

FSD3442 CHILD-UP: SOSIAALITYÖNTEKIJÖIDEN KYSELY 2019

FSD3442 CHILD-UP: SURVEY FOR SOCIAL WORKERS 2019

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CODEBOOK Child-up survey part II
teachers, social workers, interpreters

WP4

KUUSIPALO, PAULA, KINOSSALO, MAIJU, TIILIKKA, TIINA



Table of contents

CODEBOOK Child-up survey 3

Document description 3

Definitions and core variables 3

C. Teachers 4

 Socio-economic variables 4

 Integration variables 7

 Teacher –Parent communication 9

 Agency 10

 Occupational satisfaction 15

 Residence society 15

 National Variations 16

D. Social workers 26

 Socio-economic variables 27

 Occupational satisfaction 33

 Residence society 33

 Derived variables 34

 National Variations 34

E. Interpreters 36

 Socio-economic variables 37

 Integration variables 39

 Interpreter-parent communication 40

 Agency 41

 Occupational satisfaction 46

 Residence society 46

 Derived variables 47

 National Variations 47



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CODEBOOK Child-up survey

Document description

Definitions and core variables

The following document introduces the core variables (social variables, socio-economic variables, integration in school, and agency), and the derived variables. The variables are introduced separately for each respondent category/questionnaire (C. Teachers, D. Social workers, E. Interpreters).

The following introduction of each variable includes a TITLE and possible SUBCATEGORY TITLES, a short description of the item, codes for variable values, possible filter, and description of the purpose of the variable.

VARIABLE HEADLINE / VARIABLE TITLE / SUBCATEGORY TITLE

Short description

Codes

Filter

Purpose



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C. Teachers

COUNTRY

Short description

Country of inquiry

Codes

1= Belgium

2 = Finland

3 = Germany

4 = Italy

5 = Poland

6 = Sweden

7 = United Kingdom

Filter

All respondents

Purpose

Variable needed for the management of databases and possible country comparison.

SEX

Short description

Self-reported sex/gender

Codes

1 = female

2 = male

3 = other

4 = don't want to specify

Purpose

Used for informing about social dimension of sex/gender and sex/gender – based on identity of the respondent. Used for analysing gender-based differences.

Socio-economic variables

WORK_EXPERIENCE

Short description

Years of work experience as a teacher.

Codes

Numeric.

Aggregating the years for reporting:

1 = less than a year

2 = 1 – 5 years

3 = 6 – 10 years

4 = 10 – 15 years

5 = 16 – 20 years

6 = more than 20 years

Purpose

Used for describing professional experience in years of working as a teacher.

WORK FIELD

_ISCED0, _ISCED1, _ISCED2, _ISCED3, _OTHER, _MULTIPLE

Short description

Class(es)/grade(s) the teacher is working with.

Codes

1 = teaches at this grade

0= n/a

Purpose

Used for describing which grades the teacher works with. National questionnaires are adjusted according to the grades in the country of inquiry. Open question “other” can be coded separately. If teacher has chosen multiple grades, **code 1 will BE ADDED to variable “_MULTIPLE”**.

QUALIFICATIONS:

EDU_TEACH

Short description

Formal teacher education.

Codes

1 = ISCED 3

2= teacher education, non-tertiary or short cycle tertiary, ISCED 4 – 5

3 = teacher education, BA, ISCED 6

4 = teacher education, MA, ISCED 7

5 = teacher education, doctoral level, ISCED 8

6 = no teacher education

Purpose

Used for describing formal teacher education background. The national questionnaires are adjusted to local context. The data will be coded to match the ISCED categories.

National variations*

Finland, Italy

EDU_LEVEL

Short description

The highest education level (no teacher education).

Codes

1 = secondary level, ISCED 3

2 = non-tertiary or short-cycle tertiary, ISCED 4 – 5

3 = BA, ISCED 6

4 = MA, ISCED 7

5 = doctoral level, ISCED 8

Filter

This variable concerns only those, who choose value 5 for variable EDU_TEACH.

Purpose

Used for describing highest educational level if not possessing formal teacher education.

MULTICULT

Short description

Training in multicultural issues.

Codes

1 = participated training

2 = not participated training

Purpose

Used for describing if the respondent participated training in multicultural issues.

MULTICULT_SOURCE

Short description

Mode of multicultural training.

Codes

1 = in formal education

2 = employer's organised education

3 = own initiative

Filter

This variable concerns only those, who choose value 1=participated for variable MULTICULT.

Purpose

Used for describing the source of multicultural training.

Integration variables

LANG_PROFICIENCY:

LANG_LOCAL; LANG_INSTRUCT; LANG_OTHER; LANG_OTHER

Short description

Variety and proficiency of working languages.

Codes

0= n/a

1 = very good

2 = good

3 = not so good

Filter

Purpose

Indicating variety of language use at work as a teacher. Number of languages.

Proficiency in those languages.

OPEN DATA (can be coded in further analysis if necessary)

LANG_LOCAL local language, which

LANG_INSTR language of instruction, which

LANG_OTHER another language, which

OCCUPATION_ROLE

Short description

Current teacher role.

Codes

1 = works as a subject teacher

2 = works as a group leader

3 = works as tutoring teacher

4 = works with children/pupils with special needs

Purpose

Used for describing the teachers specific work field. Cross-country report describes the varying teacher roles in each ISCED level, gender-based differences.

National variations*:

Finland,

COMPOSITION_CLASS:

NO_NATIVE; LOW_ACAD; SPECIAL_NEED; BEHAV_PROBL; SOCEC_DISADV; GIFTED; MIGR; REFUG

Short description

Teacher's personal perception of student background of the class/group.

Codes



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1 = 0

2 = 1% - 10 %

3 = 11% - 30%

4 = 31% - 60%

5 = more than 60%

Purpose

Used for describing the teacher's perception of the composition of different representatives of students.

TEACHER BACKGROUND:

NO_NATIVE; LOW_ACAD; SPECIAL_NEED; BEHAV_PROBL; SOCEC_DISADV; GIFTED; MIGR; REFUG

Short description

Respondent's own background as described in the categorised groups.

Codes

1 = identifies to the category

2= identifies to the category

3 = not identifying to the category

4= not identifying to the category

Purpose

Used for describing teacher's own experience of belonging in these categories.

SUPPORT STRUCTURE:

NO_NATIVE; LOW_ACAD; SPECIAL_NEED; BEHAV_PROBL; SOCEC_DISADV; GIFTED; MIGR; REFUG

Short description

Teacher estimate of support structure in school for the students in the categories.

Codes

1 = very good

2 = good

3 = sufficient

4= fairly poor

Purpose

Used for indicating teacher's perception of the support structure in school.

Also cross-tabulations across the three items COMPOSITION_CLASS; TEACHER_BACKGROUND; SUPPORT_STRUCTURE are possible to explore for instance correlation of teacher background to sensitivity to diversity, and need for support.

LANGUSE SCHOOL

LANG_RESTRICT, LANG_SUPPORT, MULTILING_INTERACT, MULTILING_APPROACH



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Short description

Language use as a resource in school.

Codes

0 = n/a

1= indicates that the teacher acts in the suggested manner (restrictive, allowing support, multilingual outside/in classroom)

Purpose

Used for indicating how teacher uses linguistic resources in school and teaching. This opportunity structure can be considered as supporting (or hampering) children's integration and agency.

Analytical CATEGORIES:

LANG_RESTRICT= Restrictive language use (Q 12.1)

LANG_SUPPORT= Allowing support in other languages (Q 12.2, 12.3, 12.4)

MULTILING_INTERACT= Multilingual interaction outside classroom (Q 12.5)

MULTILING_APPROACH= Multilingual approach (Q 12.6, 12.7, 12.8)

Distribution.

Teacher –Parent communication

TEACHER-PARENT COMMUNICATION:

COMM_CHANNEL

Short description

Communication channel for teacher-parent communication

Codes

1 = A designated web portal for parent – school communication

2 = Written messages or notebook carried by children.

3 = Face to face meetings with parent/s.

4 = Messages by phone or social media apps

5= General meetings or festivities at school.

6 = Other, which

Purpose

Used for describing the means and quality of teacher-parent communication. Corresponds to parent's questionnaire.

COMM_OTHER (Q 13.6): Open question "Other" will be gathered and coded separately.

COMM_SATISF

Short description

Satisfaction with teacher-parent communication.

Codes

- 1 = general feeling positive
- 2 = general feeling positive
- 3 = both positive and negative experiences
- 4 = general feeling negative
- 5 = general feeling negative

Purpose

Used for describing satisfaction of teacher-parent communication experiences. Suggestion for cross-tabulation:

channel vs. satisfaction

Satisfaction in relation to migrant background vs. non-migrant background parents.

COMM_BARRIER

Short description

The main explanation for barriers/challenges in communication.

Codes

- 1 = lack of proper communication channels
- 2 = lack of common language skills
- 3 = poor interest of parents
- 4 = parents' work load
- 5 = own limited resources and capacities
- 6 = other, which

Filter

This variable concerns mainly those, who choose values 3, 4 or 5 for variable COMM_SATISF.

Purpose

Used for describing the source of the barrier/challenge for the teacher-parent communication. x COMM_BARRIER_OTHER (Q 15.6): Open question "Other" will be gathered and coded separately.

Agency

SCHOOL_CHALLENGES

Subcategories: NEWSITUATION_LANG, NEWSITUATION_MOVE, NEWSITUATION_MIDTERM, NEWSITUATION_CONTACT, TROUBLE, DIFFEXPRESS_DEF, DIFFEXPRESS_CONFL, DIFFEXPRESS_MISERY, DIFFEXPRESS_CONCERN

Short description

Sensitivity to children's need and responsiveness to different situations. Frequency of perceiving and encountering of children's challenging situations in school.

Codes

1 = On regular basis

2 = Often

3 = Once or twice

4= never

Purpose

Used for indicating frequency of teacher perceiving and encountering children's challenges/problems at school. Used for comparing children's, parents', and school staff observations of difficult situations.

SCHOOL_TROUBLE

Short description

Teacher describing serious trouble in school.

Codes

Open question, text

Filter

Purpose

Open question concerning challenging situation faced at school will be gathered and coded separately → relating to children's and parents' questionnaire.

SCHOOL_SUPPORT

TEACHER; PRINCIPAL; SCHOOL_STAFF; PROF_NETWORK; MYSELF; CHILD; CHILDREN; PARENTS

Short description

Perception of and sensitivity to pupil's needs / opportunity structure / network.

Codes

0 = n/a

1= indicates that teacher has been contacted by someone in the category

Purpose

Used for describing perception of children's needs and frequency / quality of the support network.

SUPPORT_NETWORK

MANAGEMENT; TEACHERS; SCHOOL_STAFF; PARENT; PUPILS, PROF_NETWORK; MYSELF.

Short description

Support structure: who provides help/collaboration.

Codes

0= n/a

1= indicates that teacher has managed the situation and collaborated with someone in the category

Purpose

Used for describing the teacher's support network. Frequency and quality of choices. Open choices "who" can be further coded.

SCHOOL CONNECTEDNESS

RELATMATE, RELAT_LANGGROUP, RELAT_REFGROUP, RELAT_PUPILS, FAIR_PUPILS,
TEACH_COLLOQUIAL

Short description

Relations in school. The teacher's perception of connectedness in school.

Codes

1 = Totally agree

2= Agree

3= Disagree

4= Totally disagree

Purpose

Used for estimating connectedness in school (as in "collective efficacy" (Phillips Smith, E. et al 2013))

Is scrutinised to **SUBVARIABLES:**

RELATMATE (Q 19.1)

Short description

Relations in class. Teacher's perception of the peer relationships in class.

Purpose

Used for describing the teacher's perception of positive relations among pupils in class.

RELAT_LANGGROUP (Q 19.2)

Short description

Pupils are closer with same language group. Teacher's perception.

Purpose

Used for indicating teachers perception of in-group relations (language group)

RELAT_REFGROUP (Q 19.3)

Short description

Pupils are closer with same interest group. Teacher's perception.

Purpose

Used for indicating in-group relations (interest groups).

RELAT_PUPILS (Qs 19.4, 19.5)

Short description

Teacher has positive relations to pupils.

Purpose

Used for indicating teachers' positive relations to pupils.

FAIR_PUPILS (Q 19.6)

Short description

Teacher perception of fair treatment of pupils.

Purpose

Used for indicating teachers' perception fair treatment of pupils in school.

TEACH_COLLOQUIAL (Qs 19.7, 19.8)

Short description

Colloquial teacher relations in school.

Filter

Item 19, claims 7, 8.

Purpose

Used for indication teachers' positive colloquial relations.

Collective efficacy: Connectedness subscale

(Phillips Smith, E., et al 2013, 18

PROF EXPERTISE:

EDUCATOR; LOCAL LANG_TEACHER; PSYCHOLOGY; SOCIAL WORK; LANGUAGE MEDIATOR;
CONFLICT MEDIATOR; FACILITATOR; OTHER

Short description

Available professional expertise supporting school activities

Codes

0 = n/a, no support available on the expertise category

1 = the expertise available among the school staff

2 = the expertise available on request

Purpose

Used for describing the professional support network available in school.

SELF-EFFICACY

COPE_CHALLENGE, ADAPT_DIVERSITY, COLLAB_STUDENT, RAISE_AWARE, REDUCE_STEREOTY

Short description

Teacher self-efficacy in multicultural classroom

Codes

1 = teacher is able to act a lot accordingly

2 = teacher is able to act quite a bit accordingly

3= teacher is able to act to some extent accordingly

4= teacher is not able to act at all accordingly

Purpose

Used for describing teacher self-efficacy of acting in multicultural classroom (e.g TALIS 2018, QUESTION nr. 45).

Scrutinised to **SUBVARIABLES:**

COPE_CHALLENGE	(Q 21.1) coping with the challenges in classroom,
ADAPT_DIVERSITY	(Q 22.2) adapting to cultural diversity of classroom,
COLLAB_STUDENT	(Q 22.3) ensuring collaboration between migr. and non-migr. students,
RAISE_AWARE	(Q 22.4) raising awareness of cultural differences
REDUCE_STEREOTY	(Q 22.5) reducing ethnic stereotyping amongst students.

INTEGRATION SUPPORT:

LANGUAGE; L2_TEACHER; L2_SUPPORT; MINORITY LANG_TEACHER

Short description

Support for integration in schools.

Codes

- 1 = support of the category is enhanced in the class
- 2 = support of the category is enhanced in the school
- 3 = teacher does not know if the support is enhanced in the school or in the class

Purpose

Used for describing the linguistic support for integration offered by the school.

AUTONOMY SUPPORT

ENCOURAGE_OPINION, SUPPORT_INITIATIVE, ALLOW_DISCUSS, SUPPORT_PROPOSAL,
SUPPORT_IMPLEMENT, ALLOW_QUESTION, ENCOURAGE_INTEREST,
ENHANCE_ACTIVITY

Short description

Teacher support for children's autonomy

Codes

- 1 = teacher can support a lot
- 2 = teacher can support quite a bit
- 3= teacher can support to some extent
- 4 = teacher can't support at all

Purpose

Used for describing to what extend can the teacher support children's autonomy in different ways.

Scrutinised to **SUBCATEGORIES:**

ENCOURAGE_OPINION	(Q 23.1.) encourage children to make their opinion clear to adults
SUPPORT_INITIATIVE	(23.2.) support children's initiatives and encourage them to realize them



ALLOW_DISCUSS	(23.3.) allow children to discuss things in classroom on their own
SUPPORT_PROPOSAL	(23.4.) support and coordinate children making autonomous proposals
SUPPORT_IMPLEMENT	(23.5.) support and encourage children to implement ideas
ALLOW_QUESTION	(23.6.) allow children to question my thoughts or decisions
ENCOURAGE_INTEREST	(23.7.) encourage children to articulate and enforce their interests
ENHANCE_ACTIVITY	(23.8.) try to enhance children's activities

Occupational satisfaction

JOB SATISFACTION:

Short description

Teacher feeling of competency / need for professional development.

Codes

1 = Totally agrees feeling satisfaction in given area

2 = Agrees feeling satisfaction in given area

3 = Disagrees feeling satisfaction in given area

4 = Totally disagrees feeling satisfaction in given area

Purpose

Used for describing teachers' satisfaction and feeling of competency towards their own work.

Scrutinised to **SUBVARIABLES:**

OCC_SITUATION; ORGANISATION; REQUIR_STUDENT; RELATION_STUDENT; RELATION_PARENT;
PUB_REPUTATION; CLIMATE; RELATION_COLLEAG; SHARE_INFO; PRINCIPAL; OVERALL

Residence society

SOCIETY ATTITUDE

Short description

Acculturation attitude; cultural hybridization

Codes

1 = Strongly agree

2 = Agree

3 = Disagree

4 = Totally disagree

Purpose

Used for describing respondent's general attitude about acculturation and cultural hybridization.

Scrutinised to **SUBVARIABLES:**

INTEGRATION	(Q 25.1, 25.4, 25.5, Att. item 25.11 in reverse scale → turn right when filled in the Excel 1 -->4, 2 --> 3, 3 -->2, 4 -->1)
ASSIMILATION	(Q 25.2 & 6);
SEPARATION	(Q 25.3)
HYBRIDISATION	(Q 25.7 & 8);
LACKOF_CULTURALRELEVANCE	(Q 25.9).

National Variations

Finland

Q4 What is your educational background?

Please choose the appropriate choice describing your educational background.

- ₁ Teacher education, non-tertiary or short cycle tertiary (ISCED 4-5).
- ₂ Teacher education, BA
- ₃ Teacher education, MA
- ₄ Teacher education, Doctoral degree
- ₅ I have no formal teacher education.

Mikä on koulutustaustasi?

1. Varhaiskasvatuksen opettaja (sosionomi AMK, tai kasvatustieteen kandidaatti tai lastentarhanopettajan kelpoisuus). ISCED 4-5 → 1
2. Luokanopettaja (kasvatustieteen maisteri). → 3
3. Aineenopettaja (maisteri ja opettajan pedagogiset opinnot). → 3
4. Erityisopettaja (kasvatustieteen maisteri). → 3
5. Opinto-ohjaaja (kasvatustieteen maisteri). → 3
6. Ammatillisten opintojen opettaja (ammatillinen tutkinto + opettajan pedagogiset opinnot). → 1
7. Ammatillisten opintojen opettaja (AMK tutkinto ja opettajan pedagogiset opinnot). → 1
8. Muu opettajankoulutus, mikä? jos tohtori, → 4

Q8 How would you describe your main field of current teaching?

- ₁ I work as a subject teacher
- ₂ I work as a group leader
- ₃ I work as tutoring teacher
- ₄ I work with children/pupils with special needs

expl. group leader= coordinating or administrating other teachers' work; tutoring teacher= having responsibility of class (e.g. "luokanopettaja" in Finland)

Miten kuvailisit pääasiallista toimintaasi nykyisessä opetustyössäsi?

1. Toimin aineenopettajana.--> 1
2. Toimin suunnittelijaopettajana tai koordinaattorina.--> 2
3. Toimin luokanopettajana.--> 3
4. Toimin ryhmän ohjaajana tai luokanvalvojana. →3

5. Toimin erityistä tukea tarvitsevien oppilaiden opettajana. → 4
6. Toimin resurssiopettajana.
7. Toimin yhteisopettajana.

Germany

D3:

Which grades are you teaching?

If you teach at several grades, please choose as many choices as needed.

-]1 preschool, last year (-> ISCED0)
-]2 primary school (-> ISCED1)
-]3 special school (primary) (-> ISCED1)
-]4 integrated school (lower secondary) (-> ISCED2)
-]5 orientation classes, remedial classes (-> ISCED2)
-]6 special school (lower secondary) (-> ISCED2)
-]7 secondary school (Hauptschule) (-> ISCED3)
-]8 secondary school (Realschule) (-> ISCED3)
-]9 secondary school (Oberschule) (-> ISCED3)
-]10 high school (lower secondary) (-> ISCED2)
-]11 high school (higher secondary) (-> ISCED3)
-]12 cooperative school (lower secondary) (-> ISCED2)
-]13 cooperative school (higher secondary) (-> ISCED3)
-]14 integrated (higher secondary) (-> ISCED3)
-]15 professional school (-> other)
-]16 schools for adults (-> other)
-]17 other, which (-> other)

Considering the German school system answers were modified and recoded during analysis to fit projects' version of the questionnaire (see ISCED? in parenthesis).

D4.1:

If you don't have teachers' formal education, what is your highest degree?

-]1 Secondary level education.(ISCED 3)
-]2 Non tertiary or short-cycle tertiary (ISCED 4-5)
-]3 BA (ISCED6)
-]4 MA (ISCED7)
-]5 Doctoral level (ISCED8)
-]6 other, which:

Option "other, which:" was added.

D6:

Have you participated in training that included elements of teaching in multicultural or multilingual settings?

- ₁ Yes, as part of my formal education.
- ₂ Yes, a training that was organised by my employer.
- ₃ Yes, by my own initiative.
- ₄ Other, please tell us the reasons

Answer “other, please tell us the reasons” was added.

D8:

How would you describe your main field of current teaching?

- ₁ I work as a subject teacher
- ₂ I work as a group leader
- ₃ I work as tutoring teacher
- ₄ I work with children/pupils with special needs
- ₅ other, which:

Option “other, which:” was added.

D13:

What is the main communication channel you use with parents?

- A designated web portal for parent – school communication.
- Written messages or notebook carried by children.
- Face to face meetings with parent/s.
- Messages by phone or social media apps.
- General meetings or festivities at school.
- Notice boards in groups/ kindergarten
- Other, which _____?

D15:

If you have experienced some problems in communication with parents, please answer question number 15

What, in your experience is the main reason for barriers/ challenges in teacher-parent communication?

-]1 Lack of proper communication channels
-]2 Lack of common language skills,
-]3 Lack of parental interest,
-]4 Parents' work load,
-]5 Your own limited resources and capacities
-]6 Other, which _____

We added one answer to D13, notice boards, considering common practices in German schools. The answer was recoded during analysis suitable to projects' version of the questionnaire (notice boards = other). Due to a mistake while programming the online questionnaire, in D13 and D15 multiple choices were possible and at least made by the respondents. This makes it impossible to identify the **main** channel respectively the **main** barrier.

Germany ISCED0

Due to distributing the questionnaire in schools and kindergartens an adapted version suitable for educators in kindergartens and school day care was developed. Attention was paid in keeping high compatibility and comparability between both groups, but there are some changes, which could not be avoided.

Educators

D3:

What is your professional role?

If you teach at several grades, please choose as many choices as needed.

-]1 educator in groups
-]2 reference educator
-]3 deputy head
-]4 head
-]5 other, which

D3 was modified considering professional roles in kindergartens (D8). Answers considering ISCED were deleted, because they did not meet the situation in German kindergartens. D8 was replaced by modified D3.

D4:

What is your educational background?

Please choose the appropriate choice describing your educational background.

-]1 educator (-> ISCED4-5)
-]2 childhood educator, BA (-> ISCED6)

-]3 childhood educator, MA (-> ISCED7)
-]4 Social Worker, BA (-> ISCED6)
-]5 Social Worker, MA/ Diploma (-> ISCED7)
-]6 curative educator, technical college (-> ISCED4-5)
-]7 curative educator, universities (of applied sciences) (-> ISCED6)
-]8 Social pedagogue, educational scientist, Diploma (-> ISCED7)
-]9 I have no formal teacher education.
-]10 Other, which:

D4 was modified concerning the professional structure in early childhood education in Germany and recoded during analysis (see ISCEDX in parenthesis).

D6:

Have you participated in training that included elements of teaching in multicultural or multilingual settings?

-]1 Yes, as part of my formal education.
-]2 Yes, a training that was organised by my employer.
-]3 Yes, by my own initiative.
-]4 Other, please tell us the reasons

Answer “other, please tell us the reasons” was added.

D8:

How would you describe your main field of current teaching?

-]1 I work as a subject teacher
-]2 I work as a group leader
-]3 I work as tutoring teacher
-]4 I work with children/pupils with special needs

D8 was deleted, because it is covered by modified D3.

D12:

How do you use linguistic resources in teaching?

Please mark the choice/s that best describe your situation.

-]1 I use only [the local language] in teaching.
-]2 I help the pupils in my class in their native language.
-]3 I help the pupils in my class in another (third) language.
-]4 I allow the pupils use translation to their native language when needed (e.g. digital tools, dictionary, help from peers or an assistant).

-]₅ I use a language other than the language of instruction for interaction with pupils outside the classroom.
-]₆ I encourage my pupils to use other languages than [the local language] in learning situations.
-]₇ I encourage my pupils to use their native language in the playground/canteen/other common areas.
-]₈ We use many languages in class.

D12 was deleted, because this is not an appropriate item concerning educational work in kindergartens in Germany.

D13:

What is the main communication channel you use with parents?

-] A designated web portal for parent – school communication.
-] Written messages or notebook carried by children.
-] Development talks
-] Face to face meetings with parent/s.
-] Messages by phone or social media apps.
-] General meetings or festivities at school.
-] Notice boards in groups/ kindergarten
-] Other, which _____?

D15:

If you have experienced some problems in communication with parents, please answer question number 15

What, in your experience is the main reason for barriers/ challenges in teacher-parent communication?

-]₁ Lack of proper communication channels
-]₂ Lack of common language skills,
-]₃ Lack of parental interest,
-]₄ Parents' work load,
-]₅ Your own limited resources and capacities
-]₆ Other, which _____

We added two answers to D13, development talks and notice boards, considering common practices in German kindergartens. Both were recoded during analysis suitable to projects' version of the questionnaire (development talks = face-to-face meetings with parents; notice boards = other). Due to a mistake while programming the online questionnaire, in D13 and D15 multiple

choices were possible and at least made by the respondents. This makes it impossible to identify the **main** channel respectively the **main** barrier.

D17:

How did you discover the/se situation/s?

Please mark as many choices as you have experienced.

-]₁ I was contacted by a colleague.
-]₂ I was contacted by the head of the kindergarten.
-]₃ I was contacted by another professional (interpreter, social worker, therapist etc.)
-]₄ I was contacted by someone from a professional network outside school (e.g. social services, or refugee camp)
-]₅ I noticed the situation by myself.
-]₆ The child asked my help.
-]₇ Other children asked my help.
-]₈ I was informed by parent/s.

Answers in D17 were slightly modified to meet the structural/ staff situation in kindergartens.

D18:

Who did you collaborate with to cope the/se situation/s?

Please mark as many choices as you have experienced.

-]₁ I handled the situation on my own..
-]₂ Head of the kindergarten
-]₃ Colleague in group service
-]₄ Parent/s.
-]₅ Other child/ children.
-]₆ Other professionals within kindergarten, who _____?.
-]₇ Other professionals outside kindergarten, who _____?.

Answers in D18 were modified and recoded during analysis suitable to the projects' version of the questionnaire.

Italy

Teachers' questionnaire

Major change (with negative impact):

We did a mistake. In D9 of the teacher's questionnaire, the final scale which has been proposed contradicted the version which was proposed few days before by Tarja Tapio (on the 26th of April), who was coordinator of SeAMK at the time. We were pressed by the shorter school year in Italy and we needed to translate the questionnaire very quickly. The later change of version was not registered, and we used a four-value scale, which was used in other questions and was included in Tarja's version.

The variable "Other" has been erased in the Italian version, as there is no "other".

D3:

Which grade/s are you teaching?

If you teach at several grades, please choose as many choices as needed.

- 1 pre-school (ISCED0)
- 2 primary school (ISCED1)
- 3 lower secondary (ISCED2)
- 4 upper secondary school (ISCED3)
- 5 other

In quale ordine di scuola insegna?

- 1 Infanzia
- 2 Primaria
- 3 Secondaria di primo grado
- 4 Secondaria di secondo grado

In the Italian version, the educational background has been changed, according to the Italian situation

D4 and 4.1:

What is your educational background?

Please choose the appropriate choice describing your educational background.

- 1 Teacher education, non-tertiary or short cycle tertiary (ISCED 4-5).
- 2 Teacher education, BA
- 3 Teacher education, MA
- 4 Teacher education, Doctoral degree
- 5 I have no formal teacher education.

If you don't have teachers' formal education, what is your highest degree?

4.1

- 1 Secondary level education.(ISCED 3)
- 2 Non tertiary or short-cycle tertiary (ISCED 4-5)
- 3 BA (ISCED6)



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-]4 MA (ISCED7)
-]5 Doctoral level (ISCED8)

Qual è il suo livello di formazione più alto?

-]1 Istituto magistrale superiore
-]2 Laurea triennale
-]3 Laurea specialistica/magistrale o a ciclo unico
-]4 Dottorato di ricerca

Ha un titolo di studio specifico nel settore dell'educazione

-]1 Laurea in scienze della formazione
-]2 Laurea specialistica/magistrale in scienze dell'educazione
-]3 Dottorato di ricerca in scienze della formazione/dell'educazione
-]4 Corso di specializzazione post-laurea (ad es. SIS, TFA)
-]5 Non ho una formazione come educatore

A second language has not been included in D7 as it is not available in Italian schools

D7:

7.3 Altra lingua (specifici) _____

-]1 Molto bene
-]2 Sufficiente
-]3 Poco

The following question was not included in the Italian version. My understanding was that it was excluded in general. In any case, it would have sounded very strange in the Italian context.

D10: If you think about your childhood, how well would you identify yourself belonging to next categories

Scale: 1 very well; 2 well; 3 not so well; 4 not at all

Due to the specificity of the Italian situation, in D17, 2 and 3 have been put together

D17:

How did you discover the/se situation/s?

Please mark as many choices as you have experienced.

-]1 I was contacted by a teacher.
-]2 I was contacted by the principal
-]3 I was contacted by another professional
in school (a school nurse, interpreter, teaching assistant, a counsellor etc.)
-]4 I was contacted by someone from a professional network



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outside school (e.g. social services, or refugee camp)

-]5 I noticed the situation by myself.
-]6 The child asked my help.
-]7 Other children asked my help.
-]8 I was informed by parent/s.

Com'è venuto/a a conoscenza di questa/e situazione? Per favore, selezioni tutte le opzioni di cui hai avuto esperienza

-]1 Mi sono accorto da solo della situazione
-]2 Lo studente mi ha chiesto aiuto
-]3 I suoi compagni mi hanno chiesto aiuto
-]4 Sono stato contattato dai genitori
-]5 Sono stato contatto da un altro/un'altra insegnante della scuola
-]6 Sono stato contattato da un'altra figura della scuola (ad es. mediatore, preside, consulente esterno, ecc.)
-]7 Sono stato contattato da una figura professionale esterna alla scuola (ad es. servizi sociali, centro di accoglienza per rifugiati)

D. Social workers

COUNTRY

Short description

Country of inquiry

Codes

1= Belgium

2 = Finland

3 = Germany

4 = Italy

5 = Poland

6 = Sweden

7 = United Kingdom

Filter

All respondents

Purpose

Variable needed for the management of databases and possible country comparison.

SEX

Short description

Self-reported sex/gender

Codes

1 = female

2 = male

3 = other

4 = don't want to specify

Purpose

Used for informing about social dimension of sex/gender and sex/gender – based on identity of the respondent. Used for describing the respondents and analysing gender-based differences.

COUNTRYB

Short description

Country of birth.

Codes

1= born in another country

2= born in the country of inquiry

Purpose

Used for to describe the respondent group, the country of birth of the social worker. Used for defining migration background with variable COUNTRYB_PARENTS

COUNTRYB_PARENTS

COUNTRYB_MOTHER; COUNTRYB_FATHER

Short description

Country of birth of parents.

Codes

1= born in another country

2= born in the country of inquiry

Purpose

Used for defining migration background (a derived variable).

Socio-economic variables

WORK_BACKGROUND

WORK_EXPERIENCE

Short description

Work experience as a social worker.

Codes

Numeric.

Suggestion for aggregating the years of experience for distribution.

1 = less than a year

2 = 1 – 5 years

3 = 6 – 10 years

4 = 10 – 15 years

5 = 16 – 20 years

6 = more than 20 years

Purpose

Used for describing the professional experience as years of experience.

WORK_FIELD

SMALL_CHILD, TEENAGERS, REFUG_SETT, SPECIAL_NEED, CHILD_PROTECTION, OTHER

Short description

The respondent's current work field within social service.

Codes

1= works within the field



0= does not work within the field

Purpose

Used for describing the respondents' expertise focused on children and young. Claim 6, other, will be coded separately.

SMALL_CHILD	Q 5.1 Social work with families with small children
TEENAGERS	Q 5.2. Social work with families with teenagers
REFUG_SETT	Q 5.3. Refugee resettlement
SPECIAL_NEED	Q 5.4 Social work with clients with special needs.
CHILD_PROTECTION	Q 5.5 Child protection
OTHER	Q 5.6 Other, which?

Multi choice.

PROF_ROLE

RECEPT_CENTRE , SOCIAL_SERVICE, SCHOOL, PROTECTION, OTHER

Short description

Professional role.

Codes

1 = works currently in the given category

0= does not work in this category

Purpose

Used for describing which field the social worker works with. Claim 5, other, will be coded separately.

RECEPT_CENTRE	Q 6.1 = works at a refugee reception centre
SOCIAL_SERVICE	Q 6.2 = works at municipal/public social service
SCHOOL	Q6.3 = works at school
PROTECTION	Q 6.4 = works at child protection
OTHER	Q 6.5 = another field, which

SECTOR_WORK

Short description

Sector of work

Codes

1 = public sector

2 = private sector

3 = NGO

4 = parish, church

Purpose

Used for describing the current sector of work.

QUALIFICATIONS

EDU_SOCIAL

Short description

Formal education in the social work / health care

Codes

1 = social work and/or health care, vocational level, ISCED 3

2 = social work and/or health care, non-tertiary or short cycle tertiary, ISCED 4 – 5

3 = social work and/or health care, BA, ISCED 6

4 = social work and/or health care, MA, ISCED 7

5 = social work and/or health care, doctoral level, ISCED 8

6 = no education in the social work / health care

Purpose

Used for describing formal education in social/healthcare sector. Level of education in the field. Can be used as a binary variable: sum of 1 – 5 → 1 vs. 6 → 0 (no education in the field).

EDU_LEVEL

Short description

The highest education level (no social or health care education).

Codes

1 = upper secondary level, ISCED 3

2 = non-tertiary or short-cycle tertiary, ISCED 4 – 5

3 = BA, ISCED 6

4 = MA, ISCED 7

5 = doctoral level, ISCED 8

Filter

This variable concerns only those, who choose value 6 for variable EDU_SOCIAL.

Purpose

Used for describing educational background if not formal social work / health care education. Level of education.

MULTICULT

Short description

Training in multicultural issues in social work or multilingual settings.

Codes

1 = participated training

2 = not participated training

Purpose

Used for describing if the respondent participated training in multicultural issues.



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MULTICULT SOURCE

FORMAL, EMPLOYER, OWN

Short description

Mode of multicultural training.

Codes

1, 2, 3 → 1 = participated in multicultural training in this category

n/a → 0 = did not participate in training of this category

Filter

This variable concerns only those, who choose value 1 for variable MULTICULT.

Purpose

Used for describing source and variety of multicultural training.

LANG_PROFICIENCY:

LANG_LOCAL; LANG_OTHER; LANG_OTHER

Short description

Number and proficiency of working languages.

Codes

1 = very good

2 = sufficient

3 = not so good

Purpose

Indicating variety of language use at work as a social worker. Number of languages.

Proficiency in those languages.

OPEN DATA (can be coded in further analysis if necessary)

LANG_LOCAL local language, which

LANG_OTHER another language, which

LANGUSE_SOCIAL

LANG_RESTRICT, LANG_SUPPORT, MULTILING_APPROACH

Short description

Language use in social work.

Codes

0 = n/a

1= describes the social worker's actions

Filter

Purpose

Used for indicating how social workers use different linguistic resources with their clients. This opportunity structure can be considered as supporting and allowing children's and parents integration and agency.



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Analytical categories:

- LANG_RESTRICT Restrictive language use (12.1 I use only the local language/languages)
- LANG_SUPPORT Allowing support in clients' (or other) languages (claims 2-4; 12.2 I help clients in their native language, 12.3 I help clients in another (third) language., 12.4 I allow the clients use translation to their native language.)
- MULTILING_APPROACH Multilingual approach (claims 5-8; 12.5 I encourage my clients to use other languages than official local language , 12.6 I encourage my clients to use their native language, 12.7 We use several languages at my office/post, 12.8 I work together with a professional interpreter)

COMPOSITION CLIENTS:

NO_NATIVE; DISAB; ILLNESS; SOCIAL_PROBL; SOSCED_DISAV; RESOURCEFULL; MIGR; REFUG

Short description

Social worker's personal perception of their clients' background.

Codes

- 1 = 0
- 2 = 1% - 10 %
- 3 = 11% - 30%
- 4 = 31% - 60%
- 5 = more than 60%

Purpose

Used for describing the social worker's perception of the variety of different representatives of clients.

- NO_NATIVE Q 13.1 = clients' native language is different from the local language(s) or a dialect of this/these language(s).;
- INTELL_DISAB Q 13.2 clients with intellectual disabilities;
- ILLNESS Q 13.3 = clients with physical or mental disabilities/illnesses;
- SOCIAL_PROBL Q 13.4 = clients with social problems;
- SOSCED_DISADV Q 13.5 = socio-economically disadvantaged clients;
- RESOURCEFUL Q 13.6 = resourceful, skilled individuals;
- MIGR Q 13.7 = migrants;
- REFUG Q 13.8 = refugees.

CLIENT SUPPORT STRUCTURE:

NO_NATIVE; INTELL_DISAB; ILLNESS; SOCIAL_PROBL; SOSCED_DISAV; RESOURCEFULL; MIGR; REFUG

Short description

Social worker's estimate of support structure in the field for the clients of the categories.

Codes



1 = very good

2 = good

3 = fairly poor

4 = poor

Purpose

Used for indicating support structure in the social work. Distribution of respondent's perception of support level for different client categories.

SELF-EFFICACY

COPE_CHALLENGE, ADAPT_DIVERSITY, RAISE_AWARE, REDUCE_STEREOTY, COPE_DEMANDS, OVERWHELMED, EXPERIENCE_PROBL

Short description

Social worker self-efficacy in multicultural work environment.

Codes

1 = is able to act a lot accordingly

2 = is able to act quite a bit accordingly

3= is able to act to some extent accordingly

4= is not able to act at all accordingly

Purpose

Used for describing self-efficacy in multicultural settings.

Scrutinised to **SUBVARIABLES:**

COPE_CHALLENGE	Q 15.1 coping with the situational challenges;
ADAPT_DIVERSITY	Q 15.2 adapting cultural diversity,
RAISE_AWARE	Q 15.3 raising awareness of cultural differences;
REDUCE_STEREOTY	Q 15.4 reducing ethnic stereotyping;
COPE_DEMANDS	Q 15.5 coping with the demands;
OVERWHELMED	Q 15.6 feeling overwhelmed (reverse value, 1->4, 2->3, 3->2, 4->1);
EXPERIENCE_PROBL	Q 15.7 experiencing problems as challenge and not burden

AUTONOMY SUPPORT

Short description

Social worker support for children's autonomy

Codes

1 = social worker can do a lot

2 = social worker can quite a bit

3 = social worker can do to some extent

4 = social worker can do nothing at all

Purpose



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Used for describing to what extent can the social worker support children's autonomy in different situations.

Scrutinised to **SUBCATEGORIES:**

ENCOURAGE_OPINION

SUPPORT_INITIATIVE

ALLOW_DISCUSS

SUPPORT_PROPOSAL

SUPPORT_IMPLEMENT

ALLOW_QUESTION

ENCOURAGE_INTEREST

ENHANCE_ACTIVITY

Occupational satisfaction

JOB SATISFACTION:

OCC_SITUATION; ORGANISATION; REQUIR_CLIENTS; CLIENTS_CONTENT; RELATION_CLIENTS;
RELATION_NETWORK; COLLEAG_SUPPORT; SUPERIOR_SUPPORT; OVERALL.

Short description

Social worker feeling of competency / need for professional development.

Codes

1 = Totally agrees feeling satisfaction to work in given area

2 = Agrees feeling satisfaction to work in given area

3 = Disagrees feeling satisfaction to work in given area

4 = Totally disagrees feeling satisfaction to work in given area

Filter

Purpose

Used for describing social workers' satisfaction and feeling of competency towards their own work.

Scrutinised to **SUBVARIABLES:**

OCC_SITUATION; ORGANISATION; REQUIR_CLIENTS; CLIENTS_CONTENT; RELATION_CLIENTS;
RELATION_NETWORK; COLLEAG_SUPPORT; SUPERIOR_SUPPORT; OVERALL.

Residence society

SOCIETY ATTITUDE

Short description

Acculturation attitude; cultural hybridization

Codes



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- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Totally disagree

Filter

Purpose

Used for describing respondent's general attitude about acculturation and cultural hybridization.

Scrutinised to **SUBVARIABLES:**

- INTEGRATION (claims 16.1, 16.4, 16.5, **Att. reverse scale claim 16.11** → when filled in the Excel form, please reverse 1-> 4, 2->3, 3->2, 4-> 1))
- ASSIMILATION (claims 16.2 & 16.6);
- SEPARATION (claim 3);
- HYBRIDISATION (claims 7 & 8);
- LACKOF_CULTURALRELEVANCE (claim 9).

Derived variables

MIGRBACKG

Short description

Variable MIGRBACKG is derived from combining variables COUNTRYB & COUNTRYB_P. This definition of migration background covers both those respondents who have code 1 in COUNTRYB (born outside the country of inquiry), and those respondents who have code 1 in COUNTRYB_P (either of parents have born outside the country of inquiry). When either of the conditions is valid, respondent is given code 1 = has migration background.

Codes

- 0= no migration background
- 1= migration background

Filter

Purpose

Used for comparing data distribution between those with migration background and those with no migration background.

National Variations

Italy

Social workers' questionnaire

In the Italian version, the educational background has been changed, according to the Italian situation



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D8 and 8.1:

What is your educational background?

Please choose the appropriate choice describing your formal education in social work.

-]1 Social work and/or health care, vocational level (ISCED 3)
-]2 Social work and/or health care, non tertiary or short-cycle tertiary (ISCED 4-5)
-]3 Social work, BA (ISCED 6)
-]4 Social work, MA (ISCED 7)
-]5 Social work, Doctoral degree (ISCED8)
-]6 I have no formal education in the field of social work.

If you don't have formal education in the field [as practical nurse, social work instructor or a social worker], what is your highest degree?

-]1 Upper secondary level [vocational/general] (ISCED 3)
-]2 Non tertiary or short- cycle tertiary (ISCED 4-5)
-]3 BA (ISCED6)
-]4 MA(ISCED7)
-]5 Doctoral degree (ISCED8)

Qual è il suo titolo di studio più importante nell'ambito della sua professione?

-]1 Corso di specializzazione in servizio sociale o da educatore
-]2 Laurea di base in scienze dell'educazione
-]3 Laurea di base in servizio sociale
-]4 Laurea specialistica/magistrale in servizio sociale
-]5 Laurea quadriennale in servizio sociale
-]6 Dottorato di ricerca nell'ambito del servizio sociale e delle scienze dell'educazione
-]7 Nessuno di questi

Se non ha un titolo di studio specializzato nella sua professione, qual è il suo titolo di studio più importante?

-]1 Scuola superiore
-]2 Corso di formazione
-]3 Laura di base
-]4 Laurea specialistica/magistrale
-]5 Laurea quadriennale
-]6 Dottorato di ricerca (ISCED8)

Germany

Will be added

E. Interpreters

COUNTRY

Short description

Country of inquiry

Codes

1= Belgium

2 = Finland

3 = Germany

4 = Italy

5 = Poland

6 = Sweden

7 = United Kingdom

Filter

All respondents

Purpose

Variable needed for the management of databases and possible country comparison.

SEX

Short description

Self-reported sex/gender

Codes

1 = female

2 = male

3 = other

4 = don't want to specify

Purpose

Used for informing about social dimension of sex/gender and sex/gender – based on identity of the respondent. Used for analysing gender-based differences.

COUNTRYB

Short description

Country of birth.

Codes

1= born in another country

2= born in the country of inquiry

Purpose

Distribution of foreign –born and those born in the country of inquiry. Used with variable COUNTRYB_PARENTS to formulate a derived variable MIGRBACKG indicating migration background.

COUNTRYB_PARENTS:

COUNTRYB_MOTHER; COUNTRYB_FATHER

Short description

Country of birth of parents.

Codes

1= born in another country

2= born in the country of inquiry

Purpose

Distribution of those with foreign-born parent/s and those with parents born in the country of inquiry. Used for formulating the derived variable MIGRBACKG indicating migration background.

Socio-economic variables

WORK_EXPERIENCE

Short description

Work experience as an interpreter/language mediator.

Codes

Numeric.

Suggestion for aggregating the years of experience for distribution.

1 = less than a year

2 = 1 – 5 years

3 = 6 – 10 years

4 = 10 – 15 years

5 = 16 – 20 years

6 = more than 20 years

Purpose

Used for describing the professional experience as years of experience.

WORK_FIELD

ISCED0, ISCED1, ISCED2, ISCED3, OTHER, MULTIPLE

Short description

Class(es)/grade(s) the interpreter is working with.



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Codes

1 = works at this grade

0= n/a

Purpose

Used for describing which grades the interpreter works with. National questionnaires are adjusted according to the grades in the country of inquiry. Open question "other" can be coded separately. If interpreter has chosen multiple grades, **code 1 will BE ADDED to variable "_MULTIPLE"**.

QUALIFICATIONS

EDU_INTERPRETER

Short description

Formal education in interpretation.

Codes

1= vocational education in interpretation, ISCED 3 – 5

2 = education in interpreting, BA, ISCED 6

3 = education in interpreting, MA, ISCED 7

4 = education in interpreting, doctoral level, ISCED 8

5 = no formal education in interpreting

Purpose

Used for describing formal education in the field. The national questionnaires can be adjusted to local context. The data will be coded by the ISCED categories. **Binary variable: sum of 1 – 4 → 1 = formal education vs. 5 → 0 = no formal education in the field.**

EDU_LEVEL

Short description

The highest education level (no formal education in interpretation).

Codes

1 = secondary level, ISCED 3

2 = non-tertiary or short-cycle tertiary, ISCED 4 – 5

3 = BA, ISCED 6

4 = MA, ISCED 7

5 = doctoral level, ISCED 8

Filter

This variable concerns only those, who choose value 5 for variable EDU_INTERPRETER.

Purpose

Used for describing interpreter education level if not acquired formal education in interpretation.

MULTICULT



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Short description

Training in multicultural issues.

Codes

- 1 = participated training as part of my formal education
- 2 = participated training that was organised by my employer
- 3 = participated training by my own initiative
- 4 = has not participated in such training

Purpose

Used for describing if the respondent participated training in multicultural issues for describing the intentional source of multicultural training. Binary variable 1,2,3-> 1= participated in multicultural raining vs. 4 → 0 = not participated

INTERCULT

Short description

Training in intercultural mediation issues.

Codes

- 1 = participated training as part of my formal education
- 2 = participated training that was organised by my employer
- 3 = participated training by my own initiative
- 4 = has not participated in such training

Purpose

Used for describing if the respondent participated training in intercultural mediation issues and for describing the source of multicultural training. Binary variable 1,2,3-> 1= participated in multicultural raining vs. 4 → 0 = not participated.

Integration variables

LANG_PROFICIENCY:

LANG_LOCAL; LANG_INTERPR; LANG_OTHER; LANG_OTHER

Short description

Variety and proficiency of working languages.

Codes

- 0= n/a
- 1 = very good
- 2 = good
- 3 = not so good

Filter

Purpose

Indicating variety of language use at work as an interpreter. Number of languages.

Proficiency in those languages.

OPEN DATA (can be coded in further analysis if necessary)

LANG_LOCAL local language, which

LANG_INTEPR language of interpretation, which

LANG_OTHER another language, which

SUPPORT LANGUAGE:

TRANSL_PUPILS; TRANSL_FAM; TRANSL_STAFF; INTERPR_PUPTEACH; INTERPR_PARENT;
INTERPR_MEETINGS; INTERPR_FESTS; INTERPR_OTHER; HELP_NATIV_PUPILS; HELP_LOCAL_TEACH;
HELP_LOCAL_PUPILS

Short description

Modes of language support. Frequency and variety.

Codes

1 = frequently

2 = sometimes

3 = rarely

4 = never

Filter

Purpose

Used for describing the frequency of language support given in the analytical categories:

- providing written translation (for claims 1 – 3);
- interpretation (for claims 4 – 8);
- providing language support (for claims 9 – 12).

[Interpreter-parent communication](#)

INTERPRETER-PARENT COMMUNICATION

COMM_CHANNEL

Short description

Communication channel for interpreter-parent communication

Codes

1 = A designated web portal for parent – school communication.

2 = Written messages or notebook carried by children.

3 = Face to face meetings with parent/s.

4 = Messages by phone or social media apps.

5 = General meetings or festivities at school.



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6 = Other, which

Purpose

Used for describing the channel of interpreter-parent communication. Corresponds to parents'/teachers' questionnaire.

COMM_OTHER Open question "Other" will be gathered and coded separately.

COMM_SATISF

Short description

Satisfaction with interpreter-parent communication.

Codes

- 1 = general feeling positive
- 2 = general feeling positive
- 3 = positive and negative experiences
- 4 = general feeling negative
- 5 = general feeling negative

Purpose

Used for describing satisfaction of interpreter-parent communication experiences. Suggestion for cross-tabulation: channel vs. satisfaction. Migrant background vs. Native parents.

COMM_BARRIER

Short description

The main explanation for barriers/challenges in communication.

Codes

- 1 = lack of proper communication channels
- 2 = lack of parents' language skills
- 3 = lack of parental interest
- 4 = parents' work load
- 5 = interpreter own limited resources of time
- 6 = other, which

Filter

This variable concerns only those, who choose values 3, 4 or 5 for variable COMM_SATISF.

Purpose

Used for describing the source of the barrier/challenge for the interpreter-parent communication. COMM_OTHER_BARRIER: Open question "Other" will be gathered and coded separately.

[Agency](#)

SCHOOL CHALLENGES



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NEWSITUATION_LANG, NEWSITUATION_MOVE, NEWSITUATION_MIDTERM,
NEWSITUATION_CONTACT, TROUBLE, DIFFEXPRESS_DEF, DIFFEXPRESS_CONFL,
DIFFEXPRESS_MISERY, DIFFEXPRESS_CONCERN

Short description

Sensitivity to children's need and responsiveness to different situations.

Codes

1 = On regular basis

2 = Often

3 = Once or twice

4= never

Purpose

Used for indicating frequency of interpreter perceiving and encountering children's challenges/problems at school. Used for comparing children's, parents', and school staff observations of difficult situations.

Subcategories:

NEWSITUATION_LANG

NEWSITUATION_MOVE

NEWSITUATION_MIDTERM

NEWSITUATION_CONTACT

TROUBLE

DIFFEXPRESS_DEF

DIFFEXPRESS_CONFL

DIFFEXPRESS_MISERY

DIFFEXPRESS_CONCERN

SCHOOL_TROUBLE

Short description

Interpreter describing serious trouble in school.

Codes

Open question

Purpose

Open question concerning challenging situation faced at school will be gathered and coded separately.

Corresponds to children's and parents' and teachers' questionnaire.

SCHOOL SUPPORT

TEACHER; PRINCIPAL; SCHOOL_STAFF; PROF_NETWORK; MYSELF; CHILD; CHILDREN; PARENTS

Short description

Perception of pupil's need / opportunity structure / network.

Codes

0 = n/a

1= contacted by a representative of the given category

Purpose

Used for describing support network and perception of children's needs.

Multi choice.

SUPPORT NETWORK

MANAGEMENT; TEACHERS; SCHOOL_STAFF; PARENT; PUPILS, PROF_NETWORK; MYSELF.

Short description

Support structure: who provides help/collaboration.

Codes

0= n/a

1= supported by representative of the given category

Purpose

Used for describing the support network in the school. Number of choices. Open choices "who" can be further coded.

Multi choice.

SCHOOL CONNECTEDNESS

RELATMATE, RELAT_LANGGROUP, RELAT_REFGROUP, RELAT_PUPILS, RELAT_PUPILS2,
FAIR_PUPILS, TEACH_COLLOQUIAL

Short description

Relations in school. The interpreter's perception of connectedness in school.

Codes

1 = Totally agree

2= Agree

3= Disagree

4= Totally disagree

Purpose

Used for estimating connectedness in school (as in "collective efficacy" (Phillips Smith, E. et al 2013)

Is scrutinised to **SUBVARIABLES:**

RELATMATE (Q 17.1)

Short description

Relations in class. Interpreter's perception of the relationships.

Purpose

Used for describing the teacher's perception of positive relations among pupils in class.

RELAT_LANGGROUP (Q 17.2)

Short description

Pupils are closer with same language group. Interpreter's perception.

Purpose

Used for indicating gross-group relations in school (language group)

RELAT_REFGROUP (item 17.3)

Short description

Pupils are closer with same interest group. Interpreter's perception.

Purpose

Used for indicating cross-group relations in school (interest groups).

RELAT_PUPILS & RELAT_PUPILS2 (Q 17.4; Q 17.5)

Short description

Interpreter has positive relations to pupils.

Purpose

Used for indicating interpreters' positive relations to pupils.

FAIR_PUPILS (Q 17.6)

Short description

Interpreter's perception about teachers' fair treatment of pupils.

Purpose

Used for indicating interpreters perception of teachers' fair treatment of pupils in school.

TEACH_COLLOQUIAL (Q 17.7; Q17.8)

Short description

Colloquial interpreter-teacher relations in school.

Purpose

Used for indication interpreters' opinion of positive relations with teachers.

SELF-EFFICACY

COPE_CHALLENGE, ADAPT_DIVERSITY, COLLAB_STUDENT, RAISE_AWARE, REDUCE_STEREOTY

Short description

Interpreter self-efficacy in multicultural classroom

Codes

1 = interpreter is able to act a lot accordingly



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- 2 = interpreter is able to act quite a bit accordingly
- 3= interpreter is able to act to some extent accordingly
- 4= interpreter is not able to act at all accordingly

Purpose

Used for describing interpreter self-efficacy of acting in multicultural classroom (as in teacher survey TALIS 2018, QUESTION nr. 45).

Scrutinised to **SUBVARIABLES:**

COPE_CHALLENGE	Q22.1 coping with the challenges;
ADAPT_DIVERSITY	Q22.2 adapting to cultural diversity,
COLLAB_STUDENT	Q22.3 ensuring collaboration between migr. and non-migr. students,
RAISE_AWARE	Q22.4 raising awareness of cultural differences
REDUCE_STEREOTY	Q22.5 reducing ethnic stereotyping amongst students.

INTEGRATION SUPPORT:

L2_TEACHER; L2_SUPPORT; MINORITY LANG_TEACHER

Short description

Support for integration in schools.

Codes

- 1 = support of the category is enhanced in the class
- 2 = support of the category is enhanced in the school
- 3 = interpreter does not know if the support is enhanced in the school or in the class

Purpose

Used for describing the support for integration offered by the school.

Scrutinised to **SUBCATEGORIES:**

L2TEACHER	Q23.1 teacher of local language as a second language available
L2_SUPPORT	Q23.2. other support for learning the local language as secondlang.
MINORITY LANG_TEACHER	Q23.3 minority pupils' language teaching

AUTONOMY SUPPORT

ENCOURAGE_OPINION, SUPPORT_INITIATIVE, ALLOW_DISCUSS, SUPPORT_PROPOSAL,
SUPPORT_IMPLEMENT, ALLOW_QUESTION, ENCOURAGE_INTEREST,
ENHANCE_ACTIVITY

Short description

Teacher support for children's autonomy

Codes

- 1 = interpreter can do a lot
- 2 = interpreter can do quite a bit
- 3 = interpreter can do to some extent



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4 = interpreter can do nothing at all

Purpose

Used for describing to what extent can the teacher support children's autonomy in different situations.

Scrutinised to **SUBCATEGORIES:**

ENCOURAGE_OPINION	Q20.1 encourage children to make their opinion clear to adults.
SUPPORT_INITIATIVE	Q20.2 support children's initiatives and encourage them to realize them.
ALLOW_DISCUSS	Q20.3 allow children to discuss things/ questions on their own/ autonomously.
SUPPORT_PROPOSAL	Q20.4 support and coordinate children's autonomous proposals
SUPPORT_IMPLEMENT	Q20.5 support and encourage to implement creative, new ideas
ALLOW_QUESTION	Q20.6 allow children to question my thoughts
ENCOURAGE_INTEREST	Q20.7 encourage children to articulate and enforce their interests.
ENHANCE_ACTIVITY	Q20.8 try to enhance children's activities

Occupational satisfaction

JOB SATISFACTION:

Short description

Interpreter feeling of competency / need for professional development.

Codes

- 1 = Totally agrees feeling satisfaction to work in given area
- 2 = Agrees feeling satisfaction to work in given area
- 3 = Disagrees feeling satisfaction to work in given area
- 4 = Totally disagrees feeling satisfaction to work in given area

Purpose

Used for describing teachers' satisfaction and feeling of competency towards their own work.

Scrutinised to **SUBVARIABLES:**

OCC_SITUATION; ORGANISATION; REQUIR_STUDENT; RELATION_STUDENT; RELATION_PARENT;
PUB_REPUTATION; CLIMATE; RELATION_COLLEAG; SHARE_INFO; MANAGER; OVERALL

Residence society

SOCIETY ATTITUDE

Short description

Acculturation attitude; cultural hybridization

Codes

- 1 = Strongly agree
- 2 = Agree



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3 = Disagree

4 = Totally disagree

Filter

Purpose

Used for describing respondent's general attitude about acculturation and cultural hybridization.

Scrutinised to **SUBVARIABLES:**

INTEGRATION (Q 22.1, Q22.4 & Q22.5 + **reverse scale Q22.11 turn right when filled in the Excel form 1->4, 2->3, 3->2, 4-> 1**)

ASSIMILATION (Q22.2 & 22.6);

SEPARATION (Q22.3);

HYBRIDISATION (Q22.7 & 22.8);

LACKOF_CULTURALRELEVANCE (Q22.9).

Derived variables

MIGRBACKG

Short description

Variable MIGRBACKG is derived from combining variables COUNTRYB & COUNTRYB_P. This definition of migration background covers both those respondents who have code 1 in COUNTRYB (born outside the country of inquiry), and those respondents who have code 1 in COUNTRYB_P (either of parents have born outside the country of inquiry). When either of the conditions is valid, respondent is given code 1 = has migration background.

Codes

0= no migration background

1= migration background

Filter

Purpose

Used for comparing data distribution between those with migration background and those with no migration background.

National Variations

Will be added