	Regarding this centre, who has responsibility\Establishing staffs salaries\Governing board	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21C3	Regarding this centre, who has responsibility\Establishing staffs salaries\Local or national authorities	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21C4	Regarding this centre, who has responsibility\Establishing staffs salaries\Not applicable	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21D1	Regarding this centre, who has responsibility\Deciding on budget allocations\Me and/or staff	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SL1G21D2	Regarding this centre, who has responsibility\Deciding on budget allocations\Governing board	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21D3	Regarding this centre, who has responsibility\Deciding on budget allocations\Local or national authorities	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21D4	Regarding this centre, who has responsibility\Deciding on budget allocations\Not applicable	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21E1	Regarding this centre, who has responsibility\Establishing development monitoring plans\Me and/or staff	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21E2	Regarding this centre, who has responsibility\Establishing development monitoring plans\Governing board	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21E3	Regarding this centre, who has responsibility\Establishing development monitoring plans\Local or national authorities	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21E4	Regarding this centre, who has responsibility\Establishing development monitoring plans\Not applicable	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21F1	Regarding this centre, who has responsibility\Approving children for admission\Me and/or staff	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21F2	Regarding this centre, who has responsibility\Approving children for admission\Governing board	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21F3	Regarding this centre, who has responsibility\Approving children for admission\Local or national authorities	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21F4	Regarding this centre, who has responsibility\Approving children for admission\Not applicable	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21G1	Regarding this centre, who has responsibility\Choosing which materials/toys are used\Me and/or staff	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21G2	Regarding this centre, who has responsibility\Choosing which materials/toys are used\Governing board	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21G3	Regarding this centre, who has responsibility\Choosing which materials/toys are used\Local or national authorities	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21G4	Regarding this centre, who has responsibility\Choosing which materials/toys are used\Not applicable	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SL1G21H1	Regarding this centre, who has responsibility\Deciding which activities are offered\Me and/or staff	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21H2	Regarding this centre, who has responsibility\Deciding which activities are offered\Governing board	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21H3	Regarding this centre, who has responsibility\Deciding which activities are offered\Local or national authorities	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G21H4	Regarding this centre, who has responsibility\Deciding which activities are offered\Not applicable	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G22A	On average, what percentage of time do you spend on the tasks\Administrative and leadership tasks and meetings	Ratio	3	0	999: Omitted or invalid; 998: Not administered; 997: Not Reached
SL1G22B	On average, what percentage of time do you spend on the tasks\Pedagogical leadership	Ratio	3	0	999: Omitted or invalid; 998: Not administered; 997: Not Reached
SL1G22C	On average, what percentage of time do you spend on the tasks\Interactions with children	Ratio	3	0	999: Omitted or invalid; 998: Not administered; 997: Not Reached
SL1G22D	On average, what percentage of time do you spend on the tasks\Interactions with parents or guardians	Ratio	3	0	999: Omitted or invalid; 998: Not administered; 997: Not Reached
SL1G22E	On average, what percentage of time do you spend on the tasks\Other	Ratio	3	0	999: Omitted or invalid; 998: Not administered; 997: Not Reached
SL1G23A	How frequently you engaged in the following activities\Collaborated with staff to improve how children play	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G23B	How frequently you engaged in the following activities\Observed how staff interacted with children	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G23C	How frequently you engaged in the following activities\I provided feedback to staff based on my observations	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G23D	How frequently you engaged in the following activities\Support co-operation among staff to develop new approaches	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G23E	How frequently you engaged in the following activities\Ensure that staff improving their skills with children	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G23F	How frequently you engaged in the following activities\Ensure that staff feel responsible for childrens development	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SL1G23G	How frequently you engaged in the following activities\Developing vision	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G23H	How frequently you engaged in the following activities\I made changes in centre structures and/or practices	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G23I	How frequently you engaged in the following activities\I facilitate the use of the indoor or outdoor space	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G24A	How frequently does this centre receive types of external evaluation\Inspection regarding structural quality	Ordinal	1	0	1: Never; 2: Less than once a year; 3: Once every year; 4: More than once every year ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G24B	How frequently does this centre receive types of external evaluation\Inspection regarding process quality	Ordinal	1	0	1: Never; 2: Less than once a year; 3: Once every year; 4: More than once every year ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G24C	How frequently does this centre receive types of external evaluation\Inspection of facilities	Ordinal	1	0	1: Never; 2: Less than once a year; 3: Once every year; 4: More than once every year ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G24D	How frequently does this centre receive types of external evaluation\Audit regarding financial management	Ordinal	1	0	1: Never; 2: Less than once a year; 3: Once every year; 4: More than once every year ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G25A	Did this centre provide any of the following to parents or guardians\Workshops regarding child development	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G25B	Did this centre provide any of the following to parents or guardians\Support parents involvement with operation	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G25C	Did this centre provide any of the following to parents or guardians\Meetings to contribute to management decisions	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G25D	Did this centre provide any of the following to parents or guardians\Setting up events to visit the centre	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G26A	How often do the following activities take place\Informal communication with parents or guardians	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G26B	How often do the following activities take place\Formal communication with parents or guardians	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G26C	How often do the following activities take place\Communication with staff and/or leaders from other centres	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G26E	How often do the following activities take place\Cooperation with child and family services	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G26F	How often do the following activities take place\Collaboration with health-related services	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G26G	How often do the following activities take place\Consultation with child development specialists	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SL1G27A	To what extent do the following limit your effectiveness\Inadequate centre budget and resources	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G27B	To what extent do the following limit your effectiveness\Government regulation and policy	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G27C	To what extent do the following limit your effectiveness\Staff absences	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G27D	To what extent do the following limit your effectiveness\Staff shortage	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G27E	To what extent do the following limit your effectiveness\Lack of parent or guardian involvement and support	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G27F	To what extent do the following limit your effectiveness\Lack of opportunities and support for my own development	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G27G	To what extent do the following limit your effectiveness\Lack of opportunities and support for staffs development	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G29A	Approximately how many staff in this centre would agree\Be responsive to differences in childrens cultural backgrounds	Ordinal	1	0	1: None or almost none; 2: Some of them; 3: Many; 4: All or almost all ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G29B	Approximately how many staff in this centre would agree\That people from other cultures have different values	Ordinal	1	0	1: None or almost none; 2: Some of them; 3: Many; 4: All or almost all ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G29C	Approximately how many staff in this centre would agree\Respecting other cultures children should learn early	Ordinal	1	0	1: None or almost none; 2: Some of them; 3: Many; 4: All or almost all ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G29D	Approximately how many staff in this centre would agree\Different interests of children regardless of gender	Ordinal	1	0	1: None or almost none; 2: Some of them; 3: Many; 4: All or almost all ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G30A	How important is it for this centre to develop the following abilities\Oral language skills	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G30E	How important is it for this centre to develop the following abilities\Physical and motor skills	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G30I	How important is it for this centre to develop the following abilities\Ability to cooperate easily with others	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G30J	How important is it for this centre to develop the following abilities\Inquire based on ones own curiosity	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SL1G31A	Which of the following induction activities are available Courses/seminars attended in person	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G31B	Which of the following induction activities are available Online courses/seminars	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G31C	Which of the following induction activities are available Online activities (e.g. virtual communities)	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G31D	Which of the following induction activities are available Planned meetings with the centre leader	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G31E	Which of the following induction activities are available Supervision by the centre leader	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G31F	Which of the following induction activities are available Networking/collaboration with other centres	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G31G	Which of the following induction activities are available Working in a team with experienced staff	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G31H	Which of the following induction activities are available Portfolios/diaries/journals	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G31I	Which of the following induction activities are available Reduced work load	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G31J	Which of the following induction activities are available General/administrative introduction	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G31K	Which of the following induction activities are available Mentoring	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G32	Is it part of your responsibility to plan for professional development activities for the staff	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G33A	How strongly do you agree with these statements Opportunities for ECEC staff to participate in decisions	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G33B	How strongly do you agree with these statements Opportunities for parents to participate in decisions	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G33C	How strongly do you agree with these statements Opportunities for children to participate in decisions	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G33D	How strongly do you agree with these statements Culture of shared responsibility for ECEC centre issues	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SL1G33E	How strongly do you agree with these statements\I make the important decisions on my own	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G34A	Quality environment hindered by following issues\Shortage of play or learning materials	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G34B	Quality environment hindered by following issues\Shortage of digital technology for play and learning	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G34C	Quality environment hindered by following issues\Insufficient Internet access	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G34D	Quality environment hindered by following issues\Shortage of competence with socio-economic disadvantaged children	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G34E	Quality environment hindered by following issues\Shortage of competence with children with special needs	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G34F	Quality environment hindered by following issues\Shortage of indoor space	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G34G	Quality environment hindered by following issues\Shortage of outdoor play space	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G34H	Quality environment hindered by following issues\Shortage of qualified staff	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G34I	Quality environment hindered by following issues\Shortage of staff for the number of children	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G34J	Quality environment hindered by following issues\Shortage of competence with children speaking another language	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G35A	Do the statements apply to this ECEC centre\ECEC staff understand the ECEC centres goals	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G35B	Do the statements apply to this ECEC centre\ECEC staff succeed in implementing the ECEC centres goals	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G35C	Do the statements apply to this ECEC centre\Parents or guardians are involved in the ECEC centres activities	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G35D	Do the statements apply to this ECEC centre\The ECEC centre works with the local neighbourhood	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G35F	Do the statements apply to this ECEC centre\The ECEC centre has excursions to outdoor areas	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SL1G36A	How strongly do you agree with the statements\ECEC staff are valued in society	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G36B	How strongly do you agree with the statements\I am satisfied with the salary	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G36C	How strongly do you agree with the statements\I am satisfied with the terms of my ECEC centre leader contract	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G36D	How strongly do you agree with the statements\Dissatisfied with the level of influence over choosing ECEC staff	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G36E	How strongly do you agree with the statements\I enjoy working at this ECEC centre	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G36F	How strongly do you agree with the statements\Satisfied with the support that I receive from parents	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G36G	How strongly do you agree with the statements\Satisfied with the support that I receive from the staff	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G36H	How strongly do you agree with the statements\I need more support from local or national authorities	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G36I	How strongly do you agree with the statements\All in all, I am satisfied with my job	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G37A	Sources of stress\Too much administrative work	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G37B	Sources of stress\Extra duties due to absent ECEC staff	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G37C	Sources of stress\Being held responsible for childrens development	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G37D	Sources of stress\Keeping up with changing requirements from local or national authorities	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G37E	Sources of stress\Managing ECEC staff	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G37F	Sources of stress\Addressing parent or guardian concerns	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G37G	Sources of stress\Accommodating children with special needs	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G37H	Sources of stress\A lack of support from local authorities or government	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SL1G37I	Sources of stress\A lack of resources (e.g. financial support and material resources)	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G37J	Sources of stress\A lack of ECEC staff to carry out work	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G38A	During last 12 months, were there children not able to enrol\Yes, children were on waiting list and later enrolled	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G38B	During last 12 months, were there children not able to enrol\Yes, children were on waiting list and still waiting	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G38C	During last 12 months, were there children not able to enrol\Yes, but no waiting list	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G38D	During last 12 months, were there children not able to enrol\No	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SL1G38E	During last 12 months, were there children not able to enrol\I do not have the information	Nominal	1	0	1: Checked; 2: Not checked ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
MODE_L	Leader Questionnaire assigned mode	Nominal	1	0	0: blank; 1: Online; 2: Paper ; 9: Omitted or invalid; 8: Not administered
LPART	Final Participation Indicator Leader	Nominal	1	0	1: Participated; 2: Absent; 3: Left Centre Permanently; 4: Not part of sample ; 9: Omitted or invalid; 8: Not administered
IN3S18	Adjudication Flag	Nominal	1	0	0: Record does not meet adjudication requirements; 1: Record meets adjudication requirements ; 9: Omitted or invalid; 8: Not administered
LEADERROLE	Leader Role	Nominal	2	0	1: 1 – Only centre leader(no pedagogical work); 10: 10 – <country specific>; 11: 11 – <country specific>; 12: 12 – <country specific>; 2: 2 – Teacher; 3: 3 – Assistant; 4: 4 – Staff for individual children; 5: 5 – Staff for special tasks; 6: 6 – Intern; 7: 7 – <country specific>; 8: 8 – <country specific>; 9: 9 – <country specific> ; 99: Omitted or invalid; 98: Not administered
CENTRETYPE	Type of Centre	Nominal	1	0	1: Centre-based; 2: Home-based ; 9: Omitted or invalid; 8: Not administered
QUESTIONNAIRE	Questionnaire Type	Nominal	2	0	40: Leader Questionnaire ISCED0.2; 41: Leader Questionnaire U3; 50: Staff Questionnaire ISCED0.2; 51: Staff Questionnaire U3; 60: Combined Centre Questionnaire ISCED0.2; 61: Combined Centre Questionnaire U3; 62: Combined Centre Questionnaire PLUS ISCED0.2 ; 99: Omitted or invalid; 98: Not administered
CNTRWGT	Leader Final Weight	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT1	Centre BRR-Fay Replicate Weight 1	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT2	Centre BRR-Fay Replicate Weight 2	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT3	Centre BRR-Fay Replicate Weight 3	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT4	Centre BRR-Fay Replicate Weight 4	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT5	Centre BRR-Fay Replicate Weight 5	Scale	13	6	999999: Omitted or invalid; 999998: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
CRWGT6	Centre BRR-Fay Replicate Weight 6	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT7	Centre BRR-Fay Replicate Weight 7	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT8	Centre BRR-Fay Replicate Weight 8	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT9	Centre BRR-Fay Replicate Weight 9	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT10	Centre BRR-Fay Replicate Weight 10	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT11	Centre BRR-Fay Replicate Weight 11	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT12	Centre BRR-Fay Replicate Weight 12	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT13	Centre BRR-Fay Replicate Weight 13	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT14	Centre BRR-Fay Replicate Weight 14	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT15	Centre BRR-Fay Replicate Weight 15	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT16	Centre BRR-Fay Replicate Weight 16	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT17	Centre BRR-Fay Replicate Weight 17	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT18	Centre BRR-Fay Replicate Weight 18	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT19	Centre BRR-Fay Replicate Weight 19	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT20	Centre BRR-Fay Replicate Weight 20	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT21	Centre BRR-Fay Replicate Weight 21	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT22	Centre BRR-Fay Replicate Weight 22	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT23	Centre BRR-Fay Replicate Weight 23	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT24	Centre BRR-Fay Replicate Weight 24	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT25	Centre BRR-Fay Replicate Weight 25	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT26	Centre BRR-Fay Replicate Weight 26	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT27	Centre BRR-Fay Replicate Weight 27	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT28	Centre BRR-Fay Replicate Weight 28	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT29	Centre BRR-Fay Replicate Weight 29	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT30	Centre BRR-Fay Replicate Weight 30	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT31	Centre BRR-Fay Replicate Weight 31	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT32	Centre BRR-Fay Replicate Weight 32	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT33	Centre BRR-Fay Replicate Weight 33	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT34	Centre BRR-Fay Replicate Weight 34	Scale	13	6	999999: Omitted or invalid; 999998: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
CRWGT35	Centre BRR-Fay Replicate Weight 35	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT36	Centre BRR-Fay Replicate Weight 36	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT37	Centre BRR-Fay Replicate Weight 37	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT38	Centre BRR-Fay Replicate Weight 38	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT39	Centre BRR-Fay Replicate Weight 39	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT40	Centre BRR-Fay Replicate Weight 40	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT41	Centre BRR-Fay Replicate Weight 41	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT42	Centre BRR-Fay Replicate Weight 42	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT43	Centre BRR-Fay Replicate Weight 43	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT44	Centre BRR-Fay Replicate Weight 44	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT45	Centre BRR-Fay Replicate Weight 45	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT46	Centre BRR-Fay Replicate Weight 46	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT47	Centre BRR-Fay Replicate Weight 47	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT48	Centre BRR-Fay Replicate Weight 48	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT49	Centre BRR-Fay Replicate Weight 49	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT50	Centre BRR-Fay Replicate Weight 50	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT51	Centre BRR-Fay Replicate Weight 51	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT52	Centre BRR-Fay Replicate Weight 52	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT53	Centre BRR-Fay Replicate Weight 53	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT54	Centre BRR-Fay Replicate Weight 54	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT55	Centre BRR-Fay Replicate Weight 55	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT56	Centre BRR-Fay Replicate Weight 56	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT57	Centre BRR-Fay Replicate Weight 57	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT58	Centre BRR-Fay Replicate Weight 58	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT59	Centre BRR-Fay Replicate Weight 59	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT60	Centre BRR-Fay Replicate Weight 60	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT61	Centre BRR-Fay Replicate Weight 61	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT62	Centre BRR-Fay Replicate Weight 62	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT63	Centre BRR-Fay Replicate Weight 63	Scale	13	6	999999: Omitted or invalid; 999998: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
CRWGT64	Centre BRR-Fay Replicate Weight 64	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT65	Centre BRR-Fay Replicate Weight 65	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT66	Centre BRR-Fay Replicate Weight 66	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT67	Centre BRR-Fay Replicate Weight 67	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT68	Centre BRR-Fay Replicate Weight 68	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT69	Centre BRR-Fay Replicate Weight 69	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT70	Centre BRR-Fay Replicate Weight 70	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT71	Centre BRR-Fay Replicate Weight 71	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT72	Centre BRR-Fay Replicate Weight 72	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT73	Centre BRR-Fay Replicate Weight 73	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT74	Centre BRR-Fay Replicate Weight 74	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT75	Centre BRR-Fay Replicate Weight 75	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT76	Centre BRR-Fay Replicate Weight 76	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT77	Centre BRR-Fay Replicate Weight 77	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT78	Centre BRR-Fay Replicate Weight 78	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT79	Centre BRR-Fay Replicate Weight 79	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT80	Centre BRR-Fay Replicate Weight 80	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT81	Centre BRR-Fay Replicate Weight 81	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT82	Centre BRR-Fay Replicate Weight 82	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT83	Centre BRR-Fay Replicate Weight 83	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT84	Centre BRR-Fay Replicate Weight 84	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT85	Centre BRR-Fay Replicate Weight 85	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT86	Centre BRR-Fay Replicate Weight 86	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT87	Centre BRR-Fay Replicate Weight 87	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT88	Centre BRR-Fay Replicate Weight 88	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT89	Centre BRR-Fay Replicate Weight 89	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT90	Centre BRR-Fay Replicate Weight 90	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT91	Centre BRR-Fay Replicate Weight 91	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
CRWGT92	Centre BRR-Fay Replicate Weight 92	Scale	13	6	999999: Omitted or invalid; 999998: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SUMSTAFF	Sum of all staff members	Scale	3	0	999: Omitted or invalid; 998: Not administered
HEADASTCH	Headcount of assistants per teacher	Scale	6	2	999: Omitted or invalid; 998: Not administered
LAGEGR	Leader Age Groups	Ordinal	1	0	1: Under 20; 2: 20-29; 3: 30-39; 4: 40-49; 5: 50-59; 6: 60 and above ; 9: Omitted or invalid; 8: Not administered
NENRCHLD	Number of enrolled children - categorized	Nominal	1	0	1: Less than 100; 2: 100 or more ; 9: Omitted or invalid; 8: Not administered
S1LDEV	Prof. development - needs leadership / Configural (U3) - Metric (0.2)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1LNIGHB	Neighbourhood / Metric (U3) - Configural (0.2)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1LEADS	Leader support for pedagogical learning / Metric (All)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1LDIVB	Diversity beliefs / Scalar (U3) - Configural (0.2)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1LPANE	Networking / Scalar (U3) - Metric (0.2)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1LPART	Opportunities for parental participation / Configural (All)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1LEADP	Distributed leadership / Metric (U3) - Configural (0.2)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
IEADATE	Date	Nominal	8	0	99999999: Omitted or invalid; 99999998: Not administered
VERSION	Version	Nominal	2	0	99: Omitted or invalid; 98: Not administered

ISCED 02

Table A L.2. TALIS Starting Strong 2018 staff codebook ISCED 02

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
IDSTAFF	Scrambled Staff ID		6	0	999999: Omitted or invalid; 999998: Not administered
IDCENTRE	Scrambled Leader ID		4	0	9999: Omitted or invalid; 9998: Not administered
IDLANG	Language ID		3	0	1: Arabic (Israel); 10: Spanish (Chile); 11: Turkish (Turkey); 2: Danish (Denmark); 3: German (Germany); 4: Hebrew (Israel); 5: Icelandic (Iceland); 6: Japanese (Japan); 7: Korean (Korea); 8: Norwegian (Bokmål) (Norway); 9: Norwegian (Nynorsk) (Norway) ; 999: Omitted or invalid; 998: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
IDCNTRY	Country ID - Numeric Code		6	0	152: Chile; 208: Denmark; 276: Germany; 352: Iceland; 376: Israel; 392: Japan; 410: Korea; 578: Norway; 792: Turkey ; 999999: Omitted or invalid; 999998: Not administered
CNTRY	Country ID - Alpha Code		3	0	
IDCNTRYR	Country ID - Order for International Report		2	0	1: Chile; 2: Denmark; 3: Germany; 4: Iceland; 5: Israel; 6: Japan; 7: Korea; 8: Norway; 9: Turkey ; 99: Omitted or invalid; 98: Not administered
IDPOP	Population ID		2	0	1: U3; 2: ISCED level 0.2 ; 99: Omitted or invalid; 98: Not administered
IDCNPPOP	Country Alpha Code and ISCED Level		4	0	
SS1G01	Are you female or male	Nominal	1	0	1: Female; 2: Male ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G03	In what country were you born	Nominal	1	0	1: <Country of survey>; 2: Other ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G04	What is your employment status as ECEC staff at this ECEC centre	Nominal	1	0	1: Permanent employment (an on-going contract with no fixed end-point before the age of retirement); 2: Fixed-term <contract> for a period of more than 1 year; 3: Fixed-term <contract> for a period of 1 year or less; 4: Self-employed ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G05	What is your current employment status in terms of working hours as ECEC staff	Nominal	1	0	1: Full-time (more than 90% of full-time hours); 2: Part-time (71-90% of full-time hours); 3: Part-time (50-70% of full-time hours); 4: Part-time (less than 50% of full-time hours) ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G06A	How many years of work experience do you have\As ECEC staff at this ECEC centre	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G06B	How many years of work experience do you have\As ECEC staff in total	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G06D	How many years of work experience do you have\In other educational roles or roles with children	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G06E	How many years of work experience do you have\In other unrelated jobs	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G07	Do you currently work as ECEC staff at another ECEC centre	Nominal	1	0	1: Yes; 2: No -> You will be directed to Question [9]. ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G08	If Yes in previous question, please indicate in how many other ECEC centres you currently work as an ECEC staff	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached; 96: Logically not applicable
SS1G09	What is the highest level of formal education you have completed	Ordinal	2	0	1: <ISCED 2011 Level 1>; 10: <ISCED 2011 Level 8>; 2: <ISCED 2011 Level 2>; 3: <ISCED 2011 Level 3>; 4: <ISCED 2011 Level 4>; 5: <ISCED 2011 Level 5>; 6: <ISCED 2011 Level 64>; 7: <ISCED 2011 Level 65>; 8: <ISCED 2011 Level 66>; 9: <ISCED 2011 Level 7> ; 99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G10	Have you completed an education programme that prepared you to work with children	Nominal	1	0	1: Yes; 2: No -> You will be directed to Question [13]. ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SS1G11A	How would you describe the education programme that prepared you to work with children\ISCED Level 2 or 3	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G11B	How would you describe the education programme that prepared you to work with children\ISCED Level 4	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G11C	How would you describe the education programme that prepared you to work with children\Two-year programme	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G11D	How would you describe the education programme that prepared you to work with children\Practical training	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G11E	How would you describe the education programme that prepared you to work with children\Delivered online or remotely	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G11F	How would you describe the education programme that prepared you to work with children\Delivered in-person	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G12A	Were the following elements included in your education programme\Child development	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G12B	Were the following elements included in your education programme\Child health or personal care	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G12C	Were the following elements included in your education programme\Facilitating play	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G12D	Were the following elements included in your education programme\Facilitating creativity and problem solving	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G12E	Were the following elements included in your education programme\Transition ISCED level	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G12G	Were the following elements included in your education programme\Working with parents	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G12H	Were the following elements included in your education programme\Learning theories	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G12I	Were the following elements included in your education programme\Facilitate learning literacy	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G12J	Were the following elements included in your education programme\Facilitate learning mathematics	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SS1G12K	Were the following elements included in your education programme\Facilitate learning science	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G12L	Were the following elements included in your education programme\Facilitate learning arts	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G12M	Were the following elements included in your education programme\Children special needs	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G12N	Were the following elements included in your education programme\Classroom management	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G12O	Were the following elements included in your education programme\Monitoring child development	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G12P	Were the following elements included in your education programme\Children diverse backgrounds	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G12Q	Were the following elements included in your education programme\Dual, 2nd language learners	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G13A	During the last 12 months, participation in professional development activities\Courses in person	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G13B	During the last 12 months, participation in professional development activities\Online courses	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G13C	During the last 12 months, participation in professional development activities\Conferences ECEC staff	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G13D	During the last 12 months, participation in professional development activities\Qualification programme	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G13E	During the last 12 months, participation in professional development activities\Observation visits	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G13F	During the last 12 months, participation in professional development activities\Peer, self-observation, coaching	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G13G	During the last 12 months, participation in professional development activities\On-site coaching	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G13H	During the last 12 months, participation in professional development activities\Network of professionals	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G13I	During the last 12 months, participation in professional development activities\Mentoring activities	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G13J	During the last 12 months, participation in professional development activities\Other	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SS1G14A	Were topics included in your development activities during last 12 months\Child development	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G14B	Were topics included in your development activities during last 12 months\Child health or personal care	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G14C	Were topics included in your development activities during last 12 months\Facilitating play	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G14D	Were topics included in your development activities during last 12 months\Facilitating creativity and problem solving	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G14E	Were topics included in your development activities during last 12 months\Transition ISCED level	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G14G	Were topics included in your development activities during last 12 months\Working with parents	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G14H	Were topics included in your development activities during last 12 months\Learning theories	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G14I	Were topics included in your development activities during last 12 months\Facilitate learning literacy	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G14J	Were topics included in your development activities during last 12 months\Facilitate learning mathematics	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G14K	Were topics included in your development activities during last 12 months\Facilitate learning science	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G14L	Were topics included in your development activities during last 12 months\Facilitate learning arts	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G14M	Were topics included in your development activities during last 12 months\Children special needs	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G14N	Were topics included in your development activities during last 12 months\Classroom management	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G14O	Were topics included in your development activities during last 12 months\Monitoring child development	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G14P	Were topics included in your development activities during last 12 months\Children diverse backgrounds	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G14Q	Were topics included in your development activities during last 12 months\Dual, 2nd language learners	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G15A	For the professional development during last 12 months, did you receive the following\Release from work	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SS1G15B	For the professional development during last 12 months, did you receive the following\Non-monetary support	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G15C	For the professional development during last 12 months, did you receive the following\Costs were reimbursed	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G15D	For the professional development during last 12 months, did you receive the following\Materials were provided	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G15E	For the professional development during last 12 months, did you receive the following\Monetary supplements	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G15F	For the professional development during last 12 months, did you receive the following\Non-monetary rewards	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G15G	For the professional development during last 12 months, did you receive the following\Non-monetary prof. benefits	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G15H	For the professional development during last 12 months, did you receive the following\Increased salary	Nominal	1	0	1: Yes; 2: No ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G16A	For each area, indicate extent of need for professional development\Child development	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G16B	For each area, indicate extent of need for professional development\Child health or personal care	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G16C	For each area, indicate extent of need for professional development\Facilitating play	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G16D	For each area, indicate extent of need for professional development\Facilitating creativity and problem solving	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G16E	For each area, indicate extent of need for professional development\Transition ISCED level	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G16G	For each area, indicate extent of need for professional development\Working with parents	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G16H	For each area, indicate extent of need for professional development\Learning theories	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G16I	For each area, indicate extent of need for professional development\Facilitate learning literacy	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SS1G16J	For each area, indicate extent of need for professional development\Facilitate learning mathematics	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G16K	For each area, indicate extent of need for professional development\Facilitate learning science	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G16L	For each area, indicate extent of need for professional development\Facilitate learning arts	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G16M	For each area, indicate extent of need for professional development\Children special needs	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G16N	For each area, indicate extent of need for professional development\Classroom management	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G16O	For each area, indicate extent of need for professional development\Monitoring child development	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G16P	For each area, indicate extent of need for professional development\Children diverse backgrounds	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G16Q	For each area, indicate extent of need for professional development\Dual, 2nd language learners	Ordinal	1	0	1: No need at present; 2: Low level of need; 3: Moderate level of need; 4: High level of need ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G17A	Do you agree that the following are barriers to participation in professional development\No pre-requisites	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G17B	Do you agree that the following are barriers to participation in professional development\Too expensive	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G17C	Do you agree that the following are barriers to participation in professional development\Lack of employer support	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G17D	Do you agree that the following are barriers to participation in professional development\Conflicts with work schedule	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G17E	Do you agree that the following are barriers to participation in professional development\No time	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G17F	Do you agree that the following are barriers to participation in professional development\No relevant offers	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G17G	Do you agree that the following are barriers to participation in professional development\No incentives	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SS1G17H	Do you agree that the following are barriers to participation in professional development\\Not enough staff	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G18	How many hours during most recent complete calendar week in total on tasks related to your job at this ECEC centre	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G19	Of the total in previous question, how many hours did you spend together with children at this ECEC centre	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G20A	Percentage time for following tasks during most recent calendar week at this ECEC centre\\Individual planning	Ordinal	1	0	1: None; 2: 1% to 10%; 3: 11% to 30%; 4: 31% to 60%; 5: More than 60% ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G20B	Percentage time for following tasks during most recent calendar week at this ECEC centre\\Collaborating	Ordinal	1	0	1: None; 2: 1% to 10%; 3: 11% to 30%; 4: 31% to 60%; 5: More than 60% ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G20C	Percentage time for following tasks during most recent calendar week at this ECEC centre\\Documenting child development	Ordinal	1	0	1: None; 2: 1% to 10%; 3: 11% to 30%; 4: 31% to 60%; 5: More than 60% ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G20D	Percentage time for following tasks during most recent calendar week at this ECEC centre\\Participating management	Ordinal	1	0	1: None; 2: 1% to 10%; 3: 11% to 30%; 4: 31% to 60%; 5: More than 60% ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G20E	Percentage time for following tasks during most recent calendar week at this ECEC centre\\Attend development activities	Ordinal	1	0	1: None; 2: 1% to 10%; 3: 11% to 30%; 4: 31% to 60%; 5: More than 60% ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G20F	Percentage time for following tasks during most recent calendar week at this ECEC centre\\Reflecting on work	Ordinal	1	0	1: None; 2: 1% to 10%; 3: 11% to 30%; 4: 31% to 60%; 5: More than 60% ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G20G	Percentage time for following tasks during most recent calendar week at this ECEC centre\\Laundry	Ordinal	1	0	1: None; 2: 1% to 10%; 3: 11% to 30%; 4: 31% to 60%; 5: More than 60% ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G21A	How important for this ECEC centre to develop the following abilities in children\\Oral language skills	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G21B	How important for this ECEC centre to develop the following abilities in children\\Reading and writing	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G21C	How important for this ECEC centre to develop the following abilities in children\\Math skills	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G21D	How important for this ECEC centre to develop the following abilities in children\\Key concepts science	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G21E	How important for this ECEC centre to develop the following abilities in children\\Physical and motor skills	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SS1G21F	How important for this ECEC centre to develop the following abilities in children\ICT	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G21G	How important for this ECEC centre to develop the following abilities in children\Reason logically	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G21H	How important for this ECEC centre to develop the following abilities in children\Think creatively	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G21I	How important for this ECEC centre to develop the following abilities in children\Cooperate easily	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G21J	How important for this ECEC centre to develop the following abilities in children\Inquire and explore	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G21K	How important for this ECEC centre to develop the following abilities in children\Think critically	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G22A	If budget to be increased by 5%, rate importance of spending priorities\Invest in toys	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G22B	If budget to be increased by 5%, rate importance of spending priorities\Support disadvantaged children	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G22C	If budget to be increased by 5%, rate importance of spending priorities\Reduce group size	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G22D	If budget to be increased by 5%, rate importance of spending priorities\Improve buildings	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G22E	If budget to be increased by 5%, rate importance of spending priorities\Support special needs children	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G22F	If budget to be increased by 5%, rate importance of spending priorities\Offer professional development	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G22G	If budget to be increased by 5%, rate importance of spending priorities\Improve salaries	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G22H	If budget to be increased by 5%, rate importance of spending priorities\Reduce administration load	Ordinal	1	0	1: Of low importance; 2: Of moderate importance; 3: Of high importance ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G23A	How often do you engage in the following activities\Provide feedback	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G23B	How often do you engage in the following activities\Discussions about approaches	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G23C	How often do you engage in the following activities\Joint activities across groups	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G23D	How often do you engage in the following activities\Exchange learning materials	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SS1G23E	How often do you engage in the following activities\Discussions planned activities	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G23F	How often do you engage in the following activities\Discussions development of children	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G23G	How often do you engage in the following activities\Discuss evaluation of children	Ordinal	1	0	1: Never; 2: Less than monthly; 3: Monthly; 4: Weekly; 5: Daily ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G24A	To what extent do you feel that you can do the following\Support development of disadvantaged	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G24B	To what extent do you feel that you can do the following\Adapt work to individual needs	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G24C	To what extent do you feel that you can do the following\Help develop capacity to learn independently	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G24D	To what extent do you feel that you can do the following\Help prepare for starting school	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G24E	To what extent do you feel that you can do the following\Stimulate interest in cultural differences	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G24F	To what extent do you feel that you can do the following\Help to interact with each other	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G24G	To what extent do you feel that you can do the following\Calm an upset child	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G24H	To what extent do you feel that you can do the following\Monitor development	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G24I	To what extent do you feel that you can do the following\Help develop self-confidence	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G24J	To what extent do you feel that you can do the following\Help develop creativity	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G24K	To what extent do you feel that you can do the following\Use digital technology	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G24L	To what extent do you feel that you can do the following\Provide feeling of security	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G25A	You notice two 3-year old children playing with building blocks. What would you do\Divide blocks in equal piles	Ordinal	1	0	1: I would definitely do this; 2: I would probably do this; 3: I would probably not do this; 4: I would definitely not do this ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G25B	You notice two 3-year old children playing with building blocks. What would you do\Help child B	Ordinal	1	0	1: I would definitely do this; 2: I would probably do this; 3: I would probably not do this; 4: I would definitely not do this ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SS1G25C	You notice two 3-year old children playing with building blocks. What would you do\Encourage them to build together	Ordinal	1	0	1: I would definitely do this; 2: I would probably do this; 3: I would probably not do this; 4: I would definitely not do this ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G25D	You notice two 3-year old children playing with building blocks. What would you do\Talk to child A about Bs feelings	Ordinal	1	0	1: I would definitely do this; 2: I would probably do this; 3: I would probably not do this; 4: I would definitely not do this ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G25E	You notice two 3-year old children playing with building blocks. What would you do\Encourage A to share with B	Ordinal	1	0	1: I would definitely do this; 2: I would probably do this; 3: I would probably not do this; 4: I would definitely not do this ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G26A	Five 3-year old children playing with different toys. You choose what to do\Play with them following their lead	Ordinal	1	0	1: I would definitely do this; 2: I would probably do this; 3: I would probably not do this; 4: I would definitely not do this ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G26B	Five 3-year old children playing with different toys. You choose what to do\Let them play by themselves	Ordinal	1	0	1: I would definitely do this; 2: I would probably do this; 3: I would probably not do this; 4: I would definitely not do this ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G26C	Five 3-year old children playing with different toys. You choose what to do\Contribute by asking questions	Ordinal	1	0	1: I would definitely do this; 2: I would probably do this; 3: I would probably not do this; 4: I would definitely not do this ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G26D	Five 3-year old children playing with different toys. You choose what to do\Encourage to play together	Ordinal	1	0	1: I would definitely do this; 2: I would probably do this; 3: I would probably not do this; 4: I would definitely not do this ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G26E	Five 3-year old children playing with different toys. You choose what to do\Contribute by providing new ideas	Ordinal	1	0	1: I would definitely do this; 2: I would probably do this; 3: I would probably not do this; 4: I would definitely not do this ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G27	Do you work with children who are second language learners	Nominal	1	0	1: Yes; 2: No -> You will be directed to Question [40]; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G28A	When interacting with dual language learners, how often do you engage in\Encourage children to talk to each other	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G28B	When interacting with dual language learners, how often do you engage in\Encourage children to lead conversations	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G28C	When interacting with dual language learners, how often do you engage in\Support children in giving longer explanations	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G28D	When interacting with dual language learners, how often do you engage in\Positioning at childrens height	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SS1G28E	When interacting with dual language learners, how often do you engage in the following\Rephrase statements	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G28F	When interacting with dual language learners, how often do you engage in\Give children time to respond	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G28G	When interacting with dual language learners, how often do you engage in\Employ simple and correct language	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G28H	When interacting with dual language learners, how often do you engage in\Provide running commentaries	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G28I	When interacting with dual language learners, how often do you engage in\Model correct word	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G28J	When interacting with dual language learners, how often do you engage in\Model language slightly above childrens level	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached; 6: Logically not applicable
SS1G29A	To what extent do the following apply to this centre\If invited by the children, join the childrens play	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G29B	To what extent do the following apply to this centre\Allow children to take the lead when play with children	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G29C	To what extent do the following apply to this centre>Show enjoyment when joining the childrens play	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G29D	To what extent do the following apply to this centre\Allow extensive play amongst groups of children	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G29E	To what extent do the following apply to this centre\Encourage sharing amongst children	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G29F	To what extent do the following apply to this centre\Encourage children to help each other	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G29G	To what extent do the following apply to this centre\Encourage children playing in small groups to include others	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G29H	To what extent do the following apply to this centre\Encourage children if they comfort each other	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G30A	To what extent do the following apply to staff at this centre\Staff hug the children	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SS1G30B	To what extent do the following apply to staff at this centre\\Staff talk with children about feelings	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G30C	To what extent do the following apply to staff at this centre\\Staff help children talk about what makes them happy	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G30D	To what extent do the following apply to staff at this centre\\Staff help children to talk about what makes them sad	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G31A	To what extent do the following apply to staff\\Staff encourage children to talk to each other	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G31B	To what extent do the following apply to staff\\Staff encourage children to lead conversations	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G31C	To what extent do the following apply to staff\\Staff support children in giving longer explanations	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G31D	To what extent do the following apply to staff\\Staff position themselves at the childrens height	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G31E	To what extent do the following apply to staff\\Staff rephrase or recite statements	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G31F	To what extent do the following apply to staff\\Staff model the correct word rather than correcting the child	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G32A	To what extent do the following apply to staff at this centre\\When reading books, connect stories to experiences	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G32B	To what extent do the following apply to staff at this centre\\Staff use books/picture books with children	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G32C	To what extent do the following apply to staff at this centre\\Staff play word games with the children	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G32D	To what extent do the following apply to staff at this centre\\Staff play with letters with the children	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G32E	To what extent do the following apply to staff at this centre\\Staff sing songs or rhymes with the children	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G33A	To what extent do the following apply\\Staff use sorting activities by shape or colour	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G33B	To what extent do the following apply\\Staff play number games (e.g. dice)	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SS1G33C	To what extent do the following apply\Staff sing songs about numbers	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G33D	To what extent do the following apply\Staff help children to use numbers or to count	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G33E	To what extent do the following apply\Staff refer to groups of objects by the size of the group	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G34A	To what extent do the following apply to this centre\Books featuring people from a variety of ethnic	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G34B	To what extent do the following apply to this centre\Books show people from different ethnic in professional roles	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G34C	To what extent do the following apply to this centre\Play with toys from cultures other than the ethnic majority	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G34D	To what extent do the following apply to this centre\What people from ethnic and cultural groups have in common	Ordinal	1	0	1: Not at all; 2: Very little; 3: To some extent; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G35A	The composition of the people on your last working day\Leaders	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G35B	The composition of the people on your last working day\Teachers	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G35C	The composition of the people on your last working day\Assistants	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G35D	The composition of the people on your last working day\Staff for individual children	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G35E	The composition of the people on your last working day\Staff for special tasks	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G35F	The composition of the people on your last working day\Interns	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G35G	The composition of the people on your last working day\Other	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G36	Which of the following categories best represents your role	Nominal	2	0	1: <Leader>; 2: <Teacher>; 3: <Assistant>; 4: <Staff for individual children>; 5: <Staff for special tasks>; 6: <Intern>; 7: Other ; 99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G37A	How many girls and boys in this target group\Girls	Ratio	3	0	999: Omitted or invalid; 998: Not administered; 997: Not Reached
SS1G37B	How many girls and boys in this target group\Boys	Ratio	3	0	999: Omitted or invalid; 998: Not administered; 997: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SS1G38A	Estimate percentage of children with following characteristics\Children whose first language is different	Ordinal	1	0	1: None; 2: 1% to 10%; 3: 11% to 30%; 4: 31% to 60%; 5: More than 60% ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G38B	Estimate percentage of children with following characteristics\Children with special needs	Ordinal	1	0	1: None; 2: 1% to 10%; 3: 11% to 30%; 4: 31% to 60%; 5: More than 60% ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G38C	Estimate percentage of children with following characteristics\Children from socio-economically disadvantaged homes	Ordinal	1	0	1: None; 2: 1% to 10%; 3: 11% to 30%; 4: 31% to 60%; 5: More than 60% ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G38D	Estimate percentage of children with following characteristics\Children who are refugees	Ordinal	1	0	1: None; 2: 1% to 10%; 3: 11% to 30%; 4: 31% to 60%; 5: More than 60% ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G39A	Children of the following ages in this target group\Children aged less than 1 year	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G39B	Children of the following ages in this target group\Children aged 1 year	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G39C	Children of the following ages in this target group\Children aged 2 years	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G39D	Children of the following ages in this target group\Children aged 3 years	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G39E	Children of the following ages in this target group\Children aged 4 years	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G39F	Children of the following ages in this target group\Children aged 5 years	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G39G	Children of the following ages in this target group\Children aged 6 years and above	Ratio	2	0	99: Omitted or invalid; 98: Not administered; 97: Not Reached
SS1G40	Indicate how representative you feel the target group is of the children you work with	Ordinal	1	0	1: Very representative; 2: Representative; 3: Not representative ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G41A	How often do you do the following\I set daily goals for the children	Ordinal	1	0	1: Never or almost never; 2: Occasionally; 3: Frequently; 4: Always or almost always ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G41B	How often do you do the following\I explain how a new activity relates to childrens lives	Ordinal	1	0	1: Never or almost never; 2: Occasionally; 3: Frequently; 4: Always or almost always ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G41C	How often do you do the following\I give different activities to suit different childrens interests	Ordinal	1	0	1: Never or almost never; 2: Occasionally; 3: Frequently; 4: Always or almost always ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G41D	How often do you do the following\I give different activities to suit different childrens level of development	Ordinal	1	0	1: Never or almost never; 2: Occasionally; 3: Frequently; 4: Always or almost always ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SS1G41E	How often do you do the following\I adapt my activities to differences in childrens cultural background	Ordinal	1	0	1: Never or almost never; 2: Occasionally; 3: Frequently; 4: Always or almost always ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G41F	How often do you do the following\I present activities that extend childrens abilities	Ordinal	1	0	1: Never or almost never; 2: Occasionally; 3: Frequently; 4: Always or almost always ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G41G	How often do you do the following\I help children to follow the rules	Ordinal	1	0	1: Never or almost never; 2: Occasionally; 3: Frequently; 4: Always or almost always ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G41H	How often do you do the following\I calm children who are upset	Ordinal	1	0	1: Never or almost never; 2: Occasionally; 3: Frequently; 4: Always or almost always ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G41I	How often do you do the following\When the activities begin, I ask children to quiet down	Ordinal	1	0	1: Never or almost never; 2: Occasionally; 3: Frequently; 4: Always or almost always ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G41J	How often do you do the following\I address childrens disruptive behaviour that slows down childrens learning	Ordinal	1	0	1: Never or almost never; 2: Occasionally; 3: Frequently; 4: Always or almost always ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G41L	How often do you do the following\I help children understand the consequences if they do not follow the rules	Ordinal	1	0	1: Never or almost never; 2: Occasionally; 3: Frequently; 4: Always or almost always ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G42A	Statements concerning ECEC centre leader\Has a clear vision for this ECEC centre	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G42B	Statements concerning ECEC centre leader\Encourages co-operation among staff to develop new ideas	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G42C	Statements concerning ECEC centre leader\Ensures that staff take responsibility for improving their practices	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G42D	Statements concerning ECEC centre leader\Ensures that staff feel responsible for the childrens development	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G42E	Statements concerning ECEC centre leader\Encourages all staff to have a say on important decisions	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G42F	Statements concerning ECEC centre leader\Has professional relationships with staff	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G42G	Statements concerning ECEC centre leader\Ensures that staffs performance is managed effectively	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G43A	Engagement of parents at this ECEC centre\Parents can get in touch with ECEC staff easily	Ordinal	1	0	1: Not at all; 2: Somewhat; 3: Well; 4: Very well ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SS1G43B	Engagement of parents at this ECEC centre\Parents are informed about the development of their children	Ordinal	1	0	1: Not at all; 2: Somewhat; 3: Well; 4: Very well ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G43C	Engagement of parents at this ECEC centre\Parents are informed about daily activities on a regular basis	Ordinal	1	0	1: Not at all; 2: Somewhat; 3: Well; 4: Very well ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G43D	Engagement of parents at this ECEC centre\Parents participate in formal communication	Ordinal	1	0	1: Not at all; 2: Somewhat; 3: Well; 4: Very well ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G43E	Engagement of parents at this ECEC centre\Parents are encouraged to do activities with their children at home	Ordinal	1	0	1: Not at all; 2: Somewhat; 3: Well; 4: Very well ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G44A	Statements concerning feeling for your job\ECEC staff are valued in society	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G44B	Statements concerning feeling for your job\Satisfied with the salary	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G44C	Statements concerning feeling for your job\Satisfied with the terms of my contract	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G44D	Statements concerning feeling for your job\Enjoy working at this ECEC centre	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G44E	Statements concerning feeling for your job\Satisfied with the support that I receive from parents	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G44G	Statements concerning feeling for your job\If I could decide again, I would still choose to work as an ECEC staff	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G44H	Statements concerning feeling for your job\Would recommend this ECEC centre as a good place to work	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G44I	Statements concerning feeling for your job\The children value me as an ECEC staff	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G44J	Statements concerning feeling for your job\Parents or guardians value me as an ECEC staff	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G44K	Statements concerning feeling for your job\All in all, I am satisfied with my job	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G45A	Sources of stress at work\Having too much preparation work for childrens activities	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G45B	Sources of stress at work\Having too much work to document childrens development	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G45C	Sources of stress at work\Having too much administrative work to do	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SS1G45D	Sources of stress at work\Having extra duties due to absent staff	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G45E	Sources of stress at work\Being held responsible for childrens development	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G44F	Statements concerning feeling for your job\Need more support from my ECEC centre leader	Ordinal	1	0	1: Strongly disagree; 2: Disagree; 3: Agree; 4: Strongly agree ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G45F	Sources of stress at work\Managing classroom/playgroup/group behaviour	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G45G	Sources of stress at work\Keeping up with changing requirements from local or national authorities	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G45H	Sources of stress at work\Addressing parent or guardian concerns	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G45I	Sources of stress at work\Accommodating children with special needs	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G45J	Sources of stress at work\Having too many children in my classroom/playgroup/group	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G45K	Sources of stress at work\Having too many additional duties	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G45L	Sources of stress at work\A lack of resources (e.g. financial support, material resources, ECEC staff)	Ordinal	1	0	1: Not at all; 2: To some extent; 3: Quite a bit; 4: A lot ; 9: Omitted or invalid; 8: Not administered; 7: Not Reached
SS1G46	What is the most likely reason for you to leave the ECEC staff role	Nominal	2	0	1: Become an <ECEC centre leader>; 2: Work in an education job not in an <ECEC centre>; 3: Become a teacher of <ISCED 2011 Level 1> or above; 4: Work in a different job not in the ECEC sector; 5: Attend to family responsibilities; 6: Retire from work; 7: Return as a student to an <education or training> programme; 8: Resolve health-related issues (e.g. physical and/or psychological burnout); 9: Other ; 99: Omitted or invalid; 98: Not administered; 97: Not Reached
MODE_S	Staff Questionnaire assigned mode	Nominal	1	0	0: blank; 1: Online; 2: Paper ; 9: Omitted or invalid; 8: Not administered
SPART	Staff Final Participation Indicator	Scale	1	0	1: Participated; 2: Absent; 3: Left Centre Permanently; 4: Not part of sample ; 9: Omitted or invalid; 8: Not administered
IN3S18	Adjudication Flag	Nominal	1	0	0: Record does not meet adjudication requirements; 1: Record meets adjudication requirements ; 9: Omitted or invalid; 8: Not administered
STAFFROLE	Staff Role	Not defined	2	0	1: 1 – Only centre leader(no pedagogical work); 10: 10 – <country specific>; 11: 11 – <country specific>; 12: 12 – <country specific>; 2: 2 – Teacher; 3: 3 – Assistant; 4: 4 – Staff for individual children; 5: 5 – Staff for special tasks; 6: 6 – Intern; 7: 7 – <country specific>; 8: 8 – <country specific>; 9: 9 – <country specific> ; 99: Omitted or invalid; 98: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
QUESTIONNAIRE	Questionnaire Type	Nominal	2	0	40: Leader Questionnaire ISCED0.2; 41: Leader Questionnaire U3; 50: Staff Questionnaire ISCED0.2; 51: Staff Questionnaire U3; 60: Combined Centre Questionnaire ISCED0.2; 61: Combined Centre Questionnaire U3; 62: Combined Centre Questionnaire PLUS ISCED0.2 ; 99: Omitted or invalid; 98: Not administered
CNTRWGT	Leader Final Weight	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
STAFFWGT	Staff Final Weight	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT1	Staff BRR-Fay Replicate Weight 1	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT2	Staff BRR-Fay Replicate Weight 2	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT3	Staff BRR-Fay Replicate Weight 3	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT4	Staff BRR-Fay Replicate Weight 4	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT5	Staff BRR-Fay Replicate Weight 5	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT6	Staff BRR-Fay Replicate Weight 6	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT7	Staff BRR-Fay Replicate Weight 7	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT8	Staff BRR-Fay Replicate Weight 8	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT9	Staff BRR-Fay Replicate Weight 9	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT10	Staff BRR-Fay Replicate Weight 10	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT11	Staff BRR-Fay Replicate Weight 11	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT12	Staff BRR-Fay Replicate Weight 12	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT13	Staff BRR-Fay Replicate Weight 13	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT14	Staff BRR-Fay Replicate Weight 14	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT15	Staff BRR-Fay Replicate Weight 15	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT16	Staff BRR-Fay Replicate Weight 16	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT17	Staff BRR-Fay Replicate Weight 17	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT18	Staff BRR-Fay Replicate Weight 18	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT19	Staff BRR-Fay Replicate Weight 19	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT20	Staff BRR-Fay Replicate Weight 20	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT21	Staff BRR-Fay Replicate Weight 21	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT22	Staff BRR-Fay Replicate Weight 22	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT23	Staff BRR-Fay Replicate Weight 23	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT24	Staff BRR-Fay Replicate Weight 24	Scale	13	6	999999: Omitted or invalid; 999998: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SRWGT25	Staff BRR-Fay Replicate Weight 25	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT26	Staff BRR-Fay Replicate Weight 26	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT27	Staff BRR-Fay Replicate Weight 27	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT28	Staff BRR-Fay Replicate Weight 28	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT29	Staff BRR-Fay Replicate Weight 29	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT30	Staff BRR-Fay Replicate Weight 30	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT31	Staff BRR-Fay Replicate Weight 31	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT32	Staff BRR-Fay Replicate Weight 32	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT33	Staff BRR-Fay Replicate Weight 33	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT34	Staff BRR-Fay Replicate Weight 34	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT35	Staff BRR-Fay Replicate Weight 35	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT36	Staff BRR-Fay Replicate Weight 36	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT37	Staff BRR-Fay Replicate Weight 37	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT38	Staff BRR-Fay Replicate Weight 38	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT39	Staff BRR-Fay Replicate Weight 39	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT40	Staff BRR-Fay Replicate Weight 40	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT41	Staff BRR-Fay Replicate Weight 41	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT42	Staff BRR-Fay Replicate Weight 42	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT43	Staff BRR-Fay Replicate Weight 43	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT44	Staff BRR-Fay Replicate Weight 44	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT45	Staff BRR-Fay Replicate Weight 45	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT46	Staff BRR-Fay Replicate Weight 46	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT47	Staff BRR-Fay Replicate Weight 47	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT48	Staff BRR-Fay Replicate Weight 48	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT49	Staff BRR-Fay Replicate Weight 49	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT50	Staff BRR-Fay Replicate Weight 50	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT51	Staff BRR-Fay Replicate Weight 51	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT52	Staff BRR-Fay Replicate Weight 52	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT53	Staff BRR-Fay Replicate Weight 53	Scale	13	6	999999: Omitted or invalid; 999998: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SRWGT54	Staff BRR-Fay Replicate Weight 54	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT55	Staff BRR-Fay Replicate Weight 55	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT56	Staff BRR-Fay Replicate Weight 56	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT57	Staff BRR-Fay Replicate Weight 57	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT58	Staff BRR-Fay Replicate Weight 58	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT59	Staff BRR-Fay Replicate Weight 59	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT60	Staff BRR-Fay Replicate Weight 60	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT61	Staff BRR-Fay Replicate Weight 61	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT62	Staff BRR-Fay Replicate Weight 62	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT63	Staff BRR-Fay Replicate Weight 63	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT64	Staff BRR-Fay Replicate Weight 64	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT65	Staff BRR-Fay Replicate Weight 65	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT66	Staff BRR-Fay Replicate Weight 66	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT67	Staff BRR-Fay Replicate Weight 67	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT68	Staff BRR-Fay Replicate Weight 68	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT69	Staff BRR-Fay Replicate Weight 69	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT70	Staff BRR-Fay Replicate Weight 70	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT71	Staff BRR-Fay Replicate Weight 71	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT72	Staff BRR-Fay Replicate Weight 72	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT73	Staff BRR-Fay Replicate Weight 73	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT74	Staff BRR-Fay Replicate Weight 74	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT75	Staff BRR-Fay Replicate Weight 75	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT76	Staff BRR-Fay Replicate Weight 76	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT77	Staff BRR-Fay Replicate Weight 77	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT78	Staff BRR-Fay Replicate Weight 78	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT79	Staff BRR-Fay Replicate Weight 79	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT80	Staff BRR-Fay Replicate Weight 80	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT81	Staff BRR-Fay Replicate Weight 81	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT82	Staff BRR-Fay Replicate Weight 82	Scale	13	6	999999: Omitted or invalid; 999998: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
SRWGT83	Staff BRR-Fay Replicate Weight 83	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT84	Staff BRR-Fay Replicate Weight 84	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT85	Staff BRR-Fay Replicate Weight 85	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT86	Staff BRR-Fay Replicate Weight 86	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT87	Staff BRR-Fay Replicate Weight 87	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT88	Staff BRR-Fay Replicate Weight 88	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT89	Staff BRR-Fay Replicate Weight 89	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT90	Staff BRR-Fay Replicate Weight 90	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT91	Staff BRR-Fay Replicate Weight 91	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
SRWGT92	Staff BRR-Fay Replicate Weight 92	Scale	13	6	999999: Omitted or invalid; 999998: Not administered
DIVPRAC	Index of ECEC centre diversity practices	Nominal	2	0	99: Omitted or invalid; 98: Not administered
SUMSTAFFTG	Sum of staff member working with the <target group>	Scale	3	0	999: Omitted or invalid; 998: Not administered
HEADCHPAD	Headcount of children per adult	Scale	6	2	999: Omitted or invalid; 998: Not administered
SUMCHILD	Sum of boys and girls in <target group>	Scale	3	0	999: Omitted or invalid; 998: Not administered
SAGEGR	Staff Age Groups	Ordinal	1	0	1: Under 20; 2: 20-29; 3: 30-39; 4: 40-49; 5: 50-59; 6: 60 and above ; 9: Omitted or invalid; 8: Not administered
S1PDIV	Prof. development - needs diversity / Scalar (U3) - Configural (0.2)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1PREM	Facilitating emotional development / Configural (U3) - Metric (0.2)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1PRLAN	Facilitating language / Metric (U3) - Configural (0.2)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1PROLI	Facilitating literacy development / Configural (U3) - Metric (0.2)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1PRONU	Facilitating numeracy development / Metric (All)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1JOBSA	Satisfaction with working conditions / Configural (U3) - Metric (0.2)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1PDNET	Staff participation in collaborative prof. development / Configural (All)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1COLL	Engagement in collaborative practices / Metric (All)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1PRACT	Adaptive pedagogical practices / Metric (All)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1SOCIAL	Behavioural support / Configural (U3) - Metric (0.2)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered

Variable name	Variable label	Variable level	Variable width	Variable decimals	Variable values
S1PAREN	Facilitating parent/guardian engagement / Metric (All)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1ACTIV	Activities to enhance child development / Configural (U3) - Metric (0.2)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1PDPE	Prof. development - needs pedagogy / Scalar (U3) - Metric (0.2)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1PRINT	Facilitating child initiative / Metric (U3) - Configural (0.2)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1PROLD	Facilitating learning and development, overall / Configural (All)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1STRES	Sources of work stress / Metric (All)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1PRSOC	Facilitating prosocial behaviour / Metric (All)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
S1PRDEV	Facilitating socioemotional development, overall / Metric (All)	Scale	10	5	9999: Omitted or invalid; 9998: Not administered
IEADATE	Date	Nominal	8	0	99999999: Omitted or invalid; 99999998: Not administered
VERSION	Version	Nominal	2	0	99: Omitted or invalid; 98: Not administered

TALIS 2018 and TALIS Starting Strong 2018 User Guide

The *TALIS 2018 and TALIS Starting Strong 2018 User Guide* describes the content and format of the data in the TALIS 2018 and TALIS Starting Strong international databases. It introduces the use of weighting and variance estimation variables for analysing the TALIS and TALIS Starting Strong 2018 data, and provides a comprehensive overview of how to work with the IEA's International Database (IDB) Analyzer software and the Stata *repest* routine. Furthermore, the user guide includes one chapter on how to analyse the data by using the TALIS 2018 scale scores. It is accompanied by several appendices for TALIS 2018 and TALIS Starting Strong 2018 (questionnaires and summaries of national adaptations, as well as codebooks).

TALIS 2018:

Email: talis@oecd.org.

Website: <http://www.oecd.org/education/talis/>

TALIS Starting Strong 2018:

Email: startingstrongsurvey@oecd.org

Website: <http://www.oecd.org/education/school/oecd-starting-strong-teaching-and-learning-international-survey.htm>