

FSD3443 CHILD-UP: TULKKIEN KYSELY 2019

FSD3443 CHILD-UP: SURVEY FOR INTERPRETERS 2019

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

WP4

KUUSIPALO, PAULA, KINOSSALO, MAIJU, TIILIKKA, TIINA



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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**



## 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

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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.

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### 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



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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.

- <sub>1</sub> Teacher education, non-tertiary or short cycle tertiary (ISCED 4-5).
- <sub>2</sub> Teacher education, BA
- <sub>3</sub> Teacher education, MA
- <sub>4</sub> Teacher education, Doctoral degree
- <sub>5</sub> 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?

- <sub>1</sub> I work as a subject teacher
- <sub>2</sub> I work as a group leader
- <sub>3</sub> I work as tutoring teacher
- <sub>4</sub> 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?**

- <sub>1</sub> Yes, as part of my formal education.
- <sub>2</sub> Yes, a training that was organised by my employer.
- <sub>3</sub> Yes, by my own initiative.
- <sub>4</sub> 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?**

- <sub>1</sub> I work as a subject teacher
- <sub>2</sub> I work as a group leader
- <sub>3</sub> I work as tutoring teacher
- <sub>4</sub> I work with children/pupils with special needs
- <sub>5</sub> 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?**



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- ]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).

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

- ]<sub>1</sub> Lack of proper communication channels
- ]<sub>2</sub> Lack of common language skills,
- ]<sub>3</sub> Lack of parental interest,
- ]<sub>4</sub> Parents' work load,
- ]<sub>5</sub> Your own limited resources and capacities
- ]<sub>6</sub> 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.

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

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

---



**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;
- RESOURCEFULL 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 ( <b>reverse value, 1-&gt;4, 2-&gt;3, 3-&gt;2, 4-&gt;1</b> );
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.

## 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

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## 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