



## **CHIEF (Cultural Heritage and Identities of Europe's Future)**

**Grant Agreement No: 770464**

### **WP3: Survey of Young People's Cultural Literacy**

#### **Deliverable 3.3: Common Data File with Relevant Documentation**

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## Content

### METHODOLOGICAL REPORT

<b>1_Objective and Design</b> .....	3
CHIEF project .....	3
The survey .....	4
<b>2_Target Population and Sampling</b> .....	4
Schools selection .....	5
Class group selection .....	5
<b>3_Survey Instrument</b> .....	5
Pilot survey .....	6
Student questionnaire .....	6
School and location questionnaire .....	8
<b>4_Mode of Data Collection and Processing</b> .....	9
Data cleaning and preparation .....	10
<b>5_Fieldwork</b> .....	10
<b>6_Data Protection</b> .....	11
<b>APPENDIX 1- Student questionnaire</b> .....	13
<b>APPENDIX 2- School questionnaire</b> .....	31
<b>APPENDIX 3- Location and school environment questionnaire</b> .....	44
<b>APPENDIX 4- Codebooks</b> .....	48
STUDENT SURVEY CODEBOOK .....	48
SCHOOL SURVEY CODEBOOK .....	73
LOCATION AND SCHOOL ENVIRONMENT INFORMATION CODEBOOK .....	92
<b>APPENDIX 5- Introduced changes to national datasets for data cleaning and preparation</b> .....	94



# METHODOLOGICAL REPORT

<b>Study title</b>	<b>CHIEFsurvey- Survey of young people's cultural literacy</b>
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## 1\_ Objective and Design

### *CHIEF project*

The CHIEF survey is part of a larger research project carried out between 2018 and 2021. CHIEF (Cultural Heritage and Identities of Europe's Future) is an EU Horizon2020 research project oriented to gaining insights into young people's learning and engagement with culture and cultural heritage. Drawing on youth voices and working collaboratively with a range of actors, community groups, and institutions, the project aims to build up and put forward more relevant and inclusive approaches to culture, participation, and diversity.

The project aims to understand:

- how young people make sense and engage with different aspects of culture and identity;
- whether, and how, their involvement with different cultural practices leads to an increased understanding of their own, and others', cultures;
- whether, and how, the above help young people's active cultural participation in society.

CHIEF is designed as a cross-disciplinary, multi-task, and multi-method project, combining qualitative methods (in-depth ethnography based on participant observation, interviews, diaries, and visual documentation; textual analysis and comparison) and quantitative methods (the survey) in nine countries, from the European Union (Croatia, Germany, Latvia, Slovakia, Spain, and the UK) and further afield (Georgia, India, and Turkey).

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## *The survey*

Within the whole project, the survey was designed to provide insights about youth cultural literacy and participation and their correlates, through a questionnaire to secondary education students in the nine countries featured in the project. It focuses on both the individual level (pupils' characteristics, previous behaviours, attitudes, and values) and contextual levels (class/school; district/region/country) correlates of young peoples' cultural literacy, cultural participation, and intercultural attitudes.

The objectives of the survey defined by the project are:

- To measure correlates of cultural literacy on national/European cultural heritage among young people;
- To identify the diversity of cultural heritage as known to young people;
- To measure correlates of cultural participation among young people; to develop a locally specific typology of their patterns of cultural participation; to establish predictors of different levels and types of cultural participation;
- To measure different aspects of inter-cultural dialogue among young people and the content and self-perceived importance of 'European values' regarding their cultural heritage;
- To explore the relative effects of different sources/determinants of cultural literacy at individual, school, and country levels (e.g., family, local community, media, formal education);
- To explore the role of cultural knowledge and cultural participation, together with other relevant variables, in explaining different aspects of inter-cultural dialogue among young people communicating culture across differences.

To obtain individual-level, school-level, and location-level information, the CHIEFsurvey collected information from three different sources. The first is the student survey, directly answered by young people. The second is a survey of schools, answered by a member of the management team of each school. Finally location information, introduced by the research team, was collected. The final CHIEFsurvey database integrates this information, allowing multilevel analysis.

## **2\_Target Population and Sampling**

According to the objectives, the survey's target population was young students in secondary education. More precisely, the target group for the survey was comprised of students from the school grade where the modal year of birth is 2003 - approximately 16-years-old at the time of the survey. By restricting the target population to a single age cohort, the age-related variation of knowledge and cultural practices was controlled, enabling a focus on other determinants, as well as facilitating comparability across countries. The survey also set out to capture variation at the school level to explore the effects of schools in each of the countries.

To this end, a non-probabilistic sample of around 2000 secondary school students with a modal age of 16 years in 30 different schools was defined for each country.



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### *Schools selection*

The schools were selected through non-probability purposive sampling, capturing variation in individual and contextual relevant factors that were already taken into consideration in other parts of the research. Three school selection criteria were applied to all participating countries:

- Level of urbanisation of the schools' location: urban metropolitan city, smaller urban area/town, and rural area. Around 10 of the selected schools in each country correspond to each level of urbanisation.
- Socioeconomic status of the schools' location: socioeconomic deprivation/affluence. For each country, approximately half of the selected schools are in locations above the SES country average, and the other half below. As there is usually a great difference in SES between districts or neighbourhoods in big cities, the SES status for the school selection in big cities refers to districts or neighbourhoods.
- Type of studies: the selected schools include different type of studies (high school, vocational training, music arts, special studies, and so on) in a similar proportion to the countries' averages.

Some additional selection criteria were applied only in countries where those factors were relevant:

- Public/private schools: in countries where the proportion of private schools or non-state schools is relevant, the sample includes this factor in a similar proportion to the country average. This was applied for India, Spain, and Turkey.
- Other socio-cultural additional factors: each country has tried to include other potentially relevant country-specific variables, such as ethnic makeup, religious affiliation, language, migrations status, country of origin for diasporic/migrant communities, etc.

### *Class group selection*

Once the schools were identified, a certain number of class groups (from the grade to be surveyed) were selected. All students in each selected class group were surveyed. Depending on the number of students per class group in the selected schools, between 2 and 5 class groups were surveyed.

In case there were more class groups in the selected school than needed, the selection of the particular class to be surveyed depended on the principal, according to which the class was composed: if class groups are composed randomly in the school, the selection was also random; if the class groups are composed according to some principle (e.g., specialisation, type of studies), the class groups were selected in such a way as to optimally represent the composition of all class groups taken into consideration.

## **3\_Survey Instrument**

Based on the survey objectives, 3 different questionnaires were developed: Student questionnaire (appendix 1), School questionnaire (appendix 2) and Location and school environment questionnaire (appendix 3). (1) The student questionnaire was designed to measure patterns and different forms of cultural participation, inter-cultural dialogue, and European values, as well as to measure individual correlates and determinants of those phenomena. The school (2) and location (3) questionnaires collected information about the contextual correlates or determinants



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that influence youth cultural participation and orientation towards intercultural-dialogue and values. The reason we split this into two questionnaires was to decrease the number of questions the members of the school's management team were asked. Thus, the school questionnaire was distributed to them, whereas the location questionnaire, using information available from public official information sources, was answered by members of the CHIEF team.

### *Pilot survey*

Before conducting the survey, the questionnaire was tested through two pilots or pretests. Initially, during the months of March and April 2019, interviews were conducted with a small group of students (between 6 and 9 per country) with the aim of verifying the comprehensibility of the questions for young respondents and to measure the time required to answer the questionnaire. Each partner prepared a report on the progress and results of this first pilot, which served as a basis for improving and adjusting a new version of the questionnaire.

With this new version of the questionnaire, during the months of May and June 2019, a new pilot test was carried out on between 100 and 150 students in each of the participating countries. This time, a computer-based survey platform was developed. The 6 countries that would later conduct the survey with this system (Croatia, Georgia, Germany, Slovakia, Spain, and the UK) did the pilot with the platform, while the remaining three (India, Latvia, and Turkey) conducted the pilot with paper-and-pencil questionnaires. Contrary to the mini-pilot, which was primarily focused on testing the comprehensibility and time needed for completion, the main aim of this pilot was to check metric properties and the validity of the questions, and consequently reduce the number of items for the main survey. The results of the pilot in the different countries were merged into a single database on which the dimensionality and reliability of the measuring instruments of the different proposed concepts were analysed. The results also served to eliminate some of the items, thus reducing the questionnaire and making it more enjoyable for respondents.

A pilot test was also conducted for the school survey questionnaire. In this case, 4 or 5 schools in each country were surveyed, with the results helping to improve the understanding of the questionnaire and to identify aspects to be harmonised in the different national contexts.

### *Student questionnaire*

The student questionnaire was designed by the coordinating team and aimed to measure different aspects and dimensions of young people's cultural participation (CP), inter-cultural dialogue (ID) and 'European values', and their individual level correlates/determinants. The development of the student questionnaire consisted of several steps. The content of the first draft proposal was based on conceptual analyses of CHIEF relevant concepts, CHIEF aims and the survey research objectives, preliminary results of other research instruments of the project, as well as relevant questions from similar national and international surveys.

Proposed questions for the first draft of the questionnaire were selected from existing cross-national surveys (e.g., *International Civic and Citizenship Education Study (ICCS)* and the *European social survey (ESS)*), existing scales and instruments (e.g., the *Social dominance scale*, the *Scale of multicultural experiences*, the *Schwartz values scale*, and the *collective narcissism scale*), and some newly developed questions relevant for CHIEF objectives for which there are no appropriate existing scales (e.g., motives and barriers for CP). Priority was given to existing multi-



item questions or scales. The reason behind this was that CHIEF survey samples are not representative, and the survey is not focused on descriptive data, but on patterns of youth's CP, correlates on individual and school level factors (such as demographics, socioeconomic status, urbanisation), and relationships between forms of CP with different aspects of ID and 'European values'.

The student questionnaire was developed in English and then translated to national/regional languages by each partner, following a translation protocol and by using the TRAPD system (Translation, Review, Adjudication and Pretest, and Documentation).

Based on student and teacher feedback, as well as results of data analyses from the pilot (variability, dimensionality and reliability of scales, cross-national equivalence), the second version of the questionnaire was prepared and discussed among partners. Following this discussion, the third and final version was prepared. In comparison to the second version, some of the items/questions that were redundant or unclear, or ascertained not to contribute to planned scales, were deleted, while some scales were shortened. In some cases, only some of the relevant items of the planned scales were selected. On the other hand, although pilot data analyses did not confirm expected structure and equivalence, some scales or items were kept as they were considered essential and relevant to include, at least to be used as individual items.

The final joint questionnaire contains 220 items, organised into 46 questions, which cover four main theme sections (Table 1).

**Table 1. Content of the student questionnaire**

SECTIONS	Number of items (question)
<b>Individual/ household characteristics – demographic and socio-economic</b>	<b>31</b>
<b>Main individual/household characteristics</b>	<b>11</b>
gender	1 (Q1)
age	1 (Q2)
disability status	1 (Q3)
size of place	1(Q4)
family structure	7 (Q5)
<b>Socioeconomic status</b>	<b>10</b>
perceived family income	1 (Q6)
mother and father educational level	2 (Q17)
economic and cultural capital	7 (Q7)
<b>Citizenship/minority status</b>	<b>11</b>
mother languages	3 Q12.1-3
mother/father/participant born in country	3 (Q18, Q19, Q27)
a 'country' citizenship	3 Q28
religious self-belonging	1 Q26.1
religious affiliation	1 Q26.2
ethnicity (open-ended)***	(1- Q29.2)
<b>Cultural participation</b>	<b>80</b>
<b>Frequency and type of participation</b>	<b>39</b>
Participation frequency in different activities	27 (Q8.1; Q8.2; Q9.1; Q9.2)
Participation with friends	6 (Q15)
Participation with parents	6 (Q21)
<b>Motives and barriers</b>	<b>18 (9.1.92)</b>
<b>Socialisation</b>	<b>23</b>
Parents	6 (Q14)
Peers	6 (Q17)
School	11 (Q22, Q23)



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<b>Intercultural dialogue and ‘European values’</b>	<b>90 (+ 6 HR)</b>
<b>Propensity of inclusion/exclusion – or intercultural dialogue</b>	<b>12</b>
Acceptance of diversity	5 (Q34)
Support for immigrant rights	4 (Q35)
Support for gender rights	3 (Q36)
<b>Identity</b>	<b>44</b>
Strength of different level identifications	7 (Q29)
Ethnic and civic conception of national and European identity	14 (Q39, Q31)
Global identity (Cultural openness and (non) nationalism)	10 (Q32)
<b>Climate change awareness and activism</b>	<b>9 (Q37; Q38)</b>
Life satisfaction	4 (Q5)
<b>Socialisation</b>	<b>34</b>
School – human rights	2 (Q24b)
School – national identity	3 (Q24a)
School – gender equality	2 (Q24a4; Q24b3)
School – climate change	1 (Q24a5)
Peers – friendship diversity	5 (Q16)
<b>Individual achievement and experiences</b>	<b>18</b>
(Country specific average grade HR)***	(1 - Q24.3)
Individual (intercultural) experiences: (travelling, multicultural exposure and interaction, language knowledge)	21 (Q11, Q13; Q12.b)
<b>More general individual dispositions</b>	<b>18</b>
Social dominance orientation	8 (Q33)
Basic human values	10 (Q39)
<b>Total</b>	<b>202 (+8 country specific)</b>

### *School and location questionnaire*

The main aim of the school questionnaire was to gather information about the relevant variables at the school-level, such as the school’s social, cultural, and political context, curricular coverage of relevant topics for surveyed grades, as well as the main demographic characteristics of the students. The school questionnaire contains 205 items, organised into 28 questions. It was administered to school representatives (school associates or school principals). Additionally, members of the national CHIEF team used a separate location questionnaire to collect additional information about the schools, surveyed classes, fieldwork, municipality, and neighbourhood/districts.

**Table 2. Content of the school questionnaire**

SECTIONS	Number of items (question)
<b>Respondent characteristics</b>	<b>7 (2)</b>
Professional role in school	2 (Q1)
Participation in teaching (subjects, weekly hours)	5 (Q2; Q3)
<b>School general characteristics</b>	<b>25 (4)</b>
Organisation of students in classes	2 (Q4)
School climate – scale	6 (Q5)
Perceived prevalence of problems in schools - scale	10 (Q6)
School’s perceived relation with community	7 (Q7)
<b>School as socialization agent</b>	
<b>Cultural participation</b>	<b>73</b>
Evaluation of national educational system in terms of fostering students’ CP	19 (Q8)
Evaluation of the school in terms of fostering students’ CP	19 (Q9)
Availability of specialised classrooms for CP in school	5 (Q10)
Frequency of CP activities organised by schools	27 (Q11, 12, 13)
Availability of cultural offerings in the school's immediate area	10 Q14



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Student participation in activities related to culture	3 (Q23.3, Q24.7, Q24.9)
<b>Intercultural dialogue and 'European values'</b>	<b>56</b>
Languages	12 (Q15- Q18)
Trip to visit a foreign country	2 (Q19)
School involvement in European/international programmes	14 (Q20)
Cultural diversity policy	7 (Q21)
Curriculum coverage of climate change	7 (Q22, 22.1, Q23.5)
Curriculum coverage of European issues	2 (Q23.1 Q23.2)
Curriculum coverage of students' culture	2 (Q23.3, Q23.4)
Curriculum coverage of gender inequality in the country	1 (Q23.5)
Curriculum coverage of national identity	2 8Q23.6 AND 23.7)
Student participation in activities related to intercultural dialogue and 'European values'	6 (Q23.1, 2, 4,5,6,8)
Forms of civic and citizenship education	1 (Q25)
<b>The demographic profile of students</b>	<b>14</b>
Socioeconomic status	3 (Q26)
Citizenship	1 (Q27)
Family language	10 (Q28)
<b>Total</b>	<b>205 (28)</b>

**Table 3. Content of the location questionnaire**

SECTIONS	Number of items (question)
<b>General information about school and surveyed classes</b>	<b>16 (8)</b>
Public/private school	1 (Q1)
Total number of male/female students – school size (enrolment)	2(Q2)
The educational stages offered in the school	5 (Q3)
Type of school programme (grammar/vocational)	1 (Q3a)
Type of programme surveyed in CHIEF survey	1 (Q4)
Number of classes with 16-years-old as modal age	1 (Q5a)
Number of classes surveyed	1(Q5b)
Average size of class	1 (Q6)
Number of students contacted and surveyed	2 (q7ab)
Parental consent	1 (Q8)
<b>General information about the municipality</b>	<b>7 (7)</b>
Demographic information	4 (Q9, 10,11,12)
Urbanisation level and SES background	2 (Q13,14)
Existence of youth department/area	1 (Q15)
<b>General information about the neighbourhood [only for municipalities over 250,000 inhabitants]</b>	<b>5 (5)</b>
Demographic information	3 (q16,17,18)
Urbanisation level and SES background	2 (q19,20)
<b>Total</b>	

## 4\_Mode of Data Collection and Processing

Data collection was carried out through electronic and paper-based questionnaires, depending on the country. Each participating country decided which was the better method for their context according to availability of devices and internet connection in schools, and research team expertise. Croatia, Georgia, Germany, Slovakia, Spain, and the UK used computer-assisted surveys, while India, Latvia, and Turkey used paper-and-pencil questionnaires. Fieldwork materials for both methods were supervised by survey coordinators.



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Countries conducting a computer assisted questionnaire used the same survey platform that was translated into national languages, with some question adaptations where needed. For countries using electronic questionnaires, all the data were directly recorded and centralised in a common server. Countries using paper-based questionnaires entered their data into a database generated by survey coordinators, facilitating the integration of those data to the common database.

For each school, in addition to the student survey, a survey was conducted which was answered by a member of the management team. The school survey was conducted in each country according to the chosen method (electronic or paper-based). Also, each national research team completed each school's location information.

### *Data cleaning and preparation*

The data cleaning process involved two phases; a first data debugging by national teams, followed by a second clean-up, applied to the common database.

In the first, national-based cleaning process, special attention was given to those countries that conducted the survey using the paper-based method, particularly by checking for possible data entry errors. The data were checked and out-of-range values replaced. Systematic logical analysis of the answers was also conducted to ensure the consistency of the responses.

Once this national level process had been carried out, an additional cleaning was done with the merged database. Firstly, minor modifications to variable tags (e.g., capitalising letters, correcting misspelled words) were introduced across national databases to form a common framework that would allow the merging of the national databases. The merged dataset contained only the common variables of all national datasets, which were in line with the contents of the three main questionnaires (student, school, and location). In the next step, a new coding scheme, in line with the Data Management Plan, was introduced for countries and languages. Next, we recoded inputs, denoting missing values as NA, introduced missing variables from specific data files and coded their values as NA, recoded variables when their categories were different from the original coding (e.g., the coding of religious denominations in data from Germany and India), and contacted national teams to resolve any remaining inconsistencies in the database (e.g., in data from India, the majority of schools were classified as "other", while in the data from Spain the variable representing municipality size was missing). Textual variables were retained in their original, untranslated form. Finally, we added variable and value labels to variables that were not labelled, and corrected labels that mentioned specific country names (e.g., in variables related to national identity) into a neutral form to cover all countries. A detailed description of the changes can be found in Appendix 5. In appendix 4 the final common codebook for student, school and location is presented.

## **5\_Fieldwork**

The fieldwork was carried out from October, 2019 to March, 2020. During the previous months national research teams had contacted the sampled schools to obtain permission to conduct the survey, and when required, obtained the official Ministry approval for carrying out the study.

The student survey fieldwork took place in schools. The research teams, together with the management teams of each of the schools, agreed on the day and time of the survey. This way,



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the students were able to answer the questionnaire in their usual class schedule in the presence of their teacher and a member of the research team.

School surveys, which had to be answered by a member of the management team, were sent to the contact person at each school during the same fieldwork period of the student survey. Each interviewee was given the freedom to answer the online interview at the time they wished, even though it had to be done at once. All school surveys were conducted with schools where a student survey was conducted.

The location questionnaire data were also collected, by the research team of each participating country, during those months.

Each country started the fieldwork with the aim of interviewing 2,000 students in 30 schools, as planned in the sample design. Most countries managed to reach the objective in the expected period. However, in the UK and Germany, unexpected difficulties in accessing schools delayed the end of the fieldwork, which had to be completed during March and April. The COVID-19 crisis, with the consequent closure of schools throughout the month of March, prevented the completion of fieldwork in those two countries.

Table 4 shows the surveys conducted, and those included in the database after the cleaning process.

**Table 4. Survey respondents per country**

	Completed questionnaires		Final database	
	Students	Schools	Students	Schools
Croatia	2148	28	2134	28
Georgia	1904	29	1865	29
Germany	629	14	627	14
India	2094	27	2025	27
Latvia	2010	32	2008	32
Slovakia	1679	27	1678	27
Spain	1968	31	1924	31
Turkey	2043	29	1933	29
UK	951	11	943	11
<b>TOTAL</b>	<b>15426</b>	<b>228</b>	<b>15137</b>	<b>228</b>

## 6\_Data Protection

As detailed in the CHIEF Data Management Plan, and following the general requirements of the whole project, the CHIEF survey passed the obligatory, well-established, comprehensive, and formally regulated procedure for the ethical review and approval of research. This procedure required a full ethical review of the research to be conducted, prior to commencement, including a review of the methodological rationale outlining how it would address issues of recruitment, informed consent, right to withdraw, right to privacy, protection from harm, vulnerable participants, dependant relationships between researcher and research subjects, incentives and



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compensation, risks to the researcher or research subjects, confidentiality, data storage, and consent to video or audio recording. CHIEF draws on the good practice of the coordinating institution to ensure that the ethical standards set by ASTON U are extended to all partners in the project.

Research was conducted based on informed consent. Informed consent forms and information sheets were provided before conducting the survey in a language and in terms that were fully understandable to participants, and according to national data protection legislations. In countries where parental consent was required under national law, researchers obtained consent from students' families before conducting the survey.

During the fieldwork, beyond the school and class group surveyed, no additional information was collected that would enable the respondent to be identified. Once the surveys were carried out, partners were required to anonymise data. For the final common dataset, additional anonymisation of the name of the schools or locations was done.

Partners were required to conform to EU Directives on data protection (95/46/EC and 2006/24/EC) pertaining to the protection of individuals, and to keep abreast of proposed changes to the European data protection framework regarding the processing of personal data and the free movement of such data.



## APENDIX 1- Student questionnaire



### WP3 STUDENT QUESTIONNAIRE

**Participation:**

Thank you for participating in this survey. It will require approximately 40 to 45 minutes to answer all questions.

Please answer all questions as honestly as possible. There are no 'right' or 'wrong' answers – we are simply interested in your views.

**Confidentiality:**

Your confidentiality will be protected. To ensure that all information will remain confidential, we will not ask you for your name. Results of this survey will be made available only at the group level.

**Risks:**

There is no compensation for responding nor is there any known risk. Participation is strictly voluntary, and you may refuse to participate at any time without any consequences.

**Benefits:**

By responding on this survey you will help us to better understand what young people think and want so we can inform people in authority (e.g. teachers, politicians) about that.

**Additional information:**

You will be able to keep up to date with the results of the research by checking out the project website: <http://www.chiefproject.eu/>. For more information please contact project leader Dr Anton Popov (a.popov@aston.ac.uk) or [country] WP3 coordinator (name) (e-mail address).

I have read and understood the information provided and give my consent to proceed to the survey.



Please, answer all questions as honestly and completely as possible. You will be answering the questions either by selecting one or more options from a list of answers **by circling specific number(s), or by writing down a short answer on a provided line(s).**

First, we are interested in a couple of things about you.

**Q1. What is your gender? PLEASE CIRCLE ONE ANSWER**

1. Male
2. Female
3. Other \_\_\_\_\_(please write)

**Q2. Year of birth: to put top down menu 1994-2004\_\_\_\_\_**

**Q3. Do you consider yourself to have a disability?**

1. No
2. Yes

**Q4. Which phrase below best describes the area where you live? PLEASE CIRCLE ONE ANSWER**

1. A big city
2. The suburbs or outskirts of a big city
3. A town or a small city
4. A country village

**Q5. Please answer this question for the home where you live all or most of the time and tick the people who live there**

- a. mother
- b. father
- c. stepmother (or father's partner)
- d. stepfather (or mother's partner)
- e. sister(s)
- f. brother(s)
- g. other \_\_\_\_\_

**Q6. Which of the descriptions below comes closest to how you feel about your home income nowadays? PLEASE CIRCLE ONE ANSWER**

1. Living comfortably on present income
2. Coping on present income
3. Finding it difficult on present income
4. Finding it very difficult on present income

**Q7. In your home, do you have: PLEASE CIRCLE ONE ANSWER IN EACH ROW**



	no	yes
1. A desk to study at	0	1
2. A quiet place to study	0	1
3. A computer (desktop computer, portable laptop, or notebook)	0	1
4. Internet access	0	1
5. Works of art (e.g. paintings)	0	1
6. Books of poetry, literature, art, music, or design	0	1
7. Musical instruments (e.g. guitar, piano)	0	1

In the following questions we are interested in **how you spend your free time and how frequently you participate in different activities** (not counting activities required for school or organised by school).

**Q8.1 In the last 12 months, how often have you done the following?**

***EXCLUDING ACTIVITIES REQUIRED FOR SCHOOL OR ORGANISED BY SCHOOL***

*Please circle one number for each activity.*

		Never	Rarely	Often	Very often
1	Listened to music	1	2	3	4
2	Been to the cinema or film festival	1	2	3	4
3	Read a book	1	2	3	4
4	Hanging out with friends	1	2	3	4
5	Spent time with family	1	2	3	4
6	Volunteer work (e.g. for a fundraising, to help)	1	2	3	4
7	Participated in a special interest club/organisation (e.g. computer, foreign language, ecology)	1	2	3	4
8	Attended a specialized lecture, educational workshop, fair, or science festival	1	2	3	4
9	Attended religious/ spiritual service or engaged in prayer	1	2	3	4
10	Actively participated in sport (e.g. gymnastics, karate, fitness football, rugby, cricket, handball, basketball, hockey...)	1	2	3	4
11	Been to watch a sporting event	1	2	3	4



**Q8.2 In the last 12 months, how often have you done the following?**

**EXCLUDING ACTIVITIES REQUIRED FOR SCHOOL OR ORGANISED BY SCHOOL**

*Please, circle one number for each activity.*

		Never	Rarely	Often	Very often
1	Been to a museum, gallery, exhibition	1	2	3	4
2	Visited historical monument, building or site (e.g. castle archaeological sites)	1	2	3	4
3	Been to a library	1	2	3	4
4	Been to a concert, live music event or a music festival	1	2	3	4
5	Seen a theatre, dance or performance (e.g. play, drama)	1	2	3	4
6	Been to street art performance, festival or carnival	1	2	3	4
7	Wrote stories, novels, poems	1	2	3	4
8	Made film, video or photo (as a <b>creative</b> activity)	1	2	3	4
9	Done some drawing, painting, sculpturing, creative computing, etc.	1	2	3	4
10	Played a musical instrument, composing or singing, or acting or dancing	1	2	3	4
11	Commented on-line content through social media (e.g. YouTube, LinkedIn, Instagram, Facebook, Twitter) or chat rooms, forums, blogs	1	2	3	4
12	Played digital games	1	2	3	4
13	Created your own digital content or uploaded your own content on-line (e.g. blogs, Pinterest)	1	2	3	4
14	Watched, read, listened to on-line content (e.g. news, books, music, movies)	1	2	3	4

**Q9. 1. Which of the listed activities do you usually do THE MOST frequently?**

*Please, circle only ONE – yours THE MOST frequent activity.*

1. Been to a sport event
2. Been to a museum, gallery, exhibition
3. Been to a concert, live music event or a music festival
4. Seen a theatre, dance or performance (e.g. play, drama)
5. Visited historical monument, building or site (e.g. castle archaeological sites)
6. Been to the cinema or film festival



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**Q9. 2. In this question we are interested why you participate in this activity. How much, each of the listed below is important as a reason for your participation in this activity?**

*Please, circle one number for each reason*

		Not important	Moderately important	Very important
1	It lets me escape into a different world	1	2	3
2	It gives me a chance to relax	1	2	3
3	I learn new skills	1	2	3
4	I like to feel challenged	1	2	3
5	It's fun or enjoyable	1	2	3
6	I get to spend time with my friends	1	2	3
7	To meet other people	1	2	3
8	To fit in with other people	1	2	3

**Q.10.1. Which of the listed activities do you usually do THE LEAST frequently (OR NEVER).**

*Please, circle only ONE – yours THE LEAST frequent activity.*

**Q10.2. In this question we are interested why you don't participate in this activity. How much, each of the listed is important as a reason why you DID NOT participate (more frequently) in this activity? Please, circle one number for each statement.**

		Not important	Moderately important	Very important
1	Not knowing how to access to it	1	2	3
2	Lack of information about it	1	2	3
3	No offer in the place of living	1	2	3
4	Have too many other responsibilities / too busy	1	2	3
5	Transport (I can't easily get to it)	1	2	3
6	No one to go with	1	2	3
7	No interest	1	2	3
8	I don't think I'd enjoy it	1	2	3
9	Physical disability or illness/health problems	1	2	3



10	It seems too expensive	1	2	3
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<b>Q11. In the LAST 2 YEARS how many times you travelled to (if any):</b>		never	once	twice	three times	four	five or more
1.	another region within [COUNTRY]	0	1	2	3	4	5
2.	other country/ies on the same continent - Europe	0	1	2	3	4	5
3.	another continent	0	1	2	3	4	5

**Q12. a Please write down your mother tongue/family languages:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Q12. b. Which additional languages (besides mother tongue) do you understand well enough to hold a conversation?**

**Top down menu:**

- Arabic
- Bengali
- Chinese
- Danish
- Dutch
- English
- French
- Georgian
- German
- Hindi
- Indonesian
- Italian
- Latvian
- Norwegian
- Polish
- Portuguese
- Russian
- Spanish
- Swedish
- Turkish
- Ukrainian



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**Q13. In this question “culture” refers to cultures of countries. For example, Italian culture, French culture, Kenyan culture. Thus “foreign or different culture” means any culture different from your own culture or your own cultures.**

*How frequently do you:*

	never	annually	monthly	weekly	daily	multiple times a day
1. Watch movies that take place in different cultures?	1	2	3	4	5	6
2. Talk to people from different cultures	1	2	3	4	5	6
3. Listen to music of foreign cultures	1	2	3	4	5	6
4. Socialize with people from different cultures	1	2	3	4	5	6
5. Watch foreign TV channels	1	2	3	4	5	6
6. Share feelings with people from different cultures	1	2	3	4	5	6
7. Watch different cultures' celebrations (e.g., festivals, parades) on TV or online	1	2	3	4	5	6
8. Read books about foreign people?	1	2	3	4	5	6
9. Communicate via writing (e.g., emails, text, messages, instant messaging) with people from different cultures	1	2	3	4	5	6
10. See art (e.g., plays, opera, architecture, sculpture, paintings) of foreign cultures?	1	2	3	4	5	6

In the next questions, we are interested about your **CLOSE FRIENDS**. By "**CLOSE FRIENDS**", we mean the male and female friends (including your boyfriend / girlfriend) with whom you can share personal issues.

**Q14. How frequently your CLOSE FRIENDS participate in the following activities:**

	<i>EXCLUDING ACTIVITIES REQUIRED FOR SCHOOL OR ORGANISED BY SCHOOL</i>	Never	Rarely	Often	Very often
1	visit gallery, museum, exhibition	1	2	3	4
2	play an instrument, composing or singing, or acting or dancing	1	2	3	4
3	actively and regularly participate in sports	1	2	3	4



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4	done some drawing, painting, sculpturing, creative computing, etc.	1	2	3	4
5	been to cinema or film festival	1	2	3	4
6	been to a concert, live music event or a music festival	1	2	3	4

**Q15. How often DO YOU USUALLY do the following WITH YOUR CLOSE FRIEND(S)?**

	<i>NOT COUNTING ACTIVITIES REQUIRED FOR SCHOOL OR ORGANISED BY SCHOOL</i>	Never	Rarely	Often	Very often
1	Been to a sport event as spectator	1	2	3	4
2	Been to a museum, gallery, exhibition	1	2	3	4
3	Been to a concert, live music event or a music festival	1	2	3	4
4	Seen a theatre, dance or performance (e.g. play, drama)	1	2	3	4
5	Visited historical monument, building or site (e.g. castle archaeological sites or memorial sites)	1	2	3	4
6	Been to the cinema or film festival	1	2	3	4

**Q16. How many of your CLOSE FRIEND(S) are?**

	None of them	A few	Most	All of them
1. a different religion to you	1	2	3	4
2. born in a different country	1	2	3	4
3. a different ethnicity to you	1	2	3	4
4. are richer than you	1	2	3	4
5. are poorer than you	1	2	3	4

In the next questions, we are interested about your **PARENTS (or caregivers) and your FAMILY**.

**Q17. What is the highest level of education your parents (or caregivers) have completed?**

(Please mark by X separately for father or mother (or adoptive/step/foster father/mother or partner))

PLEASE put country specific expression for corresponding ISCED categories	Father'or caregiver' s education	Mother'or caregiver' s education
Primary School or less		
Secondary School		
High school		



University		
MA		
PhD		
Other		

**Q18. Was your father born in [COUNTRY]?**

1. Yes
2. No
3. Don't know

**Q19. Was your mother born in [COUNTRY]?**

1. Yes
2. No
3. Don't know

**Q20. While you were in primary school how frequently BOTH of your OR ONE of your PARENTS/CAREGIVERS participated in the following activities?**

	<b>DURING MY PRIMARY SCHOOL my parents (both or only one) or caregivers:</b>	Never	Rarely	Often	Very often
1	visited gallery, museum exhibition	1	2	3	4
2	played an instrument, composing or singing, or acting or dancing	1	2	3	4
3	actively and regularly participated in sports	1	2	3	4
4	done some drawing, painting, sculpturing, creative computing, etc.	1	2	3	4
5	been to cinema or film festival	1	2	3	4
6	been to a concert, live music event or a music festival	1	2	3	4

**Q21. What about today, how often DO YOU USUALLY do the following WITH YOUR PARENTS (BOTH OR WITH ONE) or CAREGIVERS?**

	<i>NOT COUNTING ACTIVITIES REQUIRED FOR SCHOOL OR ORGANISED BY SCHOOL</i>	Never	Rarely	Often	Very often
1	Been to a sport event as spectator	1	2	3	4
2	Been to a museum, gallery, exhibition	1	2	3	4
3	Been to a concert, live music event or a music festival	1	2	3	4
4	Seen a theatre, dance or performance (e.g. play, drama)	1	2	3	4
5	Visited historical monument, building or site (e.g. castle archaeological sites or memorial sites)	1	2	3	4
6	Been to the cinema or film festival	1	2	3	4



In the next questions, we are interested about **your experiences related to your SCHOOL**.

**Q22. In previous school year, how frequently, your school organised FOR STUDENTS TO visit...?**

		Never	Rarely	Often	Very often
1	a museum, gallery, exhibition	1	2	3	4
2	historical monument, building or site (e.g. castle archaeological sites or memorial sites)	1	2	3	4
3	a library	1	2	3	4
4	a concert, live music event or a music festival	1	2	3	4
5	a theatre, dance or performance (e.g. play, drama)	1	2	3	4
6	cinema (or organised watching movies in schools) or film festival	1	2	3	4

**Q23. AT YOUR school, to what extent, do you have the opportunity TO PARTICIPATE IN:**

		not at all	to a small extent	to a moderate extent	to a large extent
1	volunteer work (e.g. for a fundraising, to help)	1	2	3	4
32	sport	1	2	3	4
3	creating your own digital content	1	2	3	4
4	playing an instrument, composing or singing, or acting or dancing	1	2	3	4
5	done some drawing, painting, sculpturing,	1	2	3	4

**Q24 a. At YOUR school, to what extent have you had the opportunity TO LEARN ABOUT**

		not at all	to a small extent	to a moderate extent	to a large extent
1	what it means to be a British	1	2	3	4
2	about core British values	1	2	3	4



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3 what make the UK unique from other countries	1	2	3	4
4 About gender inequality in your country				
5 About climate change and the concern for environmental problems				

**Q24 b. At YOUR school, to what extent have you had the opportunity TO LEARN ABOUT the importance and value of respecting.**

	not at all	to a small extent	to a moderate extent	to a large extent
1 human dignity and human rights	1	2	3	4
2 minority rights	1	2	3	4
3 equality between men and women	1	2	3	4

**In this questions, we are interested how you feel about yourself and different issues.**

**Q25. All things considered, how satisfied are you with:**

*Please circle one number on scale below, where 0 means extremely dissatisfied and 10 means extremely satisfied.*

	extremely dissatisfied											extremely satisfied
1. your life as a whole now-days	0	1	2	3	4	5	6	7	8	9	10	
2. your relationship with parents (or caregivers)	0	1	2	3	4	5	6	7	8	9	10	
3. your friends	0	1	2	3	4	5	6	7	8	9	10	
4. your school	0	1	2	3	4	5	6	7	8	9	10	

**Q26.1. Do you consider yourself to belong to any church, denomination, or a religious community?**

- 1 No
- 2 Yes

If yes, go to 26.2

**Q26.2 Which one? If necessary, put country specific categories**

- 1. Roman Catholic
- 2. Protestant
- 3. Eastern Orthodox



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4. Other Christian denomination
5. Jewish
6. Islamic
7. Eastern religions
8. Other non-Christian religions

**Q27. Were you born in [COUNTRY]?**

1. Yes
2. No
3. Don't know

**Q28. Do you have a [COUNTRY] citizenship?**

1. Yes, as only citizenship
2. I have a [COUNTRY] citizenship and additional (please write) \_\_\_\_\_
3. No "country" citizenship but have some other (please write)? \_\_\_\_\_

**Q29. How close do you feel to...?**

Please, circle one number in each line

	Not close at all	Not very close	Close	Very close
1. Your neighbourhood (or city district)	1	2	3	4
2. Your town (city or village)	1	2	3	4
3. Your region/county in the [COUNTRY]	1	2	3	4
4. [COUNTRY]	1	2	3	4
5. Europe	1	2	3	4
6. EU	1	2	3	4
7. Humanity	1	2	3	4

**Q30. Some people say that the following things are important for being truly [COUNTRY]. Others say they are not important. How important do you think each of the following is...?'**

	Not important at all	Not very important	Fairly important	Very important	Can't choose
1. To have been born in [COUNTRY]	1	2	3	4	5
2. To have lived in [COUNTRY] for most of one's life	1	2	3	4	5
3. To be able to speak [national language]	1	2	3	4	5
4. To be a [country dominant religion]	1	2	3	4	5





5. To respect [COUNTRY] institutions and laws	1	2	3	4	5
6. To feel [COUNTRY]	1	2	3	4	5
7. To have [COUNTRY] ancestry	1	2	3	4	5

**Q31. Also, people differ in what they think it means to be European. How important do you think each of the following is for being truly EUROPEAN....**

	Not important at all	Not very important	Fairly important	Very important	Can't choose
1. To be Christian					
2. To share European cultural traditions	1	2	3	4	5
3. To be born in Europe	1	2	3	4	5
4. To have at least one European parent	1	2	3	4	5
5. To feel European	1	2	3	4	5
6. To be able to speak any main European language	1	2	3	4	5
7. To have lived in Europe for most of one's life					

**Q32. How much do you agree or disagree with each of these statements?**

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
1. I consider myself more as a citizen of the world than a citizen of some nation.	1	2	3	4	5
2. I could easily live in other cultures countries than my own.	1	2	3	4	5
3. I identify with a world community.	1	2	3	4	5
4. I enjoy learning about different cultures.	1	2	3	4	5
5. I like listening to music from different cultures.	1	2	3	4	5
6. My own culture is the best in the whole world.	1	2	3	4	5
7. One should first care for his or her nation, then others.	1	2	3	4	5
8. I feel intense pride when I think about my country.	1	2	3	4	5
9. I feel most connected to members of my own country.	1	2	3	4	5



10. My country is one of the best in the world.	1	2	3	4	5
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**Q.33. And how much do you agree or disagree with each of these statements?**

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
1. An ideal society requires some groups to be on top and others to be on the bottom.	1	2	3	4	5
2. Some groups of people are simply inferior to other groups.	1	2	3	4	5
3. No one group should dominate in society.	1	2	3	4	5
4. Groups at the bottom are just as deserving as groups at the top.	1	2	3	4	5
5. Group equality should not be our primary goal.	1	2	3	4	5
6. It is unjust to try to make groups equal.	1	2	3	4	5
7. We should do what we can to equalize conditions for different groups.	1	2	3	4	5
8. We should work to give all groups an equal chance to succeed.	1	2	3	4	5

**Q34. How much you would feel comfortable having neighbours belonging to the following groups?**

*Please tick only one box in each row*

	Not at all comfortable				Very much comfortable
1. People with different skin colour than yours	1	2	3	4	5
2. People of a different religion than yours	1	2	3	4	5
3. People who come from another region of the country	1	2	3	4	5
4. Persons with physical disabilities	1	2	3	4	5



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5. Persons from a different country	1	2	3	4	5
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**Q35. How much do you agree or disagree with the following statements about immigrants?**

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
1 Immigrants should have the opportunity to keep their own language (e.g. express in public)	1	2	3	4	5
2 Immigrants' children should have the same opportunities for education that other children in the country have	1	2	3	4	5
3 Immigrants who live in a country for several years should have the opportunity to vote in elections	1	2	3	4	5
4 Immigrants should have the opportunity to keep their own customs and lifestyle	1	2	3	4	5

**Q36. There are different views about the roles of women and men in society. How much do you agree or disagree with the following statements?**

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
1 Men and women should have the same rights in every way	1	2	3	4	5
2 When there are not many jobs available, men should have more right to a job than women	1	2	3	4	5
3 Men and women should get equal pay when they are doing the same jobs	1	2	3	4	5

**Q37. How much do you agree or disagree with each of these statements?**



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	Strongly agree	Some what agree	Neither disagree nor agree	Some what disagree	Strongly disagree
1. Climate change will be one of the main problems for my generation in the future	1	2	3	4	5
2. I feel a personal obligation to do whatever I can to prevent climate change.	1	2	3	4	5
3. The government should take strong action to reduce emissions and prevent global climate change.	1	2	3	4	5

**Q38. Below is a list of activities whereby youth can express their views on environmental issues. Please mark, for each one, whether you have actually done any of these things, whether you might do it or would never, under any circumstances, do it.**

	Have done	Might do	Would never do
1. Participate in demonstrations or protest actions concerning environment protection or climate change?	1	2	3
2. Boycott or avoid buying the products of a company because you feel that company is harming the environment?	1	2	3
3. Sign petitions (online or offline) in support of protecting the environment	1	2	3
4. Post or share anything about environment or climate change online (for example on blogs, or on social media such as Instagram, Facebook or Twitter)	1	2	3
5. Make a special effort to consume food without pesticides or chemicals; also known as organic food	1	2	3
6. Make a special effort to reduce the use of single-use plastic products	1	2	3

Here we briefly describe some people. Please read each description and think about how much each person is or is not like you. Using a 6-point scale from “not like me at all” to “very much like me,” choose how similar the person is to you.

**Q39. HOW MUCH LIKE YOU IS THIS PERSON?**



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	Not like me at all	Not like me	A little like me	Somewhat like me	Like me	Very much like me
1. S/he believes s/he should always show respect to his/her parents and to older people. It is important to him/her to be obedient.	1	2	3	4	5	6
2. Religious belief is important to him/her. S/he tries hard to do what his/her religion requires.	1	2	3	4	5	6
3. It's very important to him/her to help the people around him/her. S/he wants to care for their well-being.	1	2	3	4	5	6
4. S/he thinks it is important that every person in the world be treated equally. S/he believes everyone should have equal opportunities in life.	1	2	3	4	5	6
5. S/he thinks it's important to be interested in things. S/he likes to be curious and to try to understand all sorts of things.	1	2	3	4	5	6
6. S/he likes to take risks. S/he is always looking for adventures.	1	2	3	4	5	6
7. S/he seeks every chance s/he can to have fun. It is important to him/her to do things that give him/her pleasure.	1	2	3	4	5	6
8. Being very successful is important to him/her. S/he likes to impress other people.	1	2	3	4	5	6
9. It is important to him/her to be in charge and tell others what to do. S/he wants people to do what s/he says.	1	2	3	4	5	6
10. It is important to him/her that things be organised and clean. S/he really does not like things to be a mess.	1	2	3	4	5	6

**PLEASE CONTINUE ON NEXT PAGE**



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**Please use this page to tell us about any comments that you might have had on the survey.**

**THANK YOU!**



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## APPENDIX 2- School questionnaire



### WP3 SCHOOL QUESTIONNAIRE

**Participation:**

Thank you for participating in this survey. It will require approximately 30 minutes to answer all questions.

Please answer all questions as honestly as possible. There are no ‘right’ or ‘wrong’ answers – we are simply interested in your views.

**Confidentiality:**

Your confidentiality and that of your school will be protected. To ensure that all information will remain confidential, results of this survey will be made available only at the group level.

**Risks:**

There is no compensation for responding nor is there any known risks. Participation is strictly voluntary, and you may refuse to participate at any time without consequence.

**Benefits:**

You will have an opportunity to share your knowledge and experiences. This will help us to better understand the role of school in young people’s cultural practices, orientations, preferences and needs so we can inform policy makers at the national and supranational level.

**Additional information:**

You will be able to keep up to date with the results of the research by checking out the project website: <http://www.chiefproject.eu/>. And if you need more information please contact [country] WP3 coordinator (name) (e-mail address).

I have read and understood the information provided and give my consent to proceed to the survey.



Please, answer all questions as honestly and completely as possible. You will be answering the questions either by selecting one or more options from a list of answers **by circling specific number(s), or by writing down a short answer on a provided line(s).**

First, we would like to ask a couple of short questions about your position in the school.

**Q1. Which is your current position/s in the school management team?**

*IF THERE IS MORE THAN ONE, PLEASE INDICATE*

**Q2. Do you currently teach in this school?**

*PLEASE CIRCLE ONE ANSWER*

1. Yes. Which subject/s do you teach? *(please go to Q3)*


2. No *(please go directly to Q4)*

(if Q2=1)

**Q3. In an ordinary week, how many hours do you teach?**

\_\_\_\_\_hours

In the following questions we are interested in some **general information about your school**

**Q4. Some schools organise instruction differently for students with different abilities.**

**What is your school’s policy about this for students in <students survey grade >?**

*PLEASE CIRCLE ONE ANSWER IN EACH ROW*

		For all subjects	For some subjects	Not for any subjects
1	Students are grouped by ability into different classes	1	2	3
2	Students are grouped by ability within their classes	1	2	3

**Q5. Consider each of the following statements about classroom dynamics in your school.**

**Select the option that reflects the relative truth/validity of each of the following statements**



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*PLEASE CIRCLE ONE ANSWER IN EACH ROW*

		Not at all	Very little	Some-what	Mostly true	Very true
1	Students feel free to disagree openly with their teachers about political and social issues during class	1	2	3	4	5
2	Students are encouraged to make up their own minds about issues	1	2	3	4	5
3	Teachers respect students' opinions and encourage them to express them during class	1	2	3	4	5
4	Students feel free to express opinions in class even when their opinions are different from most of the other students	1	2	3	4	5
5	Teachers encourage students to discuss political or social issues about which people have different opinions	1	2	3	4	5
6	Teachers present several sides of an issue when explaining it in class	1	2	3	4	5

**Q6. In your school, to what extent is the learning of students hindered by the following phenomena?**

*PLEASE CIRCLE ONE ANSWER IN EACH ROW*

		Not at all	Very little	To some extent	A lot
1	Student truancy	1	2	3	4
2	Students skipping classes	1	2	3	4
3	Students lacking respect for teachers	1	2	3	4
4	Student use of alcohol or illegal drugs	1	2	3	4
5	Students intimidating or bullying other students	1	2	3	4
6	Teachers not meeting individual students' needs	1	2	3	4
7	Teacher absenteeism	1	2	3	4
8	Staff resisting change	1	2	3	4
9	Teachers being too strict with students	1	2	3	4
10	Teachers not being well prepared for classes	1	2	3	4

**Q7. Regarding the school' relation with the community, how true is each of the following statements for your school?**

*PLEASE CIRCLE ONE ANSWER IN EACH ROW*



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		Not at all	Very little	Some-what	Mostly true	Very true
1	Locations in the community are utilized for school and classroom projects, events, and instruction.	1	2	3	4	5
2	Information about students, families, and their communities is routinely gathered to inform and make learning experiences more relevant.	1	2	3	4	5
3	My school provides events designed to connect community members with educators.	1	2	3	4	5
4	There are multiple approaches for two-way communication with community members.	1	2	3	4	5
5	Accurate and complete information about the local community and its history are incorporated into school content.	1	2	3	4	5
6	The school regularly participate in community events and activities	1	2	3	4	5
7	Structures, supports, and systems are in place to facilitate and sustain the participation of community members in school events and activities.	1	2	3	4	5

In the next block of question, we are interested about different aspects relating to the **relationship between your school, the education system in your country and students' cultural activities and participation.**

**Q8. To what degree do you think that the educational system in your country fosters the following activities.**

*Please place your answer in a 0-10 scale where 0 means 'Not at all' and 10 'Absolutely'.*

1	Reading	0	1	2	3	4	5	6	7	8	9	10
2	Listening to music	0	1	2	3	4	5	6	7	8	9	10
3	Visiting exhibitions, museums or galleries	0	1	2	3	4	5	6	7	8	9	10
4	Watching Cinema	0	1	2	3	4	5	6	7	8	9	10
5	Going to see scenic arts (drama, dance, circus...)	0	1	2	3	4	5	6	7	8	9	10
6	Participating in traditional culture	0	1	2	3	4	5	6	7	8	9	10
7	Volunteering	0	1	2	3	4	5	6	7	8	9	10
8	Participating in organizations	0	1	2	3	4	5	6	7	8	9	10
9	Doing sport	0	1	2	3	4	5	6	7	8	9	10
10	Writing stories, plays, poetry	0	1	2	3	4	5	6	7	8	9	10
11	Doing photography, video or filming	0	1	2	3	4	5	6	7	8	9	10
12	Playing an instrument	0	1	2	3	4	5	6	7	8	9	10
13	Acting or dancing	0	1	2	3	4	5	6	7	8	9	10
14	Painting, drawing, printmaking...	0	1	2	3	4	5	6	7	8	9	10



15	Uploading content to Internet and social networks	0	1	2	3	4	5	6	7	8	9	10
16	Engaging in political activities	0	1	2	3	4	5	6	7	8	9	10
17	Traveling	0	1	2	3	4	5	6	7	8	9	10
18	Studying foreign languages	0	1	2	3	4	5	6	7	8	9	10
19	Taking care of environment	0	1	2	3	4	5	6	7	8	9	10

**Q9. And to what degree do you think that your school fosters the following activities.**

Please place your answer in a 0-10 scale where 0 means 'Not at all' and 10 'Absolutely'.

1	Reading	0	1	2	3	4	5	6	7	8	9	10
2	Listening to music	0	1	2	3	4	5	6	7	8	9	10
3	Visiting exhibitions, museums or galleries	0	1	2	3	4	5	6	7	8	9	10
4	Watching Cinema	0	1	2	3	4	5	6	7	8	9	10
5	Going to see scenic arts (drama, dance, circus...)	0	1	2	3	4	5	6	7	8	9	10
6	Participating in traditional culture	0	1	2	3	4	5	6	7	8	9	10
7	Volunteering	0	1	2	3	4	5	6	7	8	9	10
8	Participating in organizations	0	1	2	3	4	5	6	7	8	9	10
9	Doing sport	0	1	2	3	4	5	6	7	8	9	10
10	Writing stories, plays, poetry	0	1	2	3	4	5	6	7	8	9	10
11	Doing photography, video or filming	0	1	2	3	4	5	6	7	8	9	10
12	Playing an instrument	0	1	2	3	4	5	6	7	8	9	10
13	Acting or dancing	0	1	2	3	4	5	6	7	8	9	10
14	Painting, drawing, printmaking...	0	1	2	3	4	5	6	7	8	9	10
15	Uploading content to Internet and social networks	0	1	2	3	4	5	6	7	8	9	10
16	Engaging in political activities	0	1	2	3	4	5	6	7	8	9	10
17	Traveling	0	1	2	3	4	5	6	7	8	9	10
18	Studying foreign languages	0	1	2	3	4	5	6	7	8	9	10
19	Taking care of environment	0	1	2	3	4	5	6	7	8	9	10

**Q10. Please select the option that best explains the use that students can make of the following spaces in your school**

PLEASE CIRCLE ONE ANSWER IN EACH ROW

	The school	Students use it for a specified time under	Students can use it unsupervised	Students can freely use it



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		does not have it	the supervision of a teacher	with a prior request	
1	Library	1	2	3	4
2	Gym	1	2	3	4
3	Theatre room	1	2	3	4
4	Plastic arts classroom	1	2	3	4
5	Music classroom	1	2	3	4

**Q11. During a normal academic year in <student survey grade> grade, do you schedule outdoor/external school activities such as...**

*PLEASE CIRCLE ONE ANSWER IN EACH ROW*

		Never	Occasionally but not every year	Once every year	Two or three times every year	Four or more times every year
1	Going to the cinema to watch a film or documentary	1	2	3	4	5
2	Visit a historical monument or site (palaces, castles, churches, archaeological sites, gardens, etc.)	1	2	3	4	5
3	Going to a concert	1	2	3	4	5
4	Visit a public library	1	2	3	4	5
5	Visit a museum or gallery	1	2	3	4	5
6	Going to the drama or music theatre	1	2	3	4	5
7	Going to sporting event	1	2	3	4	5
8	Attending social or environmental awareness events or campaigns	1	2	3	4	5
9	Organizing visits or excursions to natural sites	1	2	3	4	5

**Q12. Within the activities in the school (not counting outdoor/external activities), during a normal academic year in <student survey grade> grade, do you schedule activities such as...**

*PLEASE CIRCLE ONE ANSWER IN EACH ROW*



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		Never	Occasionally but not every year	Once every year	Two or three times every year	Four or more times every year
1	Reading a novel, poem or essay book	1	2	3	4	5
2	Watching a film or documentary	1	2	3	4	5
3	Performing a concert with students	1	2	3	4	5
4	Performing a drama with students	1	2	3	4	5
5	Performing a dance performance with students	1	2	3	4	5
6	Organizing an exhibition with artistic or cultural objects made by students	1	2	3	4	5
7	Posting or sharing artistic or cultural performances via sharing sites or social networks as a class	1	2	3	4	5
8	Creating your own website, channel or blog with artistic and cultural content	1	2	3	4	5
9	Organizing social or environmental awareness events or campaigns	1	2	3	4	5
10	Organizing sport competition or activity	1	2	3	4	5

**Q13. Which of the following permanent activities or groups does the school offer or otherwise promote? For those selected, how many students were involved in each activity or group during the last school year?**

*Please circle all the options you need and write the number of students involved in each*

		Students involved
1	Choir, band or orchestra	
2	School play or school musical	
3	Dance group	



4	School yearbook, newspaper or magazine	
5	Art club or art activities	
6	Traditional or popular culture group	
7	Students union or organization	
8	Sporting team or sporting activities	

**Q14. Are the following resources available in the immediate area where the school is located?**

		Yes	No
1	Public library	1	2
2	Cinema	1	2
3	Theatre or concert hall	1	2
4	Language school	1	2
5	Museum or art gallery	1	2
6	Playground	1	2
7	Public garden or park	1	2
8	Religious center (e.g. church, mosque, synagogue)	1	2
9	Sports facilities (e.g. swimming pool, tennis courts, basketball court, <football> field)	1	2
10	Music schools	1	2

Now, we would like to know different aspects related to the school characteristics, organization and programmes.

**Q15. Which is the official (or main) teaching language in the school?**

*PLEASE WRITE*

\_\_\_\_\_

**Q16. Which languages are taught in the school? (please include also the official language)**

*PLEASE WRITE*

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



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**Q17. Considering all these languages, how many of those do the students in <student survey grade> grade have to learn in your school?**

*PLEASE WRITE A NUMBER*

\_\_\_\_\_

**Q18. In <student survey grade> grade, apart from the language classes, are there any other subjects taught through a different language from the official (or main)?**

1. Yes (*please go to Q18.1*)
2. No (*please go directly to P19*)

**Q18.1. Can you specify these languages and the approximate proportion of subjects taught in each language relative to the entire <student survey grade> population?**

Language	Proportion (%)

**Q19. During secondary education courses, do you organize any trip to visit a foreign country?**

1. Yes. In what country? \_\_\_\_\_
2. No

**Q20. Again in secondary education courses, is your school currently involved in the following European or international programmes?**

*Please circle an answer for each programme*

A. Class exchange programmes

1. No (*please go directly to B*)
2. Yes  
(Filter- if yes) How many students are involved? \_\_\_\_\_ students

B. E-twinning programmes or other exchanges based on virtual communication

1. No (*please go directly to C*)
2. Yes  
(Filter- if yes) How many students are involved? \_\_\_\_\_ students

C. Solidarity projects with schools in other countries;

1. No (*please go directly to D*)
2. Yes  
(Filter- if yes) How many students are involved? \_\_\_\_\_ students

D. Work placement opportunities abroad

1. No (*please go directly to E*)



2. Yes  
(Filter- if yes) How many students are involved? \_\_\_\_\_students

E. Study opportunities abroad (Year, Semester, few months?)

1. No (*please go directly to F*)  
2. Yes  
(Filter- if yes) How many students are involved? \_\_\_\_\_students

F. Teachers/staff exchange programmes

1. No (*please go directly to G*)  
2. Yes  
(Filter- if yes) How many students are involved? \_\_\_\_\_students

G. Other. Which? \_\_\_\_\_

1. No (*please go directly to Q22*)  
2. Yes  
(Filter- if yes) How many students are involved? \_\_\_\_\_students

**Q21. How true is each of the following statements for you your school?**

*Please circle an answer for each row*

		Not at all	Very little	Somewhat	Mostly true	Very true
1	The school has specific program/s relating to managing cultural diversity, encouraging intercultural dialogue and/or the integration of new students from other cultural backgrounds.	1	2	3	4	5
2	There are staff members (staff or other specialists) with specific tasks oriented to assist students that face particular cultural or language barriers.	1	2	3	4	5
3	The school receives support from education authorities and/or ONG for managing cultural diversity.	1	2	3	4	5
4	The school has particular program/s oriented to facilitate the participation of families and community members from minority groups.	1	2	3	4	5
5	Communication strategies for families and community members focus intentionally on including minority groups.	1	2	3	4	5
6	School events and activities are designed to support access for those families and community members from	1	2	3	4	5





	groups who face the most significant barriers to active participation.					
7	Family and community members from minority groups routinely participate in school activities.	1	2	3	4	5

**Q22. Are climate change and environmental issues specifically addressed in your school?**

1. Yes
2. No

(if Q22 yes)

**Q22.1. Can you tell us how?**

*PLEASE SELECT AS MANY OPTIONS AS APPLY*

1. Climate change and environmental issues are taught by teachers of subjects related to natural sciences
2. Climate change and environmental issues are integrated into all subjects taught at the school.
3. The school organizes indoor or external activities related to climate change and environment protection
4. The school participates in specific programmes from government or/and NGO oriented to raise awareness on climate change or other environmental problems
5. Environmental education is a main goal of the general school educational project

**Q23. At school, to what extent do you have the opportunity to teach to secondary education students about the following topics or issues?**

*Please circle an answer for each row*

		Not at all	To a small extent	to a moderate extent	To a large extent
1	The history of Europe	1	2	3	4
2	Political, economic or social issues of other European countries	1	2	3	4
3	New things about your culture	1	2	3	4
4	About the history and traditions of your culture	1	2	3	4
5	About gender inequality in your country	1	2	3	4
8	About climate change and the concern for environmental problems	1	2	3	4
9	What it means to be a British (country specific)	1	2	3	4
10	About core British (country specific) values	1	2	3	4



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**Q24. Below is a list of activities that may be carried out by the school in cooperation with external groups/organizations. During a normal school year, to what extent do secondary education students take part in any of these activities?**

		Not at all	To a small extent	to a moderate extent	To a large extent
1	Activities related to environmental sustainability (e.g. <energy and water saving, recycling>)	1	2	3	4
2	Human rights projects	1	2	3	4
3	Activities for underprivileged people or groups	1	2	3	4
4	Cultural activities (e.g. theatre, music)	1	2	3	4
5	Multicultural and intercultural activities within the <local community> (e.g. <promotion and celebration of cultural diversity, food street market>)	1	2	3	4
6	Campaigns to raise people's awareness, such as <campaigns to raise people's awareness about social issues, campaigns to raise people's awareness of environmental issues>	1	2	3	4
7	Activities aimed at protecting the cultural heritage in the <local community>	1	2	3	4
8	Visits to political institutions (e.g. <Parliament house, Prime Minister's/President's official residence>)	1	2	3	4
9	Sports events	1	2	3	4

**Q25. How civic and citizenship education is implemented in your school? It is...**

*Please circle one number*

1. Taught as a separate subject by teachers of subjects related to civic and citizenship education
2. Taught by teachers of subjects related to human and social sciences
3. Integrated into all subjects taught at the school
4. Taught as an extracurricular activity
5. Considered to be part of the outcomes of school experience as a whole
6. Not considered to be part of the school curriculum



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Finally, we would like to ask you some questions about the demographic profile of students at your school. Precise data is unnecessary, we are seeking an approximation only.

**Q26. What is your best guess about the socioeconomic background of students in your school:**

1. below country average \_\_\_\_\_%
2. close to country average \_\_\_\_\_%
3. above country average \_\_\_\_\_%

**Q27. Considering all the students in the school, estimate the approximate percentage of students whose parents don't have the <country> citizenship**  
 \_\_\_\_\_%

**Q28. Considering all the students in the school, can you tell us which are the first family languages and the approximate percentage of students for each?**

<i>List family languages</i>	(%)



## APPENDIX 3- Location and school environment questionnaire



### SCHOOL AND LOCATION INFORMATION

*To be answered by a member of the CHIEF team for each school.*

Country

\_\_\_\_\_

School name or code

\_\_\_\_\_

## General information about the school

### Q1. Is the school a public or a private school?

*PLEASE CIRCLE ONE ANSWER*

1. A public school  
(This is a school managed directly or indirectly by a public education authority, government agency, or governing board appointed by government or elected by public franchise.)
2. A private school  
(This is a school managed directly or indirectly by a non-government organisation; e.g. a church, trade union, business, or other private institution.)

### Q2. What is the total school enrolment (number of students)?

(Please enter a number for each response. Enter "0" [zero] if there are none.)

Number of boys: \_\_\_\_\_

Number of girls: \_\_\_\_\_

### Q3. Which are the educational stages taught in the schools?

(Please, select as many options as apply)

1. Early childhood education
2. Primary education
3. Secondary education
  - a. Compulsory
  - b. Post-Compulsory



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(if Q3=3b)

**Q3A. Which type of secondary post-compulsory education are taught in the school:**

(Please, select as many options as apply)

1. Gymnasium
2. Vocational training
3. Music and arts special studies
4. Other \_\_\_\_\_

(if Q3=3b)

**Q4. Which is the type of study surveyed in CHIEF survey?**

(Please, select as many options as apply)

1. Gymnasium
2. Vocational training
3. Music and arts special studies
4. Other \_\_\_\_\_

Focussing on students in [CHIEF survey school grade and type of study program].

**Q5a. How many classes (class groups) does the school have in [CHIEF survey school grade]?**

\_\_\_\_\_

**Q5b. In how many of these classes (class groups) did you distributed the CHIEF survey?**

\_\_\_\_\_

**Q6. And, in this same level, how many students there are in each class on average in [CHIEF survey school grade]?**

\_\_\_\_\_

**Q7a. How many students had opportunity to participate in survey?**

\_\_\_\_\_

**Q7b. How many students actually participated?**

\_\_\_\_\_

**Q8. Did you ask for parental consent in this school?**

1. Yes, for all students.
2. Yes, only for some students.
3. No.



## General information about the municipality

**Q9. Name of the municipality (city/town/village)**

\_\_\_\_\_

**Q10. Total population of the municipality**

\_\_\_\_\_ Year of the data: \_\_\_\_\_

**Q11. Young people (16-25 years old) population of the municipality**

\_\_\_\_\_ Year of the data: \_\_\_\_\_

**Q12. % of foreign population in the municipality**

\_\_\_\_\_ Year of the data: \_\_\_\_\_

**Q13. How would you define the urbanization profile of the school location?**

1. Rural
2. Town away from a major metropolitan area
3. Town in a metropolitan area
4. Middle size city away from a major metropolitan area
5. Middle city in a metropolitan area
6. Peripheral neighbourhood in a big city
7. Non- peripheral neighbourhood in a big city

**Q14. Where would you place the municipality in relation of the socioeconomic background of the whole country?**

4. below country average
5. close to country average
6. above country average

**Q14A. If possible, provide official statistical information to explain your answer to Q14?**

\_\_\_\_\_

**Q15. Is there any specific youth department/area in the local government?**

1. Yes
2. No

**[ATTENTION: THIS SECTION IS ONLY FOR MUNICIPALITIES WHERE URBAN/SOCIAL DIFFERENCES BETWEEN NEIGHBOURHOODS ARE RELEVANT.]**



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**WE MAKE A SPECIAL REQUEST TO FILL IT IN FOR MUNICIPALITIES OVER 250.000 inhabitants]**

## **General information about the neighbourhood/districts**

*We are looking for the next level unit of local government or administration under the municipality*

### **Q16. Total population of the neighbourhood**

\_\_\_\_\_ Year of the data: \_\_\_\_\_

### **Q17. Young people (16-25 years old) population of the neighbourhood**

\_\_\_\_\_ Year of the data: \_\_\_\_\_

### **Q18. % of foreign population in the neighbourhood**

\_\_\_\_\_ Year of the data: \_\_\_\_\_

### **Q19. In which urban area is the neighbourhood located?**

1. Central-city area
2. Inner-city area
3. Peripheral area
4. Other \_\_\_\_\_

### **Q20. Where would you place the neighbourhood in relation of the socioeconomic background of the whole city?**

1. below city average
2. close to city average
3. above city average

### **Q20A. If possible, can you provide official statistical information to explain your answer to Q20?**

\_\_\_\_\_



## APPENDIX 4- Codebooks

### STUDENT SURVEY CODEBOOK

Variable	Variable label	Value labels	Comments/Observations
<b>country</b>	Country where the study was conducted	[CR] Croatia; [DE] Germany; [E] Spain; [GEO] Georgia; [IN] India; [LV] Latvia; [SK] Slovakia; [TUR] Turkey; [UK] United Kingdom	
<b>CENTER</b>	School code		Anonymised
<b>language</b>	Language in which the study was conducted	[1] English; [2] Croatian; [3] German; [4] Georgian; [5] Slovak; [6] Hungarian; [7] Catalan; [8] Spanish; [9] Latvian; [10] Hindi; [11] Turkish; [12] Marathi	
<b>Q1</b>	What is your gender?	[1] Male; [2] Female; [3] Other	
<b>Q2</b>	Year of birth		
<b>Q3</b>	Do you consider yourself to have a disability?	[1] Yes; [2] No	
<b>Q4</b>	Which phrase below best describes the area where you live?	[1] A big city; [2] The suburbs or outskirts of a big city; [3] A town or a small city; [4] A country village	
<b>Q5_1</b>	Please answer this question for the home where you live all or most of the time and tick the people who live there_Mother	[0] Unchecked; [1] Checked	
<b>Q5_2</b>	Please answer this question for the home where you live all or most of the time and tick the people who live there_Father	[0] Unchecked; [1] Checked	
<b>Q5_3</b>	Please answer this question for the home where you live all or most of the time and tick the people who live there_Stepmother (or father's partner)	[0] Unchecked; [1] Checked	
<b>Q5_4</b>	Please answer this question for the home where you live all or most of the time and tick the people who live there_Stepfather (or mother's partner)	[0] Unchecked; [1] Checked	
<b>Q5_5</b>	Please answer this question for the home where you live all or most of the time and	[0] Unchecked; [1] Checked	





Variable	Variable label	Value labels	Comments/Observations
	tick the people who live there_Sister(s)		
Q5_6	Please answer this question for the home where you live all or most of the time and tick the people who live there_Brother(s)	[0] Unchecked; [1] Checked	
Q5_95_OT HER	Please answer this question for the home where you live all or most of the time and tick the people who live there_Other	[0] Unchecked; [1] Checked	
Q5_95_OT HER_TEXT	Please answer this question for the home where you live all or most of the time and tick the people who live there_Other		Literal textual input
Q6	Which of the descriptions below comes closest to how you feel about your home income?	[1] Living comfortably on present income; [2] Coping on present income; [3] Finding it difficult on present income; [4] Finding it very difficult on present income	
Q7_1	In your home, do you have: A desk to study at	[0] No; [1] Yes	
Q7_2	In your home, do you have: A quiet place to study	[0] No; [1] Yes	
Q7_3	In your home, do you have: A computer (desktop computer, portable laptop, or notebook)	[0] No; [1] Yes	
Q7_4	In your home, do you have: Internet access	[0] No; [1] Yes	
Q7_5	In your home, do you have: Works of art (e.g. paintings)	[0] No; [1] Yes	
Q7_6	In your home, do you have: Books of poetry, literature, art, music, or design	[0] No; [1] Yes	
Q7_7	In your home, do you have: Musical instruments (e.g. guitar, piano)	[0] No; [1] Yes	
Q8_1_1	In the last 12 months, how often have you done the following? Listened to music	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q8_1_2	In the last 12 months, how often have you done the following? Been to the cinema or film festival	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q8_1_3	In the last 12 months, how often have you done the following? Read a book	[1] Never; [2] Rarely; [3] Often; [4] Very often	



Variable	Variable label	Value labels	Comments/Observations
Q8_1_4	In the last 12 months, how often have you done the following?_Hanging out with friends	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q8_1_5	In the last 12 months, how often have you done the following?_Spent time with family	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q8_1_6	In the last 12 months, how often have you done the following?_Volunteer work (e g for a fundraising, to help)	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q8_1_7	In the last 12 months, how often have you done the following?_Participated in a special interest club/organisation (e g computer, foreign language, ecology)	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q8_1_8	In the last 12 months, how often have you done the following?_Attended a specialized lecture, educational workshop, fair, or science festival	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q8_1_9	In the last 12 months, how often have you done the following?_Attended religious/spiritual service or engaged in prayer:	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q8_1_10	In the last 12 months, how often have you done the following?_Actively participated in sport (e g gymnastics, karate, ?tness, football, rugby, cricket, handball, basketball, hockey...)	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q8_1_11	In the last 12 months, how often have you done the following?_Been to watch a sporting event	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q8_2_1	In the last 12 months, how often have you done the following?: Been to a museum, gallery, exhibition	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q8_2_2	In the last 12 months, how often have you done the following?: Visited historical monument, building or site (e g castle archaeological sites)	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q8_2_3	In the last 12 months, how often have you done the following?: Visited a library	[1] Never; [2] Rarely; [3] Often; [4] Very often	



Variable	Variable label	Value labels	Comments/Observations
Q8_2_4	In the last 12 months, how often have you done the following?: Been to a concert, live music event or a music festival	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q8_2_5	In the last 12 months, how often have you done the following?: Seen a theatre, dance or performance (e.g. play, drama)	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q8_2_6	In the last 12 months, how often have you done the following?: Been to street art performance, festival or carnival	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q8_2_7	In the last 12 months, how often have you done the following?: Wrote stories, novels, poems	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q8_2_8	In the last 12 months, how often have you done the following?: Made film, video or photo (as a creative activity)	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q8_2_9	In the last 12 months, how often have you done the following?: Drawn, painted, sculptured, etc (including on a computer)	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q8_2_10	In the last 12 months, how often have you done the following?: Played a musical instrument, composed or sang music, acted, danced	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q8_2_11	In the last 12 months, how often have you done the following?: Commented on-line content through social media (e.g. YouTube, LinkedIn, Instagram, Snapchat, Facebook, Twitter) or chat rooms, forums, blogs	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q8_2_12	In the last 12 months, how often have you done the following?: Played digital games	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q8_2_13	In the last 12 months, how often have you done the following?: Created your own digital content or uploaded your own content on-line (e.g. blogs, Pinterest)	[1] Never; [2] Rarely; [3] Often; [4] Very often	



Variable	Variable label	Value labels	Comments/Observations
Q8_2_14	In the last 12 months, how often have you done the following?: Watched, read, listened to on-line content (e.g. news, books, music, movies)	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q9_1	Which of the listed activities do you usually do THE MOST frequently?	[1] Attended a sports event; [2] Visited a museum, gallery, or exhibition; [3] Attended a concert, live music event or music festival; [4] Visited a theatre, or watched a dance/other type of creative performance (e.g. play, drama); [5] Visited a historical monument, building or site (e.g. castle, archaeological site); [6] Visited the cinema or a film festival	
Q9_2_1	In this question we are interested why you participate in this activity. How much, each of the listed below is important as a reason for your participation in this activity?_It lets me escape into a different world	[1] Not important; [2] Moderately important; [3] Very important	
Q9_2_2	In this question we are interested why you participate in this activity. How much, each of the listed below is important as a reason for your participation in this activity?_It gives me a chance to relax	[1] Not important; [2] Moderately important; [3] Very important	
Q9_2_3	In this question we are interested why you participate in this activity. How much, each of the listed below is important as a reason for your participation in this activity?_I learn new skills	[1] Not important; [2] Moderately important; [3] Very important	
Q9_2_4	In this question we are interested why you participate in this activity. How much, each of the listed below is important as a reason for your participation in this activity?_I like to feel challenged	[1] Not important; [2] Moderately important; [3] Very important	
Q9_2_5	In this question we are interested why you participate in this activity. How much, each of the listed below is important as a reason for your participation in this activity?_It's fun or enjoyable	[1] Not important; [2] Moderately important; [3] Very important	



Variable	Variable label	Value labels	Comments/Observations
Q9_2_6	In this question we are interested why you participate in this activity. How much, each of the listed below is important as a reason for your participation in this activity?_I get to spend time with my friends	[1] Not important; [2] Moderately important; [3] Very important	
Q9_2_7	In this question we are interested why you participate in this activity. How much, each of the listed below is important as a reason for your participation in this activity?_To meet other people	[1] Not important; [2] Moderately important; [3] Very important	
Q9_2_8	In this question we are interested why you participate in this activity. How much, each of the listed below is important as a reason for your participation in this activity?_To fit in with other people	[1] Not important; [2] Moderately important; [3] Very important	
Q10_1	Which of the listed activities do you usually do THE LEAST frequently (or NEVER)?	[1] Attend a sport event; [2] Visit a museum, gallery, exhibition; [3] Attend a concert, live music event or a music festival; [4] Go to the theatre or watch a dance/other type of creative performance (e.g. play, drama); [5] Visit a historical monument, building or site (e.g. castle, archaeological site); [6] Visit a cinema or film festival	
Q10_2_1	In this question we are interested why you don't participate in this activity. How much, each of the listed is important as a reason why you DID NOT participate (more frequently) in this activity?_Not knowing how to access to it	[1] Not important; [2] Moderately important; [3] Very important	
Q10_2_2	In this question we are interested why you don't participate in this activity. How much, each of the listed is important as a reason why you DID NOT participate (more frequently) in this activity?_Lack of information about it	[1] Not important; [2] Moderately important; [3] Very important	



Variable	Variable label	Value labels	Comments/Observations
Q10_2_3	In this question we are interested why you don't participate in this activity. How much, each of the listed is important as a reason why you DID NOT participate (more frequently) in this activity?_Not really available close to where I live	[1] Not important; [2] Moderately important; [3] Very important	
Q10_2_4	In this question we are interested why you don't participate in this activity. How much, each of the listed is important as a reason why you DID NOT participate (more frequently) in this activity?_Have too many other responsibilities / too busy	[1] Not important; [2] Moderately important; [3] Very important	
Q10_2_5	In this question we are interested why you don't participate in this activity. How much, each of the listed is important as a reason why you DID NOT participate (more frequently) in this activity?_Transport (I can't easily get to it)	[1] Not important; [2] Moderately important; [3] Very important	
Q10_2_6	In this question we are interested why you don't participate in this activity. How much, each of the listed is important as a reason why you DID NOT participate (more frequently) in this activity?_No one to go with	[1] Not important; [2] Moderately important; [3] Very important	
Q10_2_7	In this question we are interested why you don't participate in this activity. How much, each of the listed is important as a reason why you DID NOT participate (more frequently) in this activity?_No interest	[1] Not important; [2] Moderately important; [3] Very important	
Q10_2_8	In this question we are interested why you don't participate in this activity. How much, each of the listed is important as a reason why you DID NOT participate (more frequently) in this activity?_I don't think I'd enjoy it	[1] Not important; [2] Moderately important; [3] Very important	



Variable	Variable label	Value labels	Comments/Observations
Q10_2_9	In this question we are interested why you don't participate in this activity. How much, each of the listed is important as a reason why you DID NOT participate (more frequently) in this activity?_Physical disability or illness/health problems	[1] Not important; [2] Moderately important; [3] Very important	
Q10_2_10	In this question we are interested why you don't participate in this activity. How much, each of the listed is important as a reason why you DID NOT participate (more frequently) in this activity?_It seems too expensive	[1] Not important; [2] Moderately important; [3] Very important	
Q11_1	In the LAST 2 YEARS how many times have you travelled to (if any): Another region within UK	[0] Never; [1] Once; [2] Twice; [3] Three times; [4] Four; [5] Five or more	
Q11_2	In the LAST 2 YEARS how many times have you travelled to (if any): Other country/ies on the same continent - Europe	[0] Never; [1] Once; [2] Twice; [3] Three times; [4] Four; [5] Five or more	
Q11_3	In the LAST 2 YEARS how many times have you travelled to (if any): Another continent	[0] Never; [1] Once; [2] Twice; [3] Three times; [4] Four; [5] Five or more	
Q12A_1	Please write down your mother tongue/family languages: Mother tongue/family language 1		Literal textual input. Data not available for Turkey and India.
Q12A_2	Please write down your mother tongue/family languages: Mother tongue/family language 2		Literal textual input. Data not available for Turkey and India.
Q12A_3	Please write down your mother tongue/family languages: Mother tongue/family language 3		Literal textual input. Data not available for Turkey and India.
Q12B_1	Which additional languages (besides mother tongue) do you understand well enough to hold a conversation? Arabic	[0] No; [1] Yes	Data not available for Germany India and Turkey.
Q12B_2	Which additional languages (besides mother tongue) do you understand well enough to hold a conversation? Bengali	[0] No; [1] Yes	Data not available for Germany India and Turkey.



Variable	Variable label	Value labels	Comments/Observations
Q12B_3	Which additional languages (besides mother tongue) do you understand well enough to hold a conversation? Chinese	[0] No; [1] Yes	Data not available for Germany India and Turkey.
Q12B_4	Which additional languages (besides mother tongue) do you understand well enough to hold a conversation? Danish	[0] No; [1] Yes	Data not available for Germany India and Turkey.
Q12B_5	Which additional languages (besides mother tongue) do you understand well enough to hold a conversation? Dutch	[0] No; [1] Yes	Data not available for Germany India and Turkey.
Q12B_6	Which additional languages (besides mother tongue) do you understand well enough to hold a conversation? English	[0] No; [1] Yes	Data not available for Germany India and Turkey.
Q12B_7	Which additional languages (besides mother tongue) do you understand well enough to hold a conversation? French	[0] No; [1] Yes	Data not available for Germany India and Turkey.
Q12B_8	Which additional languages (besides mother tongue) do you understand well enough to hold a conversation? Georgian	[0] No; [1] Yes	Data not available for Germany India and Turkey.
Q12B_9	Which additional languages (besides mother tongue) do you understand well enough to hold a conversation? German	[0] No; [1] Yes	Data not available for Germany India and Turkey.
Q12B_10	Which additional languages (besides mother tongue) do you understand well enough to hold a conversation? Hindi	[0] No; [1] Yes	Data not available for Germany India and Turkey.
Q12B_11	Which additional languages (besides mother tongue) do you understand well enough to hold a conversation? Indonesian	[0] No; [1] Yes	Data not available for Germany India and Turkey.
Q12B_12	Which additional languages (besides mother tongue) do you understand well enough to hold a conversation? Italian	[0] No; [1] Yes	Data not available for Germany India and Turkey.
Q12B_13	Which additional languages (besides mother tongue) do you understand well enough	[0] No; [1] Yes	Data not available for Germany India and Turkey.





Variable	Variable label	Value labels	Comments/Observations
	to hold a conversation? Latvian		
Q12B_14	Which additional languages (besides mother tongue) do you understand well enough to hold a conversation? Norwegian	[0] No; [1] Yes	Data not available for Germany India and Turkey.
Q12B_15	Which additional languages (besides mother tongue) do you understand well enough to hold a conversation? Polish	[0] No; [1] Yes	Data not available for Germany India and Turkey.
Q12B_16	Which additional languages (besides mother tongue) do you understand well enough to hold a conversation? Portuguese	[0] No; [1] Yes	Data not available for Germany India and Turkey.
Q12B_17	Which additional languages (besides mother tongue) do you understand well enough to hold a conversation? Russian	[0] No; [1] Yes	Data not available for Germany India and Turkey.
Q12B_18	Which additional languages (besides mother tongue) do you understand well enough to hold a conversation? Spanish	[0] No; [1] Yes	Data not available for Germany India and Turkey.
Q12B_19	Which additional languages (besides mother tongue) do you understand well enough to hold a conversation? Swedish	[0] No; [1] Yes	Data not available for Germany India and Turkey.
Q12B_20	Which additional languages (besides mother tongue) do you understand well enough to hold a conversation? Turkish	[0] No; [1] Yes	Data not available for Germany India and Turkey.
Q12B_21	Which additional languages (besides mother tongue) do you understand well enough to hold a conversation? Ukrainian	[0] No; [1] Yes	Data not available for Germany India and Turkey.
Q12B_22	Which additional languages (besides mother tongue) do you understand well enough to hold a conversation? Czech	[0] No; [1] Yes	Data not available for Germany India and Turkey.
Q12B_23	Which additional languages (besides mother tongue) do you understand well enough to hold a conversation? Hungarian	[0] No; [1] Yes	Data not available for Germany India and Turkey.
Q12B_95	Which additional languages (besides mother tongue) do	[0] No; [1] Yes	Data not available for Germany India and Turkey.



Variable	Variable label	Value labels	Comments/Observations
	you understand well enough to hold a conversation? Other(s)		
<b>Q12B_95_T EXT</b>	Which additional languages (besides mother tongue) do you understand well enough to hold a conversation?		Literal textual input. Data not available for Germany, India and Turkey.
<b>Q13_1</b>	How frequently do you: Watch movies that take place in different cultures?	[1] Never; [2] Annually; [3] Monthly; [4] Weekly; [5] Daily; [6] Multiple times a day	
<b>Q13_2</b>	How frequently do you: Talk to people from different cultures?	[1] Never; [2] Annually; [3] Monthly; [4] Weekly; [5] Daily; [6] Multiple times a day	
<b>Q13_3</b>	How frequently do you: Listen to music of foreign cultures?	[1] Never; [2] Annually; [3] Monthly; [4] Weekly; [5] Daily; [6] Multiple times a day	
<b>Q13_4</b>	How frequently do you: Socialize with people from different cultures?	[1] Never; [2] Annually; [3] Monthly; [4] Weekly; [5] Daily; [6] Multiple times a day	
<b>Q13_5</b>	How frequently do you: Watch foreign TV channels?	[1] Never; [2] Annually; [3] Monthly; [4] Weekly; [5] Daily; [6] Multiple times a day	
<b>Q13_6</b>	How frequently do you: Share feelings with people from different cultures?	[1] Never; [2] Annually; [3] Monthly; [4] Weekly; [5] Daily; [6] Multiple times a day	
<b>Q13_7</b>	How frequently do you: Watch different cultures' celebrations (e.g. festivals, parades) on TV or online?	[1] Never; [2] Annually; [3] Monthly; [4] Weekly; [5] Daily; [6] Multiple times a day	
<b>Q13_8</b>	How frequently do you: Read books about foreign people?	[1] Never; [2] Annually; [3] Monthly; [4] Weekly; [5] Daily; [6] Multiple times a day	
<b>Q13_9</b>	How frequently do you: Communicate via writing (e.g. emails, text messages, instant messaging) with people from different cultures?	[1] Never; [2] Annually; [3] Monthly; [4] Weekly; [5] Daily; [6] Multiple times a day	
<b>Q13_10</b>	How frequently do you: See art (e.g. plays, opera, architecture, sculpture, paintings) of foreign cultures?	[1] Never; [2] Annually; [3] Monthly; [4] Weekly; [5] Daily; [6] Multiple times a day	
<b>Q14_1</b>	To the best of your knowledge, how frequently do your CLOSE FRIENDS participate in the following activities: Visiting a gallery, museum, exhibition	[1] Never; [2] Rarely; [3] Often; [4] Very often	
<b>Q14_2</b>	To the best of your knowledge, how frequently do your CLOSE FRIENDS participate in the following	[1] Never; [2] Rarely; [3] Often; [4] Very often	



Variable	Variable label	Value labels	Comments/Observations
	activities: Playing an instrument, composing music, singing, acting or dancing		
Q14_3	To the best of your knowledge, how frequently do your CLOSE FRIENDS participate in the following activities: Actively and regularly participating in sports	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q14_4	To the best of your knowledge, how frequently do your CLOSE FRIENDS participate in the following activities: Drawing, painting, sculpting, etc (including on a computer)	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q14_5	To the best of your knowledge, how frequently do your CLOSE FRIENDS participate in the following activities: Going to the cinema or a film festival	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q14_6	To the best of your knowledge, how frequently do your CLOSE FRIENDS participate in the following activities: Attending a concert, live music event or a music festival	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q15_1	How often DO YOU USUALLY do the following WITH YOUR CLOSE FRIEND(S)?: Go to a sports event as a spectator	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q15_2	How often DO YOU USUALLY do the following WITH YOUR CLOSE FRIEND(S)?: Visit a museum, gallery, exhibition	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q15_3	How often DO YOU USUALLY do the following WITH YOUR CLOSE FRIEND(S)?: Attend a concert, live music event or a music festival	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q15_4	How often DO YOU USUALLY do the following WITH YOUR CLOSE FRIEND(S)?: Go to the theatre or watch a dance/other type of creative performance (e.g. play, drama)	[1] Never; [2] Rarely; [3] Often; [4] Very often	



Variable	Variable label	Value labels	Comments/Observations
Q15_5	How often DO YOU USUALLY do the following WITH YOUR CLOSE FRIEND(S)?: Visit historical monuments, buildings or sites (e.g. castle archaeological sites or memorial sites)	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q15_6	How often DO YOU USUALLY do the following WITH YOUR CLOSE FRIEND(S)?: Go to the cinema or film festival	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q16_1	How many of your CLOSE FRIEND(S) are?_A different religion to you	[1] None of them; [2] A few; [3] Most; [4] All of them	Data not available for Turkey.
Q16_2	How many of your CLOSE FRIEND(S) are?_Born in a different country	[1] None of them; [2] A few; [3] Most; [4] All of them	Data not available for Turkey.
Q16_3	How many of your CLOSE FRIEND(S) are?_A different ethnicity to you	[1] None of them; [2] A few; [3] Most; [4] All of them	Data not available for Turkey.
Q16_4	How many of your CLOSE FRIEND(S) are?_Are richer than you	[1] None of them; [2] A few; [3] Most; [4] All of them	Data not available for Turkey.
Q16_5	How many of your CLOSE FRIEND(S) are?_Are poorer than you	[1] None of them; [2] A few; [3] Most; [4] All of them	Data not available for Turkey.
Q17_1	Father's education	[1] Primary education; [2] Lower secondary education; [3] Upper secondary education; [4] Tertiary education; [5] Doctoral or equivalent level	Correspondence to ISCED 2011: [1] Primary education (ISCED2011 level 0 and 1); [2] Lower secondary education (ISCED2011 level 2); [3] Upper secondary education (ISCED2011 level 3 and 4); [4] Tertiary education (ISCED2011 level 5, 6 and 7); [5] Doctoral or equivalent level (ISCED2011 level 8)
Q17_2	Mother's education	[1] Primary education; [2] Lower secondary education; [3] Upper secondary education; [4] Tertiary education; [5] Doctoral or equivalent level	Correspondence to ISCED 2011: [1] Primary education (ISCED2011 level 0 and 1); [2] Lower secondary education (ISCED2011 level 2); [3] Upper secondary education (ISCED2011 level 3 and 4); [4] Tertiary education (ISCED2011 level 5, 6 and 7); [5] Doctoral or equivalent level (ISCED2011 level 8)
Q18	Was your father born in [COUNTRY]?	[1] Yes; [2] No; [3] Don't know	



Variable	Variable label	Value labels	Comments/Observations
Q19	Was your mother born in [COUNTRY]?	[1] Yes; [2] No; [3] Don't know	
Q20_1	While you were in primary school how frequently did both OR just one of your PARENTS/CAREGIVERS participate in the following activities? _Visited a museum, gallery, exhibition	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q20_2	While you were in primary school how frequently did both OR just one of your PARENTS/CAREGIVERS participate in the following activities? _Played an instrument, composed music, sang, acted or danced	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q20_3	While you were in primary school how frequently did both OR just one of your PARENTS/CAREGIVERS participate in the following activities? _Actively and regularly participated in sports	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q20_4	While you were in primary school how frequently did both OR just one of your PARENTS/CAREGIVERS participate in the following activities? _Drew, painted, sculpted, etc (including on a computer)	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q20_5	While you were in primary school how frequently did both OR just one of your PARENTS/CAREGIVERS participate in the following activities? _Went to a cinema or film festival	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q20_6	While you were in primary school how frequently did both OR just one of your PARENTS/CAREGIVERS participate in the following activities? _Attended a concert, live music event or a music festival	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q21_1	How often do YOU do the following with ((both or just one) WITH YOUR PARENTS or CAREGIVES? _Go to a sports event as a spectator	[1] Never; [2] Rarely; [3] Often; [4] Very often	



Variable	Variable label	Value labels	Comments/Observations
Q21_2	How often do YOU do the following with ((both or just one) WITH YOUR PARENTS or CARE-GIVES?_Go to a gallery, museum exhibition	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q21_3	How often do YOU do the following with ((both or just one) WITH YOUR PARENTS or CARE-GIVES?_Go to a concert, live music event or a music festival	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q21_4	How often do YOU do the following with ((both or just one) WITH YOUR PARENTS or CARE-GIVES?_Visit a theatre, or watch a dance/other type of creative performance (e g play, drama)	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q21_5	How often do YOU do the following with ((both or just one) WITH YOUR PARENTS or CARE-GIVES?_Visit an historical monument, building or site (e g castle archaeological sites or memorial sites)	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q21_6	How often do YOU do the following with ((both or just one) WITH YOUR PARENTS or CARE-GIVES?_Go to the cinema or a film festival	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q22_1	In the previous school year, how frequently has your school/college organised visits FOR STUDENTS to the following?_A museum, gallery, exhibition	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q22_2	In the previous school year, how frequently has your school/college organised visits FOR STUDENTS to the following?_A historical monument, building or site (e g castle, archaeological site or memorial site)	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q22_3	In the previous school year, how frequently has your school/college organised visits FOR STUDENTS to the following?_A library	[1] Never; [2] Rarely; [3] Often; [4] Very often	



Variable	Variable label	Value labels	Comments/Observations
Q22_4	In the previous school year, how frequently has your school/college organised visits FOR STUDENTS to the following?_A concert, live music event or a music festival	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q22_5	In the previous school year, how frequently has your school/college organised visits FOR STUDENTS to the following?_A theatre, dance or performance (e g play, drama)	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q22_6	In the previous school year, how frequently has your school/college organised visits FOR STUDENTS to the following?_The cinema (or organized watching movies in school/college) or at a film festival	[1] Never; [2] Rarely; [3] Often; [4] Very often	
Q23_1	AT YOUR school/college, to what extent, do you have the opportunity TO PARTICIPATE IN:_Volunteer work (e g for fundraising, to help a charitable cause)	[1] Not at all; [2] To a small extent; [3] To a moderate extent; [4] To a large extent	
Q23_2	AT YOUR school/college, to what extent, do you have the opportunity TO PARTICIPATE IN:_Sport	[1] Not at all; [2] To a small extent; [3] To a moderate extent; [4] To a large extent	
Q23_3	AT YOUR school/college, to what extent, do you have the opportunity TO PARTICIPATE IN:_Creating your own digital content	[1] Not at all; [2] To a small extent; [3] To a moderate extent; [4] To a large extent	
Q23_4	AT YOUR school/college, to what extent, do you have the opportunity TO PARTICIPATE IN:_Playing an instrument, composing or singing, or acting or dancing	[1] Not at all; [2] To a small extent; [3] To a moderate extent; [4] To a large extent	
Q23_5	AT YOUR school/college, to what extent, do you have the opportunity TO PARTICIPATE IN:_Drawing, painting, sculpting	[1] Not at all; [2] To a small extent; [3] To a moderate extent; [4] To a large extent	
Q24A_1	At YOUR school/college, to what extent have you had the opportunity TO LEARN ABOUT:_What it means to be [citizen of the COUNTRY]	[1] Not at all; [2] To a small extent; [3] To a moderate extent; [4] To a large extent	Data not available for India and Turkey.



Variable	Variable label	Value labels	Comments/Observations
Q24A_2	At YOUR school/college, to what extent have you had the opportunity TO LEARN ABOUT:_About core [COUNTRY] values	[1] Not at all; [2] To a small extent; [3] To a moderate extent; [4] To a large extent	Data not available for India and Turkey.
Q24A_3	At YOUR school/college, to what extent have you had the opportunity TO LEARN ABOUT:_What make the [COUNTRY] unique from other countries	[1] Not at all; [2] To a small extent; [3] To a moderate extent; [4] To a large extent	Data not available for India and Turkey.
Q24A_4	At YOUR school/college, to what extent have you had the opportunity TO LEARN ABOUT:_Gender inequality in the [COUNTRY]	[1] Not at all; [2] To a small extent; [3] To a moderate extent; [4] To a large extent	Data not available for India and Turkey.
Q24A_5	At YOUR school/college, to what extent have you had the opportunity TO LEARN ABOUT:_About climate change and other major environmental problems (e g biodiversity loss)	[1] Not at all; [2] To a small extent; [3] To a moderate extent; [4] To a large extent	Data not available for India and Turkey.
Q24B_1	At YOUR school/college, to what extent have you had the opportunity TO LEARN ABOUT the importance and value of respecting_Human dignity and human rights	[1] Not at all; [2] To a small extent; [3] To a moderate extent; [4] To a large extent	Data not available for India and Turkey.
Q24B_2	At YOUR school/college, to what extent have you had the opportunity TO LEARN ABOUT the importance and value of respecting_Minority rights	[1] Not at all; [2] To a small extent; [3] To a moderate extent; [4] To a large extent	Data not available for India and Turkey.
Q24B_3	At YOUR school/college, to what extent have you had the opportunity TO LEARN ABOUT the importance and value of respecting_Equality between men and women	[1] Not at all; [2] To a small extent; [3] To a moderate extent; [4] To a large extent	Data not available for India and Turkey.
Q25_1	All things considered, how satisfied are you with:_Your life as a whole	[0] Extremely dissatisfied; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] Extremely satisfied	
Q25_2	All things considered, how satisfied are you with:_Your relationship with parents (or caregivers)	[0] Extremely dissatisfied; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] Extremely satisfied	
Q25_3	All things considered, how satisfied are you with:Your friends	[0] Extremely dissatisfied; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] Extremely satisfied	





Variable	Variable label	Value labels	Comments/Observations
Q25_4	All things considered, how satisfied are you with: Your school/college	[0] Extremely dissatisfied; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] Extremely satisfied	
Q26_1	Do you consider yourself to belong to any church, denomination, or a religious community?	[1] Yes; [2] No	Data not available for Turkey.
Q26_2	Which one?	[1] Roman Catholic; [2] Protestant; [3] Eastern Orthodox; [4] Other Christian denomination; [5] Judaism; [6] Islam; [7] Eastern religions; [8] Other non-Christian religions	Data not available for Turkey.
Q27	Were you born in [COUNTRY]?	[1] Yes; [2] No; [3] Don't know	
Q28	Do you have [COUNTRY] citizenship?	[1] Yes, only [country] citizenship; [2] I have both [country] citizenship and additional citizenship status; [3] I don't have [country] citizenship, but I have additional citizenship status	
Q28_2_OT HER	Which one? 1		Literal textual input
Q28_3_OT HER	Which one? 2		Literal textual input
Q29_1	How close do you feel to...? _Your neighbourhood (or city district)	[1] Not close at all; [2] Not very close; [3] Close; [4] Very close	
Q29_2	How close do you feel to...? _Your town (city or village)	[1] Not close at all; [2] Not very close; [3] Close; [4] Very close	
Q29_3	How close do you feel to...? _Your region/country in the [COUNTRY]	[1] Not close at all; [2] Not very close; [3] Close; [4] Very close	
Q29_4	How close do you feel to...? _[COUNTRY]	[1] Not close at all; [2] Not very close; [3] Close; [4] Very close	
Q29_5	How close do you feel to...? _Europe	[1] Not close at all; [2] Not very close; [3] Close; [4] Very close	
Q29_6	How close do you feel to...? _EU	[1] Not close at all; [2] Not very close; [3] Close; [4] Very close	
Q29_7	How close do you feel to...? _Humanity	[1] Not close at all; [2] Not very close; [3] Close; [4] Very close	
Q30_1	How important do you think each of the following is . . .? _To have been born in the [COUNTRY]	[1] Not important at all; [2] Not very important; [3] Fairly important; [4] Very important	Data not available for Turkey.
Q30_2	How important do you think each of the following is . . .? _To have lived in [COUNTRY] for most of one's life	[1] Not important at all; [2] Not very important; [3] Fairly important; [4] Very important	Data not available for Turkey.



Variable	Variable label	Value labels	Comments/Observations
Q30_3	How important do you think each of the following is . . .?_To be able to speak [LANGUAGE]	[1] Not important at all; [2] Not very important; [3] Fairly important; [4] Very important	Data not available for Turkey.
Q30_4	How important do you think each of the following is . . .?_To be a [RELIGION]	[1] Not important at all; [2] Not very important; [3] Fairly important; [4] Very important	Data not available for Turkey.
Q30_5	How important do you think each of the following is . . .?_To respect [COUNTRY] institutions and laws	[1] Not important at all; [2] Not very important; [3] Fairly important; [4] Very important	Data not available for Turkey.
Q30_6	How important do you think each of the following is . . .?_To feel [COUNTRY]	[1] Not important at all; [2] Not very important; [3] Fairly important; [4] Very important	Data not available for Turkey.
Q30_7	How important do you think each of the following is . . .?_To have [COUNTRY] ancestry	[1] Not important at all; [2] Not very important; [3] Fairly important; [4] Very important	Data not available for Turkey.
Q31_1	Also, people differ in what they think it means to be European How important do you think each of the following is to being truly EUROPEAN?_To be Christian	[1] Not important at all; [2] Not very important; [3] Fairly important; [4] Very important	Data not available for Turkey.
Q31_2	Also, people differ in what they think it means to be European How important do you think each of the following is to being truly EUROPEAN?_To share European cultural traditions	[1] Not important at all; [2] Not very important; [3] Fairly important; [4] Very important	
Q31_3	Also, people differ in what they think it means to be European How important do you think each of the following is to being truly EUROPEAN?_To be born in Europe	[1] Not important at all; [2] Not very important; [3] Fairly important; [4] Very important	
Q31_4	Also, people differ in what they think it means to be European How important do you think each of the following is to being truly EUROPEAN?_To have at least one European parent	[1] Not important at all; [2] Not very important; [3] Fairly important; [4] Very important	
Q31_5	Also, people differ in what they think it means to be European How important do you think each of the following is to being truly EUROPEAN?_To feel European	[1] Not important at all; [2] Not very important; [3] Fairly important; [4] Very important	



Variable	Variable label	Value labels	Comments/Observations
Q31_6	Also, people differ in what they think it means to be European. How important do you think each of the following is to being truly EUROPEAN?_To be able to speak any main European language	[1] Not important at all; [2] Not very important; [3] Fairly important; [4] Very important	
Q32_1	How much do you agree or disagree with each of these statements?_I consider myself more as a citizen of the world than a citizen of some nation	[1] Strongly disagree; [2] Disagree; [3] Neither disagree nor agree; [4] Agree; [5] Strongly agree	
Q32_2	How much do you agree or disagree with each of these statements?_I could easily live in other cultures countries than my own	[1] Strongly disagree; [2] Disagree; [3] Neither disagree nor agree; [4] Agree; [5] Strongly agree	
Q32_3	How much do you agree or disagree with each of these statements?_I identify with a global community/common global humanity	[1] Strongly disagree; [2] Disagree; [3] Neither disagree nor agree; [4] Agree; [5] Strongly agree	
Q32_4	How much do you agree or disagree with each of these statements?_I enjoy learning about different cultures	[1] Strongly disagree; [2] Disagree; [3] Neither disagree nor agree; [4] Agree; [5] Strongly agree	
Q32_5	How much do you agree or disagree with each of these statements?_I like listening to music from different cultures	[1] Strongly disagree; [2] Disagree; [3] Neither disagree nor agree; [4] Agree; [5] Strongly agree	
Q32_6	How much do you agree or disagree with each of these statements?_My own culture is the best in the whole world	[1] Strongly disagree; [2] Disagree; [3] Neither disagree nor agree; [4] Agree; [5] Strongly agree	
Q32_7	How much do you agree or disagree with each of these statements?_One should first care for his or her nation, then others	[1] Strongly disagree; [2] Disagree; [3] Neither disagree nor agree; [4] Agree; [5] Strongly agree	
Q32_8	How much do you agree or disagree with each of these statements?_I feel intense pride when I think about my country	[1] Strongly disagree; [2] Disagree; [3] Neither disagree nor agree; [4] Agree; [5] Strongly agree	
Q32_9	How much do you agree or disagree with each of these statements?_I feel most connected to members of my own country	[1] Strongly disagree; [2] Disagree; [3] Neither disagree nor agree; [4] Agree; [5] Strongly agree	



Variable	Variable label	Value labels	Comments/Observations
Q32_10	How much do you agree or disagree with each of these statements?_My country is one of the best in the world	[1] Strongly disagree; [2] Disagree; [3] Neither disagree nor agree; [4] Agree; [5] Strongly agree	
Q33_1	And how much do you agree or disagree with each of these statements?_An ideal society requires some groups to be on top and others to be on the bottom	[1] Strongly disagree; [2] Disagree; [3] Neither disagree nor agree; [4] Agree; [5] Strongly agree	
Q33_2	And how much do you agree or disagree with each of these statements?_Some groups of people are simply inferior to other groups	[1] Strongly disagree; [2] Disagree; [3] Neither disagree nor agree; [4] Agree; [5] Strongly agree	
Q33_3	And how much do you agree or disagree with each of these statements?_No one group should dominate in society	[1] Strongly disagree; [2] Disagree; [3] Neither disagree nor agree; [4] Agree; [5] Strongly agree	
Q33_4	And how much do you agree or disagree with each of these statements?_Groups at the bottom are just as deserving as groups at the top	[1] Strongly disagree; [2] Disagree; [3] Neither disagree nor agree; [4] Agree; [5] Strongly agree	
Q33_5	And how much do you agree or disagree with each of these statements?_Group equality should not be our primary goal	[1] Strongly disagree; [2] Disagree; [3] Neither disagree nor agree; [4] Agree; [5] Strongly agree	
Q33_6	And how much do you agree or disagree with each of these statements?_It is unjust to try to make groups equal	[1] Strongly disagree; [2] Disagree; [3] Neither disagree nor agree; [4] Agree; [5] Strongly agree	
Q33_7	And how much do you agree or disagree with each of these statements?_We should do what we can to equalize conditions for different groups	[1] Strongly disagree; [2] Disagree; [3] Neither disagree nor agree; [4] Agree; [5] Strongly agree	
Q33_8	And how much do you agree or disagree with each of these statements?_We should work to give all groups an equal chance to succeed	[1] Strongly disagree; [2] Disagree; [3] Neither disagree nor agree; [4] Agree; [5] Strongly agree	
Q34_1	How much you would feel comfortable having neighbours belonging to the following groups?_People with different skin colour than yours	[1] Not comfortable at all; [2] 2; [3] 3; [4] 4; [5] Very much comfortable	Data not available for Turkey.



Variable	Variable label	Value labels	Comments/Observations
Q34_2	How much you would feel comfortable having neighbours belonging to the following groups?_People of a different religion than yours	[1] Not comfortable at all; [2] 2; [3] 3; [4] 4; [5] Very much comfortable	Data not available for Turkey.
Q34_3	How much you would feel comfortable having neighbours belonging to the following groups?_People who come from another region of the country	[1] Not comfortable at all; [2] 2; [3] 3; [4] 4; [5] Very much comfortable	Data not available for Turkey.
Q34_4	How much you would feel comfortable having neighbours belonging to the following groups?_Persons with physical disabilities	[1] Not comfortable at all; [2] 2; [3] 3; [4] 4; [5] Very much comfortable	Data not available for Turkey.
Q34_5	How much you would feel comfortable having neighbours belonging to the following groups?_Persons from a different country	[1] Not comfortable at all; [2] 2; [3] 3; [4] 4; [5] Very much comfortable	Data not available for Turkey.
Q35_1	How much do you agree or disagree with the following statements about immigrants?_Immigrants should have the opportunity to keep their own language (e.g. express in public)	[1] Strongly disagree; [2] Disagree; [3] Neither disagree nor agree; [4] Agree; [5] Strongly agree	
Q35_2	How much do you agree or disagree with the following statements about immigrants?_Immigrants' children should have the same opportunities for education that other children in the country have	[1] Strongly disagree; [2] Disagree; [3] Neither disagree nor agree; [4] Agree; [5] Strongly agree	
Q35_3	How much do you agree or disagree with the following statements about immigrants?_Immigrants who live in a country for several years should have the opportunity to vote in elections	[1] Strongly disagree; [2] Disagree; [3] Neither disagree nor agree; [4] Agree; [5] Strongly agree	
Q35_4	How much do you agree or disagree with the following statements about immigrants?_Immigrants should have the opportunity to keep their own customs and lifestyle	[1] Strongly disagree; [2] Disagree; [3] Neither disagree nor agree; [4] Agree; [5] Strongly agree	
Q36_1	How much do you agree or disagree with the following statements?_Men and	[1] Strongly disagree; [2] Disagree; [3] Neither disagree nor agree; [4] Agree; [5] Strongly agree	



Variable	Variable label	Value labels	Comments/Observations
	women should have the same rights in every way		
Q36_2	How much do you agree or disagree with the following statements?_When there are not many jobs available, men should have more right to a job than women	[1] Strongly disagree; [2] Disagree; [3] Neither disagree nor agree; [4] Agree; [5] Strongly agree	
Q36_3	How much do you agree or disagree with the following statements?_Men and women should get equal pay when they are doing the same jobs	[1] Strongly disagree; [2] Disagree; [3] Neither disagree nor agree; [4] Agree; [5] Strongly agree	
Q37_1	How much do you agree or disagree with each of these statements?_Climate change will be one of the main problems for my generation in the future	[1] Strongly disagree; [2] Somewhat disagree; [3] Neither disagree nor agree; [4] Somewhat agree; [5] Strongly agree	
Q37_2	How much do you agree or disagree with each of these statements?_I feel a personal obligation to do whatever I can to prevent climate change	[1] Strongly disagree; [2] Somewhat disagree; [3] Neither disagree nor agree; [4] Somewhat agree; [5] Strongly agree	
Q37_3	How much do you agree or disagree with each of these statements?_The government should take strong action to reduce emissions and prevent global climate change	[1] Strongly disagree; [2] Somewhat disagree; [3] Neither disagree nor agree; [4] Somewhat agree; [5] Strongly agree	
Q38_1	Please mark, for each one, whether you have actually done any_Participate in demonstrations or protest actions concerning environment protection or climate change	[1] Have done; [2] Might do; [3] Would never do	
Q38_2	Please mark, for each one, whether you have actually done any_Boycott or avoid buying the products of a company because you feel that company is harming the environment	[1] Have done; [2] Might do; [3] Would never do	
Q38_3	Please mark, for each one, whether you have actually done any_Sign petitions (online or offline) in support of protecting the environment	[1] Have done; [2] Might do; [3] Would never do	



Variable	Variable label	Value labels	Comments/Observations
Q38_4	Please mark, for each one, whether you have actually done any_Post or share anything about the environment or climate change online (for example on blogs, or on social media such as Instagram, Facebook or Twitter)	[1] Have done; [2] Might do; [3] Would never do	
Q38_5	Please mark, for each one, whether you have actually done any_Make a special effort to consume food without pesticides or chemicals also known as organic food	[1] Have done; [2] Might do; [3] Would never do	
Q38_6	Please mark, for each one, whether you have actually done any_Make a special effort to reduce the use of single-use plastic products	[1] Have done; [2] Might do; [3] Would never do	
Q39_1	How much like you is this person?_He/She believes he should always show respect to his/her parents and to older people It is important to him/her to be obedient	[1] Not like me at all; [2] Not like me; [3] A little like me; [4] Somewhat like me; [5] like me; [6] Very much like me	
Q39_2	How much like you is this person?_Religious belief is important to him/her He/She tries hard to do what his religion requires	[1] Not like me at all; [2] Not like me; [3] A little like me; [4] Somewhat like me; [5] like me; [6] Very much like me	
Q39_3	How much like you is this person?_It's very important to him/her to help the people around him He/She wants to care for their well-being	[1] Not like me at all; [2] Not like me; [3] A little like me; [4] Somewhat like me; [5] like me; [6] Very much like me	
Q39_4	How much like you is this person?_He/She thinks it is important that every person in the world be treated equally He/She believes everyone should have equal opportunities in life	[1] Not like me at all; [2] Not like me; [3] A little like me; [4] Somewhat like me; [5] like me; [6] Very much like me	
Q39_5	How much like you is this person?_He/She thinks it's important to be interested in things He/She likes to be curious and to try to understand all sorts of things	[1] Not like me at all; [2] Not like me; [3] A little like me; [4] Somewhat like me; [5] like me; [6] Very much like me	
Q39_6	How much like you is this person?_He/She likes to take risks He/She is always looking for adventures	[1] Not like me at all; [2] Not like me; [3] A little like me; [4] Somewhat like me; [5] like me; [6] Very much like me	



Variable	Variable label	Value labels	Comments/Observations
Q39_7	How much like you is this person?_He/She seeks every chance he can to have fun It is important to him/her to do things that give him/her pleasure	[1] Not like me at all; [2] Not like me; [3] A little like me; [4] Somewhat like me; [5] like me; [6] Very much like me	
Q39_8	How much like you is this person?_Being very successful is important to him/her He/She likes to impress other people	[1] Not like me at all; [2] Not like me; [3] A little like me; [4] Somewhat like me; [5] like me; [6] Very much like me	
Q39_9	How much like you is this person?_It is important to him/her to be in charge and tell others what to do He/She wants people to do what he/she says	[1] Not like me at all; [2] Not like me; [3] A little like me; [4] Somewhat like me; [5] like me; [6] Very much like me	
Q39_10	How much like you is this person?_It is important to him/her that things be organised and clean He/She really does not like things to be a mess	[1] Not like me at all; [2] Not like me; [3] A little like me; [4] Somewhat like me; [5] like me; [6] Very much like me	





**SCHOOL SURVEY CODEBOOK**

Variable	Variable label	Value labels	Comments/Observations
SCHQ1_1	Which is your current position/s in the school management team?_Current position/s in the school management team 1		Literal textual input
SCHQ1_2	Which is your current position/s in the school management team?_Current position/s in the school management team 2		Literal textual input
SCHQ1_3	Which is your current position/s in the school management team?_Current position/s in the school management team 3		Literal textual input
SCHQ2	Do you currently teach in this school?	[1] Yes; [2] No	
SCHQ2_YES	Do you currently teach in this school?_Which subject/s do you teach?		Literal textual input
SCHQ3	In an ordinary week, how many hours do you teach?		
SCHQ4_1	Some schools organise instruction differently for students with different abilities What is your school's policy about this for students in [students survey grade ]?_Students are grouped by ability into different classes	[1] For all subjects; [2] For some subjects; [3] Not for any subjects	
SCHQ4_2	Some schools organise instruction differently for students with different abilities What is your school's policy about this for students in [students survey grade ]?Students are grouped by ability within their classes	[1] For all subjects; [2] For some subjects; [3] Not for any subjects	
SCHQ5_1	Consider each of the following statements about classroom dynamics in your school. Select the option that reflects the relative truth/validity of each of the following statements _Students feel free to disagree openly with their teachers about political a	[1] Not at all; [2] Very little; [3] Some-what; [4] Mostly true; [5] Very true	
SCHQ5_2	Consider each of the following statements about classroom dynamics in your school. Select the option that reflects the relative truth/validity of each of the following statements _Students are encouraged to make up their own minds about issues	[1] Not at all; [2] Very little; [3] Some-what; [4] Mostly true; [5] Very true	
SCHQ5_3	Consider each of the following statements about classroom dynamics in your school. Select the option that reflects the relative truth/validity of each of the following statements _Teachers respect students' opinions and encourage them to express them during class	[1] Not at all; [2] Very little; [3] Some-what; [4] Mostly true; [5] Very true	



Variable	Variable label	Value labels	Comments/Observations
SCHQ5_4	Consider each of the following statements about classroom dynamics in your school. Select the option that reflects the relative truth/validity of each of the following statements_Students feel free to express opinions in class even when their opinions are	[1] Not at all; [2] Very little; [3] Some-what; [4] Mostly true; [5] Very true	
SCHQ5_5	Consider each of the following statements about classroom dynamics in your school. Select the option that reflects the relative truth/validity of each of the following statements _Teachers encourage students to discuss political or social issues about whi	[1] Not at all; [2] Very little; [3] Some-what; [4] Mostly true; [5] Very true	
SCHQ5_6	Consider each of the following statements about classroom dynamics in your school. Select the option that reflects the relative truth/validity of each of the following statements _Teachers present several sides of an issue when explaining it in class	[1] Not at all; [2] Very little; [3] Some-what; [4] Mostly true; [5] Very true	
SCHQ6_1	In your school, to what extent is the learning of students hindered by the following phenomena?_Student truancy	[1] Not at all; [2] Very little; [3] To some extent; [4] A lot	
SCHQ6_2	In your school, to what extent is the learning of students hindered by the following phenomena?_Students skipping classes	[1] Not at all; [2] Very little; [3] To some extent; [4] A lot	
SCHQ6_3	In your school, to what extent is the learning of students hindered by the following phenomena?_Students lacking respect for teachers	[1] Not at all; [2] Very little; [3] To some extent; [4] A lot	
SCHQ6_4	In your school, to what extent is the learning of students hindered by the following phenomena?_Student use of alcohol or illegal drugs	[1] Not at all; [2] Very little; [3] To some extent; [4] A lot	
SCHQ6_5	In your school, to what extent is the learning of students hindered by the following phenomena?_Students intimidating or bullying other students	[1] Not at all; [2] Very little; [3] To some extent; [4] A lot	
SCHQ6_6	In your school, to what extent is the learning of students hindered by the following phenomena?_Teachers not meeting individual students' needs	[1] Not at all; [2] Very little; [3] To some extent; [4] A lot	
SCHQ6_7	In your school, to what extent is the learning of students hindered by the following phenomena?_Teacher absenteeism	[1] Not at all; [2] Very little; [3] To some extent; [4] A lot	
SCHQ6_8	In your school, to what extent is the learning of students hindered by the following phenomena?_Staff resisting change	[1] Not at all; [2] Very little; [3] To some extent; [4] A lot	



Variable	Variable label	Value labels	Comments/Observations
SCHQ6_9	In your school, to what extent is the learning of students hindered by the following phenomena?_Teachers being too strict with students	[1] Not at all; [2] Very little; [3] To some extent; [4] A lot	
SCHQ6_10	In your school, to what extent is the learning of students hindered by the following phenomena?_Teachers not being well prepared for classes	[1] Not at all; [2] Very little; [3] To some extent; [4] A lot	
SCHQ7_1	Regarding the school' relation with the community, how true is each of the following statements for your school?_Locations in the community are utilized for school and classroom projects, events, and instruction	[1] Not at all; [2] Very little; [3] Somewhat; [4] Mostly true; [5] Very true	
SCHQ7_2	Regarding the school' relation with the community, how true is each of the following statements for your school?_Information about students, families, and their communities is routinely gathered to inform and make learning experiences more relevant	[1] Not at all; [2] Very little; [3] Somewhat; [4] Mostly true; [5] Very true	
SCHQ7_3	Regarding the school' relation with the community, how true is each of the following statements for your school?_My school provides events designed to connect community members with educators	[1] Not at all; [2] Very little; [3] Somewhat; [4] Mostly true; [5] Very true	
SCHQ7_4	Regarding the school' relation with the community, how true is each of the following statements for your school?_There are multiple approaches for two-way communication with community members	[1] Not at all; [2] Very little; [3] Somewhat; [4] Mostly true; [5] Very true	
SCHQ7_5	Regarding the school' relation with the community, how true is each of the following statements for your school?_Accurate and complete information about the local community and its history are incorporated into school content	[1] Not at all; [2] Very little; [3] Somewhat; [4] Mostly true; [5] Very true	
SCHQ7_6	Regarding the school' relation with the community, how true is each of the following statements for your school?_The school regularly participate in community events and activities	[1] Not at all; [2] Very little; [3] Somewhat; [4] Mostly true; [5] Very true	
SCHQ7_7	Regarding the school' relation with the community, how true is each of the following statements for your school?_Structures, supports, and systems are in place to facilitate and sustain the participation of community members in school events and activities	[1] Not at all; [2] Very little; [3] Somewhat; [4] Mostly true; [5] Very true	
SCHQ8_1	To what degree do you think that the educational system in your country fosters the following activities_Reading	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	



Variable	Variable label	Value labels	Comments/Observations
SCHQ8_2	To what degree do you think that the educational system in your country fosters the following activities_Listening to music	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	
SCHQ8_3	To what degree do you think that the educational system in your country fosters the following activities_Visiting exhibitions, museums or galleries	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	
SCHQ8_4	To what degree do you think that the educational system in your country fosters the following activities_Watching Cinema	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	
SCHQ8_5	To what degree do you think that the educational system in your country fosters the following activities_Going to see scenic arts (drama, dance, circus)	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	
SCHQ8_6	To what degree do you think that the educational system in your country fosters the following activities_Participating in traditional culture	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	
SCHQ8_7	To what degree do you think that the educational system in your country fosters the following activities_Volunteering	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	
SCHQ8_8	To what degree do you think that the educational system in your country fosters the following activities_Participating in organizations	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	
SCHQ8_9	To what degree do you think that the educational system in your country fosters the following activities_Doing sport	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	
SCHQ8_10	To what degree do you think that the educational system in your country fosters the following activities_Writing stories, plays, poetry	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	
SCHQ8_11	To what degree do you think that the educational system in your country fosters the following activities_Doing photography, video or filming	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	
SCHQ8_12	To what degree do you think that the educational system in your country fosters the following activities_Playing an instrument	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	
SCHQ8_13	To what degree do you think that the educational system in your country fosters the following activities_Acting or dancing	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	
SCHQ8_14	To what degree do you think that the educational system in your country fosters the following activities_Painting, drawing, printmaking	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	
SCHQ8_15	To what degree do you think that the educational system in your country fosters the following activities_Uploading content to Internet and social networks	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	



Variable	Variable label	Value labels	Comments/Observations
SCHQ8_16	To what degree do you think that the educational system in your country fosters the following activities_Engaging in political activities	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	
SCHQ8_17	To what degree do you think that the educational system in your country fosters the following activities_Traveling	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	
SCHQ8_18	To what degree do you think that the educational system in your country fosters the following activities_Studying foreign languages	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	
SCHQ8_19	To what degree do you think that the educational system in your country fosters the following activities_Taking care of environment	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	
SCHQ9_1	And to what degree do you think that your school fosters the following activities_Reading	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	
SCHQ9_2	And to what degree do you think that your school fosters the following activities_Listening to music	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	
SCHQ9_3	And to what degree do you think that your school fosters the following activities_Visiting exhibitions, museums or galleries	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	
SCHQ9_4	And to what degree do you think that your school fosters the following activities_Watching Cinema	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	
SCHQ9_5	And to what degree do you think that your school fosters the following activities_Going to see scenic arts (drama, dance, circus)	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	
SCHQ9_6	And to what degree do you think that your school fosters the following activities_Participating in traditional culture	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	
SCHQ9_7	And to what degree do you think that your school fosters the following activities_Volunteering	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	
SCHQ9_8	And to what degree do you think that your school fosters the following activities_Participating in organizations	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	
SCHQ9_9	And to what degree do you think that your school fosters the following activities_Doing sport	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	
SCHQ9_10	And to what degree do you think that your school fosters the following activities_Writing stories, plays, poetry	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	
SCHQ9_11	And to what degree do you think that your school fosters the following activities_Doing photography, video or film-ing	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	



Variable	Variable label	Value labels	Comments/Observations
SCHQ9_12	And to what degree do you think that your school fosters the following activities_Playing an instrument	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	
SCHQ9_13	And to what degree do you think that your school fosters the following activities_Acting or dancing	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	
SCHQ9_14	And to what degree do you think that your school fosters the following activities_Painting, drawing, printmaking	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	
SCHQ9_15	And to what degree do you think that your school fosters the following activities_Uploading content to Internet and social networks	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	
SCHQ9_16	And to what degree do you think that your school fosters the following activities_Engaging in political activities	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	
SCHQ9_17	And to what degree do you think that your school fosters the following activities_Traveling	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	
SCHQ9_18	And to what degree do you think that your school fosters the following activities_Studying foreign languages	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	
SCHQ9_19	And to what degree do you think that your school fosters the following activities_Taking care of environment	[0] 0; [1] 1; [2] 2; [3] 3; [4] 4; [5] 5; [6] 6; [7] 7; [8] 8; [9] 9; [10] 10	
SCHQ10_1	Please select the option that best explains the use that students can make of the following spaces in your school_Library	[1] The school does not have it; [2] Students use it for a specified time under the supervision o; [3] Students can use it unsupervised with a prior request; [4] Students can freely use it	
SCHQ10_2	Please select the option that best explains the use that students can make of the following spaces in your school_Gym	[1] The school does not have it; [2] Students use it for a specified time under the supervision o; [3] Students can use it unsupervised with a prior request; [4] Students can freely use it	



Variable	Variable label	Value labels	Comments/Observations
SCHQ10_3	Please select the option that best explains the use that students can make of the following spaces in your school_ Theatre room	[1] The school does not have it; [2] Students use it for a specified time under the supervision o; [3] Students can use it unsupervised with a prior request; [4] Students can freely use it	
SCHQ10_4	Please select the option that best explains the use that students can make of the following spaces in your school_ Plastic arts classroom	[1] The school does not have it; [2] Students use it for a specified time under the supervision o; [3] Students can use it unsupervised with a prior request; [4] Students can freely use it	
SCHQ10_5	Please select the option that best explains the use that students can make of the following spaces in your school_ Music classroom	[1] The school does not have it; [2] Students use it for a specified time under the supervision o; [3] Students can use it unsupervised with a prior request; [4] Students can freely use it	
SCHQ11_1	During a normal academic year in <student survey grade> grade, do you schedule outdoor/external school activities such as... Going to the cinema to watch a film or documentary	[1] Never; [2] Occasionally but not every year; [3] Once every year; [4] Two or three times every year; [5] Four or more times every year	
SCHQ11_2	During a normal academic year in <student survey grade> grade, do you schedule outdoor/external school activities such as... Visit a historical monument or site (palaces, castles, churches, archaeological sites, gardens, etc )	[1] Never; [2] Occasionally but not every year; [3] Once every year; [4] Two or three times every year; [5] Four or more times every year	
SCHQ11_3	During a normal academic year in <student survey grade> grade, do you schedule outdoor/external school activities such as... Going to a concert	[1] Never; [2] Occasionally but not every year; [3] Once every year; [4] Two or three times every year; [5] Four or more times every year	



Variable	Variable label	Value labels	Comments/Observations
SCHQ11_4	During a normal academic year in <student survey grade> grade, do you schedule outdoor/external school activities such as... Visit a public library	[1] Never; [2] Occasionally but not every year; [3] Once every year; [4] Two or three times every year; [5] Four or more times every year	
SCHQ11_5	During a normal academic year in <student survey grade> grade, do you schedule outdoor/external school activities such as... Visit a museum or gallery	[1] Never; [2] Occasionally but not every year; [3] Once every year; [4] Two or three times every year; [5] Four or more times every year	
SCHQ11_6	During a normal academic year in <student survey grade> grade, do you schedule outdoor/external school activities such as... Going to the drama or music theatre	[1] Never; [2] Occasionally but not every year; [3] Once every year; [4] Two or three times every year; [5] Four or more times every year	
SCHQ11_7	During a normal academic year in <student survey grade> grade, do you schedule outdoor/external school activities such as... Going to sporting event	[1] Never; [2] Occasionally but not every year; [3] Once every year; [4] Two or three times every year; [5] Four or more times every year	
SCHQ11_8	During a normal academic year in <student survey grade> grade, do you schedule outdoor/external school activities such as... Attending social or environmental awareness events or campaigns	[1] Never; [2] Occasionally but not every year; [3] Once every year; [4] Two or three times every year; [5] Four or more times every year	
SCHQ11_9	During a normal academic year in <student survey grade> grade, do you schedule outdoor/external school activities such as... Organizing visits or excursions to natural sites	[1] Never; [2] Occasionally but not every year; [3] Once every year; [4] Two or three times every year; [5] Four or more times every year	





Variable	Variable label	Value labels	Comments/Observations
SCHQ12_1	Within the activities in the school (not counting outdoor/external activities), during a normal academic year in <student survey grade> grade, do you schedule activities such as... Reading a novel, poem or essay book	[1] Never; [2] Occasionally but not every year; [3] Once every year; [4] Two or three times every year; [5] Four or more times every year	
SCHQ12_2	Within the activities in the school (not counting outdoor/external activities), during a normal academic year in <student survey grade> grade, do you schedule activities such as... Watching a film or documentary	[1] Never; [2] Occasionally but not every year; [3] Once every year; [4] Two or three times every year; [5] Four or more times every year	
SCHQ12_3	Within the activities in the school (not counting outdoor/external activities), during a normal academic year in <student survey grade> grade, do you schedule activities such as... Performing a concert with students	[1] Never; [2] Occasionally but not every year; [3] Once every year; [4] Two or three times every year; [5] Four or more times every year	
SCHQ12_4	Within the activities in the school (not counting outdoor/external activities), during a normal academic year in <student survey grade> grade, do you schedule activities such as... Performing a drama with students	[1] Never; [2] Occasionally but not every year; [3] Once every year; [4] Two or three times every year; [5] Four or more times every year	
SCHQ12_5	Within the activities in the school (not counting outdoor/external activities), during a normal academic year in <student survey grade> grade, do you schedule activities such as... Performing a dance performance with students	[1] Never; [2] Occasionally but not every year; [3] Once every year; [4] Two or three times every year; [5] Four or more times every year	
SCHQ12_6	Within the activities in the school (not counting outdoor/external activities), during a normal academic year in <student survey grade> grade, do you schedule activities such as... Organizing an exhibition with artistic or cultural objects made by students	[1] Never; [2] Occasionally but not every year; [3] Once every year; [4] Two or three times every year; [5] Four or more times every year	



Variable	Variable label	Value labels	Comments/Observations
SCHQ12_7	Within the activities in the school (not counting outdoor/external activities), during a normal academic year in <student survey grade> grade, do you schedule activities such as... Posting or sharing artistic or cultural performances via sharing sites or s	[1] Never; [2] Occasionally but not every year; [3] Once every year; [4] Two or three times every year; [5] Four or more times every year	
SCHQ12_8	Within the activities in the school (not counting outdoor/external activities), during a normal academic year in <student survey grade> grade, do you schedule activities such as... Creating your own website, channel or blog with artistic and cultural conte	[1] Never; [2] Occasionally but not every year; [3] Once every year; [4] Two or three times every year; [5] Four or more times every year	
SCHQ12_9	Within the activities in the school (not counting outdoor/external activities), during a normal academic year in <student survey grade> grade, do you schedule activities such as... Organizing social or environmental awareness events or campaigns	[1] Never; [2] Occasionally but not every year; [3] Once every year; [4] Two or three times every year; [5] Four or more times every year	
SCHQ12_10	Within the activities in the school (not counting outdoor/external activities), during a normal academic year in <student survey grade> grade, do you schedule activities such as... Organizing sport competition or activity	[1] Never; [2] Occasionally but not every year; [3] Once every year; [4] Two or three times every year; [5] Four or more times every year	
SCHQ13_1	Which of the following permanent activities or groups does the school offer or otherwise promote? For those selected, how many students were involved in each activity or group during the last school year?_Choir, band or orchestra	[0] Unchecked; [1] Checked	
SCHQ13_2	Which of the following permanent activities or groups does the school offer or otherwise promote? For those selected, how many students were involved in each activity or group during the last school year?_School play or school musical	[0] Unchecked; [1] Checked	
SCHQ13_3	Which of the following permanent activities or groups does the school offer or otherwise promote? For those selected, how many students were involved in each activity or group during the last school year?_Dance group	[0] Unchecked; [1] Checked	



Variable	Variable label	Value labels	Comments/Observations
SCHQ13_4	Which of the following permanent activities or groups does the school offer or otherwise promote? For those selected, how many students were involved in each activity or group during the last school year?_School yearbook, newspaper or magazine	[0] Unchecked; [1] Checked	
SCHQ13_5	Which of the following permanent activities or groups does the school offer or otherwise promote? For those selected, how many students were involved in each activity or group during the last school year?_Art club or art activities	[0] Unchecked; [1] Checked	
SCHQ13_6	Which of the following permanent activities or groups does the school offer or otherwise promote? For those selected, how many students were involved in each activity or group during the last school year?_Traditional or popular culture group	[0] Unchecked; [1] Checked	
SCHQ13_7	Which of the following permanent activities or groups does the school offer or otherwise promote? For those selected, how many students were involved in each activity or group during the last school year?_Students union or organization	[0] Unchecked; [1] Checked	
SCHQ13_8	Which of the following permanent activities or groups does the school offer or otherwise promote? For those selected, how many students were involved in each activity or group during the last school year?_Sporting team or sporting activities	[0] Unchecked; [1] Checked	
SCHQ13_1_OTHER	Which of the following permanent activities or groups does the school offer or otherwise promote? For those selected, how many students were involved in each activity or group during the last school year?_Choir, band or orchestra_NUMBER		
SCHQ13_2_OTHER	Which of the following permanent activities or groups does the school offer or otherwise promote? For those selected, how many students were involved in each activity or group during the last school year?_School play or school musical_NUMBER		
SCHQ13_3_OTHER	Which of the following permanent activities or groups does the school offer or otherwise promote? For those selected, how many students were involved in each activity or group during		



Variable	Variable label	Value labels	Comments/Observations
	the last school year?_Dance group_NUMBER		
<b>SCHQ13_4_OTHER</b>	Which of the following permanent activities or groups does the school offer or otherwise promote? For those selected, how many students were involved in each activity or group during the last school year?_School yearbook, newspaper or magazine_NUMBER		
<b>SCHQ13_5_OTHER</b>	Which of the following permanent activities or groups does the school offer or otherwise promote? For those selected, how many students were involved in each activity or group during the last school year?_Art club or art activities_NUMBER		
<b>SCHQ13_6_OTHER</b>	Which of the following permanent activities or groups does the school offer or otherwise promote? For those selected, how many students were involved in each activity or group during the last school year?_Traditional or popular culture group_NUMBER		
<b>SCHQ13_7_OTHER</b>	Which of the following permanent activities or groups does the school offer or otherwise promote? For those selected, how many students were involved in each activity or group during the last school year?_Students union or organization_NUMBER		
<b>SCHQ13_8_OTHER</b>	Which of the following permanent activities or groups does the school offer or otherwise promote? For those selected, how many students were involved in each activity or group during the last school year?_Sporting team or sporting activities_NUMBER		
<b>SCHQ14_1</b>	Are the following resources available in the immediate area where the school is located?_Public library	[1] Yes; [2] No	
<b>SCHQ14_2</b>	Are the following resources available in the immediate area where the school is located?_Cinema	[1] Yes; [2] No	
<b>SCHQ14_3</b>	Are the following resources available in the immediate area where the school is located?_Theatre or concert hall	[1] Yes; [2] No	
<b>SCHQ14_4</b>	Are the following resources available in the immediate area where the school is located?_Language school	[1] Yes; [2] No	
<b>SCHQ14_5</b>	Are the following resources available in the immediate area where the school is located?_Museum or art gallery	[1] Yes; [2] No	



Variable	Variable label	Value labels	Comments/Observations
SCHQ14_6	Are the following resources available in the immediate area where the school is located? _Playground	[1] Yes; [2] No	
SCHQ14_7	Are the following resources available in the immediate area where the school is located? _Public garden or park	[1] Yes; [2] No	
SCHQ14_8	Are the following resources available in the immediate area where the school is located? _Religious center (e.g. church, mosque, synagogue)	[1] Yes; [2] No	
SCHQ14_9	Are the following resources available in the immediate area where the school is located? _Sports facilities (e.g. swimming pool, tennis courts, basketball court, football field)	[1] Yes; [2] No	
SCHQ14_10	Are the following resources available in the immediate area where the school is located? _Music schools	[1] Yes; [2] No	
SCHQ15	Which is the official (or main) teaching language in the school?		Literal textual input
SCHQ16_1	Which languages are taught in the school? _Language 1		Literal textual input
SCHQ16_2	Which languages are taught in the school? _Language 2		Literal textual input
SCHQ16_3	Which languages are taught in the school? _Language 3		Literal textual input
SCHQ16_4	Which languages are taught in the school? _Language 4		Literal textual input
SCHQ17	Considering all these languages, how many of those do the students in [degree] have to learn in your school?		
SCHQ18	In [student survey grade], apart from the language classes, are there any other subjects taught through a different language from the official (or main)?	[1] Yes; [2] No	
SCHQ18_1_LANG1	Can you specify these languages and the approximate proportion of subjects taught in each language? _Language 1		Literal textual input
SCHQ18_1_PROP1	Can you specify these languages and the approximate proportion of subjects taught in each language? _Proportion Language 1 (%)		
SCHQ18_1_LANG2	Can you specify these languages and the approximate proportion of subjects taught in each language? _Language 2		Literal textual input
SCHQ18_1_PROP2	:Can you specify these languages and the approximate proportion of subjects taught in each language? _Proportion Language 2 (%):		
SCHQ18_1_LANG3	Can you specify these languages and the approximate proportion of subjects taught in each language? _Language 3		Literal textual input



Variable	Variable label	Value labels	Comments/Observations
SCHQ18_1_PROP3	Can you specify these languages and the approximate proportion of subjects taught in each language?_Proportion Language 3 (%)		
SCHQ18_1_LANG4	Can you specify these languages and the approximate proportion of subjects taught in each language?_Language 4		Literal textual input
SCHQ18_1_PROP4	Can you specify these languages and the approximate proportion of subjects taught in each language?_Proportion Language 4 (%)		
SCHQ18_1_LANG15	Can you specify these languages and the approximate proportion of subjects taught in each language?_Language 5		Literal textual input
SCHQ18_1_PROP5	Can you specify these languages and the approximate proportion of subjects taught in each language?_Proportion Language 5 (%)		
SCHQ19	During secondary education courses, do you organize any trip to visit a foreign country?	[1] Yes; [2] No	
SCHQ19_OTHER	During secondary education courses, do you organize any trip to visit a foreign country?_WHAT COUNTRY		Literal textual input
SCHP20A	Again in secondary education courses, is your school currently involved in the following European or international programmes?_Class exchange programmes	[1] Yes; [2] No	
SCHP20B	Again in secondary education courses, is your school currently involved in the following European or international programmes?_E-twinning programmes or other exchanges based on virtual communication	[1] Yes; [2] No	
SCHP20C	Again in secondary education courses, is your school currently involved in the following European or international programmes?_Solidarity projects with schools in other countries	[1] Yes; [2] No	
SCHP20D	Again in secondary education courses, is your school currently involved in the following European or international programmes?_Work placement opportunities abroad	[1] Yes; [2] No	
SCHP20E	Again in secondary education courses, is your school currently involved in the following European or international programmes?_Study opportunities abroad	[1] Yes; [2] No	
SCHP20F	Again in secondary education courses, is your school currently involved in the following European or international programmes?_Teachers/staff exchange programmes	[1] Yes; [2] No	



Variable	Variable label	Value labels	Comments/Observations
SCHP20G	Again in secondary education courses, is your school currently involved in the following European or international programmes?_Other	[1] Yes; [2] No	
SCHQ20G_OTHER	In which other European or international programmes are currently involve your school?		Literal textual input
SCHP20_STUDENTS_A	How many students are involved?_Class exchange programmes		
SCHP20_STUDENTS_B	How many students are involved?_E-twinning programmes or other languages based on virtual communication		
SCHP20_STUDENTS_C	How many students are involved?_Solidarity projects with schools in other countries		
SCHP20_STUDENTS_D	How many students are involved?_Work placement opportunities abroad		
SCHP20_STUDENTS_E	How many students are involved?_Study opportunities abroad		
SCHP20_STUDENTS_F	How many students are involved?_Teachers/staff exchange programmes		
SCHP20_STUDENTS_G	How many students are involved?_Other		
SCHQ21_1	How true is each of the following statements for you your school?_The school has specific program/s relating to managing cultural diversity, encouraging intercultural dialogue and/or the integration of new students from other cultural backgrounds	[1] Not at all; [2] Very little; [3] Some-what; [4] Mostly true; [5] Very true	
SCHQ21_2	How true is each of the following statements for you your school?_There are staff members (staff or other specialists) with specific tasks oriented to assist students that face particular cultural or language barriers	[1] Not at all; [2] Very little; [3] Some-what; [4] Mostly true; [5] Very true	
SCHQ21_3	How true is each of the following statements for you your school?_The school receives support from education authorities and/or NGO's for managing cultural diversity	[1] Not at all; [2] Very little; [3] Some-what; [4] Mostly true; [5] Very true	
SCHQ21_4	How true is each of the following statements for you your school?_The school has particular program/s oriented to facilitate the participation of families and community members from minority groups	[1] Not at all; [2] Very little; [3] Some-what; [4] Mostly true; [5] Very true	
SCHQ21_5	How true is each of the following statements for you your school?_Communication strategies for families and community members focus intentionally on including minority groups	[1] Not at all; [2] Very little; [3] Some-what; [4] Mostly true; [5] Very true	



Variable	Variable label	Value labels	Comments/Observations
SCHQ21_6	How true is each of the following statements for you your school?_School events and activities are designed to support access for those families and community members from groups who face the most significant barriers to active participation	[1] Not at all; [2] Very little; [3] Some-what; [4] Mostly true; [5] Very true	
SCHQ21_7	How true is each of the following statements for you your school?_Family and community members from minority groups routinely participate in school activities	[1] Not at all; [2] Very little; [3] Some-what; [4] Mostly true; [5] Very true	
SCHQ22	Are climate change and environmental issues specifically addressed in your school?	[1] Yes; [2] No	
SCHQ22_1_1	Can you tell us how?_Climate change and environmental issues are taught by teachers of subjects related to natural sciences	[0] Unchecked; [1] Checked	
SCHQ22_1_2	Can you tell us how?_Climate change and environmental issues are integrated into all subjects taught at the school	[0] Unchecked; [1] Checked	
SCHQ22_1_3	Can you tell us how?_The school organizes indoor or external activities related to climate change and environment protection	[0] Unchecked; [1] Checked	
SCHQ22_1_4	Can you tell us how?_The school participates in specific programmes from government or/and NGO oriented to raise awareness on climate change or other environmental problems	[0] Unchecked; [1] Checked	
SCHQ22_1_5	Can you tell us how?_Environmental education is a main goal of the general school educational project	[0] Unchecked; [1] Checked	
SCHQ23_1	At school, to what extent do you have the opportunity to teach to secondary education students about the following topics or issues?_The history of Europe	[1] Not at all; [2] To a small extent; [3] To a moderate extent; [4] To a large extent	
SCHQ23_2	At school, to what extent do you have the opportunity to teach to secondary education students about the following topics or issues?_Political, economic or social issues of other European countries	[1] Not at all; [2] To a small extent; [3] To a moderate extent; [4] To a large extent	
SCHQ23_3	At school, to what extent do you have the opportunity to teach to secondary education students about the following topics or issues?_New things about your culture	[1] Not at all; [2] To a small extent; [3] To a moderate extent; [4] To a large extent	
SCHQ23_4	At school, to what extent do you have the opportunity to teach to secondary education students about the following topics or issues?_About the history and traditions of your culture	[1] Not at all; [2] To a small extent; [3] To a moderate extent; [4] To a large extent	





Variable	Variable label	Value labels	Comments/Observations
SCHQ23_5	At school, to what extent do you have the opportunity to teach to secondary education students about the following topics or issues?_About gender inequality in your country	[1] Not at all; [2] To a small extent; [3] To a moderate extent; [4] To a large extent	
SCHQ23_6	At school, to what extent do you have the opportunity to teach to secondary education students about the following topics or issues?_About climate change and the concern for environmental problems	[1] Not at all; [2] To a small extent; [3] To a moderate extent; [4] To a large extent	
SCHQ23_7	At school, to what extent do you have the opportunity to teach to secondary education students about the following topics or issues?_What it means to be a [citizen of the country]	[1] Not at all; [2] To a small extent; [3] To a moderate extent; [4] To a large extent	
SCHQ23_8	At school, to what extent do you have the opportunity to teach to secondary education students about the following topics or issues?_About core [country] values	[1] Not at all; [2] To a small extent; [3] To a moderate extent; [4] To a large extent	
SCHQ24_1	During a normal school year, to what extent do secondary education students take part in any of these activities?_Activities related to environmental sustainability (e.g. <energy and water saving, recycling>)	[1] Not at all; [2] To a small extent; [3] To a moderate extent; [4] To a large extent	
SCHQ24_2	During a normal school year, to what extent do secondary education students take part in any of these activities?_Human rights projects	[1] Not at all; [2] To a small extent; [3] To a moderate extent; [4] To a large extent	
SCHQ24_3	During a normal school year, to what extent do secondary education students take part in any of these activities?_Activities for underprivileged people or groups	[1] Not at all; [2] To a small extent; [3] To a moderate extent; [4] To a large extent	
SCHQ24_4	During a normal school year, to what extent do secondary education students take part in any of these activities?_Cultural activities (e.g. theatre, music)	[1] Not at all; [2] To a small extent; [3] To a moderate extent; [4] To a large extent	
SCHQ24_5	During a normal school year, to what extent do secondary education students take part in any of these activities?_Multicultural and intercultural activities within the <local community> (e.g. <promotion and celebration of cultural diversity, food street m	[1] Not at all; [2] To a small extent; [3] To a moderate extent; [4] To a large extent	
SCHQ24_6	During a normal school year, to what extent do secondary education students take part in any of these activities?_Campaigns to raise people's awareness, such as <campaigns to raise people's awareness about social issues, campaigns to raise people's a	[1] Not at all; [2] To a small extent; [3] To a moderate extent; [4] To a large extent	



Variable	Variable label	Value labels	Comments/Observations
SCHQ24_7	During a normal school year, to what extent do secondary education students take part in any of these activities?_Activities aimed at protecting the cultural heritage in the <local community>	[1] Not at all; [2] To a small extent; [3] To a moderate extent; [4] To a large extent	
SCHQ24_8	During a normal school year, to what extent do secondary education students take part in any of these activities?_Visits to political institutions (e.g. <Parliament house, Prime Minister's/President's official residence>)	[1] Not at all; [2] To a small extent; [3] To a moderate extent; [4] To a large extent	
SCHQ24_9	During a normal school year, to what extent do secondary education students take part in any of these activities?_Sports events	[1] Not at all; [2] To a small extent; [3] To a moderate extent; [4] To a large extent	
SCHQ25	How civic and citizenship education is implemented in your school? It is	[1] Taught as a separate subject by teachers of subjects related; [2] Taught by teachers of subjects related to human and social s; [3] Integrated into all subjects taught at the school; [4] Taught as an extracurricular activity; [5] Considered to be part of the outcomes of school experience a; [6] Not considered to be part of the school curriculum	
SCHQ26_1	What is your best guess about the socio-economic background of students in your school: Below country average (%)		
SCHQ26_2	What is your best guess about the socio-economic background of students in your school: Below country average (%)		
SCHQ26_3	What is your best guess about the socio-economic background of students in your school: Below country average (%)		
SCHQ27	Considering all the students in the school, estimate the approximate percentage of students whose parents don't have the <country> citizenship		
SCHQ28_1_1	Considering all the students in the school, can you tell us which are the first family languages and the approximate percentage of students for each?_Family language 1		Literal textual input



Variable	Variable label	Value labels	Comments/Observations
SCHQ28_1_2	Considering all the students in the school, can you tell us which are the first family languages and the approximate percentage of students for each?_Proportion Family language 1 (%)		
SCHQ28_2_1	Considering all the students in the school, can you tell us which are the first family languages and the approximate percentage of students for each?_Family language 2		Literal textual input
SCHQ28_2_2	Considering all the students in the school, can you tell us which are the first family languages and the approximate percentage of students for each?_Proportion Family language 2 (%)		
SCHQ28_3_1	Considering all the students in the school, can you tell us which are the first family languages and the approximate percentage of students for each?_Family language 3		Literal textual input
SCHQ28_3_2	Considering all the students in the school, can you tell us which are the first family languages and the approximate percentage of students for each?_Proportion Family language 3 (%)		
SCHQ28_4_1	Considering all the students in the school, can you tell us which are the first family languages and the approximate percentage of students for each?_Family language 4		Literal textual input
SCHQ28_4_2	Considering all the students in the school, can you tell us which are the first family languages and the approximate percentage of students for each?_Proportion Family language 4 (%)		
SCHQ28_5_1	Considering all the students in the school, can you tell us which are the first family languages and the approximate percentage of students for each?_Family language 5		Literal textual input
SCHQ28_5_2	Considering all the students in the school, can you tell us which are the first family languages and the approximate percentage of students for each?_Proportion Family language 5 (%)		



**LOCATION AND SCHOOL ENVIRONMENT INFORMATION CODEBOOK**

Variable	Variable label	Value labels	Comments/Observations
LOCQ1	Is the school a public or a private school?	[1] A public school; [2] A private school	
LOCQ2_1	What is the total school enrolment (number of students)? Number of boys		
LOCQ2_2	What is the total school enrolment (number of students)? Number of girls		
LOCQ2_TOTAL	Total number of students		
LOCQ3_1	Which are the educational stages taught in the schools? Early childhood education	[0] No; [1] Yes	
LOCQ3_2	Which are the educational stages taught in the schools? Primary education	[0] No; [1] Yes	
LOCQ3_3	Which are the educational stages taught in the schools? Secondary education Compulsory	[0] No; [1] Yes	
LOCQ3_4	Which are the educational stages taught in the schools? Secondary education Post-Compulsory	[0] No; [1] Yes	
LOCQ3A_1	Which type of secondary post-compulsory education are taught in the school: Gymnasium	[0] No; [1] Yes	
LOCQ3A_2	Which type of secondary post-compulsory education are taught in the school: Vocational training	[0] No; [1] Yes	
LOCQ3A_3	Which type of secondary post-compulsory education are taught in the school: Music and arts special studies	[0] No; [1] Yes	
LOCQ3A_4	Which type of secondary post-compulsory education are taught in the school: Other	[0] No; [1] Yes	
LOCQ3A_4_OT-HER	Which type of secondary post-compulsory education are taught in the school: Other		
LOCQ4_1	Which is the type of study surveyed in CHIEF survey? Gymnasium	[0] No; [1] Yes	
LOCQ4_2	Which is the type of study surveyed in CHIEF survey? Vocational training	[0] No; [1] Yes	
LOCQ4_3	Which is the type of study surveyed in CHIEF survey? Music and arts special studies	[0] No; [1] Yes	
LOCQ4_4	Which is the type of study surveyed in CHIEF survey? Other	[0] No; [1] Yes	
LOCQ4_4_OT-HER	Which is the type of study surveyed in CHIEF survey? Other		
LOCQ5A	How many classes (class groups) does the school have in [CHIEF survey school grade]?		
LOCQ5B	In how many of these classes (class groups) did you distributed the CHIEF survey?		
LOCQ6	And, in this same level, how many students there are in each class on average in [CHIEF survey school grade]?		



Variable	Variable label	Value labels	Comments/Observations
LOCQ7A	How many students had opportunity to participate in survey?		
LOCQ7B	How many students actually participated?		
LOCQ8	Did you ask for parental consent in this school?	[1] Yes, for all students.; [2] Yes, only for some students; [3] No	
LOCQ9_anon	Anonymized location		Anonymised
LOCQ10_1	Total population of the municipality		
LOCQ10_2	Total population of the municipality: Year of the data		
LOCQ11_1	Young people (16-25 years old) population of the municipality		
LOCQ11_2	Young people (16-25 years old) population of the municipality: Year of the data		
LOCQ12_1	% of foreign population in the municipality		
LOCQ12_2	% of foreign population in the municipality: Year of the data		
LOCQ13	How would you define the urbanization profile of the school location?	[1] Rural; [2] Middle city or town away from metropolitan area; [3] Metropolitan area	
LOCQ14	Where would you place the municipality in relation of the socioeconomic background of the whole country?	[1] below country average; [2] close to country average; [3] above country average	
LOCQ14A	If possible, provide official statistical information to explain your answer to Q14?		Literal textual input
LOCQ15	Is there any specific youth department/area in the local government?	[1] Yes; [2] No	
LOCQ16_1	Total population of the neighbourhood		
LOCQ16_2	Total population of the neighbourhood: Year of the data		
LOCQ17_1	Young people (16-25 years old) population of the neighbourhood		
LOCQ17_2	Young people (16-25 years old) population of the neighbourhood: Year of the data		
LOCQ18_1	% of foreign population in the neighbourhood		
LOCQ18_2	% of foreign population in the neighbourhood: Year of the data		
LOCQ19	In which urban area is the neighbourhood located?	[1] Central-city area; [2] Inner-city area; [3] Peripheral area; [4] Other	
LOCQ20	Where would you place the neighbourhood in relation of the socioeconomic background of the whole city?	[1] below city average; [2] close to city average; [3] above city average	
LOCQ20A	If possible, can you provide official statistical information to explain your answer on LOCQ20?		Literal textual input



## APPENDIX 5- Introduced changes to national datasets for data cleaning and preparation

### Georgia

- Country code was recoded to “GEO”.
- LOCQ9 (name of municipality) was recoded as a textual value.
- Variables common for all databases (based on the main questionnaire) were identified and extracted from national databases.

### Spain

- Country code was recoded to “E”.
- In variable SCHQ17, value 34 was recoded as 3 after consulting the national team.
- Data on LOCQ20 were added manually from a different version of the database.
- Variables common for all databases (based on the main questionnaire) were identified and extracted from national databases.

### Germany

- Country code was recoded to “DE”.
- The Q12B (languages) variables were not reported and were coded as NA.
- The tag of the variable Q5\_4 was corrected.
- Contents of the variable Q26\_2 (religious denomination) was recoded to fit the categories present in the remaining datasets.
- LOCQ3A questions were added and coded as NA.
- Variables common for all databases (based on the main questionnaire) were identified and extracted from national databases.

### India

- Country code was recoded to “IN”.
- Values 0 of the variable Q5\_95\_OTHER\_TEXT (household members) were recoded as NA.
- Variables containing data that could be used to identify a specific school were anonymised. Anonymised versions replaced the original variables.
- Tags of the variables Q12A and Q12B, representing spoken languages, were capitalised in line with the names in other databases.
- Variables Q12A\_1, Q12A\_2, and Q12A\_3 were re-coded by introducing textual inputs instead of their numeric codes, in line with the information present in the other databases.
- Value 99 of the variable Q12B\_95\_TEXT (languages) was recoded as NA.
- Names of the variables Q24A and Q24B, representing estimated opportunities to learn about specific contents in school, were capitalised in line with the names in other databases.
- Variable Q26\_1 (belonging to a religious group) was inverse-coded to match the coding present in the other databases.



- Variable Q26\_2 (religious denomination) was modified in line with Q26\_1 to contain missing values for participants who did not belong to any religious group. Values 99 were coded as “other non-Christian religions” (8), while values ranging from 9 to 16 were coded as “Eastern religions” (7).
- Value 99 of the variable Q28\_2\_OTHER and Q28\_3\_OTHER (languages) was recoded as NA.
- Variable Q36\_2 (gender equality) was reverse-coded to match the coding in other databases.
- Variables SCHQ1\_1, SCHQ1\_2, SCHQ\_3, SCHQ2\_YES, SCHQ15, SCHQ16\_1, SCHQ16\_2, SCHQ16\_3, SCHQ16\_4, SCHQ18\_1\_LANG1, SCHQ18\_1\_LANG2, SCHQ18\_1\_LANG3, SCHQ18\_1\_LANG4, SCHQ18\_1\_LANG15, SCHQ19\_OTHER, SCHQ28\_1\_1, SCHQ28\_2\_1, SCHQ28\_3\_1, SCHQ28\_4\_1, SCHQ28\_5\_1, LOCQ4\_4\_OTHER, LOCQ9, LOCQ14A, LOCQ16, LOCQ20A were recoded into their textual form in line with other databases.
- Values 99 across the school and location questionnaires were recoded to NA.
- LOCQ4\_1 (school type) variable was modified after consultations with the national team: all schools originally coded as “other” were recoded as grammar schools.
- Variables common for all databases (based on the main questionnaire) were identified and extracted from national databases.

#### Slovakia

- Country code was changed to “SK”.
- The tag of the variable Q5\_4 was corrected.
- Variables common for all databases (based on the main questionnaire) were identified and extracted from national databases.

#### Croatia

- Country code was changed to “CR”.
- The tag of the variable Q5\_4 was corrected.
- LOCQ2\_1 and LOCQ2\_2 (number of male and female students) were recoded as numeric.
- Variables common for all databases (based on the main questionnaire) were identified and extracted from national databases.

#### Turkey

- Country code was changed to “TUR”.
- Tag of the variable Q5\_4 was corrected.
- Names of the variables Q12A and Q12B, representing spoken languages, were capitalised in line with the names in other databases.
- Names of the variables Q24A and Q24B, representing estimated opportunities to learn about specific contents in school, were capitalised in line with the names in other databases.
- Questions Q30 were modified from the original questionnaire and are coded as NA.
- Value 5 of variables Q31 (European identity) was recoded to NA. Variable Q31\_1 was modified from the original questionnaire and recoded as NA.
- Questions Q34 were modified from the original questionnaire and coded as NA.



- The tag of the variable SCHQ14\_9 (presence of sports facilities close to the school) was corrected.
- Decimal commas were replaced by decimal points in variables SCHQ27, SCHQ26\_1, SCHQ26\_3.
- LOCQ9 (name of municipality) was recoded as a textual value.
- Variables common for all databases (based on the main questionnaire) were identified and extracted from national databases.

#### Latvia

- Country code was changed to “LV”.
- Decimal commas were replaced by decimal points in variables SCHQ27, SCHQ28\_2\_2, SCHQ28\_3\_2, and SCHQ\_28\_4\_2.
- Variables common for all databases (based on the main questionnaire) were identified and extracted from national databases.

#### The UK

- Country code was changed to “UK”.
- The tag of the variable Q5\_4 was corrected.
- Variable Q6 (income) was reverse-coded to match the coding in other databases.
- Variable Q36\_2 (gender equality) was reverse-coded to match the coding in other databases.
- Variables common for all databases (based on the main questionnaire) were identified and extracted from national databases.

We introduced the following modifications to the merged database:

- Variable labels containing specific country names were modified in the neutral form that retains the meaning but is applicable for any country.
- P2 (languages in which the questionnaire was used) were recoded as numeric and complete names were added as labels.
- Q2 (year of birth) was recoded as numeric.
- Participants born before 2000 were excluded from the database.
- Variables Q17\_1 (father’s or caregiver’s attained level of education) and Q17\_2 (mother’s or caregiver’s attained level of education) were recoded into five categories. All inputs outside the predicted range of values were recoded as NA.
- Missing value labels were added to all the items that were not measured on a continuous scale or which represented open-ended questions.
- In SCHQ1\_2 and SCHQ1\_3 (position in school) inputs “Not applicable” were recoded to NA.
- In SCHQ2\_YES, values for schools where informants responded they were not lecturers were coded as NA.
- In SCHQ3, values for schools where informants responded they were not lecturers were recoded as zero.
- Evident outliers in variable SCHQ9\_8 were recoded as NA.





- In variables SCHQ16\_2, SCHQ16\_3, and SCHQ16\_4 responses “Can’t choose” were recoded to NA.
- In variable SCHQ17, value 40 was recoded to NA.
- Variables SCHQ18\_1\_LANG (classes on different languages) were recoded to match the initial statement on the existence of such classes (SCHQ18): values for schools that reported not having such classes were recoded to NA. Additionally, responses of “Can’t choose” were also recoded as NA. Values of the variables denoting the proportion of students taught subjects in different languages (SCHQ18\_1\_PROP) were recoded as NA to match the initial statement on the existence of such classes (SCHQ18).
- In variable SCHQ19\_OTHER (names of visited countries), responses of schools reporting no such trips (SCHQ19) were recoded as NA.
- In variable SCHP20G (involvement in international programmes), 0 was recoded to NA.
- In variable SCHQ20G\_OTHER, numeric values not followed by text were recoded as NA.
- In variables SCHP20\_STUDENTS, if the corresponding SCHP20 variable denoted the absence of specific programmes, the value was recoded as 0.
- In variables SCHQ22\_1, values for schools denoting an absence of specific climate change and environmental issues contents (SCHQ22) were recoded as NA.
- In the entire dataset, responses of “Not answered” were recoded as NA.
- In variable SCHQ26\_3, an evident outlier was recoded as NA.
- In variables SCHQ28\_ (percentage of students’ speaking a specific family language), values for schools not naming the languages (SCHQ28) were fixed to NA.
- Variable LOCQ2\_TOTAL was formed, denoting the estimated total number of students per school.
- In LOCQ3A\_4\_OTHER, zeros were recoded as NA.
- In LOCQ4\_4\_OTHER, zeros and “Not Applicable” were recoded as NA.
- In LOCQ9 variables, we edited names of Croatian cities to correct errors caused by encoding. Additionally, we created the LOCQ9\_anon variable containing anonymised location names and replaced the original variable.
- In LOCQ11\_1 (youth population size in municipality), zeros were recoded as NA. Year of the data (LOCQ11\_2) was recoded to NA in cases when LOCQ11\_1 was NA.
- In LOCQ12\_1 (foreign population size in municipality), zeros were recoded as NA. Year of the data (LOCQ12\_2) was recoded to NA in cases when LOCQ12\_1 was NA.
- Variable LOCQ13 (residence) was recoded into three categories.
- In LOCQ16\_1 (population size of the neighbourhood), zeros were recoded as NA. Year of the data (LOCQ16\_2) was recoded to NA in cases when LOCQ16\_1 was NA.
- In LOCQ17\_1 (youth population size of the neighbourhood), zeros were recoded as NA. Year of the data (LOCQ17\_2) was recoded to NA in cases when LOCQ17\_1 was NA.
- In LOCQ18\_1 (percentage of foreign population in the neighbourhood), zeros were recoded as NA. Year of the data (LOCQ18\_2) was recoded to NA in cases when LOCQ18\_1 was NA.
- In LOCQ19, inputs for cities with less than 250,000 citizens were recoded as NA. Also, value 4 was recoded to NA.



- In LOCQ18\_1 (percentage of foreign population in the neighbourhood), zeros were recoded as NA. Year of the data (LOCQ18\_2) was recoded to NA in cases when LOCQ18\_1 was NA.
- In LOCQ20 (estimate of neighbourhood SES), zeros were replaced by NA. Source of the data (LOCQ20A) was recoded to NA in cases when LOCQ20 was NA.
- Variable labels were added to all the questions in both questionnaires. Question code prior to label was removed from the location questionnaire items.
- Participants who responded to less than 50% of all the questions in the student questionnaire were excluded from the common database.

