

Technical report parent structured interview study

PROCEDURES, INSTRUMENT
DEVELOPMENT, SAMPLES, AND
SHOWCASES

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KATHARINA EREKY-STEVENSON, KATRIN WOLF,
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EXECUTIVE SUMMARY

The overall purpose of the ISOTIS (Inclusive Education and Social Support to Tackle Inequalities in Society) project, is to contribute to effective policy and practice development at different system levels to effectively combat early arising and persisting educational inequalities across Europe. A key contribution of work package 2 (WP2) is to give voice to parents through an interview study in ten European countries. The findings will be related to practices in early and primary education, social support services, and local and national policies. Furthermore, knowledge gained through WP2 will be applied by other work packages (WPs) to support their research questions and development.

The aim of WP2 is to create new knowledge about:

- cultural and linguistic resources in families,
- acculturation-participation orientation and identity construction,
- experiences with (early) education provisions and other services,
- aspirations and expectations, and
- wellbeing of parents and children.

To achieve these goals, WP2 collected empirical data with structured and in-depth interviews with parents from four specific disadvantaged groups across ten European countries with different education systems, welfare regimes and integration policies. These interviews involved parents with children in the 3- to 6-years and 9- to 12-years age range to capture the pre-primary phase and the phase before the transition to secondary school, including the experiences and decisions of parents relating to these phases. The current technical report (D2.2) focuses solely on the structured parental interviews.

The theoretical platform for ISOTIS is informed by Bronfenbrenner's bio-ecological approach to human development (Bronfenbrenner, 1986, 2005; Bronfenbrenner & Ceci, 1994; Bronfenbrenner & Morris, 2006), addressing aspects particularly relevant on both the micro- and meso-level of families. To analyse institutional, cultural and ideological mechanisms underlying inequality and discrimination, three potentially disadvantaged groups are included in the study, an immigrant group (Maghrebian and Turkish), a Romani group and a low-SES native-born group. These groups were recruited from at least two sites in each country. The choice of these groups is based on considerations of relevance and methodology: (a) These immigrant groups are among the largest across Europe, associated with persistent educational disadvantages, and increased risk of social exclusion. (b) These groups have settled in several European countries (and, within countries, in several localities), allowing for comparisons between countries (and localities) that can reveal relations of inequality and experiences of discrimination with national (and local) governance strategies, education policies and models of family support service provision. (c) These groups are especially relevant for current intercultural and interethnic tensions, increasing polarization and segregation in many European countries that is as a major threat to inclusion and equity.

The study is designed to allow for several comparisons; e.g., within groups-between countries, within countries-between groups, within countries-between sites. These comparative analyses will contribute to insights into how characteristics of national (and local) education and support policies interact with group characteristics to create educational inequalities. In total, 3938 parents have been interviewed.

The current report informs about the study design, the data collection procedures, describes the development of the questionnaire, and provides extensive sample descriptions. In addition, a detailed description of the constructs, variables and scales in the questionnaire is provided. In chapter 7, four showcases with first preliminary findings are presented, which will inspire future analytical work within WP2 and as such will provide input for the analytical work in other WP's. The first showcase describes the life situations of Roma families. On the one hand, these findings confirm the socio-economic disadvantages of

Roma families (high women unemployment rate, high material deprivation). On the other hand, they also demonstrate a high level of perceived social support and a relatively low level of perceived discrimination. Data also show that there is not “one Roma” group in Europe. Substantial variations across countries are found, which might indicate potential effects of country-specific systems and regulations.

The second showcase reports on the children’s participation in extracurricular activities, which has shown to relate to academic achievement in prior research. Participation in extracurricular activities also indicates families’ investments in their children’s education, which are associated with children’s outcomes. The findings reveal some striking differences between target groups and countries in the children’s participation in extracurricular activities, as well as some indications that the most educationally disadvantaged children, who would benefit most from such activities, seem to participate less. Analyses to confirm and explain these differences will be subject of future work.

The third showcase focuses on the perceptions of parents with a Turkish and Maghrebian immigrant background on their relationship with preschool teachers and their participation at the preschool across four countries (England, Germany, Italy and the Netherlands). In general, although mothers with an immigrant background might have a disadvantaged position in establishing educational partnerships, they experience a very positive parent-teacher relationship in preschools. In comparison, parental participation levels in preschool are lower. Further explanatory analyses revealed that socio-psychological factors, such as the perceived discrimination in the (pre)school, parental self-agency, and national identity feelings, are more strongly related to the experienced relationship between parents- and teachers, than structural factors such as educational level or migration background. If these preliminary findings prove to be robust in further analyses, it might have significant implications for policy making.

Finally, the fourth and last showcase demonstrates that it is possible to establish measurement equivalence between countries for an extensive interview instrument to assess adult-child activities in the home. This means that comparative analyses using this instrument are valid and reliable. For the younger children (3-6 years) we constructed the five scales “conversation activities”, “reading activities”, “storytelling activities”, “mathematical activities”, and “practical/creative activities”, and for the older children the four scales “everyday activities”, “informal learning activities”, “mathematical activities”, and “socialising activities”. In general, we found a relatively high level of stimulating adult-child-activities. However, some interesting and considerable between group and country differences were found. This showcase also demonstrates that it is possible to establish measurement equivalence between countries with the applied interview instrument.

1. INTRODUCTION

The overall purpose of the ISOTIS¹ (Inclusive Education and Social Support to Tackle Inequalities in Society) project, is to contribute to effective policy and practice development at different system levels to effectively combat early arising and persisting educational inequalities across Europe. Hence, ISOTIS intends to contribute to European research-based knowledge concerning the improvement of national policies for inclusive educational systems especially for children at early education and primary school age.

The main aim of work package 2 (WP2) is to give voice to parents through an interview study in ten European countries. The findings will be related to practices in early and primary education, social support services, and local and national policies. Furthermore, knowledge gained through WP2 will be applied by other work packages (WPs) to support their research questions and development.

This chapter provides a brief introduction of the aims (1.1) and theoretical frame of the interview studies (1.2) and offers an overview of the structure of the report (1.3).

1.1 Aims of interview studies

The aim of WP2 is to create new knowledge about:

- cultural and linguistic resources in families,
- acculturation-participation orientation and identity construction,
- experiences with (early) education provisions and other services,
- aspirations and expectations, and
- wellbeing of parents and children.

To achieve these goals, WP2 collected empirical data through structured and in-depth interviews with parents from four specific disadvantaged groups across ten European countries with different education systems, welfare regimes and integration policies. These interviews involved parents with children in the 3- to 6-years and 9- to 12-years age range to capture the pre-primary phase and the phase before the transition to secondary school, including the experiences and decisions of parents relating to these phases. Furthermore, WP2 conducts studies exploring children's perspectives on factors facilitating children's wellbeing in culturally diverse educational settings.

The current technical report (D2.2) focuses solely on the **structured parental interviews**, providing methodological information about planning and conducting the study as well as presenting some preliminary first findings in showcases. There is also a technical report which focuses on the in-depth parental interviews, which were conducted with a subsample of parents from the structured interview study (D2.3, submitted October 31st, 2018), and the children's study (D2.4, submission April 30th, 2019).

To analyse institutional, cultural and ideological mechanisms underlying inequality and discrimination, three potentially disadvantaged groups are included in the study, an immigrant group (Maghrebian and Turkish), a Romani group and a low-SES native-born group. These groups were recruited from at least two sites in each country. The choice of these groups is based on considerations of relevance and methodology: (a) These immigrant groups are among the largest across Europe, associated with persistent educational disadvantages, and increased risk of social exclusion. (b) These groups have settled in several European countries (and, within countries, in several localities), allowing for comparisons between countries (and localities) that can reveal relations of inequality and experiences of discrimination with national (and local) governance strategies, education policies and models of family support service provision, and (c) these

¹ The Greece term ISOTIS (ΙΣΟΤΗΣ) means fairness, justice, equality.

groups are especially relevant for current intercultural and interethnic tensions, increasing polarization and segregation in many European countries that is as a major threat to inclusion and equity.

The study is designed to allow for several comparisons; e.g., within groups-between countries, within countries-between groups, within countries-between sites. These comparative analyses will contribute to insights into how characteristics of national (and local) education and support policies interact with group characteristics to create educational inequalities. Thus, the WP2 findings informs the work of all other work packages (WP1; WP3-WP6), supporting their research and development concerning other stakeholders, so that we may provide recommendations related to resources, experiences and perspectives of parents and children.

To improve the relevance of the WP2 structured interviews, all work packages provided input to WP2 initially in order to develop appropriate interview tools. The outcome of these feed-forward efforts by the other WPs is summarized in Deliverable 2.1² that presents an initial theoretical framework for the interview studies to be conducted by WP2.

1.2 Theoretical framework and themes

The theoretical platform for ISOTIS is informed by Bronfenbrenner's bio-ecological approach to human development (Bronfenbrenner, 1986, 2005; Bronfenbrenner & Ceci, 1994; Bronfenbrenner & Morris, 2006)³. According to this approach, human development results from the recurrent interactions (*proximal processes*) of a person with his or her immediate environment across the entire lifespan. The regularity and intensity of interactions between person(s) and context(s) shape developmental outcomes. A person participates in several *microsystems* (e.g., family, peer group, classroom). The connection between microsystems forms the *mesosystems* (e.g., the family-school-playfield-neighbourhood mesosystem) where the social agents involved in a person's microsystem are linked to other social agents' and their microsystems. Social agents and environments external to the direct experience but affecting the developing person, constitute the *exosystem* (e.g. the parent's workplace; welfare services), while the *macrosystem* represents the larger cultural and ideological context in a society (e.g., social policies; attitudes and social values). Finally, the *chronosystem* represents changes over time in terms of life events and transitions (e.g., from preschool to school). Thereby, it also reflects changes in the socio-cultural expectations of and for the developing person regarding the social and cultural environment.

The development of the structured parent interview built upon Bronfenbrenner's model, addressing aspects particularly relevant on both the micro- and meso-level of families. Table 1 and 2 attribute the sections included in the structured parental interview to components of Bronfenbrenner's bio-ecological approach to human development. In section 5.2, an extensive description of the included constructs is given.

² Moser, T., Broekhuizen, M., Leseman, P., & Melhuish, E. (Eds.) (2017). Theoretical framework. A Brief Integration of Literature Reviews by ISOTIS Work Packages. ISOTIS-Project, Deliverable D2.1. Utrecht: Utrecht University. [Download report](#).

³ Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology*, 22(6), 723-742. doi: 10.1037/0012-1649.22.6.723.

Bronfenbrenner, U., & Ceci, S. J. (1994). Nature-nurture reconceptualized in developmental perspective: a bioecological model. *Psychological Review*, 101(4), 568–586. *Psychological Review*, 101(4), 568-586.

Bronfenbrenner, U., & Morris, P. A. (2006). The bioecological model of human development. In R. M. Lerner (Ed.), *Handbook of child development: Vol. 1. Theoretical models of human development* (6 ed., Vol. 1, pp. 793 – 828). Hoboken, NJ: Wiley.

Table 1. Attribution of interview sections to the microsystem in Bronfenbrenner's bio-ecological model

Components	Sections in the interview guide
Child	<ul style="list-style-type: none"> ○ Age, gender, migration background of child (Q2p1)
Family - structural aspects	<ul style="list-style-type: none"> ○ Age, gender, migration background of parent and/or partner (Q2p2 & Q2p4) ○ Education & employment of parent and/or partner (Q16p1, Q16p2) ○ Family constellation (Q2p3) ○ Language background and skills of parent (Q5p4) ○ Housing characteristics (Q16p3) ○ Economic capital (Q16p4) ○ Material deprivation (Q16p5) ○ Availability and use of, and skills in, ICT devices (Q10p1p12 to Q10p1p21)
Family - processes	<ul style="list-style-type: none"> ○ Home learning environment (Q10p1) ○ Contacts with other cultures (Q14p2p1) ○ Parents' support of child's schoolwork (Q10p2p3OC)
Family - attitudes	<ul style="list-style-type: none"> ○ Contextualized cultural Identities (Q5p1) ○ Group identification (Q5p2) ○ Religion and Faith (Q5p3) ○ Attitudes about multicultural and multi-lingual education (Q7) ○ Educational aspirations (Q11) ○ Acculturation-integration orientations (Q13) ○ Parental self-agency (Q15p1) ○ Life satisfaction (Q15p3)
Neighbourhood	<ul style="list-style-type: none"> ○ Neighbourhood experiences (5.2.1) ○ Characteristics of people (Q12p1p2, Q12p1p8I, Q12p1p9R)
Formal and informal care and education	<ul style="list-style-type: none"> ○ Current and previous child care, pre-school and school participation (Q6p1) ○ Child participation in extra-curricular activities (Q6p3) ○ Percentage of children with native/migration background at pre-/school (Q12p1p1, Q12p1p6I, Q12p1p7R) ○ Amount of time spend on schoolwork (Q10p2p1OC)

Table 2. Attribution of interview sections to the mesosystem in Bronfenbrenner's bio-ecological model

Components	Sections in the interview guide
Family - social network	<ul style="list-style-type: none"> ○ Perceived social support (Q4)
Family - education	<ul style="list-style-type: none"> ○ Perceived discrimination (Q12p1p1LI to Q12p2p5IR) ○ Parent-teacher relationship (Q8) ○ Parent-school involvement (Q10p3) ○ Interaction with parents at pre/school (Q12p1p3, Q12p1p10I, Q12p1p11R) and feelings about it (Q12p1p5, Q12p1p114I, Q12p1p15R)
Family - social services	<ul style="list-style-type: none"> ○ Use and evaluation of family support services (Q9) ○ Perceived discrimination (Q12p1p1LI to Q12p2p5IR)
Family - neighbourhood	<ul style="list-style-type: none"> ○ Interaction with people (Q12p1p4, Q12p1p12I, Q12p1p13R) and feelings about it (Q12p1p6, Q12p1p16I, Q12p1p17R) ○ Perceived discrimination (Q12p1p1LI to Q12p2p5IR)
Family – community	<ul style="list-style-type: none"> ○ Perceived discrimination (Q12p1p1LI to Q12p2p5IR)

1.3 Outline report

This Technical Report can be divided in four parts. In the first part, we give a thorough description of the study's design, the used sampling criteria (Chapter 2), and the procedures for data-collection (Chapter 3). Next, we provide an extensive description of the recruited samples in all countries and compare these samples with the original sampling design (Chapter 4). In the third part, Chapter 5, we elaborate on the steps that were followed to develop the questionnaire used for the interviews and provide an extensive description of each of the used measures. In the final part, we present some first preliminary findings in showcases (Chapter 7), which will inspire future analytical work within WP2 and as such provide input for the analytical work in other WP's. The next steps for analysis are summarized in Chapter 6.

2. STUDY DESIGN

The parental interview studies consist of a structured interview study and a qualitative in-depth study. Both interviews were conducted in a *face to face* setting using a laptop/tablet resp. paper questionnaire (structured interview) or audio-recorder (in-depth interviews). Informants for the qualitative in-depth interviews were selected from the respondents that participated in the quantitative survey. For a more detailed description, see D2.3 on the in-depth interview study. Data-collection for the structured parental interviews ran from December 2017 to July 2018. For France, the deadline for data-collection was extended to October 2018 due to a change in collaborating partners (University Paris-Est Créteil (UPEC) officially entered the project in December 2017). For Norway we are still collecting data because of the experienced recruitment difficulties⁴. The data-collection for the in-depth parental interviews ran from February 2018 to August 2018, with again an extended deadline for France to October 2018. Norway is still continuing data-collection.

2.1 Original sampling design

Table 3 provides find an overview of the original sampling design. In each country, we focused on one or two target groups in two different sites. These sites were selected based on differences in local policy contexts (see section 2.3 for the selected sites in each country). Furthermore, the sample is divided in parents with a 3-6-year-old child and parents with a 9-12-year-old child⁵. The division between low and medium to high educated SES is to ensure that enough families who are at risk according to objective indicators (i.e., a low income and/or education background) are included in the study, while not ignoring the variation in SES within the selected target groups.

Table 3. *Number of planned structured parental interviews*

Group	Countries	Sites	Parents 3-6-yr-old		Parents 9-12-yr-old		Sum per country	Total sum	COUNTRIES
			low	medium to high	low	medium to high			
SES			low	medium to high	low	medium to high			
A) Turkish	4	2	60	15	60	15	300	1200	EN, DE, NL, NO
B) Maghrebian	3	2	60	15	60	15	300	900	FR, IT, NL
C) Roma	3	2	50	10	50	10	240	720	CZ, EL, PT
D) Low-SES native-born	8	2	60	0	60	0	240	1920	EN, PT, PL, IT, DE, EL, FR, CZ
Total								4740	

Note. SES = socioeconomic status; CZ = Czech Republic; EN = England; FR = France; DE = Germany; EL = Greece; IT = Italy; NL = Netherlands; NO = Norway; PL = Poland; PT = Portugal.

The distribution of groups over countries is based on the presence of the groups in each country, and the available resources in the project. In general, all countries focus on two target groups, which facilitates within countries-between groups comparisons. Only in Poland and Norway we focused from the start on one target group (a low-SES native-born and Turkish group, respectively). This was partly due to the other target groups being somewhat less policy relevant in these countries, but also to the distribution of resources over countries. In France, we decided to exclude the Low-SES native-born group, due to the change of partners in December 2017 and as such the feasibility to finish the data-collection in time.

⁴ Norway has a relatively small Turkish population of about 17.000 persons. On the basis of a gross estimate, the 60 interviewed parents (see section 4.3.3) represent up to 10% of the parents with children in the right age-range in Eastern Norway. It turned out to be extremely difficult to gain access to the Turkish community, specifically parents of children in the right age range. When the interviewers, mostly of Turkish background, had used their own networks, it was difficult to recruit additional parents. Despite these difficulties, we are still aiming to reach a minimum target of 100 parents.

⁵ Parents could have children in both age-ranges, though only one child was the focus of the interview.

Together with representatives from all countries, we decided to focus mainly on *mothers'* perspectives and experiences in this study. Since we already have many sources of variance in our design (four target groups, ten countries, two age-ranges, and at least two sites per country), another source of variance by focusing on fathers as an independent group of interest seemed not favourable. However, fathers could participate in the interviews when they considered themselves to be the primary caregiver of the child. Therefore, we still refer in this report to parents and not mothers. It is noteworthy that we do ask the parent about many background characteristics of the partner, and the partner's opinion regarding the educational aspirations for the child. In this way, we try to provide a more complete picture of families' lives in the countries.

2.2 Sampling criteria

To enable valid comparisons between countries and within the four target groups, more specific sampling criteria were formulated for both the target groups and the two age-ranges. These criteria were extensively discussed with representatives from the country-teams during a WP2 data-collection coordinator meeting in Leiden (June, 2017) and a general WP2 meeting in Oxford (September 2017).

2.2.1 Target groups

The sampling criteria for the target groups are outlined below. In all target groups, we allowed for the possibility of single-parent or same-sex families.

Turkish and Maghrebian immigrant background

- 1) The target child had to be born in the country for the 3, 4, 5-year olds and should at least be five years in the country for the 9, 10, 11-year olds. This should ensure that the family had experiences with the educational and social support system in the host country.
- 2A) The parent could or could not have been born in the country, but the parent's parents were born in Turkey or a Maghreb country (Tunisia/Algeria/Morocco).
- 2B) The parent's parents could also have been born in the country, but the parent identified as a member of the Turkish or Maghreb community (e.g., being a third-generation parent).
- 3) The cultural background of the parent's partner was not a sampling criterion; it could be any.

Romani background

- 1) The parent identified as belonging to the Romani community.
- 2) The parent may or may not have been born in the country.
- 3) The ethnic-cultural background of the parent's partner was not a sampling criterion; it could be any.

Low-SES native-born background

- 1) Both the parent and the parent's parents have been born in the country.⁶
- 2) The family is living in a neighbourhood/area with a similar level of deprivation as the immigrant or Roma group in that country.

⁶ This was a sensitive criterion, that we did not want to include in our flyers, etc, as groups with a different background might feel excluded. Instead, we tried to target neighborhoods, school, centers, and organizations where it was very likely to find this group.

In the description of the recruited samples in section 4.3, it is shown that we could not always fully apply these sampling criteria in all countries and target groups. The main reason was the impossibility to always know beforehand whether a parent completely fitted our selection criteria (e.g., we have some parents with a higher SES or migrant background in the low-SES native-born groups). We will reflect somewhat more upon this in section 4.3, when comparing the recruited samples with the original sampling design and criteria.

2.2.2 Age ranges of children

In this study, we focused on parents with children in the age ranges 3- to 6-years and 9- to 12-years to capture the pre-primary phase and the phase before the transition to secondary school, and the experiences and decisions of parents relating to these phases.

3-6-year-olds: Parents of 3-, 4-, and 5-year-old children who were not in primary education yet (i.e., before grade 1). If a child just turned 6, though was still in Early Childhood Education and Care (ECEC), the parent was still interviewed.

9-12-year-olds: Parents of 9-, 10- and 11-year-old children who were in primary education (i.e., before entering middle school or secondary school). If a child just turned 12, though was still in primary school, the parent was still interviewed.

If a parent had a child in both age ranges, we asked the parent to focus on the child through which she or he was recruited (e.g., the school). If this was not possible, for example because the parent was recruited through a community centre or organization, the parent decided together with the interviewer who the target child would be. The parent had to keep this child in mind when answering the questions.

2.2.3 Revised sampling criteria March 2018

Because most countries experienced difficulties to reach the aimed target numbers, we released some of the criteria in our sampling design after the WP2 data-collection coordinator meeting in Utrecht in March 2018 (see also section 3.2.2). After this meeting, each country decided for itself whether one or more of these options were necessary and useful in their context.

- Extension of the two selected sites (e.g., greater London region instead of London city)
- Adding one or more sites
- An unequal number of parents per site (e.g., more parents in “site 1” than “site 2”)
- Extension of the age range for the older children: Parents with 7- and 8-year-old children could also be interviewed when the child had already spent at least two years in primary school.⁷

The finally selected sites in all countries are described in the next section, and the number of respondents per country, target group, age-group and site are described in section 4.1.

2.3 Selected sites in participating countries

As mentioned, each country had two initial sites which were selected for the interview study based on differences in local policy contexts and/or other relevant differences (e.g., economical and/or cultural differences) between the two sites. In these sites, recruitment strategies were centred in neighbourhoods or areas with large populations of our target groups. In Table 4 we have given an overview of the selected sites in the countries. For more information on the rationale for choosing the sites in each county, see the data-collection reports included in appendix A.

⁷ Despite this extension, we still refer to 3- to 6-year-olds and 9- to 12-year-olds in the current report for the sake of consistency.

Table 4. Overview of the selected sites in the participating countries.

	Site 1	Site 2	Site 3, 4 & 5
CZ	Brno	Ústí nad Labem	
EN	(greater) London	Urban areas in North West England (Manchester, Liverpool, Wirral)	
FR	Paris	Evry	Melun (3), Saint Denis (4) & Champigny-sur-Marne (5)
DE	Berlin	Bremen	Mannheim/ Rhein Neckar-Region (3) & Frankfurt (4)
EL	West Athens sector (Aghia Varvara and Ilion municipality)	West and East Attica region (Fyli and Acharnes municipality)	
IT	Milan	Turin	
NL	Utrecht	Rotterdam	Amersfoort (3) & Alphen aan de Rijn (4)
NO	Drammen	Oslo	Trondheim (3) & Other (4)
PL	Warsaw	Łódź	
PT	Metropolitan Area of Lisbon	Metropolitan Area of Porto	

Note. CZ = Czech Republic; EN = England; FR = France; DE = Germany; EL = Greece; IT = Italy; NL = Netherlands; NO = Norway; PL = Poland; PT = Portugal.

In section 4.1, Table 6-9, we provide an overview of the number of recruited parents per site and age-group. Site 3, and sometimes 4 and 5, were additionally included to boost the sample sizes in some countries (see section 2.2.3). As demonstrated in Table 6-9, the sample sizes in these sites are often too low to be investigated independently. As such, future comparative analyses distinguishing between sites will mainly examine differences between site 1 and site 2. When describing the samples by target group and country on a large set of background characteristics in section 4.3, we did not distinguish between research sites.

3. DATA COLLECTION PROCEDURES

This chapter will report on the procedures for recruitment and data-collection of the structured interview study. These procedures were developed by the WP2 core-team and discussed with the country's data-collection coordinators during the WP2 data-collection coordinator meeting in Leiden (June, 2017), and finalized during a general WP2 meeting in Oxford (September 2017). This resulted in a data-collection coordinator manual, which is included in appendix B. This manual had two goals:

- 1) To inform (and remind) data collection coordinators about the study design and sampling criteria, and to provide guidelines on how to organize the data collection.
- 2) To provide data collection coordinators with relevant information that could be used to prepare the fieldwork and training of interviewers.

The overall coordination of the data-collection on a European level resided in Utrecht University, however, the data-collection and especially recruitment procedures had to be adjusted to the specific situation and target groups in each country and site. To give insight in these country-specific elements, each country has written a country report on the data-collection and recruitment procedures. These country reports are included in appendix A. In section 3.1 and 3.2, we highlight some of the general features from the data-collection manual and country reports, though for more detailed information on the selection and recruitment procedures, please see the respective appendices.

3.1 Recruitment strategies

As mentioned in section 2.3, recruitment strategies were centred in neighbourhoods or areas in the selected sites with large populations of our target groups. The countries applied several strategies to recruit possible participants, like approaching ECEC centres, schools, community centres or parent organizations that focus on our target groups. In addition, sports or social clubs and religious institutions also appeared to be a valuable entrance to our target groups in certain countries. In those institutions, centres or clubs, it was always important to work with key persons that already had a trust relation with our potential participants. In addition, it appeared to be more effective when interviewers first met the parents and professionals face-to-face to explain the interview study, than informing them through other channels (e.g., through e-mail, phone). For the Immigrant groups (Turkish or Maghrebian background), most countries worked with interviewers that also spoke the first languages of the parent, which helped to build a trust-relationship. For the Roma group, all three countries (Czech Republic, Portugal and Greece) worked with mediators (i.e., key-persons in the Roma communities) to recruit parents, and in Greece mediators were also hired as interviewers. For a more detailed description of the interviewers see section 3.2.1.

Centres, schools, organizations, and mediating key persons were fully informed about the study's aims, the purposes of the interview studies, the procedures of data collection and the measures of data protection. Next, contact- or key-persons were asked to support the recruitment of informants by 1) allowing researchers to send a flyer to potential participants via the centre, school or organization or by handing this flyer themselves; 2) by personally contacting potential informants on behalf of the researchers; 3) by helping to organize meetings with potential informants at the centre or school (or another public place) in which the study's purposes and procedures could be explained. Parents who were interested in participation received a more detailed information sheet. For a sample flyer and information sheet, see the data-collection manual in appendix B.

Next to more top-down recruitment procedures, most countries also used *bottom-up* procedures by making use of the personal network of the interviewers, which often had close ties within certain communities. In addition, snowball sampling was applied by asking parents whether they knew other parents (or

organizations whether they knew other organizations) who would like to participate in the study. In addition, several countries have also used social media channels, like Facebook and Whatsapp groups for parents in certain neighborhoods or cities, or focusing on a specific topic (e.g., Facebook pages where parents share parenting tips, or for women from Turkey living in a specific city).

3.1.1 Indicators to identify low-SES families

For low-SES native-born families, the main strategy was to focus on relatively deprived neighbourhood/areas (preferably with a similar level of deprivation as the neighbourhoods were the immigrant or Roma group in that country resided). In addition, within these neighbourhoods, it was sometimes possible to identify schools, centres and organizations with a high proportion of families receiving certain benefits (e.g., access to free school meals and/ or receiving pupil premium in England). See the data collection procedures reports for the specific indicators that were used in each country. In most countries, it was not always possible to know before the interview whether a parent could really be considered low-SES. Therefore, there are also some medium- and high SES families in our samples (see section 4.3.2 and Table 10, 11, and 12 for a thorough description of the native-born families in each country). However, the main goal of having samples with enough families who are at (multiple) risk according to “objective” indicators like a low income and/or education background, was achieved.

For parents with a Turkish and Maghrebian immigrant or a Romani background, we also defined the number of families with low and medium to high SES background we were aiming for, see Table 3. For these groups, similar strategies as the ones outlined above were used. In section 4.3, we describe the recruited samples and how much they resemble this original sampling design.

3.1.2 Incentives

To enhance the response and quality of the data collection, all parents received an incentive after participating in the interview. Countries decided for themselves what they thought was the best option in their context and with their target groups. Therefore, the incentives varied considerably between countries. Several countries presented parents with a voucher €5 to €10 for department, book or food stores (England, Czech Republic, Germany and Poland), depending on the country's income level. Other countries combined a voucher with a raffle for a bigger prize (Netherlands), or with a book for the child (Portugal). In Norway, parents only participated in a raffle in which ten vouchers of +/- €100 were allotted. Finally, in France, Greece and Italy, parents and/ or children received a small gift. For more information, please see the data-collection reports in the respective countries.

3.2 Data-collection procedures

3.2.1 Interviewers

It was recommended to the partners to recruit interviewers who had at least some experience with (structured) interviewing, and who have proven through their work- and or study-activities that they have good communication skills and familiarity with the topics of (early) childhood, parenting and education. In addition, for the Immigrant groups (Turkish or Maghrebian background), it was recommended that countries also recruited interviewers who spoke the first languages of the parent. In this way, insufficient language skills in the country's main language was not a barrier to participate in the interview. Moreover, having a similar background also helped to build a trust-relationship, even when the parents spoke the country's language well enough. For the Roma group, Czech Republic and Greece recruited interviewers that were already working within the Roma community (e.g., as mediators or employees at an NGO). In Portugal, this was less the case, though mediators were sometimes present during the interview when deemed necessary. Table 5 summarizes the background characteristics of the interviewers in all ten participating countries. The percentage of interviewers that spoke another language is related to the selected target groups in each country. In the Netherlands and Norway, for example, we only interviewed parents with an immigrant

background, so it was expected that the percentage is highest in these countries. Interestingly, in Greece, 70% of the interviewers also spoke the Romani language, while this was not the case, and also not necessary, in Portugal and Czech Republic.

Table 5. *Descriptive statistics for the participating interviewers*

	# interviewers	% Female	Age (M, SD)	% BA or higher	% Language of target group
CZ	32	87.5%	29.4, 5.2	37.5%	0%
EN	17	94.1%	34.8, 12.1	70.6%	35.3%
FR	6	33.3%	28.5, 2.9	100%	33.3%
DE	49	83.3%	25.8, 2.3	91.7%	68.8%
EL	10	50.0%	33.9, 9.0	60.0%	70.0%
IT	22	95.5%	37.0, 9.8	86.4%	63.6%
NL	16	100%	29.0, 10.5	62.5%	93.8%
NO	7	100%	28.3, 9.8	100%	85.7%
PL	17	94.1%	26.9, 6.6	47.1%	0%
PT	6	83.3%	29.2, 7.0	100%	0%

Note. CZ = Czech Republic; EN = England; FR = France; DE = Germany; EL = Greece; IT = Italy; NL = Netherlands; NO = Norway; PL = Poland; PT = Portugal.

Training of interviewers

Before going into the field, all interviewers were thoroughly trained in the recruitment and data-collection procedures. In these trainings of approximately two to three half-days, interviewers were introduced to the ISOTIS project and received information on the specific recruitment and data-collection procedures in their country. In addition, the interview guidelines as provided in the data-collection manual were thoroughly discussed, and most countries used role-play to practice the (online) administration of the interviews. Almost every interviewer conducted at least one or two practice interviews before going into the field, and sometimes the interviewers also attended meetings with local schools, institutions or mediators to discuss the recruitment procedures through these channels. For more information on the training procedures in the countries, see the data-collection reports in appendix A.

3.2.2 Monitoring data-collection

The overall coordination of the data-collection at a European level resided at Utrecht University. Next to this, each country had its own national coordinator overseeing the data-collection in the respective countries. In addition to the data-collection manual, the Utrecht University team shared bi-weekly newsletters about the progress of the data-collection in the countries and other relevant issues (e.g., tips for recruitment, inspection of collected data so far, information about upcoming meetings, etc.). Next to these newsletters, there were monthly Skype meetings with the national coordinators to discuss some of the more important data-collection issues and tips for recruitment. If necessary, the Utrecht University teams also had additional one-to-one Skype meetings with the coordinators of specific countries.

It was recommended to the national coordinators that each interviewer kept an ID record file, which contained the participant ID number, the date of the interview, the site, the target group, the age-group the child was in, the interest in the qualitative interview, and the necessary contact information if parents were interested in participating in the qualitative interview. These record files per interviewer were just for internal monitoring purposes and were only accessible to the specific interviewer and the data collection coordinator. The record files were securely stored, and password protected. Next to the ID record files, most countries

also kept lists of approached schools, centres, organizations, et cetera, which were shared among the interviewers regularly in order to prevent that the same school, centre or organization was approached more than once. Some countries also used tools like “Google calendar” to monitor the appointments and recruitment activities of their interviewers.

National coordinators had regular contact with their interviewers to discuss experienced difficulties during the recruitment process and/or when administering the interviews. Most countries organized Skype and/or face to face meetings for this, though with interviewers that were very active in terms of recruitment activities, there was also more regular contact through phone or e-mail. In addition, most countries used WhatsApp groups, in case interviewers needed help from other interviewers for recruitment purposes or when more than one interview could be conducted simultaneously. For more information on the monitoring of the recruitment activities and data-collection in each country, see the data-collection reports in appendix A.

Next to the WP2 data-collection coordinator meeting in Leiden (June, 2017), the WP2 meeting in Oxford (September, 2017), and the ISOTIS annual meeting in Berlin (December 2017), there was also a WP2 data-collection coordinator meeting in Utrecht in March 2018. In this meeting, we discussed the progress of the data-collection, the experienced challenges, and possible solutions. The most important decisions taken during this meeting were the postponement of the data-collection deadline to July 2018, and the extension of some of the sampling criteria, see section 2.2.3.

3.2.4 LimeSurvey and data-storage

The questionnaire was programmed in the online software program LimeSurvey. See Figure 1 for a sample interface of the online questionnaire. After creating an English mother version, the translations from the eleven other languages (including Turkish and Standard-Arabic) were copied into the program. This resulted in twelve language-specific, though structurally identical versions of the online questionnaire (see section 5.1 for more information on the development and translation of the questionnaire). Through a multilingual interface, interviewers could switch between languages during the interview when this suited the needs of the parents. In addition, some questions were programmed to be answered by all parents, and some questions only for specific age or target groups (see section 5.2). The online questionnaire in LimeSurvey automatically showed which questions were applicable to which parents.

The data upon conducting the interviews were automatically transferred to and stored at the protected central data server of Utrecht University via safe https connections. As such, data was never stored on the laptop/tablet of the interviewer. Only WP2 researchers at Utrecht University could retrieve the data from the server.

Figure 1. Sample interface LimeSurvey questionnaire



3.2.3 Administering the questionnaire

For administering the online questionnaire, the following materials were used by each interviewer:

- Laptop or tablet
- 3G/4G internet card
- University ID card or letter of employment
- Paper consent form (in multiple languages)
- Extra copy of information sheet quantitative interview (in multiple languages)
- Information letter qualitative interview (in multiple languages)
- ID record file
- Incentive
- Paper version of the questionnaire (in multiple languages) – This version was used to read the questions out loud while the parents fill out certain questions themselves (see section 5.2.15), or when the internet connection or laptop failed. Interviewers entered the answers on the paper questionnaires into the online questionnaire directly after the interview.
- Interviewer show cards - These were developed to support parents' understanding of the response scales. In addition, parents did not need to memorize all the response options.

For examples of the listed documents (e.g., consent forms, information sheet/letter, ID record file, interviewer show cards), please see the data-collection manual in appendix B.

The interview was preferably conducted in a neutral location (e.g., the school, community centre, etc.). If the interview was conducted at home, the interviewer tried to ensure that the parent could speak as freely as possible and without disturbance (e.g., no children running around). When it could not be avoided that a family member (e.g., partner) was present, the interview was conducted together with the family member, and this was registered in the questionnaire.

Guidelines for conducting the interview

The following general guidelines were given to the interviewers for conducting the interviews. For a more detailed version of the guidelines, see the data-collection manual in appendix B.

Before starting the interview

- Preferably, the interviewer and parent were sitting in a 90-degree angle or next to each other.
- If the consent form was not signed and sent back before the interview, the interviewer would go through the information again and ask the parent to sign the consent form.

Starting the interview

- On the first page of the online questionnaire, the interviewer provided his/her name and the ID-number of the participant, registered the country, the target group, the age-group, the interview site, and whether the survey was filled out in real-time.
- The parents were informed about the face to face interview procedure:
 - The interviewer read the questions out loud and filled out the responses of the parent. The parent could read along if he/she wanted to. Later during the interview (from the section on inter-group interactions onwards, 5.2.15), there was the opportunity for parents to tick the answer boxes themselves, while the interviewer read the questions out loud. This was because parents might feel more comfortable answering these questions themselves.
 - The interviewer show cards were explained to the parents.
 - Interviewers explained that the interview focused on one particular target child.
 - Interviewers emphasized that there were no right or wrong answers to the questions.

Rounding up the interview

- At the end, the interviewer asked whether the parent missed anything or wanted to add something. These comments were filled out in the final text box.
- Parents were asked whether they would be willing to be contacted again for the second, more open interview. If the parent said yes, he/she would get an information letter.
- Parents were asked whether they wanted to stay informed about the study and received the incentive.

Next to these guidelines, interviewers were trained in general interviewing skills, such as having an open, interested and non-judgmental attitude towards the parents, and having adequate non-verbal body language. In addition, they were clearly instructed that the items should be asked precisely as they were formulated in the questionnaire. However, difficult terms could be explained when necessary, and for several questions there were additional explanations provided below the question which could be used for this purpose (see description of the measures in section 5.2). Finally, if the parent did not want to share her opinion regarding a certain topic, it was emphasized that the answers would be treated as strictly confidential and never be traced back to individual people. If the parent still refused, the question was left blank.

In England and Portugal, respectively five and four interviews were conducted by phone. The main reason for this was that these parents wanted to do the interview in the evening when they could not easily leave the house, and they did not want a home visit, as they felt that their place was not adequate as a meeting place. After a pilot interview in each country, we decided to allow for this alternative administration method, to be able to include parents who would otherwise not participate. We also provided this opportunity to other partners, but they have not made use of this. The consent forms and incentives were dealt with by post or by visiting parents at school.

4. DESCRIPTION OF SAMPLES

This chapter reports on the recruited samples in each country. Table 6 to 9 in the next section (4.1) provide an overview of the recruited samples per target group per country per site, distinguished by the two age-groups. For an overview of the selected sites and accompanying numbers, see Table 4, section 2.3. In section 4.2 we will give a qualitative description of the non-response, and in section 4.3 we will provide a thorough description of the target groups over the countries on a large set of background characteristics. This will include a comparison with the original sampling design as presented in Table 3.

4.1 Recruited Samples

Table 6 shows the samples of interviewed parents with a Low-SES native-born background. For this target group, we have almost reached our aimed sample size of 240 parents in most countries. Only in England, Germany, and especially Greece, the sample sizes are somewhat lower, due to experienced recruitment difficulties (see data-collection reports in appendix A). In general, the interviewed parents are balanced over the age-groups, though in Greece we interviewed somewhat more parents with a child in the younger age-group, and in Italy and Poland somewhat more parents with a child in the older age-group. The parents are relatively equally divided over sites in Czech Republic, England, and Italy. In the other countries, we interviewed more parents in one site compared to the other. This was anticipated, given the relaxation of this sampling criterion (section 2.2.3). In Germany, this meant that we mainly interviewed parents in Berlin.

Table 6. *Distribution of Low-SES native-born background sample per country, per site*

	CZ	EN	DE	EL	IT	PL	PT
Total N	235	186	178	129	236	240	239
Site 1	120	94	172	80	116	142	91
3-6	61	44	87	51	41	71	48
9-12	59	50	85	29	75	71	43
Site 2	115	92	6	49	120	98	148
3-6	62	48	3	30	58	38	69
9-12	53	44	3	19	62	60	79

Note. CZ = Czech Republic; EN = England; DE = Germany; EL = Greece; IT = Italy; PL = Poland; PT = Portugal.

The samples of interviewed parents with a Turkish background are presented in Table 7. For this target group, we have almost reached our aimed sample size of 300 parents in England, and we have even oversampled this group in Germany. The slightly smaller sample for the Netherlands can be explained by some experienced recruitment difficulties. The very small sample size for Norway is due to multiple reasons (see section 2.2), and we are currently still recruiting data to reach a minimum target of 100 parents. The interviewed parents in the Netherlands are fully balanced over the age-groups, though in England and Germany we interviewed somewhat more parents with a child in the older age-group. In the Netherlands and England, the parents are relatively equally divided over the sites, though in Germany we again mainly interviewed parents in Berlin.

Table 7. *Distribution of Turkish background sample per country, per site*

	EN	DE	NL	NO
Total N	293	338	247	61
Site 1	149	272	109	17
3-6	66	106	48	11
9-12	83	166	61	6
Site 2	144	36	123	34
3-6	51	15	58	15
9-12	93	21	65	19
Site 3		23	5	5
3-6		11	4	4
9-12		12	1	1
Site 4		7	10	5
3-6		2	5	2
9-12		5	5	3

Note. EN = England; DE = Germany; NL = Netherlands; NO = Norway.

The samples of interviewed parents with a Maghrebian background are presented in Table 8. For this target group, we have reached our aimed sample size of 300 parents in Italy and the Netherlands. The slightly smaller sample for France can be explained by some experienced recruitment difficulties, which we tried to overcome with extending the number of sites. The interviewed parents are balanced over the age-groups in all three countries, and in the Netherlands and Italy parents are relatively equally divided over the two sites.

Table 8. *Distribution of Maghrebian background sample per country, per site*

	IT	NL	FR
Total N	307	293	266
Site 1	159	129	66
3-6	69	61	25
9-12	90	68	41
Site 2	148	164	19
3-6	73	83	3
9-12	75	81	16
Site 3			15
3-6			8
9-12			7
Site 4			85
3-6			52
9-12			33
Site 5			81
3-6			49
9-12			32

Note. IT = Italy; NL = Netherlands; FR = France.

Finally, Table 9 shows the samples of interviewed parents with a Romani background. For this target group, we have reached our aimed sample size of 240 parents in Portugal and Czech Republic. Only in Greece, the sample size is somewhat lower. In general, the interviewed parents are balanced over the two age-groups and sites in all three countries.

Table 9. *Distribution of Romani background sample per country, per site*

	CZ	EL	PT
Total N	246	202	242
Site 1	116	96	140
3-6	59	41	68
9-12	57	55	72
Site 2	130	106	102
3-6	58	51	55
9-12	72	55	47

Note. CZ = Czech Republic; EL = Greece; PT = Portugal.

4.2 Non-response per country

In the data-collection reports (appendix A), the countries included an estimation of the response rate for the approached ECEC centres, primary schools, and other organizations or institutions (e.g., mosques, community and cultural centers, or sport clubs) in the selected sites. It should be noted that it is somewhat difficult to compare these response rates between countries, as recruitment strategies varied considerably. For example, in the Netherlands the response rates were quite high, as this country-team mainly recruited parents through their own and their interviewer's network of centres, schools and organizations. This approach was not possible in all countries, which led to higher non-response. It should be noted that in all countries, a substantial number of parents was recruited through other interviewed parents (i.e., snowball sampling), which is also not reflected in the response-rate statistics.

Next to these response-rate statistics, countries provided a qualitative description of reasons to not participate in the study in the data-collection reports. On the centre/school/organization level, the approached centre, school or organization often had too few people from the target groups that fulfilled our selection criteria. In addition, it was sometimes difficult to receive permission from leaders of centres/schools/organizations, due to internal privacy policies and/or hierarchical and bureaucratic systems. Finally, a lack of time and resources to help during the recruitment process was also frequently mentioned, and some even explicitly stated that they achieved the maximum number of studies they participate in yearly.

At the centre/school/organization level, it was also mentioned that an interview of 45 min. to one hour could be too long, especially for the targeted groups. Parents also occasionally stated that they were not available for a personal interview of this length due to other obligations. In addition, parents were sometimes wary about the confidentiality and anonymity of the data. For example, what would happen with the data when the project was finished? The interviewers were trained to take these doubts away as much as possible. Finally, some parents sometimes did not want to participate, because they already had participated in other studies. Next to these reasons, it sometimes happened that parents were willing to participate at first, however, they did not respond after being contacted again or did not show up at the scheduled interview.

4.3 Background characteristics of samples

In this section, we will describe the background characteristics of the recruited samples in each country. We will provide these characteristics per target group and country. Some of the characteristics will be described separately for the subsample of parents that focused on a younger child and the subsample of parents that focused on an older child (e.g., number of children in the family, ECEC and school participation).

4.3.1 Definitions of used background variables

Below we provide a definition of the used background variables to describe the samples. We choose definitions that are internationally widely used and recognized by both the academic community and among policymakers. For the syntaxes used to create these variables, please contact the Utrecht University team.

Immigrant status

The generational status of the parents can be defined in multiple ways. In the current Technical Report, we differentiate between 1st, 1.5th, 2nd, and 2.5th generation immigrants. This categorization is used in many large and well-known studies, like the German National Educational Panel Study (NEPS; Olczyk, Will, & Kristen, 2014⁸). In this approach, the country of birth of the participant and her/his parents is used together with the year of migration to the host country when the participant is born outside the host country. Based on this information, the participants were categorized as follows:

⁸ Olczyk, M., Will, G., & Kristen, C. (2014). Immigrants in the NEPS: Identifying generation status and group of origin. *Leibniz Institute for Educational Trajectories, National Educational Panel Study, Bamberg.*

- 1st generation: Born outside the country of residence and arrived after the age of six
- 1.5th generation Born outside the country of residence, but arrived before the age of six
- 2nd generation Born in the country of residence, but both parents were born abroad
- 2.5th generation Born in the country of residence, but one parent was born abroad

Through this categorization, we were able to distinguish first generation migrants who spent their school careers mainly abroad (1st generation) versus in the country of residence (1.5th generation), and between second generation immigrants with only one (2.5th generation) or both parents (2nd generation) born abroad. When both the participant and her/his parents were born in the country of residence, this was categorized as being native-born.

Educational level

To differentiate between parents with a low, medium and higher educational level, we used the well-known International Standard Classification of Education (ISCED) 2011 levels of education codes⁹, with the following cut-off points.

- Low: ISCED 0, 1, 2 (primary or lower secondary education or lower)
- Medium: ISCED 3, 4, 5 (upper secondary, post-secondary non-tertiary and short cycle tertiary education)
- High: ISCED 6, 7 (bachelor level or higher)

Each country provided us with the necessary cut-offs for their country related to the used educational background variables in the questionnaire (appendix D).

Employment status

The employment status was reported on both the participant and the family level (dual earner, single earner and unemployed families). In case of a single-parent family, participants could only be categorized as a single earner or unemployed family.

Income deciles

The income deciles were retrieved from the European Social Survey, round 7¹⁰, with all data being from 2012-2014. For Italy, only values from round 6 were available¹¹. The median income is the reference point and the 10 deciles are calculated with the median itself at the top of the fifth decile. Rounding was applied to 10 or 100, depending on the national currency. For this question, we also used a showcard with randomly ordered letters instead of numbers to identify the deciles. In this way, the parents did not have to say how much they earned, or use an ordinal number, but could just mention the assigned letter. See appendix C for an example of this showcard.

Material deprivation

To assess the level of material deprivation that families might experience, we used the European Union's indicator of material deprivation. This 13-item indicator¹² is used for social monitoring purposes at both national and EU levels, and has been thoroughly psychometrically evaluated (Guio, et al., 2016)¹³. The

⁹ https://ec.europa.eu/eurostat/statistics-explained/index.php/International_Standard_Classification_of_Education_%28ISCED%29

¹⁰ http://www.europeansocialsurvey.org/docs/round7/survey/ESS7_appendix_a2_e03_0.pdf

¹¹ http://www.europeansocialsurvey.org/docs/round6/survey/ESS6_appendix_a2_e02_0.pdf

¹² For all 13 items, see [https://circabc.europa.eu/sd/a/45a323e2-4ba5-4060-bfa8-94c715ef694b/DOCSILC065%20operation%202017-%20NOV\(0\).pdf](https://circabc.europa.eu/sd/a/45a323e2-4ba5-4060-bfa8-94c715ef694b/DOCSILC065%20operation%202017-%20NOV(0).pdf)

¹³ Guio, A. C., Marlier, E., Gordon, D., Fahmy, E., Nandy, S., & Pomati, M. (2016). Improving the measurement of material

thirteen items consist of five 'adult' and eight 'household' items. If parents indicated that they could not afford the entity or issue mentioned in the item, this would increase the indicator with one point. When a family reaches a threshold of at least five items lacked, it is considered to be materially deprived. In our study, however, we use a continuous measure with a possible range from 0 to 13.

Family constellation

For family constellation, we focused on two core variables, namely whether the parent was living with a partner, and the number of children living in the family (for both age-groups separately).

ECEC and school participation

To describe children's ECEC participation, we created two variables, namely whether children had attended ECEC before three years of age (both younger and older age-group), and whether they had attended ECEC between three and five years of age (only older age-group). For the younger age-group, we also reported whether they were currently attending ECEC if they were not at statutory school age.

To describe children's school participation, we reported the percentage of children who were at statutory school age and subsequently whether they attended school or not. Since the statutory school age differs across countries (e.g., exactly four in the Netherlands and five to six in Germany), the percentage of children at statutory school age differs over countries for the younger age-group.

4.3.2 Parents with Low-SES native-born background

Table 10, 11 and 12 shows the descriptive statistics for the samples of low-SES native-born parents. In line with our focus on mother's perspectives (see section 2.1), between 92% and 100% of participating parents were mothers. Concerning parental educational background, we see that that the parents tended to be lower to medium educated. In Germany, Greece, and Poland, however, also a considerable number of higher educated parents was interviewed (between 25% and 30%). The income deciles (range from 1 to 10) showed that the average income in all countries was below the median (i.e., top of fifth decile). Taken together, the samples seem to be somewhat more advantaged than intended in the original sampling design. Nevertheless, we still have incorporated a considerable amount of families who are at risk according to objective indicators like a low income and/or education background.

Surprisingly, there was a substantial number of parents in Czech Republic, England, and Germany that could be considered a second-generation immigrant, and in Greece, around a quarter could be considered a first-generation immigrant. Further inspection of the data showed that in Czech Republic, all first-generation immigrants were born in Slovakia, and all second-generation immigrants had one or two parents born in Slovakia. In England, the picture is slightly more complex, though most of the second-generation immigrants had one or two parents who were born in the former Commonwealth (e.g., Pakistan, Jamaica, Barbados, Bangladesh, and India). In Germany, there was no identifiable pattern, and in most cases just one of the parent's parents was born abroad (2.5th generation). Finally, in Greece, 11% of the interviewed parents was born in Russia or Kazakhstan. In the other reported countries, only one or two parents were born. It should be noted that the sample in Greece is relatively small compared to other countries, so the percentages are difficult to compare with other countries in terms of absolute numbers.

Table 10. *Descriptive statistics parents with low-SES native-born background – Parent and family level*

	CZ	EN	DE	EL	IT	PL	PT
N	235	186	178	129	236	240	239
Gender, % woman	97.0	95.7	92.1	98.4	100	99.2	99.6
Age (M, SD)	34.8 (7.3)	33.1 (6.6)	35.9 (6.3)	37.4 (6.7)	40.5 (6.0)	36.0 (5.8)	36.2 (7.1)
Native-born or immigrant %							
Native-born	87.1	78.6	82.7	70.5	97.8	97.5	97.5
2.5 th generation	9.9	7.7	9.2	2.3	-	1.3	1.3
2 nd generation	0.9	8.8	1.7	2.3	-	-	0.4
1.5 th generation	0.4	-	1.7	7.0	0.9	-	-
1 st generation	1.7	4.9	4.6	17.8	1.3	1.3	0.8
Educational level %							
Low	48.1	32.1	14.1	14.0	47.7	29.0	57.0
Medium	41.7	50.5	55.9	61.2	49.4	44.1	41.8
High	10.2	17.4	29.9	24.8	3.0	26.9	1.3
Participant employed %	43.2	39.1	62.7	38.8	78.0	51.9	30.1
Family employed %							
Dual earner	13.2	18.0	42.9	27.1	58.9	28.9	11.3
One earner	55.6	42.6	37.9	42.6	36.9	47.7	35.1
Unemployed	31.2	39.3	19.2	30.2	4.2	23.4	53.6
Income decile family (M, SD)	3.8 (2.5)	3.9 (2.4)	4.7 (2.9)	3.7 (2.2)	4.0 (2.5)	5.0 (2.5)	2.5 (1.6)
Material deprivation family (M, SD)	4.9 (3.4)	3.2 (2.5)	2.7 (2.6)	5.4 (3.5)	2.0 (2.3)	3.4 (2.5)	6.2 (2.9)
Living with partner %	51.5	48.6	69.7	75.2	80.9	60.4	61.5

Note. CZ = Czech Republic; EN = England; DE = Germany; EL = Greece; IT = Italy; PL = Poland; PT = Portugal.

Table 11. *Descriptive statistics parents with low-SES native-born background – Subsample younger children*

	CZ	EN	DE	EL	IT	PL	PT
N	123	92	90	81	99	109	117
Gender, % girls	52.0	48.9	57.8	46.9	52.0	63.3	48.7
Age (M, SD)	4.2 (1.4)	4.6 (2.1)	4.4 (1.3)	4.1 (0.8)	4.3 (1.5)	4.4 (1.2)	4.6 (1.0)
# children in family (M, SD)	2.2 (1.5)	2.0 (1.2)	2.2 (1.4)	1.9 (0.8)	2.0 (1.7)	2.6 (1.3)	2.5 (1.2)
Statutory school age, % yes	1.6	53.3	4.4	4.9	5.1	23.9	0.9
% Attending school	100.0	95.9	25.0 ^a	100.0	80.0	88.5	100
Statutory school age, % no	98.4	46.7	95.6	95.1	94.9	76.1	99.1
% Attending ECEC	77.5	100	93.0	98.7	94.7	73.2	89.7
Center-based care <3 years, % yes	34.2	83.3	91.1	33.3	65.3	48.1	45.3

Note. ^a In most cases that the child was not attending school, the parents said that the child was going to start school in summer 2018. CZ = Czech Republic; EN = England; DE = Germany; EL = Greece; IT = Italy; PL = Poland; PT = Portugal.

Table 12. *Descriptive statistics parents with low-SES native-born background – Subsample older children*

	CZ	EN	DE	EL	IT	PL	PT
N	112	94	88	48	137	131	122
Gender, % girls	54.1	47.9	51.7	50.0	53.3	58.0	50.8
Age (M, SD)	9.4 (2.5)	8.7 (2.7)	9.7 (1.8)	10.3 (1.1)	9.3 (2.1)	9.9 (1.4)	9.7 (0.9)
# children in family (M, SD)	2.4 (1.4)	2.5 (1.3)	2.5 (1.3)	2.3 (1.0)	1.7 (0.8)	2.1 (1.0)	2.3 (1.1)
% Attending school	97.3	100.0	98.9	100.0	98.5	99.2	100.0
Center-based care <3 years, % yes	15.5	75.5	92.0	16.7	59.1	35.0	39.3
Center-based care 3-5 years, % yes	79.8	100.0	100.0	70.8	93.4	77.2	87.7

Note. CZ = Czech Republic; EN = England; DE = Germany; EL = Greece; IT = Italy; PL = Poland; PT = Portugal.

4.3.3 Parents with Turkish background

Table 13, 14 and 15 show the descriptive statistics for the samples of parents with a Turkish background. Again, most participants were mothers, though in England almost 15% of the participants were fathers. In addition, around a quarter of the parents in England and Norway identified as Kurdish. Concerning parental educational background, we see quite some differences between countries, with an almost equal distribution over low, medium and high education levels in England, more lower to medium educated parents in the Netherlands and Germany, and mostly medium to higher educated parents in Norway. The income deciles (range 1 to 10) showed that the average income in all countries was below the median. Taken together, the samples seem to be somewhat more advantaged than intended in the original sampling design. Nevertheless, the objective of having samples with enough families who are at risk according to objective indicators like a low income and/or education background, was achieved.

Table 13. *Descriptive statistics parents with Turkish background – Parent and family level*

	EN	DE	NL	NO
N	293	338	247	61
Gender, % woman	85.3	93.2	99.6	93.3
Age (M, SD)	38.9 (5.8)	37.9 (6.0)	37.3 (5.3)	36.7 (5.8)
Native-born or immigrant %				
Native-born	0.3	0.6	-	-
1 st generation	93.8	58.2	54.7	73.3
1.5 th generation	2.7	7.4	6.5	1.7
2 nd generation	2.7	33.5	38.9	25.0
2.5 th generation	0.3	0.3	-	-
Group identification %				
Turkish	49.5	51.5	76.1	60.0
Kurdish	23.0	7.1	2.4	25.0
Armenian	-	0.3	-	-
Turkish Cypriot	4.5	-	-	-
Other	3.0	2.4	1.2	3.3
No distinction	19.9	38.7	20.2	11.7
Educational level %				
Low	30.4	36.1	38.1	11.7
Medium	35.5	40.9	40.1	51.7
High	34.1	23.0	21.9	36.7
Participant employed %	43.3	44.2	31.6	65.0
Family employed %				
Dual earner	30.0	32.2	27.5	48.3
One Earner	60.8	56.7	52.2	38.3
Unemployed	9.2	11.0	20.2	13.3
Income decile family (M, SD)	4.6 (3.0)	5.2 (2.7)	4.9 (2.8)	4.1 (2.5)
Material deprivation family (M, SD)	1.6 (2.2)	1.5 (1.8)	1.6 (2.1)	0.8 (1.5)
Living with partner %	85.3	88.5	86.2	80.3

Table 14. *Descriptive statistics parents with Turkish background – Subsample younger children*

	EN	DE	NL	NO
N	117	134	115	32
Gender, % girls	57.3	49.3	53.0	56.3
Age (M, SD)	4.1 (1.1)	4.7 (1.3)	4.8 (1.6)	4.2 (1.6)
# children in family (M, SD)	2.1 (1.0)	2.3 (1.1)	2.2 (1.0)	2.0 (1.1)
Statutory school age, % yes	48.7	14.9	72.2	12.5
% Attending school	94.7	50.0 ^a	98.8	100.0
Statutory school age, % no	51.3	85.1	27.8	87.5
% Attending ECEC	93.3	95.6	93.7	100
Center-based care <3 years, % yes	73.0	84.6	89.5	93.3

Note. ^a In most cases that the child was not attending school, the parents said that the child was going to start school in summer 2018. EN = England; DE = Germany; NL = Netherlands; NO = Norway.

Table 15. *Descriptive statistics parents with Turkish background – Subsample older children*

	EN	DE	NL	NO
N	176	204	132	29
Gender, % girls	47.2	42.9	58.3	65.5
Age (M, SD)	9.6 (1.5)	9.9 (2.1)	10.4 (1.9)	8.1 (4.7)
# children in family (M, SD)	2.1 (1.0)	2.5 (1.1)	2.3 (0.8)	1.7 (1.0)
% Attending school	99.4	99.5	100	100
Center-based care <3 years, % yes	57.6	68.5	89.3	77.8
Center-based care 3-5 years, % yes	100.0	98.5	92.9	96.4

Note. EN = England; DE = Germany; NL = Netherlands; NO = Norway.

4.3.4 Parents with Maghrebian background

Table 16, 17, and 18 show the descriptive statistics for the samples of parents with a Maghrebian background. For this target group, almost all participants were mothers. In Italy and the Netherlands, we mostly interviewed parents with a Moroccan background, since this was clearly the largest group of parents in these countries. In France, we also interviewed parents with an Algerian or Tunisian background. In the Netherlands, almost half of the parents with a Moroccan background identified as being Berber. Concerning parental educational background, we see that in all countries parents tend to be lower to medium educated, with somewhat more higher-educated parents in France (25%). The income deciles in France and Italy showed that the average income was quite low. This data was unavailable for France. Taken together, the samples seem to be quite in line with the original sampling design.

Table 16. *Descriptive statistics parents with Maghrebian background – Parent and family level*

	IT	NL	FR
N	307	293	266
Gender, % woman	100.0	99.7	99.2
Age (M, SD)	36.9 (6.4)	38.8 (5.9)	35.7 (7.0)
Native-born or immigrant %			
Native-born	-	-	-
1 st generation	97.4	62.9	40.5
1.5 th generation	1.6	17.2	2.7
2 nd generation	0.7	19.9	53.3
2.5 th generation	0.3	-	3.5
Group identification %			
Moroccan-Arabic	73.6	30.8	21.7
Algerian-Arabic	-	-	20.2
Tunisian-Arabic	0.3	-	15.1
Berber	7.2	47.3	10.5
Other	1.0	0.7	-
No distinction	17.9	21.2	32.6
Educational level %			
Low	57.2	45.1	51.4
Medium	32.9	41.6	23.6
High	9.9	13.3	25.1
Participant employed %	23.9	25.3	54.0
Family employed %			
Dual Earner	17.4	19.2	35.4
One Earner	73.7	47.4	51.8
Unemployed	8.9	33.3	12.8
Income decile family (M, SD)	2.6 (1.4)	3.9 (2.7)	-
Material deprivation family (M, SD)	3.7 (2.6)	2.2 (2.2)	2.1 (2.1)
Living with partner %	96.4	86.0	73.6

Note. IT = Italy; NL = Netherlands; FR = France.

Table 17. *Descriptive statistics parents with Maghrebian background – Subsample younger children*

	IT	NL	FR
N	142	144	137
Gender, % girls	56.3	45.1	55.5
Age (M, SD)	4.2 (1.1)	4.7 (1.3)	4.1 (1.3)
# children in family (M, SD)	2.2 (0.9)	3.0 (1.2)	1.9 (1.1)
Statutory school age, % yes	7.0	70.8	10.3
% Attending school	60.0	99.0	100.0
Statutory school age, % no	93.0	29.2	89.7
% Attending ECEC	83.2	95.2	86.1
Center-based care <3 years, % yes	40.7	93.7	43.4

Note. IT = Italy; NL = Netherlands; FR = France.

Table 18. *Descriptive statistics parents with Maghrebian background – Subsample older children*

	IT	NL	FR
N	165	149	129
Gender, % girls	46.7	60.4	51.9
Age (M, SD)	9.3 (1.9)	10.1 (2.2)	8.9 (1.8)
# children in family (M, SD)	2.4 (1.0)	3.2 (1.4)	2.7 (1.2)
% Attending school	99.4	100.0	97.6
Center-based care <3 years, % yes	31.0	89.7	48.8
Center-based care 3-5 years, % yes	87.0	93.1	91.9

Note. IT = Italy; NL = Netherlands; FR = France.

4.3.5 Parents with Romani background

Table 19, 20, 21 show the descriptive statistics for the samples of parents with a Romani background. Again, most interviewed parents were mothers. Concerning parental educational background, we see that in all countries parents were mostly lower educated, and almost none of the parents were higher educated. The income deciles (range from 1 to 10) showed that the average income was very low. As such, the samples seem to be even more disadvantaged compared to the original sampling design. This is in line with numerous studies showing that the Roma are still the most disadvantaged and marginalized minority living in Europe (see also the showcase, section 7.2).

Table 19. *Descriptive statistics parents with Romani background – Parent and family level*

	CZ	EL	PT
N	246	202	242
Gender, % woman	93.9	93.6	98.8
Age (M, SD)	34.0 (8.8)	29.6 (6.5)	32.7 (8.3)
Native-born or immigrant %			
Native-born	42.3	99.0	96.2
1 st generation	15.0	-	1.7
1.5 th generation	3.3	-	0.4
2 nd generation	19.5	0.5	-
2.5 th generation	19.1	0.5	1.7
Educational level %			
Low	76.8	87.6	82.5
Medium	21.7	11.3	17.5
High	0.8	1.0	-
Participant employed %	19.1	14.9	1.2
Family employed %			
Dual earner	9.8	7.0	0.4
One earner	41.5	58.3	9.1
Unemployed	48.8	34.7	90.5
Income decile family (M, SD)	3.2 (2.0)	2.4 (1.4)	2.0 (1.0)
Material deprivation family (M, SD)	6.0 (3.2)	7.7 (4.0)	6.3 (2.7)
Living with partner %	75.6	85.1	85.5

Note. CZ = Czech Republic; EL = Greece; PT = Portugal.

Table 20. *Descriptive statistics parents with Romani background – Subsample younger children*

	CZ	EL	PT
N	117	92	123
Gender, % girls	56.0	54.3	45.5
Age (M, SD)	4.4 (1.2)	4.4 (0.8)	4.6 (1.0)
# children in family (M, SD)	3.2 (1.9)	2.3 (1.3)	2.9 (1.2)
Statutory school age, % yes	0.9	10.9	-
% Attending school	100	100	-
Statutory school age, % no	99.1	89.1	100.0
% Attending ECEC	51.7	50.0	83.7
Center-based care <3 years, % yes	13.5	8.7	30.9

Note. CZ = Czech Republic; EL = Greece; PT = Portugal.

Table 21. *Descriptive statistics – Subsample older children*

	CZ	EL	PT
N	129	110	119
Gender, % girls	57.4	43.6	50.4
Age (M, SD)	9.9 (1.2)	10.2 (0.9)	9.8 (1.4)
# children in family (M, SD)	3.2 (1.8)	2.7 (1.3)	2.9 (1.2)
% Attending school	97.7	93.6	100.0
Center-based care <3 years, % yes	6.9	0.9	8.6
Center-based care 3-5 years, % yes	49.6	26.7	60.9

Note. CZ = Czech Republic; EL = Greece; PT = Portugal.

5. INSTRUMENT DEVELOPMENT

To conduct the structured interview study, we developed a questionnaire which i) intended to be valid, applicable and reliable in the ten participating countries, and four different target groups, ii) allowed some comparison between parents of children in the younger age-group and the older age-group, and iii) had room for some country-specific questions in instances where it appeared to be impossible to homogenize the questions across countries or groups. For example, in some countries we asked for specific secondary school levels when we asked parents about their secondary school aspirations for their child. In addition, for parents with a Romani background we had to slightly reformulate questions related to cultural identity and acculturation issues. In this chapter we first describe the followed steps and procedures for developing the questionnaire. Next, we describe the final measures included in the questionnaire and provide information on the measures they originate from, and adaptations we undertook.

5.1 Procedures to develop questionnaire

The development, translation and programming of the questionnaire took place between April 2017 and October 2017. During this process, the following steps were performed in chronological order:

- 1) **Developing a list of constructs:** Based on the bio-ecological perspective (see chapter 1) and the contributions from the other ISOTIS work packages in their first deliverables (D1.1, D3.1, D4.1, D5.1 and D6.1), a list of constructs for the interview guide was developed (see D2.1, chapter 3). Due to restrictions in the length of the interview it was not feasible to cover all constructs fully. However, the list of constructs was used by the researchers creating the questionnaire as a source of inspiration, and as a checklist to ensure that all constructs were at least covered to some extent.
- 2) **Constructing and adapting measures:** Based on the list of constructs, researchers with specific areas of expertise (both in- and outside the ISOTIS-team) were approached to think along and refer us to possible existing measures. In addition, a literature search was conducted for several of the constructs to collect additional or alternative measures. Although the team preferred to work with original versions of existing and validated measures, they were sometimes slightly adapted and/or shortened. Reasons for that were, for example, that the original version was too long, items were too complicated, or items were not applicable in all countries and target groups. In addition, some items appeared to be non-translatable and had to be adapted in terms of (mainly) terminology. Furthermore, for several constructs there were no appropriate existing measures. For these constructs, new questions or items were formulated, although they were still grounded within the literature and often inspired by existing measures. See section 5.2 for a description of the measures.
- 3) **First and second draft:** The first complete draft version of the questionnaire in English was shared with the ISOTIS-researchers involved in WP2 and the work-package leaders. The main goal of this first round of feedback was to prioritize the constructs that needed to be included, and to ensure that the used measures were applicable in all countries and for all target groups. In addition, some missing constructs were identified. This first exercise resulted in a second draft, which was piloted on a small scale in its English version in several countries.
- 4) **Third draft and first translation:** After integrating the country-teams' and work-package leaders' feedback, the third draft version was translated into 11 different languages (Czech, Dutch, French, German, Greek, Italian, Norwegian, Portuguese, Polish, Standard-Arabic, Turkish). Through this translation exercise, several additional difficulties with certain sections and items were identified, which inspired further adaptations. This first translated version was also piloted among one or two parents in each country.
- 5) **Pre-final version and ethical application:** Based on feedbacks following translation and piloting, the pre-final, fourth version of the questionnaire was developed, which was ready by July 2017.

This version of the questionnaire was used in the respective countries for their national or institutional ethics applications for the current study.

- 6) **Language proof:** The translated versions of this pre-final version were checked by bilingual professionals who were external to the project and had a degree in one of the social sciences. This method was preferred over often-used forward-back translation procedures, as high-quality translations might need alteration of wordings and structures of sentences. As such, back translation might yield misrepresentative information about the forward translation (e.g., McKenna & Doward, 2005; Swaine-Verdier et al., 2004; Wang, Lee, & Fetzer, 2006).
- 7) **Final revisions:** Based on some final pilot work in each country in August 2017, it appeared that the questionnaire had to be further shortened by around one-fifth. In addition, some final problems with specific items were discussed and solved.
- 8) **Programming the questionnaire:** Finally, the questionnaire was programmed in the online survey software package LimeSurvey in September and October 2017, see section 3.2.4 **Error! Reference source not found.** As soon as countries delivered their externally checked translations, they were copy-pasted into the program. See Figure 1, section 3.2.4 for a print screen of the interface of the online questionnaire.

The final English version of the questionnaire in word-format can be found in appendix D. This version includes the questions for all target groups and age-groups. Some country specific adaptations (e.g., the naming of teachers and professionals in child development) are only in the respective language versions. These versions can be shared by the authors on request.

5.2 Description Measures

The following sections describe each of the assessed constructs, including the routing of the construct, the question code in the datasets, and the original source. The constructs are discussed in the order they appear in the questionnaire. The first and final questions in the questionnaire on structural family characteristics (e.g., number of children, educational background, country of birth, employment status, housing status, economic capital, etc.) are not described in these sections, but can be found in the questionnaire (appendix D). The origin of some of these questions is described in section 4.3.1, in which we provide definitions of the used background characteristics to describe our samples.

Due to the overall length and complexity of the questionnaire and the fact that we interviewed disadvantaged groups, some subscales were shortened (both on theoretical grounds and exploration of available data from other studies), and several response scales were simplified (e.g., from a seven- to a four- or five-point scale). We also homogenized some of the response scales to improve the consistency and thus understandability of the questionnaire. Examples of the interviewer cards that were designed for the response scales (see also section 3.2.3) can be found in the data-collection manual in appendix B. Finally, based on feedback received through the translations and the pilot work, we sometimes slightly adapted the structure of sentences or wording of items or included an additional instruction below the item(s).

5.2.1 Neighbourhood

Experienced positive and negative social control in the neighbourhood (Q3p1p1)	
Routing	All parents
Instruction	Could you please indicate how often people in your immediate surroundings (e.g., people living in the same street, block or flat)...
Items	<ol style="list-style-type: none"> 1. ...help and support each other when needed? 2. ...observe and judge how other people behave (e.g., gossiping)?
Type	Array
Response scale	<ol style="list-style-type: none"> 1. never 2. rarely 3. sometimes 4. often 5. don't know
Source	Self-designed

Perceived neighbourhood quality (Q3p1p2)	
Routing	All parents
Instruction	How often do the following happen in your neighbourhood?
Items	<ol style="list-style-type: none"> 1. Violence or crime against people (e.g., fights, muggings, insulting or calling people names, etc.) 2. Violence or crime involving property (e.g., break-ins, car thefts, house/car vandalism, etc.) 3. General nuisance (e.g., graffiti, litter, abandoned cars/buildings, traffic noise, etc.)
Type	Array
Response scale	<ol style="list-style-type: none"> 1. never 2. rarely 3. sometimes 4. often 5. don't know
Source	<p>Used in EPPE study, but originally developed for the following studies:</p> <ul style="list-style-type: none"> - Barnes, J. (1997). The reliability and validity of a questionnaire describing neighborhood characteristics relevant to families and young children. <i>Journal of Community Psychology</i>, 25(6), 551-566. - Barnes, J. (2007). <i>Down our Way: The relevance of neighbourhoods for parenting and child development</i>. Chichester, UK: John Wiley and Sons. <p>The option "don't know" was additionally included</p>

Availability of safe play areas (Q3p1p3)	
Routing	All parents
Item	Does your child have somewhere safe to play, that is outdoors and nearby?
Type	Multiple choice
Response scale	<ul style="list-style-type: none"> <input type="radio"/> no <input type="radio"/> yes, own garden <input type="radio"/> yes, communal courtyard <input type="radio"/> yes, park <input type="radio"/> yes, playground <input type="radio"/> yes, other

Additional instruction	<ul style="list-style-type: none"> - If the parent asks whether this is with or without supervision, you can state for parents of 3-6-year-olds that it can be with supervision. For the 9-12-year-olds it should be without supervision. - If the parent asks what is “safe”, you can state that it’s about what the parent perceives to be safe.
Source	<p>Used in EPPE study, but originally developed for the following studies:</p> <ul style="list-style-type: none"> - Barnes, J. (1997). The reliability and validity of a questionnaire describing neighborhood characteristics relevant to families and young children. <i>Journal of Community Psychology</i>, 25(6), 551-566. - Barnes, J. (2007). <i>Down our Way: The relevance of neighbourhoods for parenting and child development</i>. Chichester, UK: John Wiley and Sons. <p>The option “communal courtyard” was additionally included.</p>

5.2.2 Perceived Social Support

Perceived social support (Q4)	
Routing	All parents
Instruction	People sometimes look to others for companionship, assistance, or other types of support. How often are each of the following kinds of support available to you, if you need it?
Items	<ol style="list-style-type: none"> 1. Someone to take you to the doctor if you needed it 2. Someone who shows you love and affection 3. Someone to help with daily chores if you were sick 4. Someone to share your most private worries and fears with 5. Someone to turn to for suggestions about how to deal with a personal problem 6. Someone to do something enjoyable with
Type	Array
Response scale	<ol style="list-style-type: none"> 1. never 2. rarely 3. sometimes 4. often
Source	<p>Six items selected from the MOS Social Support Survey: Sherbourne, C. D., & Stewart, A. L. (1991). The MOS social support survey. <i>Social science & medicine</i>, 32(6), 705-714.</p> <p>The original measure contains 20 items, which load onto one dimension. In the selection we tried to cover both practical and emotional support and to avoid overlap between items. Factor analysis and reliability analysis using existing data showed that these six items belonged to one scale.</p>

5.2.3 Cultural Identity

Contextualized cultural identities (Q5p1p1IR)	
Routing	Only for parents with Immigrant or Romani background <i>As no country focused on both parents with and Immigrant and Romani background, we did not need to program separate questions and could just adapt the national translations in line with the respective target group in each country.</i>
Instruction	<u>For parents with Immigrant background:</u> Some people with a [Turkish/ Algerian/ Moroccan/ Tunisian] background feel completely [Turkish/ Algerian/Moroccan/ Tunisian] in certain situations, feel completely [nationality (e.g. Dutch, German, British, etc.)] in other situations, or feel both. How strongly do you feel that you are [Turkish/Algerian/Moroccan/ Tunisian], [nationality], or as much [Turkish/ Algerian/ Moroccan/ Tunisian] as [nationality] in the following situations? <u>For parents with Romani background:</u> Some people with a Romani background feel completely Roma in certain situations, feel completely non-Roma in other situations, or feel both. How strongly do you feel that you are Roma, non-Roma, or as much Roma as non-Roma in the following situations?
Items	<ol style="list-style-type: none"> 1. When you are at home or with family 2. When you are at your child's (pre)school 3. When you are in your local neighbourhood
Type	Array
Response scale	<u>For parents with Immigrant background:</u> <ul style="list-style-type: none"> ○ You feel completely Turkish/ Algerian/ Moroccan/ Tunisian ○ You feel more Turkish/ Algerian/ Moroccan/ Tunisian than [nationality] ○ You feel as much Turkish/ Algerian/ Moroccan/ Tunisian as [nationality] ○ You feel more [nationality] than Turkish/ Algerian/ Moroccan/ Tunisian ○ You feel completely [nationality] <u>For parents with Romani background:</u> <ul style="list-style-type: none"> ○ You feel completely Roma ○ You feel more Roma than non-Roma ○ You feel as much Roma as non-Roma ○ You feel more non- Roma than Roma ○ You feel completely Roma
Source	Self-designed, though inspired by other questionnaires on dual identity. By having three questions, we want to acknowledge differences in identity feelings across contexts.

5.2.4 Group Identification

Group identification – Maghrebian (Q5p2p1M)	
Routing	Only for parents with Maghrebian background
Item	1. Different groups of people live in Morocco/ Algeria/ Tunisia, which group are you part of?
Type	Multiple choice
Response scale	<ul style="list-style-type: none"> <input type="radio"/> Moroccan – Arabic <input type="radio"/> Algerian – Arabic <input type="radio"/> Tunisian – Arabic <input type="radio"/> Berber <input type="radio"/> No distinction, I count myself as being Moroccan/Algerian/Tunisian <input type="radio"/> Other:.....
Source	Self-designed, though Inspired by other questionnaires

Group identification – Turkish (Q5p2p1T)	
Routing	Only for parents with Turkish background
Item	2. Different groups of people live in Turkey, which group are you part of?
Type	Multiple choice
Response scale	<ul style="list-style-type: none"> <input type="radio"/> Turkish <input type="radio"/> Kurdish <input type="radio"/> Armenian <input type="radio"/> Turkish Cypriot <input type="radio"/> It does not matter, I count myself as someone with a background in Turkey <input type="radio"/> Other:.....
Source	Self-designed, though inspired by other questionnaires

5.2.5 Religion and Faith

Religious faith (Q5p3p1A)	
Routing	All parents
Item	What sort of religious faith would you say you have?
Type	Multiple choice
Response scale	<ul style="list-style-type: none"> <input type="radio"/> Christian (Roman Catholic, Protestant, Orthodox, Evangelic, etc.) <input type="radio"/> Muslim (Sunna, Shia, Alevi, etc.) <input type="radio"/> Jewish <input type="radio"/> Hinduism <input type="radio"/> Buddhism <input type="radio"/> None <input type="radio"/> Other:..... <input type="radio"/> Don't want to answer
Source	Self-designed, though inspired by other questionnaires.

Importance of religion in daily life (Q5p3p2A)	
Routing	All parents
Item	How important is religion in your personal daily life?
Type	Array
Response scale	1. not important 2. slightly important 3. moderately important 4. important 5. very important
Source	Self-designed, though inspired by other questionnaires.

5.2.6 Language Background and Skills of Parent

Used languages in daily life	
Routing	Item 1 & 3: All parents Item 2: Only if parent currently lives with a partner
Items	1. Which language(s) do you currently use in your daily life? (Q5p4p4A) 2. What language(s) do you speak with your partner? (Q5p4p5) 3. What language(s) do you use to talk to other relatives? (Q5p4p6)
Type	Multiple choice
Response scale	<ul style="list-style-type: none"> <input type="radio"/> Not Applicable (<i>only item 2 and 3</i>) <input type="radio"/> Czech <input type="radio"/> Dutch <input type="radio"/> English <input type="radio"/> French <input type="radio"/> German <input type="radio"/> Greek <input type="radio"/> Italian <input type="radio"/> Norwegian <input type="radio"/> Portuguese <input type="radio"/> Polish <input type="radio"/> Romani <input type="radio"/> Slovak <input type="radio"/> Spanish <input type="radio"/> Swedish <input type="radio"/> Turkish <input type="radio"/> Kurdish <input type="radio"/> Aramaic <input type="radio"/> Suryoye (or other spoken language derived from Aramaic) <input type="radio"/> Armenian <input type="radio"/> Moroccan Arabic <input type="radio"/> Tunisian Arabic <input type="radio"/> Algerian Arabic <input type="radio"/> Berber Dialect <input type="radio"/> Standard Arabic <input type="radio"/> Other:.....
Additional Instruction	<ul style="list-style-type: none"> - Item 2 & 3: When the parent only uses one language in her daily life, you can tick "not applicable (only one language)" - Item 3: This could be with relatives in their home-country AND with relatives in the country they currently live in.
Source	Self-designed, though inspired by other questionnaires

Perceived language skills in national language	
Routing	Only for parents with Immigrant background
Items	<ol style="list-style-type: none"> 1. When reading newspapers, do you have difficulty to understand the [national] language? (Q5p4p8I) 2. When listening to the [national] news on the television or the radio, do you have difficulty to understand the [national] language? (Q5p4p10I) 3. When you are talking with your child's teacher or the (family) doctor in [national language] do you have difficulty with the use of [national] language? (Q5p4p12I)
Type	Array
Response scale	<ol style="list-style-type: none"> 1. never 2. rarely 3. sometimes 4. often 5. always 6. I cannot read [national language] (<i>item 1</i>) I cannot understand [national language] (<i>item 2</i>) I cannot speak [national language] (<i>item 3</i>)
Source	Self-designed, though inspired by other questionnaires.

Perceived language skills in national language	
Routing	Only for parents with Native-born or Romani background
Items	<ol style="list-style-type: none"> 1. When reading newspapers, do you have difficulty to understand the type of language that is used? (Q5p4p9NR) 2. When listening to the [nationality] news on the television or the radio, do you have difficulty to understand the type of language that is used? (Q5p4p11NR) 3. When you are talking with your child's teacher or the (family) doctor do you have difficulty to understand the type of language that is used? (Q5p4p13NR)
Type	Array
Response scale	<ol style="list-style-type: none"> 1. never 2. rarely 3. sometimes 4. often 5. always 6. I cannot read [national language] (<i>only item 1</i>)
Additional Instruction	The type of language that is used is really about the level of difficulty of the used language (e.g., difficult words, terms and/or sentences), not about the e.g., political message/discourse.
Source	Self-designed, though inspired by other questionnaires

Other used languages (Q5p4p14A)	
Routing	Only for parents with Immigrant or Romani background ¹⁴
Item	4. In addition to your skills in [<i>national language</i>], we would like to know about your experiences and skills in [<i>your main language/ the other language that you frequently use</i>]. This language is...
Type	Multiple choice
Response scale	<ul style="list-style-type: none"> <input type="radio"/> Not Applicable (only one language) <input type="radio"/> Czech <input type="radio"/> Dutch <input type="radio"/> English <input type="radio"/> French <input type="radio"/> German <input type="radio"/> Greek <input type="radio"/> Italian <input type="radio"/> Norwegian <input type="radio"/> Portuguese <input type="radio"/> Polish <input type="radio"/> Romani <input type="radio"/> Slovak <input type="radio"/> Spanish <input type="radio"/> Swedish <input type="radio"/> Turkish <input type="radio"/> Kurdish <input type="radio"/> Aramaic <input type="radio"/> Suryoye (or other spoken language derived from Aramaic) <input type="radio"/> Armenian <input type="radio"/> Moroccan Arabic <input type="radio"/> Tunisian Arabic <input type="radio"/> Algerian Arabic <input type="radio"/> Berber Dialect <input type="radio"/> Standard Arabic <input type="radio"/> Other:.....
Additional Instruction	<ul style="list-style-type: none"> - If [national language] is not the main language: “your main language”. - If [national language] is main language: “the other language that you frequently use.” - If the parent gives two options here (e.g., Turkish and Kurdish), she/he should choose which language to focus on.
Source	Self-designed, though inspired by other questionnaires.

Perceived language skills in other main language	
Routing	Only for parents with an Immigrant or Romani background AND if the parent answered question Q5p4p14A
Items	<p>5. When you have a conversation with friends or relatives in [<i>other main language</i>], do you have difficulty with the [...] language? (Q5p4p15A)</p> <p>6. When reading newspapers in [<i>other main language</i>], do you have difficulty to understand the [...] language? (Q5p4p16A)</p> <p>7. When listening to the [<i>other main language</i>] news on television or the radio, do you have difficulty to understand the [...] language? (Q5p4p17A)</p>
Type	Array
Response scale	<ul style="list-style-type: none"> 1. never 2. rarely 3. sometimes 4. often 5. always 6. I don't read the [...] language (<i>only item 6</i>) not available (<i>only item 7</i>) 7. not a written language (<i>only item 6</i>)
Additional Instr.	Fill out language as indicated in the previous question (Q5p4p14A)
Source	Self-designed, though inspired by other questionnaires.

¹⁴ We could have asked this question to Native-born parents as well, though we decided that we are mainly interested in the perceived skills in another language of parents with an Immigrant or Romani background.

5.2.7 Current and Previous Child Care, Pre-school and School Participation

The items in this section are the British versions of the questions. The terminology (e.g., preschool vs. playgroup) was adapted in line with each country's (pre)school system. See the different language versions of the questionnaire for the specific versions that were used in the respective countries.

Statutory school age (Q6p1p1)	
Routing	All parents
Item	1. Is [^Target child's name] at statutory school age to attend a reception classroom?
Type	Yes/No
Response scale	<input type="radio"/> yes <input type="radio"/> no
Source	Self-designed, though inspired by other questionnaires.

Current participation in ECEC	
Routing	Only if Q6p1p1 is 'no'
Items	2. In the last three months, did your child attend a preschool, playgroup, nursery, or nursery school? (Q6p1p2) 3. In the last three months did your child have non-familial home-based care with a childminder? (Q6p1p3)
Type	Array
Response scale	1. no 2. yes, less than 10 hours/week 3. yes, between 10 and 20 hours/week 4. yes, between 20 and 30 hours/week 5. yes, more than 30 hours/week
Additional Instruction	- If the parent says that it differs, you can ask for the average. You can also help the parent to calculate the number of hours if she/he talks about the number of (half-) days of: Item 2: centre-based ECEC. Item 3: non-familial home-based care.
Source	Self-designed, though inspired by other questionnaires.

Primary school participation	
Routing	Only if Q6p1p1 is 'yes'
Items	4. Is your child currently attending primary school (including reception)? (Q6p1p1p4) 5. Has your child attended primary school (including reception) in the past years? (<i>only if 'no' or 'some of the time' at Q6p1p4</i>) (Q6p1p6)
Type	Yes/No
Response scale	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> some of the time (<i>only item 4</i>)
Source	Self-designed, though inspired by other questionnaires.

Reason for not or only sometimes attending primary school (Q6p1p5)	
Routing	Only if Q6p1p4 is 'no' or 'some of the time'
Item	Please indicate why your child is currently not attending primary school (reception)/only attending primary school (including reception) some of the time.
Type	Open question
Source	Self-designed

Years in primary school	
Routing	Only if Q6p1p4 is 'yes' or 'some of the time'
Items	7. What year is [^ Target child] in? (Q6p1p6a) 8. How many years has your child been attending primary school (including reception)? You can use half- and quarter years. (Q6p1p7) 9. Has your child ever been interrupted from going to primary school for a period of more than three months? (Q6p1p10) – Yes/No <i>If Q6p1p10 is 'yes': Please indicate why (Q6p1p10a)</i>
Type	Open question
Source	Self-designed, though inspired by other questionnaires.

Before- and/or after-school club participation (Q6p1p11)	
Routing	Only if Q6p1p4 is 'yes' or 'some of the time'
Item	10. In the last three months, has your child attended before- and/or after-school club?
Type	Array
Response scale	1. no 2. yes, up to 5 hours/week 3. yes, more than 5 but less than 10 hours/week 4. yes, more than 10 but less than 15 hours/week 5. yes, more than 15 hours/week
Source	Self-designed

Previous participation in centre-based ECEC (Q6p1p12)	
Routing	All parents
Instruction	11. Has your child previously attended a preschool (playgroup/nursery/nursery school)?
Items	1. Under the age of one 2. Between the age of one and two 3. Between the age of two and three 4. Between the age of three and four 5. Between the age of four and five 6. Between the age of five and six
Type	Array
Response scale	1. no 2. yes, less than 10 hours/week 3. yes, between 10 and 20 hours/week 4. yes, between 20 and 30 hours/week 5. yes, more than 30 hours/week 6. non-applicable

Additional Instruction	<ul style="list-style-type: none"> - Non-applicable means that the child is younger than a certain age-group mentioned (e.g. the row 5-6 years olds cannot be filled in because the target child is only 3) or if the age mentioned in a row is not at preschool age (e.g. 5-6-year-olds in England). - When parents indicate that TC went less than three months during that year, it's 'no'. - If parent says that it differed, you can ask for the (rough) average. You can also help the parent to calculate the number of hours if she talks about the number of (half-) days of centre-based ECEC.
Source	Self-designed

Participation in extra-curricular activities (Q6p3p1RN)	
Routing	Differentiated for parents with a Native-born and Romani (Q6p3p1RN), and Immigrant background (Q6p3p1I)
Item	Does [^Target child's name] take part in any of the clubs or classes listed below?
Type	Multiple choice
Response scale	<ul style="list-style-type: none"> o Classes aiming to provide extra support in school subjects o Language classes in child's mother tongue (<i>only for Immigrant background</i>) o Language classes in [national language] (<i>only for Immigrant background</i>) o Religious classes o Clubs or classes to do sport or any other physical activity (e.g. swimming, gymnastics, football) o Other clubs and classes: e.g. music, drama, foreign languages, computing, chess club, or organised social activities (e.g. scouts group) o None of these classes
Source	Self-designed, though inspired by other questionnaires.

Frequency of participation in extra-curricular activities	
Routing	Only if child participates in club or class listed at Q6p3p1RN or Q6p3p1I
Items	<ol style="list-style-type: none"> 3. In the last three months, how often has your child typically taken part in classes aiming to provide extra support in school subjects? Please think about a typical period during term time. (Q6p3p2) 4. In the last three months, how often has your child typically taken part in language classes in the child's mother tongue? Please think about a typical period during term time. (Q6p3p3) 5. In the last three months, how often has your child typically taken part in language classes in [national language]? Please think about a typical period during term time. (Q6p3p4) 6. In the last three months, how often has your child typically taken part in religious classes? Please think about a typical period during term time. (Q6p3p5) 7. In the last three months, how often has your child typically taken part in clubs or classes to do sport or any other physical activity? Please think about a typical period during term time. (Q6p3p6) 8. In the last three months, how often has your child typically taken part in other clubs and classes? Please think about a typical period during term time. (Q6p3p7)
Type	Array

Response scale	<ol style="list-style-type: none"> 1. less than once a fortnight 2. once a fortnight 3. once a week 4. a few days each week 5. (almost) daily
Source	Self-designed, though inspired by other questionnaires.

5.2.8 Multicultural and Multi-lingual Education

Multicultural and multilingual beliefs (Q7)	
Routing	All parents
Instruction	Now we would like to know your opinion on how the preschool/school should be inclusive of children from different countries and cultures. Please indicate how much you agree with each of the following statements.
Items	<ol style="list-style-type: none"> 1. In the preschool/school, it is important that teachers are sensitive to differences between children from different countries and cultures. 2. In their work with children from different countries and cultures, teachers should emphasize similarities between children. 3. It is important for children to learn that people from other cultures can have different ideas on what is important to them. 4. In preschool/school, it is important that children from different countries and cultures see the ways in which they are all similar. 5. It is important for children to learn to respect other cultures as early as possible. 6. By speaking their home language at preschool/school, non-[national language] speaking children do not learn [national language] sufficiently. 7. Non-[national language]speaking children should be offered the opportunity to learn their home language at preschool/school. 8. It is more important that non-[national language]speaking children develop higher level of skills in [national language] than in their home language. 9. Non-[national language]speaking children should be allowed to speak their home language to each other at preschool/school.
Type	Array
Response scale	<ol style="list-style-type: none"> 1. disagree 2. slightly disagree 3. undecided 4. slightly agree 5. agree
Source	<p>* Item 1 to 5 – Selected items from the “Teacher Cultural Beliefs Scale” (adapted to accommodate parents): Hachfeld, A., et al. (2011). Assessing teachers’ multicultural and egalitarian beliefs – The teacher cultural belief scale. <i>Teaching and Teaching Education</i>, 27, 986-996. Item 1, 3 and 5: Multicultural beliefs; 2 and 4: Egalitarian beliefs.</p> <p>* Item 6 to 9 – Selected items from the “Monolingual Beliefs in Education Scale”: Pulinx, R., Van Avermaet, P., & Agirdag, O. (2017). Silencing linguistic diversity: The extent, the determinants and consequences of the monolingual beliefs of Flemish teachers. <i>International Journal of Bilingual Education and Bilingualism</i>, 20(5), 542-556.</p>

	<p>Item 9 is negatively phrased in the original version.</p> <p>Items were selected to meet two criteria: 1) they had to group together conceptually, and 2) they were applicable (meaningful, relevant) to parents rather than teachers as respondents.</p>
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5.2.9 Parent-Teacher Relationship

Parent-teacher relationship (Q8)	
Routing	Only if Q6p1p2 (preschool) is 'yes' or Q6p1p4 (primary school) is 'yes' or 'some of the time'
Instruction	Now we have some questions about your experiences with your child's teachers in their current preschool/school. Please indicate how much you agree with each of the following statements
Items	<ol style="list-style-type: none"> 1. I trust the way my child's teachers work with the children. 2. My child's teachers understand me. 3. I feel comfortable to talk to my child's teachers. 4. My child's teachers and I have similar beliefs about my child's behaviour. 5. My child's teachers and I have similar beliefs about what my child can achieve. 6. My child's teachers communicate with me not only when there is a problem. 7. My child's teachers see me as a competent parent. 8. My child's teachers seem prepared to help my child succeed in school. 9. My child's teachers have high expectations for my child. 10. My child's teachers care about my child. 11. My child's teachers treat my child fairly.
Type	Array
Response scale	<ol style="list-style-type: none"> 1. disagree 2. slightly disagree 3. undecided 4. slightly agree 5. agree
Source	<p>* Item 1 to 6 – Selected items from the "Parent-Teacher Relationship Scale". Petrogiannis, K., & Penderi, E. (2013). The quality of Parent-Teacher Relationship Scale in the kindergarten: A Greek study. <i>International Research in Education</i>, 2(1), 1-21. Item 1, 2 and 3: Trust; Item 4, 5 and 6: Communication <i>Items were rephrased, so that they applied to all teachers that children might have.</i></p> <p>* Item 7 to 11 – Self-designed, though inspired by other questionnaires, e.g.,:</p> <ul style="list-style-type: none"> - Forsyth, P., Adams, C.M., Barnes, L.L. (2002). Parental trust of school: scale development. A Paper Presented at the American Educational Research Association, Division L. New Orleans, LA, April 4. http://okedpolicy.org/wp-content/uploads/2014/01/Parental-Trust-of-School-Scale-Development-2002.pdf - From: Marx, S., Byrnes, D. (2012). Multicultural school climate inventory. <i>Current issues in education</i>, 15, 3. https://cie.asu.edu/ojs/index.php/cieatasu/article/viewFile/960/393

5.2.10 Support Services

Use of professional support at home and in centres	
Routing	All parents
Items	<p>1. In the last six months, has anyone visited you or your child at home to give professional help or advice with any of these issues? Please tell us all that apply to [^Target child's name]. (Q9p1p4)</p> <p>4. In the last six months, have you visited any centres, such as a family or community centre or GP/health centres, for professional advice on the issues listed below? Please tell us all that apply to [^Target child's name]. (Q9p1p7)</p>
Type	Multiple choice
Response scale	<ul style="list-style-type: none"> o Child's health and wellbeing o Childrearing or parenting o Language use in the family o Education decisions o None of the previous
Source	<p>Questions adapted from MCS Wave 2 (age 3) and 3 (age 5) and NESS:</p> <ul style="list-style-type: none"> - Milenium Cohort Study, Second Survey: CAPI Questionnaire Documentation, V.1. Prepared by Mary Londra, Lisa Calderwood, and the Milenium Cohort Team. November 2017. Centre for Longitudinal Studies, Bedford Group for Lifecourse & Statistical Studies, Institute of Education, University of London. - Milenium Cohort Study Third Survey (Age 5): Main Stage Questionnaire Draft Documentation. Prepared by National Centre for Social Research (NatCen). May 2006. Centre for Longitudinal Studies, Bedford Group for Longitudinal Studies, Institute of Education, University of London.

Frequency of professional support use at home and in centres	
Routing	<p>If the parent indicated at least one issue at Q9p1p4 → item 2</p> <p>If the parent indicated at least one issue at Q9p1p7 → item 5</p>
Items	<p>2. In the last six months, how many times has somebody visited you to talk about this/these issues related to bringing up your child? (Q9p1p5)</p> <p>5. In the last six months, how many times have you visited a centre to talk about this/these issues related to bringing up your child? (Q9p1p8)</p>
Type	Array
Response scale	<ol style="list-style-type: none"> 1. once or twice 2. more than two times 3. once per month 4. two or three times per month 5. every week
Source	Questions adapted from MCS Wave 2 (age 3) and 3 (age 5) and NESS.

Usefulness of professional support at home and in centres	
Routing	If the parent indicated at least one issue at Q9p1p4 → item 3 If the parent indicated at least one issue at Q9p1p7 → item 6
Items	3. Generally, how useful did you find this/these visit(s)? (Q9p1p6) 6. Generally, how useful did you find the advice from the centre(s)? (Q9p1p9)
Type	Array
Response scale	1. not useful 2. fairly useful 3. useful 4. unsure 5. it varied from person to person
Source	Questions adapted from MCS Wave 2 (age 3) and 3 (age 5) and NESS.

Person or other service for help or advise	
Routing	All parents
Items	7. Is there either a person or other service that you have turned to, for help or advice, in the last six months? (Q9p1p10) <i>If Q9p1p10 is 'yes': Who and for what? (Q9p1p11)</i>
Type	Yes/No
Response scale	<input type="radio"/> yes <input type="radio"/> no
Source	Self-designed

Use of advice online (Q9p1p12)	
Routing	All parents
Item	8. Finally, in the last six months, have you accessed the Internet to find advice related to bringing up your child?
Type	Yes/No
Response scale	<input type="radio"/> yes <input type="radio"/> no
Source	Self-designed

Usefulness of advice online (Q9p1p14)	
Routing	Only if Q9p1p12 is 'yes'
Item	9. Generally, how useful did you find the advice you found online?
Type	Array
Response scale	1. not useful 2. fairly useful 3. useful 4. unsure 5. it varied from person to person
Source	Self-designed

5.2.11 Activities in the Home

This section addressed several activities that adults could conduct with children in the home, also described as the *process aspects* of the *Home Learning Environment* (HLE). The listed activities were differentiated for younger and older children and preceded by the following general introduction:

The next section is about activities that adults from the home (including you, your husband/partner or other adult family members) may carry out with [^Target child's name]. We are interested in the various kinds of activities that children do with their families. Please think about [^Target child's name]'s usual and current pattern of activities that adults in the home do with him/her.

If the parent asked whether “adults from the home” also includes grandparents, aunts, uncles, et cetera, who are not living with the family, though who visit the family (almost) daily, interviewers could confirm that this is the case. The items were designed for the purpose of the current study, though loosely based on the HLE items in other large studies, like the Millennium Cohort Study (Wave 2 and 3; age 3-5) and the Dutch DASH-study:

- Milenium Cohort Study, Second Survey: CAPI Questionnaire Documentation, V.1. Prepared by Mary Londra, Lisa Calderwood, and the Milenium Cohort Team. November 2017. Centre for Longitudinal Studies, Bedford Group for Lifecourse & Statistical Studies, Institute of Education, University of London.
- Milenium Cohort Study Third Survey (Age 5): Main Stage Questionnaire Draft Documentation. Prepared by National Centre for Social Research (NatCen). May 2006. Centre for Longitudinal Studies, Bedford Group for Longitudinal Studies, Institute of Education, University of London.
- Scheele, A. F. (2010). *Home language and mono-and bilingual children's emergent academic language: A longitudinal study of Dutch, Moroccan-Dutch, and Turkish-Dutch 3-to 6-year-old children* (Doctoral dissertation). Utrecht University, Utrecht, the Netherlands.

Conversations	
Routing	All parents, though differentiated by age-group of the target child
Instruction	How often does an adult in the home...
Items	<p><u>Only if the target child is between 3 and 6 years old. (Q10p1p1YC)</u></p> <ul style="list-style-type: none"> - Talk with [^Target child's name] about your own or his/her everyday experiences? - Talk with [^Target child's name] about past events (such as a holiday, birthday) - Talk about topics of general interest (such as history, dinosaurs, space...) with [^Target child's name] <p><u>Only if the target child is between 9 and 12 years old. (Q10p1p2OC)</u></p> <ul style="list-style-type: none"> - Talk with [^Target child's name] about your own or his/her experiences, currently or in the past (e.g. the school day, a holiday) - Talk with [^Target child's name] about current world events - Discuss religious or moral topics with [^Target child's name]
Type	Array
Response scale	<ol style="list-style-type: none"> 1. every day 2. several times a week 3. once or twice a week 4. once or twice a month 5. less often 6. (almost) never

Used languages during conversations (Q10p1p3loL)	
Routing	Only for parents with an Immigrant or Romani background
Item	When having conversations with [^Target child's name], which language do adults use?
Type	List
Response scale	<ul style="list-style-type: none"> o Only or predominantly [national language] o Only or predominantly other language, namely..... o More languages, equal use of ... and o More languages, mostly ... sometimes
Additional Instruction	<p>Please tick the applicable box and fill out the text box using AND for the 3rd option, and SOMETIMES for the 4th option. For example:</p> <p>Turkish AND English (= 3rd option)</p> <p>Turkish SOMETIMES English (= 4th option)</p> <p>English SOMETIMES Turkish and *** (= 4th option)</p>

Shared reading activities	
Routing	All parents, though differentiated by age-group of the target child
Instruction	How often does an adult in the home...
Items	<p><u>Only if the target child is between 3 and 6 years old. (Q10p1p4YC)</u></p> <ul style="list-style-type: none"> - Read or narrate a picture book to [^Target child's name] - Read a story book to [^Target child's name] - Read a book on a topic of interest (such as history, dinosaurs, space...) to [^Target child's name] <p><u>Only if the target child is between 9 and 12 years old. (Q10p1p5OC)</u></p> <ul style="list-style-type: none"> - Read a book with [^Target child's name] - Read or recite poetry with [^Target child's name] - Ask questions and talk [^Target child's name] with about something he/she is reading
Type	Array
Response scale	<ol style="list-style-type: none"> 1. every day 2. several times a week 3. once or twice a week 4. once or twice a month 5. less often 6. (almost) never

Used languages during shared reading activities (Q10p1p6loL)	
Routing	Only for parents with an Immigrant or Romani background
Item	During shared reading activities with [^Target child's name], which language do adults use?
Type	Multiple choice
Response scale	<ul style="list-style-type: none"> o Only or predominantly [national language] o Only or predominantly other language, namely..... o More languages, equal use of ... and o More languages, mostly ... sometimes
Additional Instruction	<p>Please tick the applicable box and fill out the text box using AND for the 3rd option, and SOMETIMES for the 4th option. For example:</p> <p>Turkish AND English (= 3rd option);</p> <p>Turkish SOMETIMES English (= 4th option)</p>

Story telling activities	
Routing	All parents, though differentiated by age-group of the target child
Instruction	How often does an adult in the home...
Items	<p><u>Only if the target child is between 3 and 6 years old. (Q10p1p7YC)</u></p> <ul style="list-style-type: none"> - tell made-up stories to [^Target child's name] - tell stories of the family's country of origin to [^Target child's name] - tell stories with moral or religious content to [^Target child's name] <p><u>Only if the target child is between 9 and 12 years old. (Q10p1p8OC)</u></p> <ul style="list-style-type: none"> - tell made-up stories to [^Target child's name] - tell stories of the family's country of origin to [^Target child's name] - tell stories with moral or religious content to [^Target child's name]
Type	Array
Response scale	<ol style="list-style-type: none"> 1. every day 2. several times a week 3. once or twice a week 4. once or twice a month 5. less often 6. (almost) never
Additional Instruction	If parents say that the stories with moral or religious content are the same as the made-up stories and stories of the family's country of origin, you still count them independently. That is, the categories are not mutually exclusive.

Mathematical activities	
Routing	All parents, though differentiated by age-group of the target child
Instruction	How often does an adult in the home...
Items	<p><u>Only if the target child is between 3 and 6 years old. (Q10p1p9YC)</u></p> <ul style="list-style-type: none"> - practice counting and simple math problems with [^Target child's name] - measure and compare length, weight, and the size of objects with [^Target child's name] - play with construction toys (like blocks) or board games, or do jigsaw puzzles with [^Target child's name] <p><u>Only if the target child is between 9 and 12 years old. (Q10p1p10OC)</u></p> <ul style="list-style-type: none"> - talk about maths problems in everyday situations (e.g. estimate, measure and compare sizes or weights of objects, or how much things cost) with [^Target child's name] - talk about maths problems in everyday situations (e.g. estimate, measure and compare sizes or weights of objects, or how much things cost) with [^Target child's name] - help [^Target child's name] with solving math problems
Type	Array
Response scale	<ol style="list-style-type: none"> 1. every day 2. several times a week 3. once or twice a week 4. once or twice a month 5. less often 6. (almost) never

Creative and practical activities	
Routing	All parents, though differentiated by age-group of the target child
Instruction	How often does an adult in the home...
Items	<p><u>Only if the target child is between 3 and 6 years old. (Q10p1p11YC)</u></p> <ul style="list-style-type: none"> - draw, paint or make creative things with [^Target child's name] - teach [^Target child's name] how to play an instrument - demonstrate to [^Target child's name] practical skills, like how to cook, sew, repair things or do carpentry <p><u>Only if the target child is between 9 and 12 years old. (Q10p1p12OC)</u></p> <ul style="list-style-type: none"> - draw, paint or make creative things with [^Target child's name] - teach [^Target child's name] how to play an instrument - demonstrate to [^Target child's name] practical skills, like how to cook, sew, repair things or do carpentry
Type	Array
Response scale	<ol style="list-style-type: none"> 1. every day 2. several times a week 3. once or twice a week 4. once or twice a month 5. less often 6. (almost) never

Information and Communication Technology (ICT) at home	
Routing	All parents
Items	<ol style="list-style-type: none"> 1. Do you have a smartphone at home? (Q10p1p12) 3. Do you have a computer/laptop at home? (Q10p1p15) 2. Do you have a tablet at home? (Q10p1p20)
Type	Yes/No
Response scale	<ul style="list-style-type: none"> <input type="radio"/> yes <input type="radio"/> no
Source	Self-designed

Confidence in using ICT	
Routing	<p>If Q10p1p12 is 'yes' → item 2</p> <p>If Q10p1p15 is 'yes' → item 4</p> <p>If Q10p1p20 is 'yes' → item 6</p>
Items	<ol style="list-style-type: none"> 3. How confident are you in using a smartphone? (Q10p1p13) 4. How confident are you in using a computer/laptop? (Q10p1p16) 6. How confident are you in using a tablet? (Q10p1p21)
Type	Array
Response scale	<ol style="list-style-type: none"> 1. not confident 2. slightly confident 3. fairly confident 4. confident
Source	Self-designed

Shared digital activities	
Routing	All parents, though differentiated by age-group of the target child
Instruction	How often does an adult in the home...
Items	<p><u>Only if the target child is between 3 and 6 years old. (Q10p1p15YC)</u></p> <ul style="list-style-type: none"> - get involved with a computer, smartphone, tablet or laptop together with [^Target child's name] - prepare a digital drawing, video clip, or presentation on a computer or laptop together with [^Target child's name] - play or practice digital educational games together with [^Target child's name] (e.g., practicing letters or numbers) <p><u>Only if the target child is between 9 and 12 years old. (Q10p1p16YC)</u></p> <ul style="list-style-type: none"> - get involved with a computer, smartphone, tablet or laptop together with [^Target child's name] - prepare a digital drawing, video clip, or presentation on a computer or laptop together with [^Target child's name] - look up information on the internet together with [^Target child's name]
Type	Array
Response scale	<ol style="list-style-type: none"> 1. every day 2. several times a week 3. once or twice a week 4. once or twice a month 5. less often 6. (almost) never
Additional Instruction	There is some overlap between the first and following two items. However, it still can be the case that they do the first every day, and the others not at all. You can explain to parents that the second and third one are specifications of the first one.

5.2.12 Schoolwork

Amount of time child spends on schoolwork (Q10p2p1OC)	
Routing	Only if the target child is between 9 and 12 years old.
Item	1. In a typical term-time week (including weekends), how many hours does [^Target child's name] spend doing schoolwork, whilst at home? Please also include time spent practising, for example, spelling or maths for school.
Type	Array
Response scale	<ol style="list-style-type: none"> 1. Less than an hour per week 2. Between one and two hours per week 3. Between two and four hours per week 4. Between four and six hours per week 5. More than six hours per week.
Source	Questions adapted from MCS, Wave 4 (age 7): Milenium Cohort Study, Sweep 4 Questionnaire documentation. Prepared for the Centre for Longitudinal Studies, Institute of Education by the National Centre for Social Research. October 2009.

Frequency of helping child with schoolwork (Q10p2p3OC)	
Routing	Only if the target child is between 9 and 12 years old.
Item	2. How often do you help [^Target child's name] with his/her work for school?
Type	Array
Response scale	1. never 2. rarely 3. sometimes 4. often
Source	Self-designed

5.2.13 Parent-School Involvement

Parent-school involvement (Q10p3p6SC)	
Routing	Only if (Q6p1p2) is 'yes' or (Q6p1p4) is 'yes' or 'some of the time'
Instruction	Please indicate how often an adult from the home got involved in any of the following activities at your child's preschool/school in the last six months (excluding school holidays).
Items	1. Helping in my child's classroom or preschool/school (e.g., cleaning toys, reading with children). 2. Helping in my child's pre-school/school events (e.g., school trips, sports tournaments, fundraising events, etc.). 3. Taking part in meetings offered by the preschool/school to hear about what my child learns in preschool/school and how I can help my child's learning at home. 4. Taking part in social events organized for parents and families at my child's preschool/school.
Type	Array
Response scale	1. Never 2. Once or twice 3. Three or five times 4. Once per month 5. More than once per month 6. Not applicable
Additional Instruction	Use the 'not applicable' option when parents generally do not get involved like this in the child's preschool/school.
Source	Self-designed, though inspired by other questionnaires, for example: <ul style="list-style-type: none"> - Fantuzzo, J. et al. (2013). Multiple dimensions of family engagement in early childhood education: Evidence for a short form of the Family Involvement Questionnaire. <i>Early Childhood Research Quarterly</i>, 28, 734-742. http://www.researchconnections.org/childcare/resources/26055 - Waanders, C., Mendez, J.L., Downder, J.T. (2007). Parent characteristics, economic stress and neighbourhood context as predictors' of parent involvement in preschool children's education. <i>Journal of School Psychology</i>, 45, 619-636. http://libres.uncg.edu/ir/uncg/f/J_Mendez_Parent_2007.pdf

5.2.14 Educational Aspirations

The items in this section are the British versions of the questions. The terminology was adapted in line with each country's (pre)school system. See the different language versions of the questionnaire for the specific versions that were used in the respective countries.

Aspired and expected secondary school attainment	
Routing	Only if the target child is between 9 and 12 years old. Greece, France, Italy, Netherlands → Q11p1p1OC & Q11p1p2OC Poland → Q11p1p1OCPL & Q11p1p2OCPL (<i>only two categories</i>) Germany → Q11p1p1OCDE & Q11p1p2OCDE (<i>to be able to have German and Turkish version</i>)
Items	1. Independent of [^Target child's name]'s ability and/or the likelihood of his/her attendance, which type of secondary school would you like him/her to attend? 2. If you do think about [^Target child's name]'s achievement level in school, which type of secondary school do you think that he/she will attend
Type	Array
Response scale	1. Lower secondary school level 2. Intermediate secondary school level 3. Upper secondary school level
Source	Adapted from BIKS, Wave 2. See https://www.uni-bamberg.de/en/biks/

Aspired level of educational qualification (Q11p1p3)	
Routing	All parents <i>For the German (Q11p1p3DE), Dutch (Q11p1p3NL) and Norwegian (Q11p1p3NO) version we programmed a separate question to be able to also include a Turkish translation.</i>
Items	1. What level of qualification would you like [^Target child's name] to complete?
Type	Array
Response scale	1. Finish lower secondary education or second stage of basic education (ISCED 2) 2. Finish upper secondary education (ISCED 3) 3. Finish post-secondary non-tertiary education/short-cycle tertiary education (ISCED 4 or 5) 4. Bachelor degree or equivalent (ISCED 6) 5. Master degree or equivalent, or doctoral degree or equivalent (ISCED 7 or 8) 6. I don't mind what level of qualification [^Target child's name] completes, because educational level in itself is not important to me
Source	This question is adapted from: Buchmann, C., Dalton, B (2002). Interpersonal Influences and Educational Aspirations in 12 Countries: The Importance of Institutional Context. <i>Sociology of Education</i> , 75 (2), 99-122 http://www.jstor.org/stable/3090287?seq=1#page_scan_tab_contents

Aspired level of educational qualification - partner	
Routing	If the parent lives with a partner → item 2 If the parent is not living with a partner OR the partner is not TC's biological father/mother → item 3
Items	2. Does your partner agree with your educational aspirations for your child? (Q11p1p4) 3. And does [name TC]'s father/mother agree with your educational aspirations for your child? (Q11p1p5)
Type	Multiple choice
Response scale	<u>If the parent lives with a partner:</u> <ul style="list-style-type: none"> ○ Yes ○ No, he/she aspires a lower level of qualification ○ No, he/she aspires a higher level of qualification ○ My partner doesn't mind what level of qualification [^Target child's name] completes, because educational level in itself is not important to him/her. ○ Don't know (i.e., my partner hasn't expressed a view on this) <u>If the parent is not living with a partner OR the partner is not TC's biological father/mother:</u> <ul style="list-style-type: none"> ○ Yes ○ No, he/she aspires a lower level of qualification ○ No, he/she aspires a higher level of qualification ○ His/her father/mother doesn't mind what level of qualification [^Target child's name] completes, because educational level in itself is not important to him/her. ○ Don't know (i.e., the father/mother hasn't expressed a view on this)
Source	Self-designed

Aspired occupation (Q11p1p6)	
Routing	All parents
Item	4. Could you give an example of an occupation that you would like [^Target child's name] to have later in life?
Type	Open question
Source	Self-designed

5.2.15 Inter-group Interactions

Before continuing with the following sections, the interviewers introduced to the parents that from now on, parents might feel more comfortable answering the questions themselves. Usually the laptop/tablet was handed to the parents, so they could answer the questions themselves, while the interviewer read the questions out loud. However, the interviewer could continue to fill out the questions if this was preferred by parents.

Level of diversity in (pre)school and neighbourhood	
Routing	Only if Q6p1p2 is 'yes' or (Q6p1p4) is 'yes' or 'some of the time' Differentiated for parents with a Native-born, Romani or Immigrant background
Items	<u>For parents with a Native-born background:</u> <ol style="list-style-type: none"> 1. What proportion of parents in your child's preschool/school have a non-[nationality] background? (Q12p1p1) 2. What proportion of people who live in your neighbourhood have a non-[nationality] background? (Q12p1p2)

	<p><u>For parents with a Immigrant background:</u></p> <ol style="list-style-type: none"> 1. What proportion of parents in the preschool/school of your child are [nationality]? (Q12p1p6I) 2. What proportion of people who live in your neighbourhood are [nationality]? (Q12p1p8I) <p><u>For parents with a Romani background:</u></p> <ol style="list-style-type: none"> 1. What proportion of parents in the preschool/school of your child are non-Roma? (Q12p1p7R) 2. What proportion of people who live in your neighbourhood are non-Roma? (Q12p1p9R)
Type	Array
Response scale	<ol style="list-style-type: none"> 1. (almost) none 2. around a quarter 3. around half 4. around three-quarter 5. (almost) all
Additional Instruction	<p>Item 1: If there are no parents with a non-[nationality]? /[nationality]/non-Roma background in the preschool/school of your child, you can choose 'never'.</p> <p>Item 2: If there are no parents with a non-[nationality]? /[nationality]/non-Roma background in the neighborhood, you can choose 'never'.</p>
Source	Laurence, J., Schmid, K., & Hewstone, M. (2018). Ethnic diversity, inter-group attitudes and countervailing pathways of positive and negative inter-group contact: An analysis across workplaces and neighbourhoods. <i>Social indicators research</i> , 136(2), 719-749.

Amount of intergroup interaction in preschool and neighbourhood	
Routing	<p>Item 3: Only if Q6p1p2 is 'yes' or Q6p1p4 is 'yes' or 'some of the time'</p> <p>Differentiated for parents with a Native-born, Romani or Immigrant background</p>
Items	<p><u>For parents with a Native-born background:</u></p> <ol style="list-style-type: none"> 3. How often, if at all, do you interact with parents who have a non-[nationality] background at your child's preschool/school? (Q12p1p3) 4. How often, if at all, do you interact with people who have a non-[nationality] background in your neighbourhood? (Q12p1p4) <p><u>For parents with a Immigrant background:</u></p> <ol style="list-style-type: none"> 3. How often, if at all, do you interact with [nationality]? parents at the preschool/school of your child? (Q12p1p10I) 4. How often, if at all, do you interact with people who have a [nationality]? background in your neighborhood? (Q12p1p12I) <p><u>For parents with a Romani background:</u></p> <ol style="list-style-type: none"> 3. How often, if at all, do you interact with non-Roma people at the preschool/school of your child? (Q12p1p11R) 4. How often, if at all, do you interact with non-Roma people in your neighborhood? (Q12p1p13R)
Type	Array

Response scale	<ol style="list-style-type: none"> 1. never 2. rarely 3. sometimes 4. often
Additional Instruction	<p>Item 3: If there are no parents with non-[nationality]? /[nationality]/non-Roma background in the preschool/school of your child, you can choose 'never'.</p> <p>Item 4: If no-one with non-[nationality]? /[nationality]/non-Roma background lives in your neighbourhood, you can choose 'never'.</p>
Source	<p>Laurence, J., Schmid, K., & Hewstone, M. (2018). Ethnic diversity, inter-group attitudes and countervailing pathways of positive and negative inter-group contact: An analysis across workplaces and neighbourhoods. <i>Social indicators research</i>, 136(2), 719-749.</p>

Quality of intergroup interaction	
Routing	<p>Item 5: Only if Q6p1p2 is 'yes' or Q6p1p4 is 'yes' or 'some of the time' AND only if the parent said that they are interacting with non-[nationality]? /[nationality]/non-Roma background people at the (pre)school/ in the neighbourhood of their child.</p>
Items	<p><u>For parents with a Native-born background:</u></p> <ol style="list-style-type: none"> 5. How do you feel about interacting with parents who have a non-[nationality] background at the preschool/school of your child? (Q12p1p5) 6. How do you feel about interacting with people who have a non-[nationality] background within your neighbourhood? (Q12p1p6) <p><u>For parents with a Immigrant background:</u></p> <ol style="list-style-type: none"> 5. How do you feel about interacting with parents with a [nationality] background at the preschool/school of your child? (Q12p1p11I) 6. How do you feel about interacting with people who have a [nationality]? background within your neighbourhood? (Q12p1p16I) <p><u>For parents with a Romani background:</u></p> <ol style="list-style-type: none"> 5. How do you feel about interacting with parents with a non-Roma background at the preschool/school of your child? (Q12p1p15R) 6. How do you feel about interacting with people with a non-Roma background within your neighbourhood? (Q12p1p17R)
Type	Array
Response scale	<ol style="list-style-type: none"> 1. I don't enjoy it 2. I enjoy it a little 3. I enjoy it quite a bit 4. I enjoy it a great deal
Additional Instruction	<p>Item 5: If there are no parents with a non-[nationality]? /[nationality]/non-Roma background in the preschool/school of your child, you can choose 'never'.</p> <p>Item 6: If no-one with a non-[nationality]? /[nationality]/non-Roma background lives in your neighbourhood, you can choose 'never'.</p>
Source	<p>Laurence, J., Schmid, K., & Hewstone, M. (2018). Ethnic diversity, inter-group attitudes and countervailing pathways of positive and negative inter-group contact: An analysis across workplaces and neighbourhoods. <i>Social indicators research</i>, 136(2), 719-749.</p> <p>The paper explains how the <i>amount</i> and <i>quality</i> of intergroup interaction variables should be combined.</p>

5.2.16 Discrimination

Perceived discrimination - parent	
Routing	Differentiated for parents with a Native-born, Romani or Immigrant background
Instruction	<p><u>For parents with a Native-born background:</u> How often do you feel discriminated or unfairly treated because of your background or situation, by: (Q12p1p1LI)</p> <p><u>For parents with a Immigrant or Roma background:</u> How often do you feel discriminated or unfairly treated because of your ethnic-cultural background, by: (Q12p2p2IR)</p>
Items	<ol style="list-style-type: none"> 1. People in your neighbourhood 2. Parents in the (pre-)school of your child 3. Teachers in the (pre-)school of your child 4. People working in healthcare (e.g., general practitioner, family health center) 5. Statements in social or public media (e.g., Facebook, National news on television/radio)
Type	Array
Response scale	<ol style="list-style-type: none"> 1. never 2. rarely 3. sometimes 4. often
Source	Self-designed, though inspired by other questionnaires

Perceived discrimination - child	
Routing	<p>All parents</p> <p><i>From February 2018 onwards, this question was no longer shown to parents with a Native-born background with a 3-6-year-old child in England, Poland, and Portugal, as parents appeared to dislike and/or not understand the question for this target and age-group. The other countries, however, decided to keep the question.</i></p>
Instruction	<p><u>For parents with a Native-born background:</u> How often do you think your child feels discriminated or unfairly treated because of their background or situation, by: (Q12p2p4LI)</p> <p><u>For parents with a Immigrant or Roma background:</u> How often do you think your child feels discriminated or unfairly treated because of their ethnic-cultural background, by: (Q12p2p5IR)</p>
Items	<ol style="list-style-type: none"> 1. People in your neighbourhood 2. Children or parents in the (pre-)school of your child 3. Teachers in the (pre-)school of your child 5. Statements in social or public media (e.g., Facebook, National news on television/radio)
Type	Array
Response scale	<ol style="list-style-type: none"> 1. never 2. rarely 3. sometimes 4. often
Source	Self-designed, though inspired by other questionnaires

5.2.17 Views about cultural maintenance and adoption

Acculturation orientation	
Routing	Only for parents with a Native-born background <i>From February 2018 onwards, this question was no longer shown to parents with a Native-born background with a 3-6-year-old child in England, Greece, Poland, and Portugal, as parents appeared to dislike and/or not understand the question for this target and age-group. The other countries, however, decided to keep the question.</i>
Items	<ol style="list-style-type: none"> 1. I think it would be good if people who have a non-[nationality] background speak their original language often. (Q13p1p1) 2. I think it would be good if people who have a non-[nationality] background kept as much as possible their culture of origin and way of living. (Q13p1p2) 3. I think it would be good if people who have a non-[nationality] background speak [national language] often. (Q13p1p3) 4. I think it would be good if people who have a non-[nationality] background took on as much as possible the [national] culture and way of living. (Q13p1p4) 5. It is important to me that people who have a non-[nationality] background have [nationality] friends. (Q13p1p5) 6. It is important to me that people who have a non-[nationality] background spend some of their spare time with [nationality] people. (Q13p1p6)
Type	Array
Response scale	<ol style="list-style-type: none"> 1. disagree 2. slightly disagree 3. undecided 4. slightly agree 5. agree
Source	<p>Item 1 and 2: cultural maintenance item 3 and 4: cultural adoption</p> <ul style="list-style-type: none"> - Zagefka, H., Binder, J., Brown, R., Kessler, T., Mummendey, A., Funke, F., ... & Maquil, A. (2014). The relationship between acculturation preferences and prejudice: Longitudinal evidence from majority and minority groups in three European countries. <i>European Journal of Social Psychology, 44</i>(6), 578-589. <p>Item 5 and 6: cultural contact</p> <ul style="list-style-type: none"> - Zagefka, H., González, R., & Brown, R. (2011). How minority members' perceptions of majority members' acculturation preferences shape minority members' own acculturation preferences: Evidence from Chile. <i>British Journal of Social Psychology, 50</i>(2), 216-233.

Acculturation orientation	
Routing	Only for parents with an Immigrant or Romani background
Items	<ol style="list-style-type: none"> 1. I think it would be good if members of my group speak our original language often. (Q13p2p1IR) 2. I think it would be good if members of my group kept as much as possible our culture of origin and way of living. (Q13p2p2IR) 3. I think it would be good if members of my group speak [nationality] often. (Q13p2p3IR) 4. I think it would be good if members of my group take on as much as possible of the [nationality] culture and way of living. (Q13p2p4IR) 5. It is important to me that members of my group have [nationality] friends. (Q13p2p5IR) 6. It is important to me that members of my group spend some of their spare time with [nationality] people. (Q13p2p6IR)
Type	Array
Response scale	<ol style="list-style-type: none"> 1. disagree 2. slightly disagree 3. undecided 4. slightly agree 5. agree
Source	<p>Item 1 and 2: cultural maintenance item 3 and 4: cultural adoption</p> <ul style="list-style-type: none"> - Zagefka, H., Binder, J., Brown, R., Kessler, T., Mummendey, A., Funke, F., ... & Maquil, A. (2014). The relationship between acculturation preferences and prejudice: Longitudinal evidence from majority and minority groups in three European countries. <i>European Journal of Social Psychology</i>, 44(6), 578-589. <p>Item 5 and 6: cultural contact</p> <ul style="list-style-type: none"> - Zagefka, H., González, R., & Brown, R. (2011). How minority members' perceptions of majority members' acculturation preferences shape minority members' own acculturation preferences: Evidence from Chile. <i>British Journal of Social Psychology</i>, 50(2), 216-233.

5.2.17 Contacts with other cultures

Ethnic-cultural socialization (Q14p2p1)	
Routing	Only for Immigrant or Romani background
Instruction	In the last six months, how often have you?
Items	<ol style="list-style-type: none"> 1. Encouraged your child to play with or hang out with [nationality] children 2. Told your child that other cultural traditions and religions are of equal value 3. Told your child that [nationality] people can be trusted 4. Explained to your child that people may treat him/her unfairly because of his/her background 5. Tried to bolster your child against discrimination 6. Told your child to choose only friends from your own ethnic-cultural group. 7. Emphasized to your child that only people from your own ethnic-cultural group can be trusted 8. Encouraged your child to be proud of his/her ethnic-cultural background 9. Talked with your child about the prejudices against your ethnic-cultural group

	10. Discussed with your child how TV and social media portray a negative image of your ethnic-cultural group
Type	Array
Response scale	1. never 2. rarely 3. sometimes 4. often
Source	Self-designed, though inspired by other questionnaires and theories about ethnic-cultural socialization to assess stimulation inter-cultural contact (item 1, 2 and 6); reverse racism (item 3 and 7), cultural heritage (8), warnings of discrimination (item 4, 5, 9, and 10). These sub-scales have not been psychometrically confirmed yet.

Ethnic-cultural socialization (Q14p2p2)	
Routing	Only for Native-born background
Instruction	In the last six months, how often have you?
Items	1. Encouraged your child to play with or hang out with children from other ethnic-cultural backgrounds. 2. Told your child that other cultural traditions and religions are of equal value 3. Told your child that people from other ethnic-cultural groups can be trusted 4. Explained to your child that people may treat him/her unfairly because of his/her background 5. Tried to bolster your child against discrimination 6. Told your child to choose only friends who are British 7. Emphasized to your child that only British people can be trusted 8. Encouraged your child to be proud of his/her British background 9. Talked with your child about the prejudices against people with your background 10. Discussed with your child how TV and social media portray a negative image of your group.
Type	Array
Response scale	1. never 2. rarely 3. sometimes 4. often
Source	Self-designed, though inspired by other questionnaires and theories about ethnic-cultural socialization to assess stimulation inter-cultural contact (item 1, 2 and 6); reverse racism (item 3 and 7), cultural heritage (8), warnings of discrimination (item 4, 5, 9, and 10). These sub-scales have not been psychometrically confirmed yet.

5.2.18 Parental Well-being

Parental self-agency (Q15p1)	
Routing	All parents
Items	1. I feel sure of myself as a parent 2. I know I am doing a good job as a parent 3. I know things about being a parent that would be helpful to other parents 4. I can solve most problems between me and my child. 5. When things are going badly between me and my child, I keep trying until things begin to change.

Type	Array
Response scale	<ol style="list-style-type: none"> 1. disagree 2. slightly disagree 3. undecided 4. slightly agree 5. agree
Source	Short version of Parenting Self-Agency Measure (PSAM). Dumka, L. E., Stoerzinger, H. D., Jackson, K. M. & Roosa, M. W. (1996). Examining the cross-cultural and cross-language equivalence of the parenting self-agency measure. <i>Family Relations, 45</i> , 216-22.

General life satisfaction (Q15p3)	
Routing	All parents
Items	<ol style="list-style-type: none"> 1. I am satisfied with my life 2. If I could live my life over, I would change almost nothing 3. In most ways my life is close to my ideal
Type	Array
Response scale	<ol style="list-style-type: none"> 1. disagree 2. slightly disagree 3. undecided 4. slightly agree 5. agree
Source	Verkuyten, M. (2008). Life satisfaction among ethnic minorities: The role of discrimination and group identification. <i>Social indicators research, 89</i> (3), 391-404. Items adapted from Diener et al. (1985).

Life satisfaction in the country (Q15p3p2)	
Routing	All parents
Items	<ol style="list-style-type: none"> 1. I feel at home in [national country] 2. I am satisfied in [national country] 3. I feel happy living in [national country] 4. I feel accepted in [national country]
Type	Array
Response scale	<ol style="list-style-type: none"> 1. disagree 2. slightly disagree 3. undecided 4. slightly agree 5. agree
Source	Verkuyten, M. (2008). Life satisfaction among ethnic minorities: The role of discrimination and group identification. <i>Social indicators research, 89</i> (3), 391-404. Items adapted from Diener et al. (1985).

6. NEXT STEPS OF ANALYSIS

This Technical Report has provided information on the study's design, the used sampling criteria, and the procedures for data-collection. We have also provided an extensive description of the recruited samples in the countries and compared these samples with the original sampling design. Finally, we provided an extensive description of the development and content of the questionnaire used for the interviews. As such, this report is essential for any future analytical work that will be conducted with the data from this interview study, both within the ISOTIS research-team, but also after the project is finished by other research-teams.

In chapter 7 we present some preliminary findings, which demonstrate the possibilities and especially the potential of the collected interview data. These analyses are far from exhaustive though, and in the upcoming months we will continue analysing the data. These analyses will be integrated in the Final integrative report (D2.5), together with results from the two other studies conducted within WP2: The in-depth parental interview study and the children's study. Especially the exchange with researchers analysing the qualitative parent data will be important: The analysis of the quantitative data can inform the analysis of the qualitative data (e.g., possible explanatory mechanisms and theory building), but also the other way around (e.g., possible generated hypotheses during the qualitative data analysis can be tested in the quantitative data).

Moreover, there will be a continuous exchange about the results with the leaders from the other WP's. In this way, the results will feed into the project as a whole and can be used for the final WP reports and developmental processes such as for the Virtual Learning Environments. For specific thematic analyses, data can also be shared with the WP-leaders and/or specific country-teams, so they can explore and analyse the available data themselves. When additional interesting findings emerge, they will be reported to the WP2 team, so they can be incorporated in the final integrative report.

From a comparative perspective, the next steps for analysis of the quantitative data will focus on:

- Between target-group comparisons
- Between age-group comparisons
- Within target group, between country comparisons
- Within country, between target group comparisons
- When possible: Within country, within target group, between site comparisons

From an analytical perspective, we will use sophisticated statistical analyse, for example:

- *Measurement invariance analyses*, to establish that we are measuring the same constructs across the different target groups and countries.
- *Latent Class Analyses*. For example, to distinguish between certain profiles of parents in terms of their integration-acculturation strategies.
- *Structural Equation Models*, to create latent constructs (i.e., Confirmatory Factor Models) and examine relations between constructs in Path Analysis (e.g., mediation and moderation models).
- *Adjustments for non-representativeness* of the samples, including methodological techniques like *weighting* or controlling for background variables.

From a content perspective, there are a number of questions that can and will be answered based on the interview data. The list below provides some emerging topics that will be covered in the Final integrative report:

- Neighbourhood resources and experiences
- Support in bringing up children (formal and informal support),
- Experiences with the education system (e.g., accessibility aspects, home school-relationship),
- Home-caregiving and learning environment (e.g., adult-child activities, parental self-agency)
- Identities (e.g., language, religion, discrimination, acculturation, feelings of belongingness)
- Educational aspirations for children

It should be noted, however, that this list is far from exhaustive, and that many more topics, and especially relations between topics, can be explored. At this moment, several PhD students are involved in the ISOTIS project who will use the data from the structured interview study and/or in-depth interview study for their thesis. Results from the PhD-students work will be incorporated in the Final integrative report whenever possible, or otherwise be shared through our ISOTIS website. In addition, we will stimulate all country-teams to use this data for both within-country and between country-analyses beyond the analyses for the Final Integrative Report. In this way, we aim fully acknowledge the richness of the data gathered in the parental interview studies.

7. SHOWCASES WITH FIRST FINDINGS

In this chapter, we present some first findings of the structured parent interviews in form of showcases. These showcases contain results from preliminary data analyses and demonstrate potential analyses of the existing data.

Despite the potential, we want to emphasize that the presented results cannot be immediately generalised to the populations in the countries. First, the study focused only on two to three sites/cities in the countries, and second, there is some evidence that the interviewed samples in the countries are not fully representative for the target groups in the countries. The examination of the samples' representativity will be subject of future analyses. A proper consideration of non-representative samples includes methodological techniques like weighting or controlling for background variables, which was not (always) part of the showcases. We encourage researchers to address this in future analyses of the WP2 data.

7.1 Roma parents' resources, educational experiences, and aspirations: An exploratory study in the Czech Republic, Greece, and Portugal

Konstantinos Petrogiannis, Cecília Aguiar & Jana Obrovská

7.2. Participation in extracurricular activities

Katrin Wolf, Martine Broekhuizen & Yvonne Anders

7.3 Determinants of family-preschool partnerships; the case of mothers with a Turkish and Maghrebian immigrant background in Europe

Ryanne Francot, Martine Broekhuizen & Paul Leseman

7.4 Scale construction for items on parent-child activities in the home

Katrin M. Wolf, Ryanne Francot, Martine L. Broekhuizen, Paul Leseman & Yvonne Anders

These showcases are currently being developed into empirical journal articles, and are therefore excluded from this online report. Please contact Martine Broekhuizen (m.l.broekhuizen@uu.nl) when you want to know more about one of the showcases.

APPENDICES

Appendix A – Data-collection reports

Data-collection procedures quantitative study WP2 – Czech Republic

Name: Lenka Kissová, Zuzana Lenhartová, Jana Obrovská, Ladislav Zilcher

Period: November 2017 – June 2018

Recruitment procedures - general

<p>Strategy for selection of sites/districts (At least the % of your target groups and main reason(s) for choosing the sites/regions. At a later stage we will probably ask for more detailed information)</p>	<p>Site 1 – Brno</p> <p>The territory of Brno city comprises 7 socially excluded localities inhabited by 8-9 000 socially disadvantaged individuals. Besides that, there are another 9 places (usually isolated commercial rooming houses) where individuals and families endangered by social exclusion are concentrated, and further there are another 2 000 immigrants (by qualified estimates) from the third countries endangered by social exclusion. In sum, there are about 12-15 000 individuals at risk of social exclusion and poverty in Brno while a significant proportion of them are individuals with the Roma ethnicity (however, also the number of socially excluded individuals from the majority society is increasing). Among particular features of socially excluded localities in Brno is their concentration in the city centre therefore most of inhabitants have access to retail businesses, public institutions and social services. The most of children from socially disadvantaged families attend either ethnically segregated “Roma” elementary schools situated in the inner city localities (with 60-90 % of Roma pupils) with lower quality curriculum or basic-practical schools (with curricula adjusted to pupils with learning or behavioural disorders or mental disadvantages).</p> <p>The socio-economic status (SES) of socially deprived families was indicated by their claim to receive targeted welfare benefits and by housing conditions – most of socially disadvantaged individuals live in low quality apartments, with many persons living in small flats (per square metres). Very often they are indebted because the rents are three times higher than is the average within locality. The rate of unemployment in socially excluded localities reaches 30-50%, within the Roma minority even 90% (by qualified estimates). The unemployment rate for the majority population has varied between 5-10% in last ten years. Nevertheless, many socially disadvantaged individuals are engaged in work being carried out within the informal economy (unreported employment) and having unstable precarious character. The educational structure of inhabitants of socially excluded localities is following: 10% have any formally completed education, 70% completed elementary education, 15% completed apprenticeship training, 5% completed education with the secondary school leaving examination and less than 1% completed higher education. The criminal statistics show higher percentage of socially pathological behaviour in these localities (drug use, production and distribution; usury; prostitution; gambling), including criminality of the adolescent youth.</p>
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	<p>Site 2 - Ústí nad Labem</p> <p>Ústí nad Labem has one of the highest share of socially disadvantaged Roma in the Czech Republic. The exact number of the socially disadvantaged Roma individuals is unknown, however, the total number estimated by the experts is between 10-19 000 which is about a tenth of all city's inhabitants.</p> <p>Moreover, in the broader region of Ústí nad Labem there are estimated around 60 000 of Roma people, 22 000 of whom live in socially excluded localities.</p> <p>The territory of Ústí nad Labem city comprises of seven socially excluded localities (Předlice, Nový svět, Střekov, Krásné Březno, Mojžíř, Trmice). Specific for the socially excluded localities in Ústí is their significant spatial segregation. For example, Předlice urban district is inhabited by 100% of people with Roma background (about 2 000 - 3 000 people estimated). Předlice is an example of the most serious socially excluded living condition in the Czech Republic. Many Předlice families live in inadequate housing conditions while paying exorbitant rents. Most of the local inhabitants depend on social welfare benefits and they are also severely afflicted by indebtedness. The spatial segregation is related to segregation in education. Motivation of Roma parents to place their children into preschool education is very low which leads to a small percentage of Roma children in nursery schools. In case a Roma child attends a preschool, it is usually a segregated kindergarten near his/her residence. Most of the children from socially disadvantaged families attend either ethnically segregated "Roma" elementary schools situated in socially excluded localities (with 65-100 % of Roma pupils) with lower quality curriculum or basic-practical schools (with curricula adjusted to pupils with learning or behavioural disorders or mental disadvantages).</p> <p>The current Czech educational system is centralised, and specific educational policies have not been redeveloped even after the weakening of central regulation after 1989. Individual schools mostly follow a unified pattern of schooling despite the larger autonomy coming with the relative decentralisation. On the municipality level, there are any major differences in educational policies in neither of selected localities (Brno and Ústí nad Labem). Despite that, since 2015 the city of Brno cooperates with the government body Agency for Social Inclusion on prevention of social exclusion in different areas, including education. The selected localities differ in terms of ethnic composition. While socially excluded localities in Ústí are ethnically homogeneous, spatially segregated and some of them are considered to be the worst examples of social exclusion in the Czech Republic, localities in Brno are situated in the city centre and are more ethnically heterogeneous. This could be the result of different policies and local (state as well as civil society) interventions in past three decades and even before the fall of the Iron Curtain. This will be the another aspect of our research conducted in these localities.</p>
<p>General description of your recruitment strategies (ECEC centers, schools, organizations, community centers, etc.)</p>	<p>Site 1 - Brno</p> <p><u>Top-down approach:</u></p> <p>We started to contact schools and preschools in the localities in April 2017. During June and then after the summer break in September 2017 we reached all of the contacted schools and ECEC (excluding those which did not want to participate) personally with leaflets for</p>

parents to be distributed personally by teachers or during parents meetings. However, the response rate was very low. Therefore, we started to concentrate our recruitment strategies on NGOs, especially those working with the Roma minority parents or children. Later on, we started to collaborate with Offices of Authority Child Protection located in city neighbourhoods with highest concentration of socially disadvantaged population. We also contacted asylum shelters for single mothers. Gradually we established network of cooperating gatekeepers (principals, social workers) who personally asked their clients to be involved in the research. Two other strategies which we started to follow in the year 2018 were contacting the Employment Office (unfortunately with very low effect) and visiting Facebook groups dedicated to mothers on maternity leave or similar. The latter was very successful, especially for contacting majority mothers. In the late period of data collection, we also asked some of our most active interviewers to visit isolated commercial rooming houses where the most deprived and least reachable families live to personally ask them right at the spot.

Bottom-up approach:

We reached some of our respondents through snow ball - especially our very active interviewers were able to gain some more contacts of the relatives or friends of their interviewees. We also contacted many friends or colleagues from the past who now work in some NGOs. At the very beginning of the project we also contacted our colleague from the Department of Social Education who is Roma and lives in one of the social excluded localities. She teaches courses at the Faculty of Education where students conduct their teaching practice in Roma families. Even though we gained the contacts of many parents, most of them did not fit to our sample (mothers of preschool children or 9-11 years old) or did not use the old phone numbers anymore.

We tried approaching mothers also through Facebook groups connecting mothers where we were successful in recruiting mainly non-Roma mothers with kids in pre-school age.

Site 2 - Ústí nad Labem

Top-down approach:

We started to communicate with schools and NGOs in May 2017. We had the main three schools and one NGO where we have already established good relations and which are situated in socially excluded localities. Cooperation with schools went well, however, the number of responses from parents was really low. We decided to work more with the NGO, where many of our interviewers work. For this reason, they have already known quite many parents and their children. This strategy worked better and brought quite many contacts. In one school we have a social worker who knows the mothers from this locality and schools very well, so she gave us a lot of contacts. We also have great experiences with the worker in Mother/Child Residential, where are a very low-income mothers from the majority society and also the Roma.

	<p>Bottom-up approach:</p> <p>One of the effective ways we established was cooperation with a colleague from the Faculty of Education who lives in the socially excluded locality in Ústí nad Labem and knows quite many parents. As they know her as well, she was able to conduct high number of interviews. We also cooperated with our students who work in the Mother Residentials and know other workers and families which are moving from one to another facility and it worked as a snowball to find more mothers.</p>
<p>Used indicators to identify low-income or low-educated families</p>	<p>We followed social benefits as the main indicator to identify the low-income families. According to the Ministry of Labour and Social Affairs, there are about 20% of all families which are eligible for social benefits targeted on children in the Czech Republic. We realize that we were not able to cover the most deprived families eligible also for other kinds of social benefits (benefits in material need, app. 5% of Czech population) as this subgroup of socially disadvantaged population (especially within the Roma minority) includes also illiterate individuals as well as individuals without mobile phones etc.</p>
<p>Response-rate on school/organization level</p>	<p>Site 1 – Brno</p> <p>11 approached preschools/ECEC centers, 100 % response (they agreed to hand out our leaflets), but only 50% real response (we really got at least 1 contact to parents through the school).</p> <p>17 approached schools, 82 % response (they agreed to hand out our leaflets), but only 35% real response (we really got at least 1 contact to parents through the school).</p> <p>33 of approached organizations, 72% response (they agreed to hand out our leaflets), but only 39% real response (we really got at least 1 contact to parents through this organization).</p> <p>We have approached a large number of diverse organizations from NGOs working with the Roma children, socially disadvantaged children or generally with children, community centers, Employment Offices, shelters for socially disadvantaged mothers with children, authorities for legal child protection, to civic counseling organizations.</p> <p>Overall, we cannot say approaching pre/schools was a successful strategy of collecting contacts. With one exception (one school provided 48 contacts) most of the schools which provided us some contacts, provided from 1 to 4 contacts. Compared to time spent on repeated contacting schools and persuading directors it was the least successful strategy we used.</p> <p>When we contacted them through e-mail, most of directors have not even read them. Contacting through the phone was more successful but it usually led to letting us to hand out the leaflets at schools or give it to teachers to hand it out, however, with very small or no outcome.</p> <p>We had better results when we contacted directors in person. The best way was to invite them to the expert meeting we organized in May 2017 and explain them what exactly we needed.</p>

	<p>Contacting social services and NGOs was much better strategy. We usually contacted one person from the organization, presented the project (or gave a presentation to collective of the organization) and asked them for help with searching for parents. There was smaller “real response” but when somebody from such organization started to look for contacts for us, s/he found more than 3. In some cases, it was very successful cooperation. We could say that personal contact, interest in the topic or an offer to participate on the research as an interviewer increased the number of contacts gained significantly.</p> <p>Site 2 - Ústí nad Labem 7 approached preschools/ECEC centers, 57 % responded. They gave us low number of contacts.</p> <p>5 approached schools, 80 % response. We have great relations with schools around, because we have been working with them in our other projects. Even though they really tried their best, parents often did not answer because the supermarket (for which they got the voucher reward) was far away of their homes and so, it was not motivating enough.</p> <p>10 of approached organizations, 90 % response. We contacted 3 NGOs which work with parents and children in social excluded localities which are the most helpful organizations. The rest were the Mother and Children residents. Mothers there appreciated the voucher, this organization usually let us help mothers out. However, as we mentioned before, we were really successful because the organizations’ leaders are usually our students.</p> <p>We are the only university in the broader region. Because of this, we have a positive credit when we contact the organizations. Also, we work with many organizations and their stuff so we know each other quite well. Without personal contact it would be really hard to find such a high number of respondents.</p>
<p>Qualitative description of non-response - school/organization level Main reasons to not participate (only if known)</p>	<p>Several times we have been rejected when we contacted the schools and preschools situated in socially excluded localities. The principals of these institutions claimed they did not have any socially disadvantaged children/pupils despite the opposite was true. We interpret this kind of reaction as the aim to publically distance themselves from socially disadvantaged/Roma children which can be perceived very negatively by the ethno-majority parents. In other words, principals try to face the “white flight” by suppressing the fact they educate socially disadvantaged/Roma children.</p> <p>In case of NGOs providing legal support and assistance to families, including Labour Offices and Social protection departments, workers refused to provide us contacts of particular mothers because of their internal privacy policies.</p>
<p>Qualitative description of non-response - parent/mother level Main reasons to not participate (only if known)</p>	<p>Several times we have been informed by our interviewers that mothers did not want to participate because of lack of time. It seems to us that the app. 8 euros voucher is not sufficiently motivational, not even to some of the most deprived mothers.</p>

	<p>Some mothers refused to participate because they had already participated in a survey and they did not want to participate in any other.</p> <p>It also happened that mother (Roma) was afraid of providing us personal information (required in Information Record File) because of the association with information gathering and minority databases during the IWW and other historical periods.</p>
Other experienced difficulties during recruitment process?	<p>We experienced some difficulties, especially with mothers who despite their willingness to participate (providing us their mobile numbers) did not answer our calls. We also had some issues with the overlapping contacts - as the target group in Brno is not so big - we contacted some of the same mothers repeatedly through different channels. We had a big drop out of interviewers hired at the beginning of the data collection in Brno. We had to look for new interviewees several times during data collection process.</p>
Used incentives	<p>Participants receive a voucher of 8E,-, which can be used in many well-known department stores.</p> <p>We will use two vouchers of 8E,- (16E,- together) to reward mothers in qualitative interviews as these will take more time to be conducted (1,5 hours approximately).</p>

Background information interviewers

#	M/F	Age	BA or MA in social/health care sector?	If yes, name degree?	Language background	Other
1	F	24	no		Slovak	
2	F	26	yes	BA	Czech	
3	F	29	yes	BA	Czech	
4	M	26	no		Czech	
5	F	30	no		Slovak	
6	F	26	no		Czech	
7	F	24	no		Czech	
8	F	39	yes	MA	Czech	
9	F	34	yes	MA	Czech	
10	F	25	yes	MA, DiS.	Czech	
11	F	26	no		Czech	
12	F	26	no		Czech	
13	F	28	no		Czech	
14	F	31	no		Czech	
15	F	38	no		Czech	
16	F	24	no		Czech	
17	F	32	yes	MA	Czech	

18	F	28	yes	BA	Slovak	
19	F	26	yes	MA	Czech	
20	F	24	yes	BA	Czech	
21	F	26	yes	BA	Czech	
22	F	24	no		Czech	
23	F	42	yes	BA	Czech	
24	F	30	no		Polish, Czech	
25	M	39	no	MA	Czech	
26	M	26	no		Slovak	
27	F	31	yes	PhD.	Czech	
28	F	29	no		Czech	
29	M		no		Czech	
30	F	31	no		Czech	
31	F	26	no		Czech	
32	F	31	no		Czech	

Interviewer Training

Number of training days	<p>Two trainings were organized in the Czech Republic (Brno and Ústí nad Labem) in October 2017, both half-day long. Additionally, one-day workshop was organized in Brno, focusing on conducting qualitative interviews in Roma families.</p> <p>As we recruited more interviewers in later months (December-February), six other trainings took place in Brno.</p>
Content of training (e.g., role play, use of online questionnaire)	<p>In trainings, we focused on use of the Lime Survey, including explanation of problematic questions and parts of the questionnaire. Moreover, we explained the administration of the interviews (scanning, shredding, ID Record File, use of the university server for upload, vouchers) in more detail. We also distributed information material for interviewees, vouchers and contacts.</p>

Monitoring procedures

Brief description strategy for monitoring recruitment	<p>Interviewers were asked to fill in the ID Record File table after each completed interview and to upload it into the information system of Masaryk University to the folder which was accessible only to the interviewer and to the MU team-members. They also had to upload the copy of signed informant consent and signed confirmation that the respondent received the voucher as reward. Original documents were safely destroyed/shredded. Our interviewers coordinator Lenka Kissová monitored the already finished interviews in order to know the actual numbers and proportion of the interviews conducted within the specific sample subgroups (Roma, majority, age of the child, low-income, middle-class etc.).</p> <p>The coordinator communicated with interviewers and with the Utrecht team members in case there were inconsistencies and mistakes in the SPSS data sets provided by the Utrecht team.</p>
Brief description strategy for monitoring data-collection	<p>We organized only one follow-up meeting with our interviewers in December 2017. Unfortunately, not many of them participated. We also asked our interviewers to give us the feedback to the questionnaire in the first phase of data collection via the shared google drive document which was unfortunately not very successful either. We did our best to support our interviewers by personal communication via e-mail, Facebook or calls. It was based very much on individual consultations.</p> <p>Interviewers used to come to our office to pick up materials (consents, vouchers, etc.). During these visits we asked them about their experiences, how the process went, we discussed recruitment options.</p> <p>We kept them updated about the number of completed interviews. We tried to support them in person as well as via emails.</p>

Data-collection procedures quantitative study WP2 – England

Name: Edward Melhuish, Katharina Ereky-Stevens and Pinar Kolançali

Period: November 2017– July 2018

<p>Strategy for selection of sites/districts (At least the % of your target groups and main reason(s) for choosing the sites/regions. At a later stage we will probably ask for more detailed information)</p>	<p>Site 1 – London/Greater London (and other urban areas in South East England)</p> <p>Site 2: Manchester/Greater Manchester (and other urban areas in North West England)</p> <p>Relevant to the choice of the two areas (centred on the two main cities London and Manchester) is the fact that geographically London is in the South of England, and Manchester in the North-West. The North-South divide in England refers to cultural and economic differences. The North is usually associated with lower economic prosperity, indicated by lower earnings, lower house prices, lower economic growth, and lower health. When factors of cost of living and urban poverty are included however, divisions are less clear. One of the main causes for the divide is the migration of young professionals from the north to work in the South (London) (The Economist, 15–21 September 2012, volume 404, number 8802). The North-South divide also refers to political factors (differences in voter behaviour with the North traditionally more left-leaning and the South more right-leaning), and language/dialect-factors. In addition, London is in some aspects different to the rest of the UK. It is the most populous city, with a high proportion of young people, more ethnic diversity, higher levels of education, less unemployment, and higher incomes than in any other region in England. It also has the highest costs of living, and there is wide variation of families' socio-economic circumstances.</p> <p>Almost 90% of the population with Turkish background (an estimated 300,000-350,000) living in the UK lives in London, particularly the North and North-East of London. Turkish is one of the six largest language groups in London.</p> <p>The Turkish-speaking community in the UK is mainly from three ethnicities, namely Turkish, Kurdish, and Turkish Cypriot. Among these ethnic groups, the majority is the Turkish people with a number of 83,116 residents according to the 2011 Census in the Britain (15% of the population of England and Wales according to 2011 Census). The Kurdish population follows this group with a number of 40,339 residents (%0.7 of the population of England and Wales according to 2011 Census). Finally, the smallest group among them is the Turkish Cypriots with 15,891 people living in the UK (%0.2 of the population of England and Wales according to 2011 Census). These groups are mostly populated in the boroughs of North London such as Enfield, Haringey and Hackney.</p> <p>The majority of the Turkish-speaking community is Alawite/Alevi (name endorsed by the Shia community in Turkey), who mostly have Kurdish origins (Enneli, Modood & Bradley, 2005).</p>
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	Enneli, P., Modood, T. & Bradley, H. (2005). Young Turks and Kurds. A Set of 'Invisible' Disadvantaged Groups. York: Joseph Rowntree Foundation.
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Recruitment procedures - general

<p>General description of your recruitment strategies (ECEC centers, schools, organizations, community centers, etc.)</p>	<p>Site 1</p> <p><u>Top-down approach:</u></p> <p>Through our own networks and through identification of target areas in Manchester/Greater Manchester and London/Greater London, we approached schools, ECEC centres, and children’s centres, starting with boroughs North-East London (an area with deprived neighborhoods and a high proportion of Turkish families) and East Manchester (areas with high deprivation) and other areas in Manchester with Turkish communities. We then extended our target areas in the North West – including Liverpool and Birkenhead (Merseyside).</p> <p><i>We contacted potential participants by phone, email and letter depending on which was most appropriate. Potential contacts included:</i></p> <ul style="list-style-type: none"> -Directors of Children Services and Education in X boroughs (London: Camden, Islington, outhwark, Tower Hamlets; Manchester: Manchester, Salford, Oldam), followed this up with phone calls. - Local area leaders for children’s centres/children’s services: Barnet, Leyton, Chingoford). - The managers/heads of schools and early years providers (including preschools, playgroups and maintained nurseries) in our target areas. - Managers of community centres offering educational services to families and their children in our target areas (this was the main line of recruitment for our Turkish target group, where those community centres included Turkish supplementary schools, religious/cultural community groups, and groups offering other extra-curricular activities especially targeted at Turkish families). - Administrators at schools with the request to forward our messages to their parent associations. - Job Centres in two Manchester boroughs - Soft play/indoor play centres in our target areas - Leisure Centres in our target areas - Community focused festivals/events <p>Strategies varied by institution and the approach they agreed to:</p>
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	<p>Where possible we had meetings with centre/school leaders groups of staff members to introduce our study. Sometimes we were referred to contact parent support workers for help. We tried to arrange for our researchers to meet parents they could introduce to our research and invite them to participate. Commonly, institutions only wanted to distribute flyers to parents for us, and if parents handed in a contacts slip they would pass this on to us, or arrange a time for us to meet these parents. In some cases we were allowed to distribute flyers in institutions during pick-up or drop-off time. In a few cases, we were allowed to attend an afternoon where parents were present and waiting for the parent consultation sessions. In some institutions, we were invited to parent group sessions and allowed 5 minutes in the beginning to introduce our study and hand out flyers.</p> <p>Recruitment was most successful if centres or schools fully supported our research, allowed us to carry out interviews in schools/centres and recruited and arranged interview times with parents. In Merseyside, interviewers were parent support workers.</p> <p>Finally, we also approached parents through posting recruitment posters on relevant facebook groups (e.g. Turkish groups, facebook groups of community centers, of mothers in the neighborhoods we were recruiting from) and we attended a few events and festivals for Turkish families in London to recruit more parents.</p> <p>Where Turkish participants had already been interviewed and were competent, some were trained in order to do additional interviews with Turkish participants. Through the networks of our interviewers and the parents who already participated in the interview we reached out to specific schools, ECEC-centers, and community centres. Some of our Turkish researchers for example work in Turkish community centres, and are known in their community. They were also able to invite parents to take part in an interview through posts on relevant facebook groups. Having faced many difficulties with recruitment for our British target group, we involved additional interviewers who have close connections to our target group (parent support workers, teachers and teaching assistants in schools and early years providers).</p>
<p>Used indicators to identify low-income or low-educated families</p>	<p>Staff in early years centres and schools were in some places involved in selecting parents to contact. They can identify which children are in the low-income group: for the older age group (those on free school meals), for the younger age-group: those who were eligible for a free ECEC place between the age of 2-3.</p> <p>Where staff in preschool or school is not involved in the process of selecting parents to be invited for an interview, we try to select institutions where we carry out recruitment based on the 'Index of multiple deprivation'* which provides information of the level of deprivation of a neighbourhood. Information can be looked at by postcode search. We try to only include those in the bottom 20%.</p>

	<p>*The Indices of Deprivation produced by Communities and Local Government (CLG) are measures of deprivation for every Lower Layer Super Output Area (LSOA) and local authority area in England. Separate Indices at LSOA level are provided for each of the seven domains of deprivation. This allows all 32,844 LSOAs to be ranked according to how deprived they are relative to each other. This information is then brought together into one overall Index of Multiple Deprivation.</p> <p>(see: https://census.ukdataservice.ac.uk/get-data/related/deprivation)</p>
<p>Response-rate on school/organization level</p>	<p>Site 1 – London/Greater London (i.e. areas with 30 miles of central London) <i>N</i> approached preschools/ECEC centers: ~40; positive response rate: ~25% <i>N</i> approached schools: ~20, response rate:~10% <i>N</i> of approached leisure centres/indoor play centres: 2; positive response rate: 100% <i>N</i> of approached after school clubs: 1; positive response rate: 100% <i>N</i> of approached cultural/religious centres (Tuskish target group): ~15, positive response rate: ~85% All institutions were emailed and contacted by telephone several times, all those that responded positively were visited by one of our researchers for an initial meetings to introduce the study.</p> <p>Site 2 – Manchester/Merseyside (and urban areas in the North-West) <i>N</i> approached preschools/ECEC centers: 23, positive response rate: ~28% <i>N</i> approached schools: 30, positive response rate: 3% <i>N</i> of approached local community centres (British target group): 1; response rate: 100% <i>N</i> of approached cultural/religious centres (Turkish target group): ~10; positive response rate: 100% Institutions were usually emailed and contacted by telephone several times, all those that responded positively were visited by one of our researchers for an initial meetings to introduce the study.</p>
<p>Qualitative description of non-response - school/organization level Main reasons to not participate (only if known)</p>	<p>Gaining access to recruit parents for our British target group was difficult, with many institutions referring us to higher levels for permission, and many institutions showing no interest to get involved.</p> <p>Gaining access to meet parents was easier in Turkish community centres where our researchers were often allowed to spend a morning or a day on the weekend around those parents attending the centres. We only had some problems with contacting a few centres. Some of them did not return to our e-mails or phone calls as they were either inactive or we obtained a generic contact information via Google, which did not allow direct contact with the people in the centre. Some of the specific centres with a focus on sensitive issues such as domestic violence declined our request for confidentiality reasons.</p>

	<p>Commonly, institutions referred a higher level – a manger, a director to get in touch with to receive permission to work with us. People at a higher level usually did not respond to our emails and administrators would not put our phone calls through to them, but asked us to email again them with any requests.</p> <p>Some institutions have a limited amount of studies they participate in each year, and several of them had already reached this target. Other institutions didn't want to burden their parents with study or mentioned that they only have a few parents who would meet the selection criteria of this study.</p> <p>Many other institutions which distributed flyers for us, but did not agree for our researchers to approach parents in person. Mostly, they did not hear back from any interested parents.</p>
<p>Qualitative description of non-response - parent/mother level</p> <p>Main reasons to not participate (only if known)</p>	<p>Most mothers who refused said that they had no time and/or that the interview was too long. Sometimes interviewers sensed there was some suspicion/mistrust regarding what would happen with the data. Sometimes interviewers could convince these mothers that all data are treated strictly confidential and that results will only be reported on the group, not the individual-level.</p>
<p>Other experienced difficulties during recruitment process?</p>	<p>Quite frequently, participants who seemed willing to participate at first, were not contactable afterwards to arrange/confirm times for an interview.</p> <p>Another common problem was that participants did not turn up for an arranged interview. Some interviews had to be rescheduled several times, some would then not be contactable any longer and the interview never actually happened.</p> <p>Some parents did not want a home visit, and found it difficult to arrange a time elsewhere because of their childcare and work commitments. If they only agreed for us to do the interviews on the phone in the evening, we agreed to this procedure. The number of cases where this happened was quite low (n<10).</p> <p>Where local area leaders gave permission for us to make contact with institutions, they usually did not provide help with getting in touch with centres/organisations, and if we tried to get in touch with institutions, they frequently would not respond to emails, and were not contactable by phone.</p>
<p>Used incentives</p>	<p>Participants receive a £10 shopping voucher to thank them for taking part in an interview.</p>

Background information interviewees

	M/F	Age	BA or MA in social/ health care sector?	If yes, name degree?	Language background	Other
2	F	23	PhD student	Education	Turkish	
3	F	22	BA student	Education/Psychology	Turkish	Grown up in North London, connections to Turkish community organisations and schools/preschools with high % of Turkish population
4	F	24	BA	Psychology	-	Grown up in a local area in Manchester, some connections to schools through her volunteer work
5	F	21	BA student	Psychology	-	
6	F	45	PhD	Education	-	Lived in Manchester for many years, worked in local schools as a teacher
7	F	33	PhD	Education	-	Lived in Manchester for many years, works for local community projects/in local community centres
8	F	35	BA	Finance	Turkish	Works in local community centre as a volunteer
9	F		MA	Psychotherapy	Turkish	Founded and developed a local community association
10-14	F	~30-40	Professional qualifications in early years	Early Years Educators	-	Parent support workers working in for a local community centre
15	F	22	BA student	Sociology	-	
16	M	68	PhD	Professor of Human Development		
17	F	48	PGCE, BA Psychology	Teaching, Psychology		Primary school teacher

18	F	35	NVQ Level 2	Graphic Design	Turkish	Sales Advisor
19	F	40	BA	Tourism	Turkish	Housewife

Interviewer Training

Number of training days	2 half-days
Content of training (e.g., role play, use of online questionnaire)	<p>We used the information as provided in the English version of the data-collection manual for fieldworkers.</p> <p>Main topics: Description of ISOTIS and WP2 in specific; Information on target groups, recruitment and data-collection procedures; Discussion of interview guidelines and role play with trial version of online questionnaire.</p> <p>Where interviewers were recruited later essentially the same procedures were followed on an individual basis.</p>
Practice interview(s)	Every interviewer conducted at least one or two practice interviews before going into the field.
Monitoring procedures	
Brief description strategy for monitoring recruitment	<p>Interviewers document their interview appointments in their data collection record sheets, and update this information (e.g., background information, yes/no qualitative interview) after each interview. These ID-sheets are saved in their personal folder at the University server. The coordinators have access to these folders.</p> <p>Furthermore, we regularly (typically once a week) contact the interviewers who are doing recruitment activities themselves, for up-dates on recruitment.</p> <p>We also ask interviewers who are involved in recruitment to up-date their recruitment reports regularly – these are saved on the University servers and can be accessed by the coordinators.</p>
Brief description strategy for monitoring data-collection	<p>We have regular skype group meetings and phone meetings with interviewers to address any questions, or changes in procedures. Interviewers contact each other for help with recruitment or the carrying out of interviews – either via WhatsApp groups or via email.</p> <p>Interviewers also give regular updates about their experiences by phone and mail.</p>

Data-collection procedures quantitative study WP2 – France

Name: Faugeron Aude and Mbiatong Jérôme

Period: February 2018 – October 2018

Recruitment procedures – general

<p>Strategy for selection of sites/districts (At least the % of your target groups and main reason(s) for choosing the sites/regions. At a later stage we will probably ask for more detailed information)</p>	<p>See the document “How did we choose our sites of investigation?”. The figures presented in the above-mentioned document are indeed limited. In fact we know from the works of Michel Tribalat (2011, 2012, 2018) that statistics on immigrants in France are not sufficient to give an accurate idea of the demographic proportions of immigrant populations in France. The estimates provided by INSEE, INED and other researchers are complex estimate based either on very incomplete information and assumptions (on the fertility, endogamy, etc.) or on the nationality. In short little or no accurate study is based on the generations as suggested by the development of WP2 of the ISOTIS project.</p> <p>Site 1 – PARIS districts 18/19/20th First largest city of France (2.2 million inhabitants) with a considerable percentage of immigrant population (20,4 % in 2014). Focus on the districts 18th, 19th and 20th of the city because these are areas where a majority of maghrebians settled and were currently one can observe a higher number of immigrants in the population.</p> <p>Site 2 - EVRY It is an important city in the Paris region (53 871 inhabitants) with a considerable percentage of immigrant population (26,1 % in 2014).</p> <p>Site 3 - MELUN It is an important city in the Paris region (40 500 inhabitants) with a considerable percentage of immigrant population (20,7 % in 2014).</p> <p>Site 4 - SAINT DENIS It is an important city in the Paris region (110 733 inhabitants) with a considerable percentage of immigrant population (38,5 % in 2014).</p> <p>Site 5 – CHAMPIGNY-SUR-MARNE It is an important city in the Paris region (76 508 inhabitants) with a considerable percentage of immigrant population (23.8 % in 2015).</p>
<p>General description of your recruitment strategies (ECEC centers, schools, organizations, community centers, etc.)</p>	<p>Site 1 (PARIS), 2 (EVRY) and 3 (MELUN) In the above-mentioned sites, we targeted quarters and neighborhoods benefitting from government specific programs for housing and social support (Urban affairs programs). Demographic and sociological research show that a majority of immigrant populations leave in these areas.</p> <ul style="list-style-type: none"> ➤ Formal/official approach <p>In the first step, contacting identifying and contacting (contact letter) organisations providing support to families and/or children under 11.</p>

	<p>These organisations were:</p> <ul style="list-style-type: none"> - school support providers, - Headmasters or school teachers, early childhood services providers (including preschools, nurseries) in our target areas, -the leaders or animators of social centers or ECEC centers, -the members of parent groups, -the managers of charity organisations such as social groceries, food aid centers, social action centers. <p>The second step consisted in presenting the ISOTIS project to the organization and soliciting their help to put us in contact with mothers corresponding to the research target profile.</p> <p>The strategy to reach the mothers varied according to the institutions: most of the time, institutions only wanted to distribute flyers to parents for us. We were often invited to parent group sessions or collective animations and allowed to introduce our study. In few cases, the manager called members to invite them to participate to the questionnaire.</p> <p>3rd step: Either the organisations immediately presented us people willing to participate to the research.</p> <p>At this stage, more often we noted a correlation between (perceived) positive and trustful relationship between the professional and the mothers and a more likelihood to be put in contact with mothers. Also, it appeared that in this context, the first contacts with the participants seem easy and participants showed more willingness to take the questionnaire. Thus, managers' commitment and interest in the ISOTIS objectives has played a key role for recruitment.</p> <p>Or we were invited to meet and recruit the mothers during some activities. For instance, we participated to cultural/festive events/bazars/conferences organized by associations and organizations such as libraries or networks of childminders organized festive events. It was an opportunity to meet and speak to potential participants without an intermediary: in this context, the approach was more relaxed, we had more time to present and argue the relevance of the study. That is why this approach was quite effective with more recruitments between January 2018 and June 2018.</p> <p>In both cases, participation was also motivated by the willingness to help (contribute to the research) and the willingness to express one's opinions.</p> <p>the interviewers' network but also with the aim of creating partnerships in the medium and long term, we presented our project to organizations working with families and children.</p> <p>We targeted priority neighborhoods, administratively labeled "Priority Neighborhood of City Politics" because the population with a Maghreb background is particularly concentrated.</p> <p>At the final stage participants were contacted either by phone, email or in face to face depending on circumstances of the recruitment. After our request, the managers / staff / volunteer members agreed to meet us to be introduced to the project.</p>
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	<p>In general, when the appointments ended successfully, the interviews took place in the premises or in the vicinity of the organizations.</p> <p>But recruiting participants through organisations turn to be unsatisfactory considering the targeted number of participants and the timeline. The process turned to be slow and timeconsuming:</p> <ul style="list-style-type: none"> -either the response of the institutions to our request was slow, -either the outcome of our request was negative, -either the outcome of our request was positive but with little success in transforming contact to the completion of the questionnaire, -either the outcome of our request was positive with only a very low rate of responses. <p>We adjusted our strategy and put more resources on a more direct approach to the target group. It consisted in approaching the mothers directly in front of the schools when they come to drop or take away their child This strategy seemed to be more effective. Not only did we saved time previously dedicated to formal and official requested process to organization but we also ended up we a slight increase in the response rates.</p> <p>Later (August-October) another approach turned to be more effective. It consisted in recruiting interviewers conversant with the Arabic language¹⁵. More details on this strategy is provided below.</p> <p>Site 4 (SAINT-DENIS) and 5 (CHAMPIGNY-SUR-MARNE):</p> <p>These two sites were approached later in our study and with the help of new interviewers. Conversely to the other interviewers, these interviewers live within the targeted communities in terms of phenotype they clearly have features showing they might be of the Maghrebian community (actually Moroccan and Tunisian) It appears that first contacts with the target group were easier (certainly has something to do with feeling of belonging to the same group and trustworthiness)¹⁶. With them, the recruitment of participants was done in their personal and/or or professional networks. Participants friends, neighbors, acquaintances, colleagues or members of different mosques.</p> <p>The approach to families was direct both in public (squares, garden, market places, shopping centers, community center) and private places). All these factors have facilitated the achievement of a considerable number of responses. We note that word of mouth is more effective in this type of approach. So, it is important to create and maintain positive contact with families as they play a vital role in disseminating the project and motivating potential participants.</p> <p>In general, the interview took place at the home of the mother or in a public place like a park.</p>
<p>Used indicators to identify low-income or low-educated families</p>	<p>Not applicable</p>

¹⁵ In reality we recruited 2 interviewers from within the communities – but since recruitment based on ethnic origins is not allowed we use the language criteria.

¹⁶ We can say that the geographical, ethnic, relational or religious proximity plays a key role in participant compliance to the research

<p>Response-rate on school/organization level</p>	<p>Site 1 – PARIS 1 <i>N</i> approached schools: ~2; positive response rate: 0 % <i>N</i> approached social centers/community centers: ~11; positive response rate: ~45 % <i>N</i> approached after school club: 4; positive response rate: 50 % <i>N</i> approached libraries: 2; positive response rate: 0 % <i>N</i> approached child/parent education support organizations: 3; positive response rate: ~33 % <i>N</i> of approached organization of judicial protection of youth: 1; positive response rate: 0 %</p> <p>The organisations.were contacted by email for the first contact. Because we quickly noticed very few responses we decided to contact the organizations by phone or thought a visit on the site. All those that responded positively were visited by one of our interviewers for an initial meeting to introduce the research.</p> <p>Site 2 - EVRY <i>N</i> approached preschools/ECEC centers: 2; positive response rate: 0 % <i>N</i> approached schools: 3; positive response rate: 33 % <i>N</i> approached social centers/community centers: 8; positive response rate: 37.5 % <i>N</i> approached after school club: 1; positive response rate: 100 % <i>N</i> approached employment support association: 1; positive response rate: 100 % <i>N</i> approached child/parent education support organizations: 1; positive response rate: 0 %</p> <p>Most of the institutions were visited. A large part was contacted by email but without return to our request. All those that responded positively were visited by one of our interviewers for an initial meeting to introduce the study.</p> <p>Site 3 – MELUN <i>N</i> approached preschools/ECEC centers: 9; positive response rate: ~33 % <i>N</i> approached schools: ~3; positive response rate: 0 % <i>N</i> approached social centers/community centers: 7; positive response rate: ~57 % <i>N</i> approached after school club: 1; positive response rate: 0 % <i>N</i> approached charities: 4; positive response rate: 25 % <i>N</i> approached child/parent education support organizations: 4; positive response rate: 25 % <i>N</i> approached mosque: 1; positive response rate: 0 %</p> <p>The institutions were visited or contacted by telephone or email several times. All those that responded positively were visited by one of our interviewers for an initial meeting to introduce the study.</p> <p>Site 4 and 5 – SAINT-DENIS & CHAMPIGNY-SUR-MARNE</p> <p>On these sites, all the questionnaires were completed from the personal and professional networks of the interviewers. The number of interviews has increased thanks to word of mouth. The interviewers</p>
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	asked their community, friends, neighbors, former colleagues or mothers/husbands in public places (in front of schools, public gardens, markets ...).
Qualitative description of non-response - school/organization level Main reasons to not participate (only if known)	<p>In the overall survey, it turned out that recruiting through organisations was the least successful. Organisations invoked lack of time but we also thing disinterest in the research project was a factor.</p> <p>Commonly, institutions referred a higher level – a manager, a director to get in touch with in order to be granted the permission to work with us. People at a higher level usually did not respond to our emails and administrators would not transfer our phone calls through to them. Systematically on the phone the interlocutor will recommend us to email them again, to no avail.</p> <p>When they respond, the main reason for not participating was the lack of time to help us find people volunteering to take the questionnaire. The recurrent reason was that their human resources were undersized and consequently they did not have enough personnel and time for helping us in finding participants for our project.</p> <p>Others explained that the interview was too long and that they did not want to burden their parents with study or mentioned that they only have a very little number of parents who meet the selection criteria of this study.</p> <p>Some other organisations criticized the fact that the research only focused on the maghrebians and as such was discriminatory while other pinpointed questions on the religious and cultural practices. In this case we always tried to explain the goals and the relevance of the project and insisted on the fact that participation was voluntary.</p>
Qualitative description of non-response - parent/mother level Main reasons to not participate (only if known)	<p>Most mothers who refused to participate said that they lack time and/or that the interview was too long. Sometimes interviewers sensed there was some suspicion/mistrust regarding what would be done with the data. A few numbers of mothers suspected the research to be a disguised social control.</p> <p>Some participants expressed their doubt saying they felt like they had to prove a good integration through the questionnaire¹⁷. Undoubtedly, these participants feedback to other potential participants could not encourage them to participate?</p> <p>A considerable number of them were suspicion about the Maghrebian selection criteria that echoes with the sensitive social and political news in France. The public opinion increasingly tinged with amalgams between terrorism, religion and immigrants (especially the Arabics) does not encourage mothers to participate.</p>

¹⁷ Its likely that the answer be biased in such cases.

Other experienced difficulties during recruitment process?	We noticed that the profile of the interviewer influences the approach of a group of people, especially when they are gathered in community. Interviewers not being identified as part of the target group community had more difficulty in approaching and obtaining participation. The other major difficulty was that in the same structure there were few people who met all the criteria of the target group and, among those same people, few wanted to participate.
Used incentives	Participants receive cinema tickets to thank them for taking part in an interview.

Background information interviewers

#	M/F	Age	BA or MA in social/ health care sector?	If yes, name degree?	Language background	Other
1	F	25	Yes, MA	Education	French	Network of social institutions and associations in the sites 2 and 3.
2	M	32	MA student	Education	French	
3	F	27	MA student	Education	French	
4	M	28	MA student	Social intervention and development	French/English	Experiences in conducting investigations, experience as teacher in a primary school.
5	M	32	MA	Social Intervention/Community Education	Arabic/French	Has a strong network among the target group, especially in the sites 4 and 5. Worked as a facilitator for many years in recreation centers
6	M	27	MA	Community Education and development	Arabic/French	Has a strong network among the target group.

Interviewer Training

Number of training days	2 half-days
Content of training (e.g., role play, use of online questionnaire)	Use of the English version guides for interviewer data collection. Main topics: Description of ISOTIS and WP2 in specific; information on target groups, recruitment strategies and

	<p>data-collection procedures; discussion of interview guidelines and analysis and discussion of the questionnaire from Limesurvey.</p> <p>Where interviewers were recruited later essentially the same procedures were followed on an individual basis.</p>
Practice interview(s)	<p>Every interviewer conducted at least one or two practice interviews before going into the field. When it was possible, they tested the questionnaire (completion and functionalities) beforehand on a close friend fulfilling the criteria, to be aware of possible reactions, and how to fill the questionnaire with concrete answers.</p>
Monitoring procedures	
Brief description strategy for monitoring recruitment	<p>Interviewer was attributed specific site/territory, 2 per sites so that appointment with participants could be accurately and regularly managed.</p> <p>A document including a table for field notes on all contacted organizations was shared and updated regularly on Dropbox. This was in order to have an overview of the overall progress and to avoid not duplicate activities.</p> <p>We have regular skype group meetings and phone meetings with interviewers to treat any questions, or changes in procedures. Interviewers contact each other for help with recruitment via WhatsApp groups or via email.</p>
Brief description strategy for monitoring data-collection	<p>We have a WhatsApp group in which interviewers can ask questions and can connect to other interviewers when there is the opportunity to conduct multiple interviews at the same time.</p> <p>Every week, the interviewers send by email a short report of their work (achievements, difficulties, needs, etc.) and their completed interviews to the coordinator.</p> <p>We organized several meetings between the interviewers and the coordinators, both collective and individual, to share our experiences, discuss obstacle, and possible ways for overcoming them.</p>

Data-collection procedures quantitative study WP2 – Germany

Name: Katrin Wolf, Hande Erdem, Beyhan Ertanir & Yvonne Anders

Period: November 2017 – August 2018

Recruitment procedures - general

<p>Strategy for selection of sites/districts (At least the % of your target groups and main reason(s) for choosing the sites/regions. At a later stage we will probably ask for more detailed information)</p>	<p>Site 1 – Berlin <i>Many families with Turkish migration background live in Berlin:</i> In 2014, 220.000 people with a Turkish background were registered in Berlin (Mikrozensus, 2014). The Federal Statistical Office reported 3.56 million residents in Berlin for 2014 meaning that 6% of the residents have a Turkish family background (Statistisches Bundesamt (*Federal Statistical Office*, 2015).</p> <p><i>Freie Universität Berlin is located in Berlin.</i> This facilitates the coordination of data collection. Besides, contacts that have been established in other project scan be used for the recruitment of families.</p> <p>Large scale assessments of school achievements repeatedly demonstrate significant disparities in educational outcomes for students in Berlin with migration background as well as for students from low SES families.</p> <p>The selection of districts in Berlin relied on statistics on indicators of the social and migration background of the population. Districts with a high proportion of families with migration background and high percentages of child poverty were included as target districts.</p> <p>Site 2 – Bremen Large scale assessments of school achievement repeatedly demonstrate significant disparities in educational outcomes for students in Bremen with migration background as well as for students from low SES families.</p> <p>Freie Universität Berlin is engaged in another research project on prevention of educational inequalities in Bremen. By this, we can use contacts of preschools etc. also for WP2 recruitment.</p> <p>The selection of districts in Bremen relied on statistics on indicators of the social and migration background of the population. Districts with a high proportion of families with migration background and high percentages of child poverty were included as target districts.</p> <p>Besides, Berlin and Bremen belong to Germany’s federal states with highest poverty and unemployment rates.</p> <p>Site 3 – Mannheim/ Rhein Neckar-Region Mannheim has with a proportion of 44% a very high percentage of immigrant population. With 19%, the Turkish community form the largest minority group in Mannheim (Municipal Statistics Office, Stadt Mannheim, 2018). The Turkish community is not only distributed in Mannheim, but also in the neighboring cities. Accordingly, data collection was also carried out in the</p>
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	<p>neighbourhood (Rhine-Neckar region). The migrant proportion in the Rhine-Neckar region was in 2013, 30 % (Statistisches Landesamt Baden-Württemberg, 2015). The data collection was coordinated by the Heidelberg University of Education, since a cooperation between Heidelberg University of Education and Utrecht University exists.</p>
<p>General description of your recruitment strategies (ECEC centers, schools, organizations, community centers, etc.)</p>	<p>Site 1 – Berlin</p> <p><u>Top-down approach:</u> We approached primary schools and ECEC-centres in the target districts (see strategy for selection of districts). We sent information leaflets and consent forms to the school boards, Träger (ECEC providers) for asking their support in the scope of the recruitment of families willing to participate in the ISOTIS parent interview study. Furthermore, we arranged some meetings with schools and ECEC centres in where our data collection coordinators were able to provide short presentations and introduce ISOTIS study.</p> <p>In addition to recruitment strategies through schools and ECEC-centres, we also prepared a list of organizations and associations whose activities mainly focus on ISOTIS target groups. We sent an e-mail to each of them both in German and Turkish language for asking their collaboration with us.</p> <p>Besides, we ran an advertisement for recruitment that has been displayed on 50 stickers in Berlin underground for four weeks (27.04.2018 - 26.05.2018).</p> <p>Germany’s biggest food bank for people in need “Die Tafel e.V.” cooperates in Berlin with churches in a project called “Laib & Seele”. “Laib & Seele”-churches collaborated with us. We received the contact data of some churches from head office. Our interviewers have been invited to go there when the food was distributed. Either employees or our interviewers approached parents there and asked them if they are interested in taking part in the interview study.</p> <p><u>Bottom-up approach:</u> Through the personal networks of our interviewers and data collection coordinators, parents in schools, ECEC centres, sport-clubs, mosques, community, public health care centres and associations were reached. Specific cultural events were followed such as children theatres, conferences, informal/formal meetings in the neighbourhoods (Elterncafe, Sprachcafe, parent breakfast/dinner meetings). Some institutes were contacted where they provide language integration programs for immigrant background parents. ISOTIS information leaflets and flyers were spread to the places where target groups have high chance for passing by in their everyday life such as local grocery shops, pharmacy, and hairdresser.</p> <p>WhatsApp and Facebook parent groups were actively used, we shared the documents to inform parents. For this, the private accounts/telephone of data collection coordinators, interviewers have been used. This increased the level of trust and attendance of parents. Instead of reaching through general ISOTIS e-mail</p>

	<p>accounts or formal university telephone, parents preferred directly calling/writing to data collection coordinators/interviewers. Furthermore, a Facebook page in German/Turkish language was created: https://www.facebook.com/search/top/?q=isotis%20deutschland.</p> <p>Our interviewers and recruiting staff also approached parents on playgrounds and toy shops. They distributed project flyers, provided information on the study and asked for the mothers' participation.</p> <p>Finally, the snow-balling approach has worked well in Germany. The parents who have already attended our interview study were the main actors who channelled us to reach other parents who have potential to join the study. Finding the new participants through the close networks of already attended parents increased the participation.</p> <p>Site 2 - Bremen <u>Top-down approach:</u> As in Berlin, we approached ECEC-centres in the target districts (see strategy for selection of districts). We sent information leaflets and consent forms to the school boards, Träger (ECEC providers) and asked for their support in the scope of the recruitment of families willing to participate in the ISOTIS parent interview study. In contrast to Berlin, we have not contacted primary schools. This was due to the fact, that the inclusion of schools would have required a formal consent of the data security officer and this consent is only granted if no incentives were used in the study. Due to the federal character of Germany, regulation for conducting scientific studies vary to some degree between different Länder. Considering the limited success of approaching primary schools in Berlin, we decided that the usage of incentives seems to provide more probability of success than recruitment through primary schools.</p> <p><u>Bottom-up approach:</u> The interviewers contacted preschools that were willing to support the study and asked for contact information of parents' representatives and for up-coming meetings or events with the parents which could be used for a short presentation of the project. They also contacted family support institutions like family centres and asked if they might come to events or meetings where they could meet our target groups and present the study. As in Berlin, playgrounds were also visited for recruitment.</p> <p>Site 3-Mannheim/Rhein-Necker-Region <u>Bottom-up approach:</u> Since the data collection period in Mannheim was very short, primarily, the personal networks of the interviewers have been used. Every interviewer contacted at least one institution which were willing to support the interviewers. At the end, 3 mosques and 1 Turkish association cooperated with the project. The rest of</p>
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	<p>the participants were recruited via snow-balling approach (see site 1 Berlin).</p>
<p>Response-rate on school/organization level</p>	<p>Site 1 – Berlin</p> <ul style="list-style-type: none"> • 28 approached Träger (ECEC providers), 25% positive response, 40% negative response, rest didn't respond; no invitation to presentation • 133 approached preschools/ECEC centres,...8% positive respond, 15% negative respond, rest didn't respond %, invitation to presentation: 7 times • 107 approached schools, 4% positive response, 56% negative response, rest didn't respond, invitation to presentation: 4 times • 162 approached sports clubs, ...23% positive response, 22% negative response, rest didn't respond, invitation to presentation: 3 times • 102 approached family centre, 55% positive respond, only two refused to support us and the rest didn't react, invitation to presentation: 32 times <p>First, we contacted Träger (ECEC providers), schools and preschools by letter. After giving them time to read the letter, we inquired by telephone about their participation. In case we did not reach them after several attempts by phone, we sent an e-mail and tried to contact them again by phone afterwards. Family Centre and sports clubs were contacted by e-mail and phone.</p> <p>Site 2 - Bremen</p> <ul style="list-style-type: none"> • 19 approached Träger (ECEC providers), 26% positive response, 47% negative response, rest didn't respond; invitation to presentation: 1 time • 5 approached preschools/ECEC centres 25% positive respond, rest didn't respond, invitation to presentation: 1 time <p>First, we contacted Träger (ECEC providers and preschools by letter. After giving them time to read the letter, we inquired by telephone about their participation. In case we did not reach them after several attempts by phone, we sent an e-mail and tried to contact them again by phone afterwards.</p> <p>Site 3 –Mannheim/Rhein-Neckar-Region</p> <ul style="list-style-type: none"> • 3 approached mosques, 1 Turkish Association, 100 % positive response <p>All organizations were contacted personally. We informed about the study and its aims in detail and provided written information materials. In the next step, they helped to establish contact with the potentially suitable parents.</p>
<p>Qualitative description of non-response - school/organization level Main reasons to not participate (only if known)</p>	<p>In Berlin, most of the schools/ECEC providers are often asked for participation of several projects, research etc. We had the feeling that they do not want to be part of many different studies during the year. When they hear it is an EU project, the schools and ECEC providers were sceptical regarding expected workload. Although we clarified that we just would like to have their support for reaching parents, they did not back to us at all or they rejected for non-known reasons. Also, overlapping of school holidays and our</p>

	<p>time period of recruitment of ECEC centres, schools definitely had an effect on low non-response rate. Although we send some reminders after holiday period, most of them did not back to us.</p> <p>In Bremen, there seems to be a shortage of preschool teacher so that many ECEC centres were worried about additional workloads. We also received feedback from institutions that a one-hour interview was too long for working parents. Others emphasize that the project is very important and interesting, but that the basic involvement of the parents is very low and therefore participation makes no sense.</p>
<p>Qualitative description of non-response - parent/mother level Main reasons to not participate (only if known)</p>	<p>Most mothers refused to join our study with highlighting their limited time and non-availability. Sometimes, interviewers pointed out that the parents were suspicious about the confidentiality and anonymity of the collected data.</p>
<p>Other experienced difficulties during recruitment process?</p>	<p>Interviewers have the feeling that although some parents were highly interested and get lots of information about the study and promised their attendance; they never contacted again.</p>
<p>Used incentives</p>	<p>Participants received a voucher from a bookshop of €10,-, which could be used in many stores as well as online.</p> <p>The same incentive was used for the qualitative study.</p>

Background information interviewers

#	M/F	Age	BA or MA?	If yes, name degree?	Language background	Other
1	F	23	Master Student	Sociology	Turkish	She had fieldwork experience with ISOTIS target groups
2	F	27	Master Student	Sociology	Turkish	She had fieldwork experience with ISOTIS target groups
3	F	28	Master Student	Sociology	Turkish	She had fieldwork experience with ISOTIS target groups
4	F	24	Master Student	Sociology	Turkish	She had fieldwork experience with ISOTIS target groups
5	F	25	Master Student	Sociology	Turkish/German	She had fieldwork experience with ISOTIS target groups, networks in Germany with Turkish immigrant background families, having both Turkish/German language background is also an advantage.
6	F	26	Master Student	Sociology	Turkish	She had fieldwork experience with ISOTIS target groups, networks in

						Germany with Turkish immigrant families
7	F	23	Master student	Educational Science	Turkish/German	She had fieldwork experience with ISOTIS target groups, networks in Germany with Turkish immigrant background families, having both Turkish/German language background is also an advantage.
8	F	25	BA	Educational science	German	
9	F	30	BA	Social work	German	Experience in conducting interviews
10	F	25	BA	Sociology	German	Experience in conducting interviews
11	F	29	BA	Early childhood education	German	Works in a preschool
12	M	28	-		German	experiences in research projects in human & health sciences
13	M	28	BA	Psychology	German	Worked in social institutions
14	F	29			German	Studies psychology
15	F	27	BA	Social work	German	Experience in conducting interviews
16	F	30	BA	Sociology	German	
17	F	28			German	Studies educational science
18	F	25	MA	sociology	German	Experience in research on migration & integration
19	F	23	BA	Educational science	German	Assistant in research projects in early childhood education
20	F	27	BA	Social sciences	German	Experience in conducting interviews
21	F	22			German	Experience in conducting interviews
22	F	28	BA	sociology	German	Experience in data collection
23	F	23	Master Student	Early Childhood Education	Turkish/German	Fieldwork experience with ISOTIS target groups, networks in Germany with Turkish immigrant families
24	F	27	Master Student	Social Science	Turkish	Experience in international projects, networks in ISOTIS target groups
25	M	25	Master Student	Sociology	Turkish	Experience in international projects, fieldwork experience
26	F	27	Master Student	Social and Cultural Anthropology	Turkish	Experience in international projects, fieldwork experience

27	F	26	Master Student	Sociology	Turkish	Experience in educational research, fieldwork experience
28	F	27	Master Student	Sociology	Turkish	Experience in international projects, subject interests fits to the ISOTIS
29	F	28	PhD Student	Social Science/Educational Science	Turkish	Experience in international projects focusing on education, fieldwork experience, networks in ISOTIS target groups
30	F	26	Master Student	Transcultural Studies	Turkish	Experience in international projects, networks in ISOTIS target groups
31	M	23	Master Student		Turkish	
32	F	27	Master Student	Sociology	Turkish	Experience in projects, interview experience
33	F	25	Master Student	Sociology	Turkish	Fieldwork experience in projects specifically with women
34	M	25	Master Student	Sociology	Turkish	Experience in projects, recruitment
35	F	26	Master Student	Social Policy/Research	Turkish	Experience in projects, recruitment
36	F	24	Master Student	North American Studies	Turkish	Experience in international projects
38	F	26	Master Student	North American Studies	Turkish	Experience in projects, recruitment
39	F	26	Master Student	North American Studies	Turkish	International project experiences specifically with children
40	F	25	Master Student	International Relations	Turkish	Research experiences
41	M	26	Master Student	Philosophy	Turkish	Fieldwork experience, recruitment
42	M	26	Master Student	Sociology	Turkish	Research experience
43	F	28	Master Student	Sociology	Turkish	Research, fieldwork experience
44	M		Master Student	Sociology	Turkish	Studies in sociology, strong interest data collection
45	F	25	Master Student	Psychology	Turkish-Austrian	Research, fieldwork experience, also experience in conducting interviews
46	F	20	Bachelor Student	Educational Science	Turkish-German	Strong interest in research and data collection
47	F	22	Bachelor Student	Educational Science	Turkish-German	Studies educational science, strong interest in

						research and data collection
48	F	22	Bachelor Student	Educational Science	Azerbaijani/Turkish-German	Studies educational science, strong interest in research and data collection
49	F	29	PhD Student	Psychology	Turkish-German	Experience in fieldwork, research, data collection and conducting interviews.

Interviewer Training

Number of training days	Between November and May in total 9 trainings were conducted for different target groups and sites. Each training lasted from one to one-half day.
Content of training (e.g., role play, use of online questionnaire)	<p>First part:</p> <ul style="list-style-type: none"> • Description of the ISOTIS project • Introducing data collection coordinators, ISOTIS student assistants in our department, Turkish and German interviewers • Signing data-security documents which were provided by Free University Berlin • Providing detailed information about WP2 recruitment and data collection procedures (Turkish and German interviewers were trained in that stage separately with focusing on specific target group) <p>Second part:</p> <ul style="list-style-type: none"> • Informing them about the technical and communication based strategies and data-store procedures such as google interview calendar, record file folders, WhatsApp groups, usage of Laptops and internet sticks. • Providing overview of consent forms, interview guidelines in paper-pencil versions. (Turkish and German interviewers were trained from that stage on separately with focusing on specific target group) • Introducing LimeSurvey and its functions (e.g. resume) and role-play with trial version of online questionnaire. • Having their feedback for experienced problems and discussing interviewers' specific questions.
Practice interview(s)	Every interviewer conducted at least one or two practice interviews before going into the field.
Monitoring procedures	
Brief description strategy for monitoring recruitment	Interviewers regularly update their recruitment/interview schedule in a shared google calendar. Also, the recruitment excel file was created. It includes the name of organizations, associations, institutions and the date of their special events. The data collection coordinators have assigned interviewers for recruitment in certain time and places based on this document. Also, in Germany, two different WhatsApp groups were created for Turkish and

	<p>German interviewers, each per site. This easy and fast communication had positive affect on recruitment. The data collection coordinators had the information which interviewer were part of recruitment activities and what their experiences were.</p> <p>Besides, we regularly communicated via e-mail with the interviewers about their recruitment experiences and met for a discussion occasionally.</p>
<p>Brief description strategy for monitoring data-collection</p>	<p>Interviewers regularly updated their recruitment/interview schedule in a shared google calendar. They also saved their record-files in a personal google drive folder in which just the data collection coordinators have an access to.</p> <p>WhatsApp groups of the interviewers were actively used for informing them about interview appointments, as well as sharing their fieldwork experience. In addition to WhatsApp groups, once a month interviewers sent their recruitment/fieldwork experience as a word documents to the data collection coordinators and face-to-face meetings were organized together with interviewers and coordinators.</p>

Data-collection procedures quantitative study WP2 – Greece

Name: Konstantinos Petrogiannis, Ioanna Strataki

Period: November 2017 – June 2018

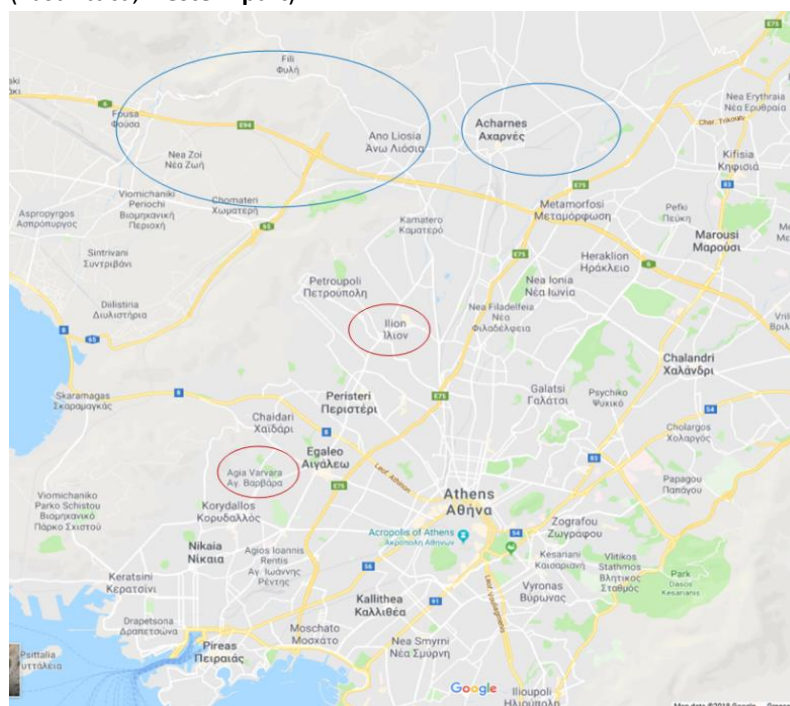
Recruitment procedures – general

Strategy for selection of sites/districts

(At least the % of your target groups and main reason(s) for choosing the sites/regions. At a later stage we will probably ask for more detailed information)

Both sites belong to the Prefecture of Attica, in which 3.828.434⁽¹⁾ people are living. The figure represents the 35,4 % of the whole country population living in just the 2,9% of the country area, due the metropolitan character of the capital Athens and strong waves of internal migrations recorded during the last 4 decades.

The Prefecture of Attica is divided in 8 units and 66 Municipalities. The first site was labeled “**West Athens sector**” and is represented in the current project principally by the municipality of Aghia Varvara and, in minor level, by the municipality of Ilion. The second site was labeled “**West and East (western part) Attica region**” represented by the municipalities of Fyli (Ano Liosia and Zefyri: West Attica), and Acharnes (East Attica, western part).



Site 1 – “West Athens sector” The Unit of West Athens Sector is densely populated with 487.730⁽²⁾ inhabitants living in 7 municipalities. West Athens is a territorial unit of the Attica region with major and chronic problems of poverty, social inequalities and marginalization⁽³⁾. The West Athens Sector is rated last in terms of "absolute poverty" compared to the other three Sectors of Athens. The rate of unemployment card holders is constantly higher than the average of the Prefecture of Attica and since 2012 higher than the country average⁽⁴⁾. The main issues of the unit are the high unemployment rates, especially among women and young

people, the concentration of immigrants, the lack of infrastructure, the degradation of the environment. These issues lead to social exclusion phenomena and set high priority in matters of social coherence, criminality, spread of drug use, and protection of the unemployed and vulnerable social groups.

The *Municipality of Aghia Varvara* was officially established as a discrete municipality in 1963 and in the 2011 census 26.550 inhabitants were recorded. According to 2014 demographic measurements Aghia Varvara has the highest percentage of immigrants from Russian Confederation and Bangladesh⁽⁴⁾. The city of Aghia Varvara has the 3rd highest unemployment rate among the municipalities of Attica prefecture with 24,60%⁽⁴⁾. According to the UN's human poverty indicators that capture the human poverty of the population of a municipality in relation to the rest municipalities on the basis of their socio-economic profile, shows that the municipality of Aghia Varvara is one of the six municipalities where inhabits 21% of the Attica Region's population with the greatest human poverty⁽⁴⁾. In terms of extreme poverty, in the municipality of Aghia Varvara more than 2.000 people receive the beneficiary of the Fund of European Aid for the Most Deprived (FEAD)⁽³⁾. The Roma population of Aghia Varvara is estimated at 6.000 people⁽⁴⁾.

Ilion is the second municipality that was selected for the current project. The city of Ilion was officially established as discrete municipality in 1858. It is the 2nd most populated municipality of West Athens and in the 2011 census there were 84.793 inhabitants. According to demographic measures of 2014 the city of Ilion has a very high percentage of immigrants from Bangladesh⁽⁴⁾. The percentage of unemployment in the city of Ilion is 19,66%⁽⁴⁾. In terms of extreme poverty, in the municipality of Ilion around 2.700 people receive the beneficiary of the Fund of European Aid for the Most Deprived (FEAD)⁽³⁾. The Roma population of Ilion is estimated at 2.000 people⁽³⁾.

Site 2 - "West and East (western part) Attica region"

The municipalities of Fyli and Acharnes were selected due to their close distance (neighboring municipalities) and similar sociodemographic characteristics, especially with regard to Roma and low-income population.

West Attica sector municipalities (and the western part of the East Attica unit) have the highest indices of poverty and material deprivation, unemployment/long-term unemployment, resulting in a dramatic rise of population number seeking health care from the public services. The situation is getting worse due to the concentration of large marginalized communities such as repatriating immigrants and Roma, accounting for 25% of the Unit population, a significant number of which lives in segregated or mixed settlements with insufficient health care and infrastructures. The large territory of the West Attica Unit responsibility

	<p>makes the provision of health care services even more difficult.</p> <p><i>The Municipality of Fyli.</i> West Attica is facing many problems such as environmental pollution due to the concentration of industrial activities, high unemployment, social problems, developmental problems and pure handling and harmonious coexistence with marginalized groups⁽²⁾.</p> <p>The Municipality of Fyli belongs to the Unit of West Attica (since 2011 includes the former municipalities of Ano Liosia and Zefyri) with a total of 45.965 inhabitants according to the census of 2011, and was established in 1840. The Roma population here is estimated at 3.500-4.500 people⁽³⁾.</p> <p>Similar issues exist for a part of the East Attica sector. The <i>Municipality of Acharnes</i> belongs to the East region of Attica and is one of the largest municipalities of the prefecture of Attica with a total population of 106.943 people. It is built on the southern foothills of Parnitha mount, 10 km north of the center of Athens. According to the 2011 census it is 4th largest municipality in Attica and 12th in the whole country.</p> <p>The Municipality of Fyli has the 4th highest unemployment rates among the municipalities of Attica region with 24,23%, and Acharnes is 7th with 22,62%⁽⁴⁾.</p> <p>Finally, Western Attica was the third region in the country with the largest number of Greek expatriates from the countries of the former USSR in the period 1989-2000. Achanres is the 2nd most populoumunicipality of Greek expatriates returned in Greece after Thessaloniki.</p>
<p>General description of your recruitment strategies (ECEC centers, schools, organizations, community centers, etc.)</p>	<p>Site 1 - West Athens sector</p> <p><u>Top-down approach:</u> Regarding the low-income families, following the appropriate research ethics considerations and clarifications provided to the local authorities' social services and the relevant approval, the research team started collaborating with the Social Service of the municipalities. It should be mentioned that for all the municipalities a considerable time was spent in repeated visits in order to provide the necessary clarifications with regard to the anonymity and other personal data security procedures. Municipalities' Social Service bureau is responsible for the benefits provided to low income families and they keep all the relevant records and have a good relationship with most of them. For the reason the initial contact was made through the social workers of the bureau and this was common strategy for all the municipalities. Low income parents were informed about the aims and the relevant procedures of the study and the research visit and they were ensured that their participation to the survey may be considered as a valuable procedure since their talk would contribute to future policy-makers' decisions. Potential participants could be individuals who were registered in the Social Services relevant records related to deprivation</p>

	<p>and other socioeconomic constraints, recipients of benefits like the Social Benefit of Solidarity (KEA) or the Fund of European Aid for the Most Deprived (FEAD), those who were unemployed and holding an unemployment card based on information that the Social Services of each municipality or the local nurseries keep.</p> <p>The Social Service informed principally those parents that had more familiar relations with the bureau and in case of positive response they scheduled the appointment. They also provided an office at the Town Hall to conduct the interview. This strategy of recruitment was preferred mostly for parents with 9 to 11-year-old children. It's important to mention that the snowball sampling methodology was effective but only for this particular site.</p> <p>For those parents with 3 to 6-year-old children, the research team collaborated with the nurseries of the municipalities. The head teachers made the first contact with the parents that potentially could participate (based on the family income criterion) providing the necessary explanations and clarification concerning the study and research procedures. In case of positive response a member of the staff (or of the research team) scheduled the appointments. The majority of the interviews were conducted at a spare office in the nurseries and some interviews at parents' house.</p> <p><u>Bottom-up approach:</u> Regarding the Roma families, each mediator used his/her network in order to approach families who would be interested in participating in the study. The snowball method was the principal and most effective strategy in this case since a considerable number of mothers brought in the study other mothers who were members of the family's or friends' circle and were more in favour to participate in the study.</p> <p>Site 2 - – West and East Attica region</p> <p>The same procedures and strategies were applied for the participating municipalities although it should be noted that with regard to the low income, non-Roma, families only the Municipality of Acharnes participated officially to the study through the social services bureau and the nurseries according to the same procedures described earlier. With regard to the Municipality of Fyli, despite the repeated calls to the social services department there was never a reply. Hence, the study was undertaken only for the Roma group by applying the snowball methodology that described earlier in both selected municipalities.</p>
<p>Response-rate on school/organization level</p>	<p>For the low-income families, all the interviews were undertaken by the 3 interviewers involved in the project. All of them were graduates and joined the project as research assistants. Due to the targeted and very individualised case selection approach, as described earlier, the response rate was ranged in a rather high level although at this point no exact</p>

	figures could be provided. The same procedure was followed for both sites and, in general, the cases of negative responses were extremely few.
Qualitative description of non-response - school/organization level Main reasons to not participate (only if known)	Due to the targeted and individualized case sampling approach there is no relevant information.
Qualitative description of non-response - parent/mother level Main reasons to not participate (only if known)	The majority of the parents who refused to participate in the study invoked the restricted availability due to work or family conditions. There were cases that seemed to be suspicious concerning the goals and value of the study and mentioned some concerns about how/in which ways their participation could help their life. There were also some parents who still expressed concerns about ethical issues like the confidentiality of the data despite the fact that the interviewers (and the social workers or child care teachers) provided all the necessary information and the ethical committees' approvals concerning the proper data treatment and the ways of their report to the public.
Other experienced difficulties during recruitment process?	<p>The major difficulties were related to our attempt to convince both the local authorities and the participating informants concerning the value of the whole project as well as the approaches that would ensure the research ethical issues (e.g. confidentiality, sensitive personal data etc.). The research team did not approach schools due to the extremely time-consuming bureaucratic procedures for obtaining the necessary permissions by the Ministry of Education, Research and Religious Affairs.</p> <p>Moreover, before the start of the data collection, the coordinator of the Greek team had to make a considerable number of calls, informal and formal visits to the local authorities in order to provide the necessary explanations clarifications and documents to the Mayors/Deputy Mayors of the participating municipalities so that the study to be feasible.</p> <p>As mentioned earlier, one of the municipalities' social services sector that the research team approached did not respond at all to coordinators' communication. Due to this negation there was a delay in setting up the necessary actions for starting the data collection for the low income families.</p> <p>Finally, there was a number of inconsistencies related to the scheduled interviews.</p>
Used incentives	Participants received a present for their child that included toys and educational material like drawing sets that were age appropriate and some treats like croissant or cake. The cost of the present was ranged from 10,- to 15,- E depending on the age of the child. The same incentives were used for the qualitative study but with different materials.

Background information interviewers

#	M/F	Age	BA or MA in social/health care sector?	If yes, name degree?	Language background	Other
1	F	28	Yes, BA, MA	Primary school Education	Greek	
2	M	21	BA	School of Law	Greek	
3	F	24	BA	Psychology	Greek	
4	F	35	None (graduate of primary school)	-	Greek /Romani	Qualified mediator (Member of the Greek Roma Mediators' Association) and she had a large network we could make use of.
5	F	28	BA	School of Law	Greek /Romani	Qualified mediator (Member of the Greek Roma Mediators' Association) and she had a large network we could make use of.
6	F	31	BA	Social Worker	Greek /Romani	Qualified mediator (Member of the Greek Roma Mediators' Association) and she had a large network we could make use of.
7	M	45	None	-	Greek /Romani	Qualified mediator (Member of the Greek Roma Mediators' Association) and he had a large network we could make use of.
8	M	48	None	-	Greek /Romani	Qualified mediator (Member of the Greek Roma Mediators' Association) and he had a large network we could make use of.
9	M	39	None	-	Greek /Romani	Qualified mediator (Member of the Greek Roma Mediators' Association) and he had a large network we could make use of.
10	M	40	BA	School of Law	Greek /Romani	He didn't conduct any interview but he assisted in approaching Roma families as he had a very large network we could make use of.

Interviewer Training

Number of training days	2 half days - 1 half-day per target group
Content of training (e.g., role play, use of online questionnaire)	<ul style="list-style-type: none"> - Presentation of ISOTIS project and WP2 in specific - Information on recruitment and data-collection procedures - Presentation and discussion of the questionnaire - Extensive discussion of interview guidelines in two consecutive meetings
Practice interview(s)	<ul style="list-style-type: none"> - Every interviewer conducted a couple of practice interviews before going into the field and at least one interview under the supervision of the main researcher.
Monitoring procedures	
Brief description strategy for monitoring recruitment	<ul style="list-style-type: none"> - A member of the research team was keeping the schedule for the all the low-income parents' interviews and was in constant communication with the Roma mediators. Interviewers documented their interview appointments in their paper ID-sheets, and updated this information (e.g., background information, yes/no qualitative interview) after each interview. These ID-sheets were then given to the main researcher in order to save them in an excel ID-sheet form. - The main researcher regularly (once a week) contacted the interviewers whom were doing recruitment activities themselves to be informed about the way they recruited the participants.
Brief description strategy for monitoring data-collection	<ul style="list-style-type: none"> - Interviewers were giving regular updates about their experiences and problems they faced by phone and messages. Also, once in a week or two the main researcher contacted them to make sure they had enough presents for the children and questionnaires for their scheduled interviews.

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Data-collection procedures quantitative study WP2 – Italy

Name: Alice Sophie Sarcinelli – Cecilia Rubiolo

Period: November 2017 – July 2018

Recruitment procedures - general

<p>Strategy for selection of sites/districts (At least the % of your target groups and main reason(s) for choosing the sites/regions. At a later stage we will probably ask for more detailed information)</p>	<p>Site 1 – Milan</p> <p><i>Second largest Italian city</i> (1.368.590 resident people at 31/12/2016 according to the statistics provided by the municipality), with a high n. of foreigners (260.421) and a considerable percentage of our target group (8.060 Moroccan with residence in the city). The local/municipal policy contexts has recently turned to a left-wing approach, more multiculturalist oriented, after long decades of right-wing government in the city and in the region and a muslim woman in the municipal council.</p> <p>Most of the population is made by first generation of immigrants. There are now the second generation becoming mothers. Most of them are first generation migrants.</p> <p>Site 2 - Turin</p> <p>Second largest city of the North of Italy (886.837 inhabitants). Foreigners represent people represents 15, 1% of the population (133.522 people). Our target group represent the second immigrant group in the city (12.9% Moroccan) [Source: https://www.tuttitalia.it/piemonte/72-torino/statistiche/cittadini-stranieri-2017/]. The local/municipal policy contexts has been historically left-wing, since last year in the hand of the 5 stars. Most of the population is made by first generation of immigrants. There are now the second generation becoming mothers.</p>
<p>General description of your recruitment strategies (ECEC centers, schools, organizations, community centers, etc.)</p>	<p>Site 1 – Milan</p> <p><u>Top-down approach:</u> We contacted different kinds of institutions (public schools and kindergartens, Arabic schools, NGOs, cultural and religious associations and oratories offering social services, healthcare services, social housing, etc.) with an official letter sent by email describing the focus of ISOTIS research. When possible, we provided a short presentation by phone followed by direct meetings with key figures, such as teachers in charge education services/inclusion projects, responsible of centers, volunteers etc. Finally, we contacted some health care services. We also asked to the official authorization of the Education Sector of the municipality to contact municipal ECEC services.</p> <p><u>Bottom-up approach:</u> This was the most successful research method. Through the networks of our interviewers we informally contacted: mosques and other places of worship, schools of Italian language for foreigners, schools of Arabic language for children, migrant associations, community centers, educational services (after-school programs, study support, rec centers, ...), parents’</p>

	<p>associations and mother-child spaces, cleaning and other companies working inside schools, FB groups or in supermarket in specific neighborhoods. Through personal networks we also got in touch with several teachers in kindergartens and primary schools and with cultural-linguistic mediators. Arabic speaking interviewers had direct and indirect (due to professional or personal activities) contacts with mothers who fit the target of the research.</p> <p>Intermediaries were fundamental to reach mothers.</p> <p>Site 2 – Turin</p> <p>Similar to site 1. First contact was always made by mail and/or by phone. Concerning schools, after an initial contact with teachers, an official email was sent to School Directors and, following approval, new contacts with teachers were undertaken which eventually led to meeting potential participants. Concerning associations, meetings were often organized with key figures, to explain the project face-to-face. The associations were then free to operate in different ways to identify potential targets for the interviews during their own activities. Concerning personal contacts, a direct meeting with the mothers was organized in order both to present the project (sometimes in group) and to schedule interviews.</p>
<p>Used indicators to identify low-income or low-educated families</p>	<p>Site 1- Milan</p> <p>We used as indicators the location of services and school contacted, as well as the neighborhood where people live. For Italian-national, we also used the level of schooling. We explicitly asked to intermediaries to put us in touch with low-income and low-educated women.</p> <p>Site 2 – Turin</p> <p>The main indicators directly used by the interviewers were the location of schools/associations/services and the area of residence of potential participants known through professional or personal networks. Basically, the choice was oriented towards peripheral urban areas characterized by the presence of migrant and non-migrant poor residents. To identify low-income or low-educated mothers an important role was played by school teachers and by responsible of associations/services involved in the project, who often represented a crucial filter to connect interviewers with participants. For what concerns Moroccan mothers, a relevant role in identifying potential targets was played by cultural-linguistic mediators.</p>
<p>Response-rate on school/organization level</p>	<p>Site 1 - Milan</p> <p>The response-rate varied considerably among interviewers. We can give an average. Positive answer: 30%, but often did not manage to provide mothers to interview. Negative answer: 20% No answer: 50%</p> <p>Site 2 - Turin</p> <p>Schools: 10% After-school programs: 60%</p>

	<p>Personal contacts (direct and indirect): 80% Associations: 60% Schools of Italian language for foreigners: 80% Coran-Arabic Schools: 50% Community Centers: 30%</p>
<p>Qualitative description of non-response - school/organization level Main reasons to not participate (only if known)</p>	<p>Site 1 - Milan</p> <p>Pre-schools couldn't cooperate without the written permission of the Municipality, being a municipal institution, which arrived at the end of the school year when data collection was basically over. Most public schools contacted by email simply didn't answer. Others institutions declared not to have time to help us or, after an initial positive answer, realized that it took them time to contact the mothers. Few associations did not collaborate because they only provide primary goods to people. Others simply said that they were not interested in the research. Many associations were interested, even very happy to collaborate. However, quite many didn't have people fitting in the target group (in Milan there are a lot more Egyptian than Moroccan and many low-income Italian-national are married to a foreigner).</p> <p>Site 2 - Turin</p> <p>The main difficulty is related to the length of the interview. Also within informal contexts (associations) such a problem was raised. It was often mentioned that the length of the interview could represent a significant burden for women having many duties to attend in daily life. For what concerns schools, the main problems are bureaucracy and teachers' lack of time. Moreover, even when bureaucracy was not an obstacle and teachers were willing to participate to the project, often they didn't find mothers willing to be interviewed. Also, in some schools it was difficult to find Italian mothers, since most families were of non-Italian origin. Concerning Moroccan mothers, a number of schools have been contacted via public seminars on schooling and migrants' inclusion: a more structured involvement is currently underway. For what concerns associations, many of them simply didn't respond to first contact by email or phone. Among the ones willing to participate, it was often not possible to find mothers corresponding to specific targets (i.e. Italian poor/non educated, Moroccan).</p>
<p>Qualitative description of non-response - parent/mother level Main reasons to not participate (only if known)</p>	<p>Site 1- Milan</p> <p>The main difficulty was to get the mother to trust us. Some mothers blocked the interviewer on FB, or even insulted her. Many suspected that the interview is a fraud or do not fully believe in anonymization. This was particularly true for mothers low-educated who cannot read, or even completely illiterate. The use of an intermediary was often necessary. However, too much proximity with the interviewer was sometimes a problem because some mothers felt uncomfortable in sharing personal information. Many mothers didn't openly decline, but didn't show up to the interview, declined at last minute or stop answering the phone. Those who openly refused, they said it was because of the length of the questionnaire or for lack of time without a real compensation. Others said that they already participated to previous researches, but didn't feel they had an impact. This was especially true for low-income mothers who are not interested and</p>

	<p>do not see the point of filling such a long questionnaire. Finally, some mothers didn't accept because their husband did not give them the permission. It was easier to have a positive answer when the husband was aware of the questionnaire and was willing to help the mother in her tasks while she was doing the questionnaire. Some other mothers were not willing to answer to an Arabic, but not Moroccan interviewer (e.g. Epiptian), especially if without a veil (for religious potential interviewees).</p> <p>Site 2- Turin The main difficulty is related to the length of the interview. The amount of pages made a strong negative impacts on mothers, who are generally burdened with work and thus have a radical lack of time. Some mothers also fear the disclosure of sensitive personal data, despite having been informed that the interview is strictly anonymous. Some mothers are not interested in participating in research activities, since they do not understand their real usefulness. Involvement is often related to the intermediation of trusted people or to the involvement of other mothers who are personally known. Several Italian mothers who were willing to participate did not belong to the requested social class.</p>
Other experienced difficulties during recruitment process?	Often mothers appeared willing to participate at first, but they did not respond after being contacted again. In few cases, mothers didn't show up at scheduled appointments. In some cases it was difficult to find an appropriate place for the interview, since mothers were willing to participate in neutral spaces, not their homes, and public places were often too crowded. Concerning Moroccan mothers, the role of cultural-linguistic mediators has enabled the recruitment of potential participants, but on the other hand it has arbitrarily "excluded" mothers who could have been directly approached by the interviewers. The Egyptian interviewers felt their nationality and the dialect they speak were a further obstacle. Many interviewees find the initial target group too tight.
Used incentives	A small present from the Fair Trade magazine (hand cream and a 10% discount). Another small present was from the Fair Trade magazine was used for the qualitative study.

Background information interviewers

#	M/F	Age	BA or MA in social/health care sector?	If yes, name degree?	Language background	Other
1	F	35	Yes, MA	Anthropology	Italian (mother tongue); Arabic	Has a relevant network (mosque, Italian school for foreign people, Arabic school for children) and previous research experiences with Arabic women
2	F	32	Yes, MA	Political Sociology	Italian (mother tongue);	Good knowledge of peripheral urban contexts in Turin, contacts with relevant associations for the scope of the research, previous

						research experiences in Turin's outskirts, personal knowledge with potential participants
3	F	32	Yes, MA	Cultural Anthropology	Italian (mother tongue);	Personal knowledge with teachers and good knowledge of the urban peripheries
4	F	45	Yes, MA	Philosophy	Italian (mother tongue); Arabic	Knowledge of contexts inhabited by Arabic people, due to professional and personal experiences. Knowledge of several associations linked to the Arabic world
5	F	34	Yes, MA	Cultural anthropology and ethnology; medical anthropology	Italian (mother tongue); Dialectal Moroccan Arabic	Personal knowledge with Moroccan women and of their neighbors, as well as of the services they attend
6	M	34	No		Arabic (mother tongue);	Member of several migrant associations
7	F	36	Yes, MA	Sociology	Italian (mother tongue);	Good knowledge of several peripheral urban contexts in Turin
8	F	25	Yes, BA	Italian Language and Literature	Arabic (mother tongue); Italian	Relevant personal network of potential participants and good knowledge of migrant associations
9	F	24	Yes, BA	Architecture	Arabic (mother tongue); Italian	Relevant personal network of Moroccan mothers and personal contact with after-school services
10	F	39	Yes, MA	Marketing	Arabic (mother tongue); Italian; Dialectal Moroccan Arabic	Relevant personal network of Moroccan mothers and personal contact with after-school services, she taught Arabic.
11	F	53	Yes, BA	Biology	Arabic (mother tongue); Italian;	Relevant personal network of Moroccan mothers and personal contact with after-school services, she taught

					Dialettal Moroccan Arabic; French, English	Arabic and works as a cultural and linguistic mediator.
12	F	37	No		Arabic (mother tongue); Italian; French, English	Relevant personal network of Moroccan mothers and personal contact with after-school services, very active in the school association.
13	F	56	No		Arabic (mother tongue); Italian; Moroccan dialect.	Relevant personal network of Moroccan mothers and personal contact with after-school services, very active in the school association.
14	F	50	Yes, MA	Arts	Italian (mother tongue);	Relevant personal network of low-income mothers and personal contact with after-school services
15	F	32	Yes, MA	Intercultural communication	Italian (mother tongue); French, Spanish, English	
16	F	26	Yes, MA	Education	Italian (mother tongue);	Teacher in a primary school
17	F	30	Yes , MA	Education	Italian (mother tongue); English, French; Japanese	Primary school teacher
18	F	28	Yes, MA	Psychology	Italian (mother tongue); French; Spanish; Portuguese	Good knowledge of peripheral urban contexts in Milan, contacts with relevant associations for the scope of the research, personal knowledge with potential participants
19	F	36	Yes, BA	Intercultural communication	Arabic (mother tongue); Egyptian	Good knowledge of peripheral urban contexts in Milan, contacts with relevant associations for the scope of

					Arabi Dialect; Italian; German; French; Chinese	the research, personal knowledge with potential participants
20	F	28	Yes, MA	Cultural anthropology	Italian ; Arabic (mother tongue); Egyptian dialect	
21	F	55	Yes, BA	Education	Italian (mother tongue);	Good knowledge of peripheral urban contexts in Milan, contacts with relevant associations for the scope of the research, personal knowledge with potential participants
22	F	46	Yes, BA	Political sciences	Arabic (mother tongue); Italian; Tunisian Arabic Dialect; French	Volunteer Arabic teacher

Interviewer Training

Number of training days	We had 4 meetings in Milan and 3 in Turin lasting approximately about 3h each.
Content of training (e.g., role play, use of online questionnaire)	We prepared a manual in Italian with the information as provided in the data-collection manual. We explained and discussed the information. We did role play and use of online questionnaire.
Practice interview(s)	Most interviewers conducted a practice interviews before going into the field.
Monitoring procedures	
Brief description strategy for monitoring recruitment	Each interviewers tracks their interview appointments. The contacts of schools/associations willing to get involved are listed on a shared file and constantly updated. This in order to prevent that schools and organizations are contacted more than once. The file is saved on a Google Drive folder where data-collection is also shared, in order to favor a more effective recruitment among different age/class quotas. We also scheduled follow-up meetings and kept in touch with interviewees

	through email and phone-calls. A formal update by email was asked twice per month. Interviewers also shared information through a WhatsApp group.
Brief description strategy for monitoring data-collection	We are constantly in contact with all interviewers via phone and mail. We organized two face-to-face meetings to address recruitment and data-collection problems and doubts. Data-collection activities are daily monitored through a file stored on a Google Drive folder. No sensitive data is published on such folder.

Data-collection procedures quantitative study WP2 – The Netherlands

Name: Melissa Be and Martine Broekhuizen

Period: November 2017 –July 2018

Recruitment procedures - general

<p>Strategy for selection of sites/districts (At least the % of your target groups and main reason(s) for choosing the sites/regions. At a later stage we will probably ask for more detailed information)</p>	<p>Site 1 – Utrecht Fourth largest city of the Netherlands (343 038), with a considerable percentage of our target groups (8.9% Moroccan, 4.3% Turkish; CBS, 2017). The local/municipal policy contexts is relatively left-wing, multiculturalist oriented.</p> <p>To increase the number of participants with a Turkish background and come closer to our target number, we decided a few weeks before the end of the data-collection to also recruit participants with a Turkish background in a few urban areas around Utrecht (Zeist, IJsselstein, Nieuwegein, Houten, Maarsssen, Bunnik, Vleuten, De Meern).</p> <p>Site 2 - Rotterdam Second largest city of the Netherlands (634 660), with a considerable percentage of our target groups (6.7% Moroccan, 7.8% Turkish; CBS, 2017). The local/municipal policy contexts is relatively right-wing, assimilationist oriented.</p> <p>To increase the number of participants with a Turkish background and come closer to our target number, we decided a few weeks before the end of the data-collection to also recruit participants with a Turkish background in a few urban areas around Rotterdam (Schiedam, Capelle aan den IJssel)</p> <p>Site 3 & 4 To increase the number of participants with a Turkish background and come closer to our target number, we also used some of the personal connections of our interviewers in Amersfoort (3) and Alphen aan de Rijn (4). In terms of recruitment procedures in these sites, we solely used a bottom-up approach (see below).</p>
<p>General description of your recruitment strategies (ECEC centers, schools, organizations, community centers, etc.)</p>	<p>Site 1 - Utrecht <u>Top-down approach:</u> Through our own network and the network of our interviewers we approached schools, ECEC-centers and community and health-care centers (e.g., social workers) in the neighborhoods Kanaleneiland, Overvecht, Leidsche Rijn, Ondiep and Lombok.</p> <p>For schools, we first contacted the overarching school boards and sometimes they promoted the study with the school leaders. More often they informed us that we could approach the schools ourselves. In schools, we often first contacted the head teacher, and then the lower grade or upper grade coordinators.</p> <p>For ECEC centers, we contacted a large preschool organization (Spelenderwijs), which is in charge of all the preschools delivering targeted programs to children with a lower family education status and/or non-Dutch language background. The director of this</p>

	<p>organization connected us with the 'local coordinators' of pre-schools in certain neighborhoods in Utrecht, who connected us again with the educators (through e-mail). After these steps, we called with the educators to schedule appointments.</p> <p>When possible, we informed parents in person together with an interviewer to actively recruit mothers. Very often, meeting the parents and professionals face-to-face to explain the interview study was much more effective than informing them through other channels (e.g., through e-mail, phone). It was helpful that parents could ask questions about the study directly to the interviewers. What also contributed was that the interviewers had similar backgrounds and could explain the study in the first language when needed.</p> <p><u>Bottom-up approach:</u> Through the networks of our interviewers we also reached out to specific (Islamic) schools, ECEC-centers, community and health-care centers, scout groups, mosques, dance-groups, etc. We noticed that already knowing someone from the school/organization (e.g., the interviewer herself or a close connection of the interviewer) creates a safe environment for mothers to participate.</p> <p>Site 2 - Rotterdam Top-down approach: Through our own network and the network of our interviewers we approached schools, ECEC-centers and community and health-care centers (e.g., social workers) in the larger area of Rotterdam Noord, Center and Zuid. For schools, we specifically targeted “parent consultants” who organize coffee-mornings and activities for parents whom can join voluntarily. For ECEC centers, was with a manager of Peuter en Co. She connected us with the locations whom we called to schedule the appointments. After this, we called with the locations to schedule appointments.</p> <p>When possible, we informed parents in person together with an interviewer to actively recruit mothers (similar to Utrecht).</p> <p><u>Bottom-up approach:</u> Similar to Utrecht.</p> <p>Difference between site 1 and 2: A large difference between schools in Rotterdam and Utrecht was that schools in Rotterdam appeared to have a more ‘open’ culture: The interviewers entered the schools and asked immediately for the parent consultants. In Utrecht, we noticed that it was more important to make clear appointments before entering the schools, often through the head teachers.</p> <p>Next to the above mentioned strategies, we also used several local and national Facebook groups to recruit mothers.</p>
<p>Used indicators to identify low-income or low-educated families</p>	<p>In preschools we know which children are so-called “target children”, because of their lower family education status or non-Dutch language background. This was not possible at the school</p>

	level. Through strategic sampling of organizations, community centers, clubs, etc. in certain neighborhoods, we aimed to oversample. disadvantaged families.
Response-rate on school/organization level	<p>Site 1 – Utrecht 49 approached preschools/ECEC centers, 25/49 = 51,0% response 29 approached schools, 10/29 = 34,5% response 37 of approached organizations, 26/37 = 70,3 % response (mosques, community and cultural centers, sport clubs, organized playgrounds)</p> <p>Site 2 - Rotterdam 9 approached preschools/ECEC centers, 8/9 = 89,0% 47 approached schools, 36/47 = 76,6% response 28 of approached organizations, 22/28 = 78,6% response (mosques, community and cultural centers)</p>
Qualitative description of non-response - school/organization level Main reasons to not participate (only if known)	Some ECEC centers and schools have a limited amount of studies they participate in each year, and several of them had already reached this target. Other ECEC centers and schools didn't want to burden their parents with the study or mentioned that they only have a few parents who would meet the selection criteria of this study. From some other ECEC centers and schools, which were often not so enthusiastic from the beginning, we heard that teachers did not find parents who would be interested to participate.
Qualitative description of non-response - parent/mother level Main reasons to not participate (only if known)	Most mothers whom refused said that they had no time and/or that the interview was too long. Sometimes interviewers sensed there was some suspicion/mistrust regarding what would happen with the data. Sometimes interviewers could convince these mothers that all data are treated strictly confidential and that results will only be reported on the group, not the individual-level.
Other experienced difficulties during recruitment process?	Quite frequently, participants were willing to participate at first, however, they did not respond after being contacted again. In addition, some parents did not show up at the scheduled interview. When school boards gave permission to contact the schools, they often did not bring us directly into contact with relevant contact persons (e.g., directors, lower grade coordinators), which made it harder to convince schools to participate and recruit mothers through schools.
Used incentives	Participants received a voucher of E10,-, which could be used in many well-known department stores. In addition, there was a lottery for one tablet of E100,-. The same incentives were used for the qualitative study (voucher + lottery).

Background information interviewees

#	M/F	Age	BA or MA in social/health care sector?	If yes, name degree?	Language background	Other
1	F	29	No,	MBO-4 (administration, legal)	Moroccan-Arabic	Had a lot of experience as a social worker (volunteer) and working with refugees.
2	F	23	Yes, BA	Psychology (Child and Youth)	Turkish	
3	F	?	Yes, MA	Developmental Psychology	Turkish	Emigrated last year from Istanbul to the Netherlands
4	F	23	No, BA 3 rd year	Pedagogical Sciences	Turkish	
5	F	30	Yes, BA	SPH	Berber	Lived in Rotterdam Zuid where she had a large network
6	F	38	Yes, BA	Currently studying MA, Islamic and Mental Health	Berber and Moroccan-Arabic	
7	F	56	Yes, BA	BA Business and Management. MBO – Social Work	Moroccan-Arabic	
8	F	20	No, BA 2 nd year	Pedagogical Sciences	Turkish	
9	F	?	Yes, BA	Child and Youth Psychology	Turkish	Had a large network (mosque, primary school) we could make use of.
10	F	31	Yes, BA	Nursing. Currently studying Law	Turkish	
11	F	22	No, BA 3 rd year	Pedagogical Sciences	Berber	
12	F	21	No, 1 st year of Teacher Education		Moroccan-Arabic	Had a large network (various primary (Islamic) schools in Rotterdam) where we could make use of.
13	F	44	Yes, BA	BA – business management and BA social worker. Currently studying MA Islamic and Mental Health	Berber, and Moroccan-Arabic	Had a large network due to her social work in various organizations in Utrecht.
14	F	27	Yes, BA	Pedagogical Sciences	Moroccan-Arabic	

15	F	20	No, BA 2 nd year	Pedagogical Sciences	Turkish	Had a large network in Alphen a/d Rhijn and worked there as a teacher
16	F	?	Yes, BA	BA in Pedagogical Sciences. Currently doing her masters in	Dutch	

Interviewer Training

Number of training days	2 half-days
Content of training (e.g., role play, use of online questionnaire)	We used the information as provided in the data-collection manual. Main topics were: Description of ISOTIS and WP2 in specific; Information on recruitment and data-collection procedures; Discussion of interview guidelines and role play with trial version of online questionnaire.
Practice interview(s)	Every interviewer conducted at least one or two practice interviews before going into the field.
Monitoring procedures	
Brief description strategy for monitoring recruitment	Interviewers documented their interview appointments in their ID-sheets, and updated this information (e.g., background information, yes/no qualitative interview) after each interview. These ID-sheets were saved in their personal One Drive folder and secured with a personal password. Furthermore, we regularly (once a week) contacted the interviewers whom were doing recruitment activities themselves, and made sure that we had an updated list with all the contacted (pre-)schools and organizations to prevent that (pre-) schools and organizations would be contacted more than once. This list was saved in a shared One Drive folder.
Brief description strategy for monitoring data-collection	We had a WhatsApp group in which interviewers could ask questions and could connect to other interviewers when there was an opportunity to conduct multiple interviews at the same time. We also organized a monitoring session of two hours with all interviewers three weeks after starting the data-collection. We did this again half-way the data-collection late February. Interviewers also gave regular updates about their experiences by phone and mail. Finally, through a weekly newsletter we shared interview and recruitment experiences that were useful for everyone.

Data-collection procedures quantitative study WP2 – Norway

Name: Thomas Moser and Helga Norheim

Period: November 2017 – Ongoing

Recruitment procedures - general

<p>Strategy for selection of sites/districts (At least the % of your target groups and main reason(s) for choosing the sites/regions. At a later stage we will probably ask for more detailed information)</p>	<p>Site 1 – Oslo Capital and largest city of Norway (666 759), with 6206 people with Turkish immigrant background (total number of Turkish immigrants in Norway is 17 345; Statistics Norway, 2012). The local policy context is left-wing and green, multiculturalist oriented.</p> <p>Site 2 – Drammen Drammen municipality lies close to Oslo, is the tenth most populated municipality in Norway and has a relatively large proportion of immigrants (28%). Turkish immigrants is the second largest group of immigrants in Drammen (1200, Statistics Norway, 2014). The municipality policy context is right-wing.</p>
<p>General description of your recruitment strategies (ECEC centers, schools, organizations, community centers, etc.)</p>	<p>Site 1 and 2 Our recruitment strategies have been similar on both sites. Our main strategies have been to use the network of our interviewers, Turkish groups, organizations and mosques. One of our interviewers had connections in a mosque, and actively used lists of children from the Quran school to recruit. Some of our interviewers visited Turkish restaurants and shops for recruitment, and this strategy worked to some extent. Interviewers also participated on some activities and traditional celebrations within the Turkish community, and this strategy was somewhat successful.</p> <p>A few selected schools and ECEC centers where approached, but we choose not to use this as a main strategy due to the very low (often non existing) proportion of our target group in many ECEC centers and schools.</p> <p>Turkish Facebook groups were also approached, and folders where handed out, but these strategies where not found to be effective.</p>
<p>Response-rate on school/organization level</p>	<p>We only targeted a few select schools and ECEC centers, due to the very small proportion of our target group in most schools and ECEC centers. From the two ECEC centers that we approached, we were able to find some mothers willing to participate. Two schools where targeted, but these have not yet responded.</p>

<p>Qualitative description of non-response - school/organization level Main reasons to not participate (only if known)</p>	<p>See the answer above.</p>
<p>Qualitative description of non-response - parent/mother level Main reasons to not participate (only if known)</p>	<p>Most mothers whom refused said they had no time and/or that the interview was too long. Some mothers said that they had already participated in many studies conducted within the same target group.</p> <p>Among mothers who refused there was some uncertainty about who is behind the study, whether it was the "child protection authority" that "undercover" evaluates children's upbringing in Turkish families. These mothers were also partly worried that what they're answers could be known within the family or a close community.</p>
<p>Other experienced difficulties during recruitment process?</p>	<p>Most mothers were positive towards the study and found the topics highly relevant. However, the largest challenge has been to locate the mothers of children in the right age-range within the relatively small group. Also, some of the mothers were unwilling to spend time on an interview, even after expressing that they found the aims of the project interesting and important.</p> <p>In the municipality of Drammen, early childhood and school authorities were contacted. ISOTIS was presented (e.g. with the help of the folder) and it was generally sought to get support / permission to recruit parents through kindergarten and school. Our wish was that the municipality should go ahead and support the project. The representatives of the municipality were not convinced about what benefit they could get out of the project and proposed a number of changes and adaptations that were not possible with regard to the ISOTIS WP2 framework. Therefore, we could not use a formal municipal channel to access parents in the target group and alternative approaches had to be chosen.</p>
<p>Used incentives</p>	<p>The participants were given the choice of receiving a (universal) gift card of 100 NOK or to participate a lottery where they can win 20 (universal) gift cards of around 1000NOK.</p>

Background information interviewers

#	M/F	Age	BA or MA in social/health care sector?	If yes, name degree?	Language background	Other
1	F	26	Yes, BA	Developmental studies, focusing on	Urdu and Norwegian	Had a network of Turkish immigrants.

				north-south relations.		
2	F	22	Yes, BA	Kindergarten teacher	Turkish	
3	F	27	Yes, BA	Religion and society	Kurdish dialect	Turkish network
4	F	22	BA	English linguistics	Turkish	
5	F	25	BA	Law	Turkish	
6	F	26	Yes, BA	Political science	Turkish	
7	F	50	Yes, BA	Kindergarten teacher	Turkish	

Interviewer Training

Number of training days	2 half-days
Content of training (e.g., role play, use of online questionnaire)	Description of ISOTIS and WP2 in specific; Information on recruitment and data-collection procedures; Discussion of interview guidelines and role play with trial version of online questionnaire.
Practice interview(s)	Every interviewer conducted at least one or two practice interviews before going into the field.
Monitoring procedures	
Brief description strategy for monitoring recruitment	Interviewers document their interview appointments in their ID-sheets, and update this information (e.g., background information, yes/no qualitative interview) after each interview. This information is sent to Helga for monitoring. Helga made a list of Turkish groups and organizations, mosques and mediators, and these were provided for the interviewers to contact, ensuring that every organization/person on the list was only contacted by one interviewer, per mail and/or phone.
Brief description strategy for monitoring data-collection	We have a closed Facebook group where interviewers can ask questions and cooperate. We further communicate through email and phone. We have organized monthly monitoring sessions of two hours since January. When relevant issues come up, these are communicated through email to the interviewers.

Data-collection procedures quantitative study WP2 – Poland

Name: Olga Wysłowska and Kamilla Wichrowska

Period: November 2017 – April 2018

Recruitment procedures – general

<p>Strategy for selection of sites/districts (At least the % of your target groups and main reason(s) for choosing the sites/regions. At a later stage we will probably ask for more detailed information)</p>	<p>Site 1 – Warsaw The capital and the largest city of Poland. According to the Polish Central Statistical Office the population of Warsaw is estimated at approximately 1.8 million residents, and it is constantly rising. The unemployment rate in Warsaw is one of the lowest in the country, however there are some areas in the city with extremely high levels of unemployment and poverty. The local/municipal policy context is relatively centered.</p> <p>Site 2 – Łódź Łódź is the third-largest city in Poland with the population estimated at 700,000 residents, and it is constantly decreasing. Łódź is a post-manufacture city, with moderate level of unemployment and poverty. The city is the capital of the region (Łódź voivodship). The local/municipal policy context is relatively centre-left.</p>
<p>General description of your recruitment strategies (ECEC centers, schools, organizations, community centers, etc.)</p>	<p>Sites – Warsaw and Łódź <u>Top-down approach:</u> Through our network we approached several organizations working with families and children in the poorest areas of several districts in the cities, more specifically in Warsaw we focused on Praga Północ, Włochy, Ursus and Mokotów and in Łódź we focused on Bałuty and Górna. The organizations we reached were mostly very responsive and willing to help us with the recruitment, however the process of recruitment in Łódź was less effective than in Warsaw, due to the lower interest of mothers to participate in the study.</p> <p><u>Bottom-up approach:</u> Whenever possible, basing on our own professional contacts, we approached professionals of the partner organizations. Personal involvement of front-line providers in the recruitment occurred to be very effective on some occasion due to the trustful day-to-day relations among parents and professionals, which encouraged mothers to get involve in the study.</p>
<p>Used indicators to identify low-income or low-educated families</p>	<p>In Poland, we focused on the income criterion.</p> <ul style="list-style-type: none"> • some of the approached organizations provided services only to low-income families, hence there was no problem with identifying the respondents; information about the study was provided to all beneficiaries who have children at the age of ISOTIS project interest; • in other organizations we explained the aim of the research (gaining knowledge on the low-income mothers perception of available support etc.) and requested the partner organizations members to provide the information about the study in a sensitive and informative way to mothers who meet the study requirements (receiving 500+ benefit for the first underage child, entitlement for free meals etc.).

<p>Response-rate on school/organization level</p>	<p>Site 1 – Warsaw</p> <ul style="list-style-type: none"> • 2 approached schools (response rate → 50 %) • 6 approached organizations supervising from 1 up to 61 centres, such as: public after school network, 3 local social services centres, Caritas, public crèche network (response rate → 100 %) <p>All of the institutions were first contacted via phone, then via email and finally the face-to-face presentation of the project was given to the supervisors of the organizations and/or centres.</p> <p>Site 2 – Łódź</p> <ul style="list-style-type: none"> • 1 approached preschool (response rate → 0 %) • 1 approached school (response rate → 100 %) 4 approached organizations supervising from 1 up to 8 centers, such as after school network (NGO), 2 homes for single mothers in difficult life situation (NGO), local social services centre (response rate → 100 %)
<p>Qualitative description of non-response - school/organization level Main reasons to not participate (only if known)</p>	<p>The difficulties during recruitment concerned establishing legal cooperation with organizations. The process of establishing formal partnership, which by some organizations was perceived as long and complicated, resulted in withdrawal of some potential partners.</p>
<p>Qualitative description of non-response - parent/mother level Main reasons to not participate (only if known)</p>	<p>We had a very low non-response rate from mothers (lower than 10%). The reasons for not participating in the study by mothers who agreed for the phone contact with sites coordinators was mostly due to their busy/unpredictable schedule or prolonging illness of children.</p>
<p>Other experienced difficulties during recruitment process?</p>	<p>Several organizations and mothers claimed that they are/were participating in different research/evaluation project(s) and they are just tired by the process.</p>
<p>Used incentives</p>	<p>Participants of the semi-structure interviews received a voucher of approximately E10,- (40 PLN), which could be used in well-known hypermarket and supermarket network of stores.</p> <p>Participants of the in-depth interviews received two vouchers of approximately E20,- (80 PLN), which could be used in well-known hypermarket and supermarket network of stores.</p>

Background information interviewers

#	M/F	Age	BA or MA in social/health care sector?	If yes, name degree?	Language background	Other
1	F	32	Yes, PhD	Social studies	Polish	
2	F	33	Yes, MA	Social studies	Polish	
3	F	26	Yes, MA	Social studies	Polish	
4	F	41	No	PhD student of Social studies	Polish	
5	F	23	Yes, BA	Social studies	Polish	
6	F	24	Yes, BA	Social studies	Polish	
7	F	22	Yes, BA	Social studies	Polish	
8	F	36	Yes, MA	Social studies	Polish	
9	F	39	Yes, PhD	Social studies	Polish	
10	F	23	No	Student of social studies	Polish	
11	F	23	No	Student of social studies	Polish	
12	F	22	No	Student of social studies	Polish	
13	F	22	No	Student of social studies	Polish	
14	F	22	No	Student of social studies	Polish	
15	F	22	No	Student of social studies	Polish	
16	F	25	No	Student of social studies	Polish	
17	M	22	No	Student of social studies	Polish	

Interviewer Training

Number of training days	1 half-day of training proceeded by sending the trial version of the survey to the interviewers, asking to go through the questionnaire and write down questions/ comments (detailed instruction via e-mail).
Content of training (e.g., role play, use of online questionnaire)	<p>We followed the guideline provided in the data-collection manual.</p> <p><u>Main topics:</u> Description of ISOTIS and WP2 in specific; Information on recruitment and data-collection procedures; Discussion of interview guidelines.</p> <p>Additionally, we informed the interviewees about the available support from the data collection coordinators and explained the procedures of study documentation.</p>

Practice interview(s)	Every interviewer conducted at least one practice interview before going into the field.
Monitoring procedures	
<p>Brief description strategy for monitoring recruitment</p> <p>and</p> <p>Brief description strategy for monitoring data-collection</p>	<ul style="list-style-type: none"> • Most of the interviewed mothers were recruited by the site coordinators (phone contacts to the mothers interested in the study was provided by the partner organizations based on the leaflet feedback from potential candidates) • By the phone, coordinators provided the information about the study to mothers interested in participation and appointed the interviews with those who decided to get involved in the project. • Once a week all interviewers were provided by the coordinators with terms and places of the interviews scheduled for them for the following week (interviews were scheduled based on the availability of the interviewers), as well as contact to the mothers. • Interviewers documented their finished interviews in their ID-sheets, and updated the data collection coordinators after each interview (especially if the interview was cancelled or rescheduled). • The interviewers were also doing the recruitment themselves using their personal contacts. If so, they updated the coordinators after each interview and added the information to their ID-sheets. • After finishing data collection all the documentation (ID-sheets, leaflets, agreements with the interviewers ect.) was preserved by the site coordinators.

Data-collection procedures quantitative study WP2 – Portugal

Name: Inês Ferreira and Cecília Aguiar

Period: November/December 2017 – July 2018

Recruitment procedures - general

<p>Strategy for selection of sites/districts (At least the % of your target groups and main reason(s) for choosing the sites/regions. At a later stage we will probably ask for more detailed information)</p>	<p>Both sites include 45% of the Portuguese population (excluding Madeira and Azores archipelago) and include urban and semi-urban areas.</p> <p>Site 1 – Metropolitan Area (MA) of Lisbon Largest metropolitan area in Portugal (2.817.014), with a considerable number of people from the target groups in our study:</p> <ul style="list-style-type: none">- 9051 Roma residents (Mendes, Magano & Candeias, 2014);- Low-income residents: 12.9% of total population in the MA are unemployed, 3% of total population in the MA receive Social Security benefits, 123842 students in preschool/primary school received School Financial Assistance (SFA) - [in Portuguese] <i>Ação Social Escolar/ASE</i> -during the school year 2015/2016 (PORDATA, 2011, 2016; DGEEC, 2015/2016). <p>The MA of Lisbon includes 18 municipalities. The municipalities of Almada, Amadora, Lisbon, and Seixal were first selected for both the higher number of Roma residents - respectively, 2987, 524, 427 and 1430 (Mendes, Magano & Candeias, 2014) – and the higher number of preschools or primary schools with a considerable percentage (>50%) of preschool and primary school students receiving School Financial Assistance ([in Portuguese] <i>Ação Social Escolar – ASE</i>).</p> <p>Furthermore, we decided to extend the contact with organizations in municipalities of Loures, Cascais, Barreiro, Odivelas, Oeiras, and Palmela due to the presence of a high number of organizations and/or local projects targeting Roma and/or low-income communities. Besides, in these municipalities live a considerable number of people receiving Social Insertion Income (respectively, 2.8%, 2%, 4.6%, 2.4%, 1.2%, and 1.7%) or unemployed (respectively, 12.9%, 12.1%, 15.4%, 12.1%, 10.8%, and 13.6%). The presence of more than 5 preschools/primary schools per municipality with more than 50% of children in preschool/primary education receiving School Financial Assistance further explains this decision, particularly for Loures, Cascais, and Odivelas.</p>
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	<p>Site 2 – Metropolitan Area (MA) of Oporto Second largest metropolitan area in Portugal (1.721.320), with a considerable number of people from our target groups:</p> <ul style="list-style-type: none"> - 3654 Roma residents; - Low-income residents: from the total population in the MA, 15.7% are unemployed, 5% receive Social Security benefits, and 81328 students in preschool/primary school received School Financial Assistance during the school year 2015/2016 (Mendes, Magano & Candeias, 2014; PORDATA, 2011, 2016; DGEEC, 2015/2016). <p>The MA of Oporto includes 17 municipalities. The municipalities of Oporto, Vila Nova de Gaia, and Matosinhos were first selected for the high number of Roma residents (831 in each of the first two, and 550 for the last; Mendes, Magano & Candeias, 2014) and the high number of preschools/primary schools with a considerable percentage (i.e., >50%) of children in pre-/primary education receiving School Financial Assistance ([in Portuguese] <i>Ação Social Escolar</i> – ASE). Besides, the contact with Roma mediators in Gondomar and Espinho, and the high number of people receiving SII/RSI there (respectively, 5.3% and 5.9%), allowed us to consider expanding the study to these municipalities. Moreover, particularly for Gondomar, the high number of preschools/primary schools with more than 50% of students attending preschool/primary school who receive School Financial Assistance, justified this choice. Organizations located in these two municipalities were, therefore, contacted as well to assist in the recruitment of participants.</p>
<p>General description of your recruitment strategies (ECEC centers, schools, organizations, community centers, etc.)</p>	<p>Site 1 - Metropolitan Area of Lisbon <u>Top-down approach:</u> We approached schools and preschools in municipalities of Almada, Amadora, Lisbon, and Seixal with a higher number of preschool/primary school children receiving School Financial Assistance (>50%). At first, overarching school boards were contacted, by email and telephone. Secondly, in most situations, when collaboration was accepted, we met the school group board and/or school coordinators and other school staff (e.g., teachers) in meetings where we presented the ISOTIS project and the WP2 study and delivered the communication material (posters and leaflets; the latter were then distributed to the families by the school teachers/coordinators). In a few cases, school psychologists/social workers were engaged in the recruitment of the mothers/families as well. Nevertheless, in most schools/preschools the recruitment was made by school teachers/educators/coordinators, who provided us with the contact of mothers/families willing to participate in the study.</p>

We then contacted the mothers/families to ensure that they matched the selection criteria (in several cases they did not), and to set a time and place (usually, the school) for the interview.

Bottom-up approach: Through the networks of our interviewers, by indication of staff from collaborating schools, by suggestions from participants, or by internet search, several institutions were identified in targeted municipalities, particularly in disadvantaged neighbourhoods (e.g., around targeted schools) and contacted. We reached out to parish community centres, locally-based associations, charities, and governmentally funded projects (within [in Portuguese] *Programa Escolhas* [Choices Program] - a program funded by the Portuguese Directorate-General of Education, Social Security, and the European Social Fund). Furthermore, teams of professionals providing social support for families who receive Social Insertion Income ([in Portuguese] *Rendimento Social de Inserção* - RSI), within local organizations were contacted to collaborate with us in the recruitment process.

Particularly for Roma communities, Roma associations working in the metropolitan area were contacted. Similarly, school/cultural mediators or key-persons in different Roma communities were identified with the help of staff from local organizations and contacted to help in recruitment.

With only a few exceptions, almost all organizations and/or mediators were first contacted by telephone, given detailed information about the study by e-mail and then contacted again, once or twice, by telephone. When collaboration was accepted, a meeting was scheduled with the organization members (coordinators and/or other professionals), where the WP2 data collection coordinator, alone or together with another interviewer, presented the study, discussed the procedures involved, and delivered the dissemination material. In most cases, during this meeting a date was set to start data collection within that collaboration. In other (very few) situations, the date to start the interviews was set on the second telephone call, after sending the initial WP2 study presentation e-mail.

Site 2 - Metropolitan Area of Oporto

Top-down approach: We approached schools and preschools in municipalities of Oporto, Vila de Gaia, and Matosinhos with a higher number of preschool/primary school students receiving School Financial Assistance (>50%). All selected school boards were contacted, first by email (once) and then by telephone (two to three times). Secondly, in situations when collaboration was accepted, local interviewers met the school group board and/or school coordinators and other school staff (e.g., teachers, social workers) to present the

	<p>ISOTIS project and the WP2 study and deliver the dissemination material (leaflets that were then distributed to the families by the school teachers/coordinators).</p> <p><u>Bottom-up approach:</u> Through the networks of our interviewers, and by internet search, several organizations located in the targeted municipalities within the Metropolitan Area of Oporto (Oporto, Vila Nova de Gaia, Matosinhos, Gondomar, and Espinho) were identified and contacted. A list of organizations which had collaborated in previous research projects (and/or in ISOTIS Work Package 3) was provided by researchers from the University of Oporto. We reached out to parish community centres, locally-based associations, charities, foundations, and governmentally funded projects within [in Portuguese] <i>Programa Escolhas</i> [Choices Program]. Furthermore, professional teams providing social support for families receiving Social Insertion Income – SII ([in Portuguese] <i>Rendimento Social de Inserção</i> - RSI) were contacted to collaborate in recruitment.</p> <p>Particularly for Roma communities, Roma mediators/key-persons in local communities, identified with the help of collaborating or other local organizations and of participants, were contacted.</p> <p>With only a few exceptions, almost all organizations, local projects and/or mediators/key-persons were first contacted by telephone, given detailed information about the study by e-mail and then contacted again once, twice, or more, by telephone. When collaboration was accepted, a meeting was set with the institution/association/project members (coordinators and other professionals) where local interviewers presented the study and delivered the communication material. In most cases, a date to start the interviews was set during this meeting.</p>
<p>Response-rate on school/organization level</p>	<p>Site 1 – Metropolitan Area of Lisbon</p> <p><u>We reached out to 46 school clusters</u> (each including both preschools and primary schools) – 18 (39%) collaborated, 4 (9%) refused to participate, and 24 (52%) did not respond to the invitation. Only in 9 (50%) of the school clusters which agreed to collaborate, interviews were conducted.</p> <p><u>We reached out to 31 organizations</u> (e.g., charities, parish community centres, foundations) – 16 agreed to collaborate (52%), and we conducted interviews in all of them, 4 (13%) refused to collaborate, and 11 did not give a positive/negative response, after several contacts (36%).</p>

	<p><u>We reached out to 16 community/locally-based projects</u> (within [in Portuguese] <i>Programa Escolhas</i> [Choices Program] - 6 (38%) accepted to collaborate, although only 3 resulted in interviews (50%), 7 (44%) refused to participate, and 3 did not respond to our invitation (19%).</p> <p><u>We reached out to 5 mediators/key-persons in Portuguese Roma communities</u> – a school mediator, a former school Roma mediator, as well as a Roma key-person in a local community collaborated in the recruitment of, mostly, Roma participants. However, they were never present during the interviews conducted with the participants. Two other Roma key-persons in local communities were contacted but refused to collaborate in the recruitment of Roma participants, after having participated in the interview themselves.</p> <p>Site 2 - Metropolitan Area of Oporto</p> <p><u>We reached out to 26 school clusters</u> (each included both preschools and primary schools) – 4 (15%) collaborated, 11 (42%) did not respond, and 11 (42%) refused to collaborate. From those who collaborated, only 2 (%) resulted in interviews.</p> <p><u>We reached out to 45 organizations</u> (e.g., community centres, foundations, charities) – 16 (36%) agreed to collaborate, 8 (18%) refused to collaborate, and 21 did not respond (47%). Of those who agreed to collaborate, we successfully conducted interviews only in 11 (69%).</p> <p><u>We reached out to 9 community/locally-based projects</u> (within [in Portuguese] <i>Programa Escolhas</i> [Choices Program]) - 6 (67%) agreed to collaborate, and 3 (33%) refused to.</p> <p><u>We reached out to 5 mediators/key-persons in Portuguese Roma communities</u> – Five Roma key-persons, in their own local communities, were approached but only four agreed to collaborate in the recruitment of Roma participants. They were present during the interviews conducted with the participants.</p>
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<p>Qualitative description of non-response - school/organization level Main reasons to not participate (only if known)</p>	<p>Most schools that refused to collaborate did so due to previous commitments to other research projects and/or had already reached the number of studies they can participate in per school year. Some referred that they were already involved in similar projects, and some schools, even some whose coordinators had agreed to collaborate with us, reported that the school staff was not willing to collaborate in the recruitment process, even after meetings with the school staff had taken place. Others, on the other hand, referred that they had very few families who met the study's selection criteria.</p> <p>Most organizations' refusal to collaborate was due to (1) a lack of participants (i.e., very few people met the selection criteria of our study and/or were interested in participating), (2) the organizations' participation in similar projects, (3) lack of staff available to collaborate, and (4) lack of perceived benefits for the organization. In a few cases, the bureaucratic / hierarchical system of the organization (i.e., we would need to contact the organization's direction and the decision procedure was time consuming) explains the organization's refusal or lack of response in due time.</p>
<p>Qualitative description of non-response - parent/mother level Main reasons to not participate (only if known)</p>	<p>Most mothers who refused to participate said that they did not have time to do the interview. Others showed reluctance in participating at first, showing a slight interest to participate but always rescheduling the interview, never directly refusing to participate. Many (more than 10) did not show up to the scheduled interview, some even when the interview was rescheduled a second or third time (by the interviewers or by local schools/organizations).</p> <p>The length of the interview was referred as one of the main reasons for mothers' lack of interest to participate (both directly by the mothers and indirectly by professionals from collaborating organizations). For others, the compensation given was not seen as worth the time spent (5-euro voucher and a book for the child). Others were defensive towards being interviewed (even after explanation of the positive aspects of ISOTIS and additional information about the "interview" situation – i.e., explaining that it was only a conversation, anonymous and confidential, and that they were not obliged to answer all questions).</p> <p>On the other hand, some people seemed uninterested to participate in research studies in general (both Roma and mothers living in disadvantaged neighbourhoods) as they were, and many still are, constantly contacted to take part in research projects. The snowball effect did not work in our context, even though we encouraged each participant to inform other relatives/friends about the study and encourage them to participate. Only two interviewees were recruited through this process.</p>

<p>Other experienced difficulties during recruitment process?</p>	<p>Non-response of local schools (even after several contacts) was one of the most challenging aspects of recruitment in our country (in both sites). Most seemed willing to collaborate at first but never replied. On the other hand, most school clusters who collaborated with us provided us with very few contacts of families/mothers willing to participate (4 to 8 contacts at most). We overcome this issue by contacting nearby associations in the area (i.e., neighbourhood) around such schools, which allowed us to reach more families and increase the number of participants in the local area. This strategy was mainly used (and needed) in the MA of Lisbon (site 1).</p>
<p>Used incentives</p>	<p>Participants received a voucher of 5 euro which could be used in any store of a company including well-known supermarkets, cafeteria, sport, health, and clothing stores. In addition, we gave a book (which costed up to 5 euros) to the target child. The books were selected from a list of suitable books for the target ages (i.e., 3-6 or 7-12), recommended by the National Reading Plan.</p> <p>The same incentives were used for the qualitative study (voucher(s) + one book for the target child). However, we decided to increase the number of vouchers to 3 (in total, 15 euros in voucher per participant) in the second study.</p>

Background information interviewers

#	M/F	Age	BA or MA in social/ health care sector?	If yes, name degree?	Language background	Other
1	F	29	Yes, MA	Psychology	Portuguese	
2	F	36	Yes, PhD	Psychology	Portuguese	
3	F	39	Yes, PhD	Educational Sciences	Portuguese	
4	F	25	Yes, MA	Psychology	Portuguese	Had access to a list of local institutions in the MA of Oporto which collaborated in ISOTIS WP3 and other research projects from University of Oporto which we were able to make use of.
5	F	25	Yes, MA	Psychology	Portuguese	
6	M	21	No, BA student	Student in Psychology	Portuguese	This interviewer was engaged mostly in other tasks within WP2 but when there was the need he conducted interviews (3) with supervision.

Interviewer Training

Number of training days	2 full-days
Content of training (e.g., role play, use of online questionnaire)	<p><i>1st day (Introduction to ISOTIS project, WP2, and recruitment strategies)</i></p> <ul style="list-style-type: none"> • Description of ISOTIS (mission, objectives, WP) and WP2 specifically; <p>Information on recruitment and data-collection procedures and strategies, contacts and ethical issues;</p> <ul style="list-style-type: none"> • Attendance of (one or two) meeting(s) with local school/institution/mediator (for discussion on collaboration in participants' recruitment and data collection procedures) <p><i>2nd day (Introduction to WP2 data-collection)</i></p> <ul style="list-style-type: none"> • Discussion of interview guidelines (from manual) and procedures (support material and report of interviews – e.g., ID file) • Presentation of WP2 quantitative survey – online and paper versions -and discussion of specific topics/questions; • Role play of interviews with trial version of Lime survey (online).
Practice interview(s)	Each interviewer observed at least one or two interviews before conducting interviews themselves.
Monitoring procedures	
Brief description strategy for monitoring recruitment	A shared google calendar was used to monitor all activities interviewers conducted in relation to recruitment (e.g., meetings with schools/organizations) and data-collection (e.g., interview appointments), in both sites. Skype meetings were scheduled once a week by the data collection coordinator with interviewers who were engaged in recruitment and data collection activities in the MA of Oporto (site 2). A list with all contacted organizations/schools in this site was regularly updated in a shared Dropbox file with the coordinators.
Brief description strategy for monitoring data-collection	Interviewers documented their interview appointments in a shared google calendar and updated interviews' information (e.g., background information, yes/no response to participate in qualitative interview) after each interview in their ID-sheets. These ID-sheets (one per interviewer) were password protected and saved in a shared One Drive/Dropbox folder with the data-collection/recruitment coordinator and country coordinator. Interviewers in site 1 (MA of Lisbon) met regularly (informal/formally once or twice a week), to discuss data-collection procedures and experiences. In weekly Skype meetings with interviewers in site 2 (MA of Oporto), we discussed data-collection and recruitment experiences and difficulties with the data-collection coordinator.

ISOTIS

INCLUSIVE EDUCATION AND SOCIAL SUPPORT
TO TACKLE INEQUALITIES IN SOCIETY

DATA COLLECTION MANUAL

Quantitative interview study

WP2

Martine Broekhuizen
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September, 2017

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1. Introduction

1.1 ISOTIS Interview study

ISOTIS, which stands for *Inclusive Education and Social Support to Tackle Inequalities in Society*, is a collaborative research project funded by the European Union. The mission of ISOTIS is to help bring about those changes in policy and practice which effectively combat educational inequality. ISOTIS therefore aims to identify mechanisms within 'education systems' and 'support services' that may influence inequality.

A central part of the ISOTIS project is an **interview study** with parents from culturally and linguistically diverse families who have at least one child who is 3, 4 or 5 years or 9, 10 or 11 years of age. The interview study consists of two parts: A structured quantitative interview study and a more open qualitative interview study. Interviews will be carried out in ten European countries (Czech Republic, England, France, Germany, Greece, Italy, the Netherlands, Norway, Poland, and Portugal). The data collection for the quantitative interviews will take place from October/November 2017 to March 2018 and for the qualitative data collection from December 2017 to May 2018.

The interview study explores the strengths and potentials of families who may be in a disadvantaged situation because of their immigrant, or ethnic minority status, cultural background and/or experience of financial hardship. The study will collect up-to-date empirical knowledge about, for example, families' cultural and linguistic resources, their acculturation-participation orientation, their experiences with (early) education provisions, and their aspirations for their children.

In the interview study we focus on four significant target groups: A Turkish, Maghrebian (i.e., Moroccan, Algerian and Tunisian), Romani, and low-income native group (see Table 1). Moreover, we will interview participants with 3-5-year and 9-11-year-old children, to capture two important transition periods in children's lives (i.e., the transition to primary education and the transition to (lower) secondary education).

The results from the interview study will be compared on different levels. For example, we will compare participants' responses within target groups between countries (e.g., do Turkish participants in the Netherlands respond differently compared to Turkish participants in Germany), and between target groups, within countries (e.g., do Turkish participants in Germany respond differently compared to Low-income native participants in Germany).

1.2 Aim of this manual

This manual is specifically written for the data collection of the quantitative interview study. This manual has two main goals:

- 1) To inform (and remind) data collection coordinators about the study design, sampling criteria and how to organize the data collection (e.g., recruitment, monitoring).
- 2) To provide data collection coordinators with relevant information that can be used to prepare the fieldwork and the interviewer training.

2. Organization of data collection

2.1 Study design

As mentioned before, the interview study consists of two parts:

- 1) Quantitative interview study – using a structured survey
- 2) Qualitative interview study – using an open interview topic guide

Both interviews are conducted in a face to face setting. The participants who will be interviewed for the qualitative interview study are a subset of the participants from the quantitative interview study. Participants willingness to participate in the qualitative interview study will be registered by the end of the quantitative interview study.

In most countries we will specifically recruit **mothers**. In countries in which this is not possible, due to ethics regulations or to be used recruitment procedures, fathers can also be interviewed when they appear to be the primary caregiver. We recommend that you really try to keep the number of participating fathers to a minimum (i.e., only when they are really the primary caregiver). Since we already have many sources of variance in our design (four target groups, ten countries, two age-ranges, two sites in each country), we decided to not add another source of variance by focusing on fathers as an independent group of interest. If you notice that you have quite some fathers in your sample (i.e., > 10%), we recommend you to oversample for mothers to ensure comparability across countries¹⁸.

To get a better picture of the complete study, we included Table 1 with an overview of the complete data collection in the ten European countries. As you can see, we focus one or two target groups in each country, and in each country data will be collected in two different sites. These sites are selected based on differences in local policy contexts. The sample will be further distinguished into participants who focus on a 3-6-year-old child and participants who focus on a 9-12-year-old child. See 2.2 for more detailed information about the sampling criteria.

Table 1. Number of planned quantitative face to face interviews with participants

Group	Coun-tries	Sites	Participants 3-5-yr-old		Participants 9-11-yr-old		Sum per country	Total sum	COUNTRIES
SES			<i>low</i>	<i>middle to high</i>	<i>low</i>	<i>middle to high</i>			
A) Turkish	4	2	60	15	60	15	300	1200	DE, NL, NO, EN
B) Maghrebian	3	2	60	15	60	15	300	900	FR, IT, NL
C) Romani	3	2	50	10	50	10	240	720	CZ, EL, PT
D) Low- income	8	2	60	0	60	0	240	1920	EN, PT, PL, IT, DE, EL, FR, CZ
Total								4740	

Note. DE = Germany; NL = Netherlands; NO = Norway; EN = England; FR = France; IT = Italy; PT = Portugal; PL = Poland; EL = Greece; CZ = Czech Republic.

¹⁸ In the Netherlands and Norway we specifically recruit mothers, however, this wasn't deemed appropriate in some of the countries. Each country can decide which strategy fits best to his/her context and target groups.

2.2 Sampling criteria

2.2.1 Target groups

To be able to make valid comparisons between countries, within target groups, we formulated the following sampling criteria for the four target groups. In all groups, we allow for single-parent or same-sex families. Please adjust the terminology for your interviewers if necessary. For example, in the Netherlands we only focus on Moroccan participants, as we have a very low number of people with a Tunisian and Algerian background.

A) & B) Participants with a Turkish and Maghrebian immigrant background

- 1) The target child has to be born in the country for the 3-5 year olds, and should at least be five years in the country for the 9-11 year olds. This to ensure that the family has experiences with the educational and social support system.
- 2A) The participant may or may not have been born in the country, but the participant's parents were born in Turkey or a Maghreb country (Tunisia/Algeria/Morocco).
- 2B) The participant's parents may also have been born in the country, but the participant identifies herself as a member of the Turkish or Maghreb community¹⁹.
- 3) The cultural background of the partner is not a sampling criterion; it can be any.

C) Romani participants

- 1) The participant identifies herself as belonging to the Romani community.
- 2) The participant may or may not have been born in the country.
- 3) The ethnic-cultural background of the partner is not a sampling criterion; it can be any.

D) Low-income participants without an immigrant background

- 1) Both the participant and the participant's parents are born in the country.²⁰
- 2) The family is living in a neighbourhood/area with a similar level of deprivation as the immigrant/Romani group²¹.

For participants with a Turkish and Maghrebian immigrant or a Romani background, we also defined how many participants should have a low income and/or education background and how many participants should have a middle to high income and/or education background (see Table 1). We realize that it's often impossible to exactly know this beforehand and to monitor this perfectly during the data collection. Through recruiting parents in neighbourhoods with a high level of (multiple) deprivation, and through centres and schools with (for example) a high proportion of children receiving benefits (e.g., accessing free school meals and/or receiving pupil premium), this will probably naturally work out. The main goal is that we have a diverse sample with enough families

¹⁹ This should be adjusted to each country's context. For example, the Moroccan, Algerian, or Turkish-Cypriot community.

²⁰ We realize that it might not always be possible to know this beforehand, and we definitely don't want to use this criterion in our flyers, etc. The only thing we can do is to target neighborhoods, school, centers, organizations, etc. where it's very likely to find this group.

²¹ This might be the same neighbourhood as the neighbourhood of the immigrant/Romani group, though this will not always be possible due to the sociodemographic spread in these neighbourhoods.

who really are at (multiple) risk according to “objective” indicators like a low income and/or education background. For more information on monitoring the recruitment of participants, see 3.3.

2.2.2 Age ranges of children²²

3-5 year-olds

We focus on parents of 3, 4, and 5 year-old children who are not in primary education yet (i.e., before grade 1). It’s not necessary to recruit perfectly equal numbers of parents of 3, 4 and 5 year-olds.

Note 1: Non-users should be included in the sample in line with a realistic estimation (preferably for 3, 4 and 5 year olds separately). If the proportion of non-users is too low (e.g. <15% of 3 year-olds), (e.g., in England or France) it could be considered to not include them. Our main concern is that we have enough users (at least 50%), since several questions focus on parents’ experiences in ECEC. For the Romani children the criterion of 50% of users is probably too strict and has to be adjusted.

Note 2: In some countries, there is a clear group of late-users (i.e., children who enter (universal) ECEC at age three or four, though didn’t attend ECEC before that age). If this is the case, try to ensure that you also include this group your sample, roughly in line with a realistic estimation of the number of late-users in your country.

9-11 year-olds

We focus on parents 9, 10 and 11 year-old children which have to be in primary education (i.e., before entering middle school or secondary school). It’s not necessary to recruit perfectly equal numbers of parents of 9, 10 and 11 year-olds.

Children in both age-ranges

If a participant has a child in both age ranges, we will ask the participant to focus on the child through which she is recruited (e.g., the (pre-)school). If this is not possible because the participant is recruited in another way (e.g., community centre), the participant decides together with the interviewer who the target child will be. This is the child that the participant has to keep in mind when answering the questions.

²² We purposefully aim to interview participants with a child in these age-groups, however, if you by accident arranged an interview with a participant who has, for example, a 6-year old or 12-year old child, you can still interview them.

2.3 Recruitment strategies

Several strategies can and should be used to recruit possible participants. Below we have listed some important settings which we would recommend to include in your recruitment approach.

- ECEC centres and primary schools in target neighbourhoods²³
- Community centres in target neighbourhoods
- Parent organizations working with the target groups
- Sport or social clubs specifically working with target groups
- Religious institutions, such as mosques
- Mediators working with target groups
- Interviewers with their own network in the target groups

As mentioned above, neighbourhoods with high levels of (multiple) deprivation should be chosen. When recruitment takes place with the help of centres and schools, we also recommend to choose centres and schools with a high proportion of children receiving some kind of benefits (e.g., free school meals or receiving pupil premium – country dependent).

To recruit additional participants, and especially non-users of ECEC, recruited informants will be asked to contact other potential informants in their personal social networks that meet the criteria outlined in section 2.2. Recruited informants will be asked to deliver information about the project to these potential informants and to transfer the request for participation.

In our message to the centres, schools and other organizations, we should emphasize that we want to explore the strengths and potential of culturally and linguistically diverse families and communities in the interview studies. This positive angle should hopefully encourage people to share their ideas and opinions with us. In addition, emphasize the European, and thus international, nature of the study. Based on previous experiences we know that centres, schools, organization and parents find this extremely interesting, and that it's an important motivation for them to participate.

2.3.1 Informing centres, schools, and organizations about the study

Centres, schools, organizations, and mediating key persons, should be fully informed about the study's aims, the purposes of the interview studies, the procedures of data collection and the measures of data protection (See sample letter for contacting centres and schools of Oxford University, appendix A). Contact persons will be asked to support the recruitment of informants by one or more of the following recruitment strategies:

- 1) Allowing researchers to send a flyer (see appendix B) to potential participants via the centre school or organization (no access to home addresses or personal information) or by handing this flyer themselves at the school. In some cases, a poster (see appendix C) might be appropriate. The flyer will inform parents about the aims of the project, the nature of the study and what to expect from the quantitative interview process.
- 2) By personally contacting potential informants on behalf of the researchers.

²³ There is a possibility to aim for a multilevel structure in the data with children nested in schools where also the staff survey (T2.3) will be conducted. This was not planned and promised in the ISOTIS project proposal, but if partners see opportunities, they are encouraged to do this. See 3.3 for suggested procedures to link children on the school (and perhaps even group/classroom) level at a later stage.

- 3) By organising meetings of the researchers with potential informants at the centre or school (or another public place) based on voluntary attendance in which the study's purposes and procedures can be explained.

Parents who are interested in participation will be explained the details of the study by research assistants from the same communities who speak the languages of the potential participants. They will also be given a more detailed information sheet (see appendix D) and (if necessary in your country) the consent form (see appendix F). If the consent form has not been signed and send back before the interview, the interviewer will go through the information again and ask informants to sign the consent form just before the interview starts²⁴.

2.3.2 Identifying potential participants for the qualitative interviews

Upon completion of the quantitative interview, parents will be given the opportunity to be contacted again for a second qualitative interview (see 3.4.2 for more specific procedures). Of those that agree to be contacted, a stratified random sample will be taken, taking into account an equal distribution of participants over, for example, age groups and sites. A more strategic approach will be brought in at a later stage (somewhere between 1/3 and 1/2 into the data collection). More information about this will be provided by the Oxford University team who will lead the qualitative interview study.

The interviewer conducting the quantitative interview doesn't necessarily have to be the interviewer conducting the qualitative interview. It's likely that not all quantitative interviewers have enough experience to also be able to conduct qualitative interviews. The qualitative interviewers will not (re)view the information (i.e., research data) provided by the participants during the quantitative structured interview.

2.3.3 Incentives

To enhance the response and quality of the data collection, participants will receive an incentive after both the quantitative and the qualitative interview. This incentive can for example be a shopping or meal voucher, present, subscription, et cetera, of € 5 to € 10 (depending on the country's income level). Another possibility is to have smaller presents (e.g., a book or small toy for the children) combined with a raffle for a bigger prize. Countries may decide for themselves what they think is the best option.

²⁴ These procedures/strategies could differ, depending on the regulations in each country. Consent will also be sought in the beginning of each interview through the Lime Survey. For some countries, completing the consent procedure included in the Lime Survey ahead of each interview might be enough, and no paper-version of a consent form might be needed.

3. Procedures and materials

3.1 Overview of procedures for interviewers

In summary, the study involves the following procedures for interviewers:

- Attending a half-day course/briefing about how to conduct the quantitative interviews, based on the information in this interviewer manual and the questionnaire²⁵.
- Contacting participants (and possibly centres, schools and organizations, either assigned by the data collection coordinator or through own connections).
- Making appointments with the participants
- Assigning an ID-number to each participant (see 3.3.1 below)

During the appointment:

- Completing the consent form (either paper-pencil version or in Limesurvey, see below)
- Conducting the face to face interview (45-60 min)
- Asking the participants whether they would consent to us possibly contact them again for a second, more open interview.
- Completing the record file for each participant

3.1.1 Recruitment interviewers

We recommend that you recruit interviewers that have (at least some) experience with (structured) interviewing, and who have proven through their work- and or study-activities that they have good communication skills and familiarity with early childhood and parenting. It is important that they understand human research ethics and something about social science research in general.

In most countries, interviewers should perform a Criminal Record Check, which they should be able to show to the participant. In addition, in some countries, interviewers should be able to show a Health Declaration Form stating that they were vaccinated against several diseases (e.g., Rubella). Please check carefully which regulations are in place in your country.

3.2 Materials for the interview

- **Laptop or tablet**²⁶ – The following conditions need to be fulfilled:
 - Password-protected
 - Up-to-date virus scanner
 - Up-to-date browser (latest version internet explorer, google chrome, firefox, etc.)
Note: Microsoft edge, the browser of windows 10, seems to have some problems
- **3G/4G cards** – A stable internet connection is needed when filling out Limesurvey.
- **University ID card or letter of employment** – Interviewers should always be able to show this when requested²⁷
- **Letter of proof of Criminal Record Check** (*if applicable*)
- **Health Declaration Form** (*if applicable*)

²⁵ Assure that you also include necessary information in line with ethics regulations in your country, e.g., how to deal with situations when interviewers suspect child abuse.

²⁶ Research assistants can use their personal laptops, however, the laptops need to fulfil the outlined conditions.

²⁷ If participants wish to check further, they can call the phone number of the responsible researcher in that country which is on the information leaflet

- **Paper consent forms** (when needed) – Bring two languages if necessary. Appendix F.
- **Extra copies of information sheet quantitative interview** – In case the participant lost her copy. Bring two language versions if necessary. Appendix D.
- **Copies of information letter qualitative interview** – Bring two language versions if necessary. Appendix E.
- **ID Record file** (see 3.3.1). Appendix G.
- **Incentive**
- **PDF version of the questionnaire.** This version can be used when reading the questions out loud, while the participants fills out certain questions – WP2 will send these documents as soon as the questionnaire is programmed in your language. Bring two language versions if necessary.
- **Interviewer show cards.** Bring two language versions if necessary. Appendix H.

3.3 Record file with participant ID-numbers and personal information

Each interviewer has to keep up a ID record file (see appendix G for an example). This record file should contain:

- Participant ID-numbers
- Date of the interview
- Contact information
- Age group of the child
- Target group
- Data collection site
- Interest in qualitative interview (will also be documented in Limesurvey).
- Whether family is lower or higher SES

These record files per interviewer are just for internal purposes and should only be accessible to the interviewer and the data collection coordinator (for monitoring purposes). Each country-team can decide how to organize this.

In addition, information on the target child's centre/school and group/classroom can also be recorded here (if applicable to your country). These data can then later be used to link up the parent data with the teacher data. ID-numbers on the center/school and group/classroom level will be created after the data collection²⁸.

The record files should be securely stored, preferably on a University server (e.g., through a VPN remote access network), and have to be password protected²⁹. See section 4 for more information about data processing and management.

²⁸ There are also two questions in Limesurvey that ask for the centre/school and group/classroom name, which can be filled out in countries where it's no problem to enter this information together with the research data. These items can be skipped by the teams who cannot enter this information together with the research data.

²⁹ Instructions how to protect Excel and Word files can for example be found on <https://support.office.com/en-us/article/Protect-a-workbook-7e365a4d-3e89-4616-84ca-1931257c1517>

Participant ID numbers will be assigned before the interview and then entered into both the excel file and Limesurvey (second question in the questionnaire). Participant ID numbers include information about the country (1 or 2 digits), the interviewer (2 digits), and the number of the interview carried out by this interviewer (2 digits). Below are the country codes listed:

Czech Republic	1
England	2
Germany	3
Greece	4
France	5
Italy	6
Netherlands	7
Norway	8
Poland	9
Portugal	10

For example, for England, interviewer number 1's third interview would get code 20103 (2 = England; 01 = interviewer 1; 03 = interview 3). For the Netherlands, interviewer number 10's twentieth interview would get code 71020 (7 = the Netherlands; 10 = interviewer 10; 20 = interview 20). Please instruct your interviewers carefully in this! The number of the participant can be assigned as soon as the interviewer has an appointment with the participant. The ID numbers don't have to be perfectly chronological (e.g., the interview is postponed); the most important point is that they are unique and perfectly copied into the Limesurvey.

Finally, we recommend that participants are asked whether they would like to be kept updated about the study through e-mail (i.e., that you send out a newsletter about some study results). If yes, make sure that this information and their email address is noted in the record file.

3.4 Interview procedures

3.4.1 Preparations before the interview appointment

The following steps should be conducted before the appointment with the participant.

- The interview should preferably be conducted in a neutral location (e.g., the school, community centre, etc.). If the interview will be conducted at home, the interviewer should try to ensure that the participant can speak as freely as possible (i.e., that the answers are not influenced by other persons present) and without disturbance (e.g., kids running around). Interviewers should be able to improvise though. One possibility is to conduct the home-interviews during the day when (most) children are at school and the partner is at work.
When you can really not avoid that the partner is present, you should just conduct the interview together with the partner and fill out at the end of the questionnaire that the partner was present.
- Assign the ID number (see 3.3.1) and fill out the ID record file as far as possible. Empty boxes should be filled out at a later stage without the participant next to you.
- Check the validity of the appointment – is the participant still aware of the interview?
- If applicable to your country's procedures: Check whether the consent form is returned. If not take it with you.
- Make sure that you have all the necessary materials with you, and that everything is working (e.g. internet connection through 4G-card) and that the laptop/tablet is fully charged.
- Make sure that you have access to the right internet link to the Limesurvey questionnaire (will be sent by the WP2-team)³⁰.
- When conducting the interview at the participant's home, let someone know (e.g., the data collection coordinator, a fellow interviewer, or family member) when you start the interview and when you're finished (i.e., lone worker policy).
- Health code: If you do feel not well, don't go to families in which there are small children or where the mother is pregnant. If it appears that you have a contagious condition, this could be quite dangerous for young (and unborn) children. In general, if you're sick you should reschedule the interview.

3.4.2 Guidelines for conducting the interview

Before starting the interview

- Make sure that you and the participant are sitting either in a 90 degree angle, or next to each other. Especially when using a laptop, the interviewer should make sure that the screen is not literally in between them. Preferably, the participant is sitting next to the interviewer, and has the opportunity to 'read' along.
- Make sure that your own phone is switched off. When you do this in front of the participant, this may indirectly motivate them to do the same.
- Always assess each individual's need for information before you start. First, check whether the participant has read the information leaflet (Appendix D). If not, go into more detail through the

³⁰ When there is no possibility to connect to the internet during the interview, a paper-and-pencil version of the questionnaire can be used. Directly afterwards, the interviewer enters the data in the questionnaire online him/herself using the link.

consent form and make sure she understands the key features of the study. This can be either a paper-pencil consent form or the Limesurvey version (see below). Give the participant the opportunity to ask questions, and check actively whether anything is unclear.

- Offer the participant a spare copy of the information leaflet, which includes the contact information of the researchers.

Starting the interview

- Use the link to go to the online questionnaire. The first page is filled out by the interviewer, and should preferably be filled out privately without the participant reading along. The interviewer provides his/her name and the ID-number of the participant (see 3.3), registers the country, the target group, the age-group, the interview site, and whether the survey is filled out in real-time. These questions are obligatory (i.e., you cannot continue with the questionnaire without filling out these questions) as they contain necessary information for the routing of the questionnaire.
- The next page is the consent form. Together with the participant, read through this text using the guidelines provided before. Let the participant tick the box. (This procedure is only applicable when she hasn't already consented on a paper-pencil version yet).
- Inform the participant about the face to face interview procedure:
 - The interviewer reads the questions out loud and fills out the responses of the participant. The participant might read along if he/she wants to, but our experience is that the interview feels more like a conversation with parents if they don't read along, but just listen to what the interviewer asks.
 - Later during the interview (from section on inter-group interactions to second part of background characteristics), there will be an opportunity for the participant to tick the answer boxes themselves, while the interviewer reads the questions out loud. This because participants from now on might feel more comfortable answering the questions themselves³¹.
 - For the questions with multiple items we will have interviewer show cards (see appendix H) as a visual aid for the participants. In this way they don't have to memorize all the response options and/or can just point to the answer category if they prefer to do so.
- Explain to the participant that many questions are focusing on one particular target child. That is the child through which the participant is recruited. If the participant is not recruited through a certain child (e.g., school), and if mothers have a child in both the 3-5 and 9-11 age range, a specific target/focus child is chosen before the interview
- Make clear and emphasize to the participant that there are no right or wrong answers to the questions. We are interested in participant's ideas and opinions, and how these may differ between people, both within and between countries. Some countries have also included this information in their consent forms.

³¹ If the participant really wants to complete parts of the questionnaire without the interviewer reading the questions out loud, this is possible. However, the interviewer should make clear that he/she keeps control over the interview (especially for sections where something has to be filled in by the interviewer, e.g., at the extra-curricular activities) and is available to answer questions when anything is unclear.

- Inform the participant that the interview starts and ends with some family background characteristics, and explain that we need this information to be able to make comparisons both within and across countries. This information will never be identifiable to individual persons.

Filling out the questions with the participant

- The items should be asked precisely as they are formulated in the questionnaire; this to make sure that the answers can be compared to the answers of other participants. It is important to explain difficult terms when necessary, however, it is important to stay as close as possible to the content of the questions. For several questions/items there are additional explanations which are provided below the question.
- Make sure that you have read the items (and additional explanations) a couple of times, and that you understand what is meant with each item. If not, ask the coordinator of the study in your country for clarification.
- If the participant doesn't want to share her opinion regarding a certain topic, you can first emphasize that their answers will be treated as strictly confidential and will never be traced back to individual people. If the participant still refuses, you can leave the question blank.

Important notes for the interviewer

- The questionnaire will go offline when you don't continue within 10 minutes to the next page. Make sure you keep enough pace, or at least press the backwards button to make sure that there is some activity.
- Some questions will be answered by all participants, and some sections are only assessed at specific subgroups of participants. For example, some questions are only filled out by participants of either 3-6-year-olds (e.g., ECEC participation) or 9-11 year-olds, or by specific target groups (e.g., questions about acculturation orientation). Limesurvey automatically shows which questions are applicable to which participants. As such, don't be surprised though if certain questions don't pop up for certain participants.

Rounding up the interview

- When you (or the participant) arrives at the final question, say something like: "We have come to the end of the interview, did we miss anything or do you want to add something?". These comments (max one or two sentences) can be filled out in the final text box.
- Ask whether the participant would be willing to be contacted again for a second, more open second, more open interview. Explain shortly the procedures (open interview of an hour, not everyone will be selected, etc.) and go through the information letter (Appendix E). If the participant says yes, he/she can take the information letter with her. Check whether the contact information is still up to date and ask whether this will likely change in the upcoming weeks/months. More information about the qualitative interviews will be provided.
- Ask whether the participant wants to kept updated about the study, and note this down in the ID record file (Appendix H).
- Finally, ask the participant what they thought about the interview. Were there any questions which were unclear, unimportant or perhaps very important? It can also be nice to ask how they

felt about your way of interviewing. Thank participant for their partaking in this study and give them their incentive.

- Fill out the remaining necessary contact information and other information on the ID record file. This can also be done when the participant has left the room.

3.4 General interview skills

- Have an open, interested and non-judgmental attitude towards the participants. It is important that you don't give participants the feeling that they are judged. For example:
 - Do not give your own opinion or any value judgment on participants' responses.
 - Do not use comments showing disapproval, such as 'Oh yeah?'
- Do not make comments in which you distance yourself from the study (e.g., do not say: "The developers of the questionnaire would also like to know ... " or " How did they come up with this ... huh? ". Use "we" when you are talking about the study (i.e., make clear that you are a representative of the study).
- Make you sure that you ask for clarification when a participant gives an incomplete answer. Never assume that you know the answer the participant wants to give.
- Regularly look at the participant when asking questions (but don't stare)
- Have a friendly expression
- Listen actively
- Nod during the interview as a sign that you have understood the answer
- Avoid distracting habits, e.g., chewing gum, tapping, fumbling a key, looking at phone, etc.
- Keep the interview at an adequate pace; don't rush, but also don't linger.
- In general: Make sure that it will be a pleasant experience that the participant enjoys.

What to do if...?

- They ask you whether you're a parent yourself. Often parents are curious about this, and in general the really like to be interviewed by someone who is also a parent. When you're not a parent (yet), explain to them your experience and/or expertise with (early) childhood and parenting. This helps to build a relationship with the parent.
- Boomerang question - The participant gives the question back, e.g., "what do you exactly want to know"? The best strategy is to calmly repeat and explain the question.
- Silence falls - It is normal that there is an occasional silence and that people think for some time (10 seconds is very normal). If it takes a little longer, you can say something like "you can think quietly". If it is still hard, you can repeat and/or explain the question.
- The participant states that the question is not (completely) applicable to their situation. Acknowledge that this is possible/right, and explain the European nature of the study; some questions might sound a little odd in some countries, however, are really relevant in other countries. This message is also incorporated in some of the question introductions.
- Too much detail – don't interrupt the participant rudely, but use a pause to interrupt kindly at an appropriate time. A good strategy is to give a summary of the participant's answer. Make sure that you don't give the participant the impression that you are uninterested, and always say that you can come back to the topic later.

- The participant is uncertain or shy – Help her to start talking by first using small talk. During the interview, give positive feedback (e.g., “you have told a lot about what you think ...”). When necessary, repeat the fact that there are no right or wrong answers. You just want to know more about their ideas and opinions.
- If there are confounding factors such as radio, TV, phone – Try to improvise. Let people pick up the phone, wait quietly and then continue the interview again.
- Be sensitive to signals of the participant (yawning, looking at the clock) and try to figure out what the reason might be. If necessary, have a pause or adjust your pace so the interview goes faster without the participant feeling rushed.

4. Data-management

4.1 Consent forms and ID record files

When your country-team decides to collect paper-pencil consent forms (in addition to the Limesurvey consent form), you have to think about how you are going to store these. The Oxford-team will for example scan and upload the consent forms as PDF within 24 hours³². Hardcopies of the consent forms have to be shredded as soon as they are uploaded.

The password protected ID-record files (see 3.3) will only be used to monitor the data collection and to contact participants to participate in the qualitative interview. As such, these files are only accessible to the specific interviewer and the country’s data collection coordinator.

We advise that interviewers have access to a University server though a password protected, VPN remote access network, to store the ID record files and (if applicable) consent forms. As soon as the files are uploaded, interviewers have to be instructed to destroy the remaining consent forms from their (personal) laptop. These procedures can be adapted in line with the ethics regulations in your country.

4.2 Research data

During the quantitative structured interview, non-personal research data will be directly entered online into the Limesurvey questionnaire (using preferably a stable, 3G/4G internet connection) and will be saved on a secure central server in Utrecht. The Utrecht University team can download the data from this protected server via safe https connections (.xlsx or .sav files). In case of a technical error that prevents interviewers from having internet access during the interview, or use their computers, the interviewer can complete a paper-pencil survey. This paper version has to be entered into the online questionnaire within 24 hours of the interview, and should be directly shredded afterwards.

Research data will be securely stored using unique identification numbers, with access limited to the research team. Once data has been compiled from all participating countries, Utrecht University will forward a SPSS data set with the research data per country to participating research teams, a) for the strategic selection of participants in the qualitative interview, and b) to complete further analysis. Data-cleaning and scaling for the deliverables, as well as further comparative analyses, will be done by the WP2 core-team.

³² These days there are scanner apps for smarthphone’s like JotNot pro.

For the deliverable on the qualitative interview study, the qualitative data will be “linked” to the quantitative data. Through this link, we have more opportunities to describe the participants that participated in the qualitative study. Individual response patterns in the quantitative data will never be linked to individual responses in the qualitative data.

4.2.1 Data retention and data sharing:

Anonymised research data, syntaxes, etc. will be stored at secure servers at Utrecht University for a minimal retention period of 10 years after publication. Following the Consortium Agreement, all ISOTIS partners are granted unconditional access to pseudo-anonymised data of their own countries. Access to the pseudo-anonymised data of other countries will be granted based on an approved analysis and publication plan and in close collaboration with the particular countries. In addition, anonymized research data will be made available for reuse by other researchers, in line with the open access policy of the European Union³³.

5. Checklist preparations data collection

Below we provided an overview of the activities that need to be conducted by the data collection coordinators before the data-collection can start.

- Translation of questionnaire
- Ethics approval of university/national research council
- Translation and adaptation of flyers and information leaflets to national context.
- Translation and adaptation of consent form to national context
- Check of Limesurvey questionnaire in country’s language
- Adaptation ID record file according to team’s/country’s needs
- Preparation of briefing/training interviewers
- Preparation of system to monitor the interviewers
- Contact with centres and schools, community centers, organizations, etc.

6. Appendices

- A. Sample letter for contacting centres and schools Oxford University
- B. Flyer - quantitative interview
- C. Poster - quantitative interview
- D. Information sheet - quantitative interview
- E. Information letter - qualitative interview
- F. Consent form - quantitative interview
- G. Sample ID and contact information record file
- H. Interviewer show cards

³³ See also data management plan.

Appendix A

University of Oxford

Department of education



15 Norham Gardens, Oxford OX2 6PY

Tel: +44(0)1865 274024 Fax: +44(0)1865 274027

general.enquiries@education.ox.ac.uk www.education.ox.ac.uk

Director Professor Jo-Anne Baird

ISOTIS

Inclusive Education and Social Support to Tackle Inequality in Society

Dear XXX,

We would like to tell you about ISOTIS, a EU-funded project that is taking place in ten countries. ISOTIS is the Greek word for equality. The goal of ISOTIS is to build on the strengths of culturally and linguistically diverse families to create inclusive and effective education and support for families. The countries taking part are the Czech Republic, England, France, Germany, Greece, Italy, the Netherlands, Norway, Poland, and Portugal.

As part of ISOTIS we are interviewing parents with children 3-5, and 9-11, years of age. We want to make families' voices heard, and will ask parents about issues related to bringing up their children – their experiences with education support services, their hopes and wishes for their children, their resources and their support needs.

In England we are interested in interviewing mothers with a Turkish background, and also other mothers living in similar areas. It is our aim to understand the views of mothers in an open-minded and sensitive way. Interviews with our researcher at a place to suit the mothers will take approximately **1 hour**. To thank parents for their participation, we will offer them small gift or voucher.

How can you help us?

We are contacting you to ask for your help in reaching out to parents who would be interested to be interviewed. Would you be willing to send/hand out an invitation leaflet to parents in your XXX [centre/school etc.] and to display an invitation poster in your XXX [centre/school etc.] in October 2017. Also it would help if one of our researchers could arrange a time to come into your XXX [school/centre etc.], in order to tell parents about the study in person, and to be available to answer any questions they might have. We will make plans that are convenient for everyone. We hope to start interviewing mothers in October 2018 and to finish by Spring 2018

What will happen to the information collected?

The results of the ISOTIS study will be used to write research reports for the European Commission and governments as well as academic papers in journals and on the ISOTIS website. All information will be anonymised and no centre or individual person will be identifiable. A copy of the main research report will be sent to you for your records. All of the information collected by the researchers will remain strictly confidential and securely stored.

What happens next?

We hope that you will be interested in our work, and willing to work with us in reaching out to families. Parents' views will inform our project results, that will be used by local, national and European policymakers to improve educational and support services in Europe. The more participants we get, the greater the impact of the study will be!

If you think you might be able to co-operate with us on this part of the project, please could we get in touch with you to discuss this further?

If you have any questions, or require any further information please do not hesitate to contact one of the ISOTIS researchers (details below). More information about the project is also available on the ISOTIS website: <http://isotis.org/>.

Thank you for taking the time to read this letter. We look forward to hearing from you soon.

Our kindest regards,

The English ISOTIS team/ The ISOTIS country coordinator

Dr Katharina Ereky-Stevens and Professor Edward Melhuish

Professor Edward Melhuish

Principal Investigator

Email address: edward.melhuish@education.ox.ac.uk

Katharina Ereky-Stevens

Post-doctoral researcher

University of Oxford | Department of Education

Email address: katharina.ereky@education.ox.ac.uk

Telephone number: 01865 274181



Visit us at <http://isotis.org/> or follow us on Facebook www.facebook.com/isotis.project

Appendix B

MORE INFORMATION?

By filling out your contact details, you will receive an information leaflet from ... University that goes into more detail about the interview study.

If you have a concern about the study, or want to ask questions, please contact:
[name interviewer;
phone number].

Visit us at <http://ISOTIS.ORG/>
or follow us on **FACEBOOK**



The poster features a solid orange background. At the top left, the text 'ISOTIS is a collaborative research project funded by the European Union.' is displayed, with 'ISOTIS' in a white box. Below this, a paragraph describes the project's goal: 'The central goal of ISOTIS is to build on the strengths and potential of culturally and linguistically diverse families living in ten European countries to create inclusive and effective education and support systems.' A white-bordered box in the center contains the text 'NICE TO KNOW' followed by 'The Greek word ISOTIS means equality, evenness, fairness, parity'. At the bottom left, it lists ten participating countries: 'The ten participating countries in this study are Czech Republic, England, France, Germany, Greece, Italy, the Netherlands, Norway, Poland, and Portugal.' At the bottom center is the European Union flag and project information: 'Project Information: Duration of the project: 1 January 2017 - 31 December 2019. This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No. 727069.' On the right side, the word 'ISOTIS' is written in large white letters, with the subtitle 'INCLUSIVE EDUCATION AND SOCIAL SUPPORT TO TACKLE INEQUALITIES IN SOCIETY' below it. A circular photograph shows a woman hugging two young girls. At the bottom right, the text reads 'Families in Europe: Experiences relating to children's education and upbringing' followed by 'Interview Study' in italics.

ISOTIS is a collaborative research project funded by the European Union.

INCLUSIVE EDUCATION AND SOCIAL SUPPORT TO TACKLE INEQUALITIES IN SOCIETY

The central goal of ISOTIS is to build on the strengths and potential of culturally and linguistically diverse families living in ten European countries to create inclusive and effective education and support systems.

NICE TO KNOW

The Greek word ISOTIS means equality, evenness, fairness, parity

The ten participating countries in this study are Czech Republic, England, France, Germany, Greece, Italy, the Netherlands, Norway, Poland, and Portugal.

Families in Europe:
Experiences relating to children's education and upbringing
Interview Study

 **Project Information:**
Duration of the project: 1 January 2017 - 31 December 2019
This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No. 727069.

We would like to invite you to participate in a large interview study, which will take place in ten European countries, as part of the ISOTIS research project (see the back of the flyer).

We will ask participants about issues related to bringing up their children – their experiences with educational systems and support services, their hopes and wishes for their children, their resources and support needs.

FOR WHOM?

Are you a parent with a child at preschool- or school age? The study focuses on culturally and linguistically diverse families with a child between 3-5 years or 9-11 years of age. [In the Netherlands we are interested specifically in parents with a Turkish or Moroccan background]. We want to make parents voices heard and understand their views in an open-minded and sensitive way.

FOR WHAT?

Your views will inform our project results which will be used by local, national and European policymakers to improve educational systems and support services in Europe!

HOW?

The interview will take approximately **40-45 minutes** and will be carried out by a research-assistant from [Utrecht University]. Your individual answers will be anonymized and treated as strictly confidential.

Your participation will be rewarded with a [**5/10 euro** voucher]. The interview will take place at [school, community center, family's home, etc.]. At the end of the interview you will be given the option to be contacted again about participating in a second in-depth interview to elaborate on the topics addressed in the first interview.

ARE YOU INTERESTED IN PARTICIPATING IN THE INTERVIEW STUDY, TO HELP US WORK TOWARDS BETTER EDUCATIONAL AND FAMILY SUPPORT SYSTEMS IN EUROPE?

Please fill out the form below and give it to the teacher of your child [adjust according to strategy].

I hereby give permission that an interviewer from [name university] gets in touch with me. I will receive additional information about the study, after which I still have the opportunity to ask questions and consider the request to participate.



Name:

E-mail address:

Mobile number:



ISOTIS is a collaborative research project funded by the European Union. The central goal of ISOTIS is to build on the strengths and potential of culturally and linguistically diverse families to create inclusive and effective education and support systems in Europe.



ARE YOU INTERESTED IN HELPING US WORK TOWARDS BETTER EDUCATIONAL AND FAMILY SUPPORT SYSTEMS IN EUROPE?

Participate in our interview study "Families in Europe: Experiences relating to children's education and upbringing."

Giving voice to a diverse and inclusive European society.

SHARE YOUR EXPERIENCES

PARTICIPATE

Visit us at ISOTIS.ORG/ and sign up for our Newsletter.
Follow us on WWW.FACEBOOK.COM/ISOTIS.PROJECT
Contact us at: ISOTIS@UU.NL



Project Information:
Duration of the project: 1 January 2017 - 31 December 2019
This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No. 727069.

Appendix D



AIM OF ISOTIS

ISOTIS is a collaborative research project funded by the European Union. The mission of ISOTIS is to help bring about those changes in policy and practice which effectively combat educational inequality. ISOTIS therefore aims to identify mechanisms of education systems and support services that either reproduce inequality or help to create equal opportunities and inclusive societies.

A central part of the ISOTIS study is an interview study with parents from culturally and linguistically diverse families who have at least one child who is 3-5 years or 9-11 years of age. Interviews will be carried out in ten European countries (Czech Republic, England, France, Germany, Greece, Italy, the Netherlands, Norway, Poland, and Portugal). We want to build on the strengths and potentials of families who may be in a disadvantaged situation because of their immigrant, or ethnic minority status, cultural background and/or experience of financial hardship. In the Netherlands we are specifically interested in parents with a Turkish or Moroccan background.

WHY HAVE I BEEN INVITED TO TAKE PART?

School/organization/institute has given us permission to invite parents to participate in this interview study. We want to make people's voices heard, and will ask participating parents about issues related to bringing up their children – their experiences with educational systems and support services, their hopes and wishes for their children, their resources and support needs. Our aim is to understand the views of parents in an open-minded and sensitive way.

DO I HAVE TO TAKE PART?

No. You can ask questions about the study before deciding whether or not to participate. If you do agree to participate, you can withdraw from the study at any time, without giving a reason and without any consequences.

WHAT WILL HAPPEN DURING THE INTERVIEW?

If you are happy to take part in the study, a research-assistant from Utrecht University will make an appointment with you to administer the interview using a laptop. The interview will take approximately **40-45 minutes** and will be conducted at [school, community centre, families' home etc.]. At the end of the interview you will be given the option to be contacted again about participating in a second in-

depth interview to elaborate on the topics addressed in the first interview. You are completely free to not participate in this second interview.

ARE THERE ANY BENEFITS OF TAKING PART?

Your participation in the first interview will be rewarded with a **5/10 euro voucher**. Moreover, views of participating parents will inform our project results which will be used by local, national and European policymakers to improve educational systems and support services in Europe.

WHAT HAPPENS TO THE DATA PROVIDED?

Your individual answers will be anonymized and treated as strictly confidential. Personal identification data will be stored separately and in a protected document. This information will be used only by members of the research team of **Utrecht University** and will be deleted at the end of the data collection period.

The results of the study will be presented at scientific meetings and published in scientific journals. The research data will be stored for a period of [x] years after publication or public release of the work of the research. Only the core research team from the ISOTIS project will have access to the research data. The project has been reviewed by the **Ethical Advisory Committee of Utrecht University**.

FURTHER INFORMATION AND CONTACT DETAILS

If you would like to discuss the research with someone beforehand (or if you have questions afterwards), please contact:

[Insert Primary Researcher Name]

[Insert Department Name]

[Insert Department Address]

Tel: [Insert Number]

Email: [insert address]

Do you want more information on the ISOTIS project?

Visit us at www.isotis.org, follow us on **Facebook**, or send an e-mail to isotis@uu.nl



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No. 727069.

Appendix E

[insert Logo of your institution, as well as contact details]

ISOTIS

Inclusive Education and Social Support to Tackle Inequality in Society

Families in Europe: experiences relating to children's education

Thank you very much for your participation in our interview study taking place in ten European countries, all part of the ISOTIS project. The study focuses on culturally and linguistically diverse families. We want to make people's voices heard, and ask participants about issues related to bringing up their children – their experiences with educational systems and support services, their hopes and wishes for their children, their resources and support needs.

Your views will inform our project results which will be used by local, national and European policymakers to improve educational systems and support services in Europe. The results of the study will be presented at scientific meetings and published in scientific journals. Individuals will not be identifiable at any stage of the project.

If you would like to keep up-to-date with what happens in our project, or view reports on the study results, please visit us at <http://isotis.org/> or follow us on Facebook www.facebook.com/isotis.project.

If you have a concern about the study, or want to ask questions, please contact [fill in name of PI] or [fill out name of country co-ordinator (contact details below)].

[fill in contact details]

Invitation to take part in a second interview

At the end of the interview you were given the option to be contacted again about participating in a second, more open interview to elaborate, and go into more depth on some of the topics we addressed today. Thank you very much for agreeing to be contacted again about this second interview.

This second interview will also take approximately **1 hour** and will be carried out by a researcher from the University of Oxford. The interviews will take place at either your child's school, your community centre, or the child's home, depending on your choice. Your individual answers will be anonymized and treated as strictly confidential, and you will not be identifiable at any stage of the project. To thank you for your participation, we will offer you a small gift or voucher.

For this second interview, we only have resources to talk to a much smaller group of parents. We will therefore only contact some parents, so please be aware that we might not get in touch with you about this, even though you have given us permission to do so.

More information?

If you are part of this smaller group that we contact again, you will receive an information leaflet from the University of Oxford that goes into more detail about the second interview study. Please be aware that the person interviewing you next time might be/will be different to the one interviewing you today.

If you have a concern about the study, or want to ask questions, please contact [\[country co-ordinator \]](#) (contact details below).

[insert country co-ordinator contact details]

Appendix F

[This form will also be presented on the first page of the Limesurvey]

ISOTIS

Inclusive Education and Social Support to Tackle Inequality in Society

PARTICIPANT CONSENT FORM

ISOTIS is a collaborative research project funded by the European Union, which includes 10 countries (Czech Republic, England, France, Germany, Greece, Italy, the Netherlands, Norway, Poland, Portugal). ISOTIS aims to contribute to policy and practice development in order to effectively combat educational inequality.

Through this **interview study** with parents of preschool (3-5 years) and school (9-11 years) children we want build on the strengths and potentials of families who may be in a disadvantaged situation because of their immigrant or ethnic minority status, cultural background and/or experience of financial hardship. In the Netherlands we are specifically interested in parents with a Turkish or Moroccan background. During the interview we will ask you about your experiences related to the educational system and support services, your hopes for your children, your resources and support needs. Your views will make a difference to improve educational systems and support services all over Europe.

It will take approximately **45-60 minutes** to complete the interview together with the interviewer. You are not obliged to answer all questions, and can quit the interview without giving a reason at any point in time. Your participation will be rewarded with a **5/10 euro** voucher.

Your individual answers will be anonymized and treated as strictly confidential. Personal identification data will be stored separately and in a protected document.

The research data will be stored for the minimum retention period of **[x]** years after publication or public release of the work of the research. Only the core research team from the ISOTIS project will have access to the research data.

The project has been reviewed by the **Ethical Advisory Committee of Utrecht University**. The results of the study will be presented at scientific meetings and published in scientific journals.

At the end of the interview we will ask whether you would also be interested in participating in a second, more open interview to elaborate on the topics addressed in the current interview. Your participation in this second study is not obligatory.

I confirm that I have read and understand the information above and agree to participate in the ISOTIS interview study. I had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

Agree

Appendix G

Appendix G - ISOTIS_Sample record file ID numbers.xlsx - Microsoft Excel

Bestand | Start | Invoegen | Pagina-indeeling | Formules | Gegevens | Controleren | Beeld

Klembord | Lettertype | Uitlijning | Getal | Stijlen | Cellen | Bewerken

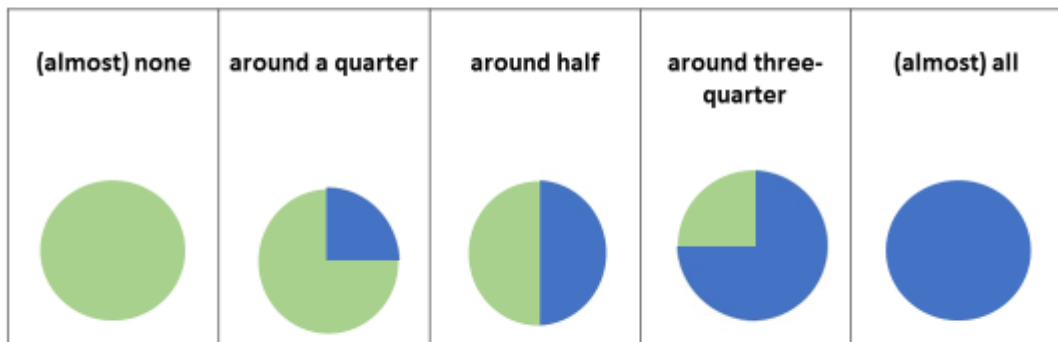
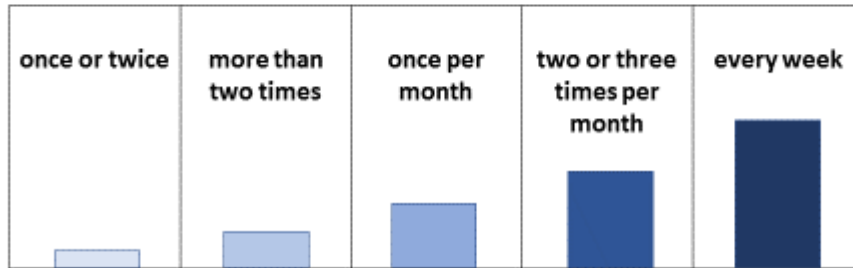
A50

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Sample record file participant ID-numbers													
2														
3	Participant ID number	Date of the interview	Age-group	Target group	Site	Low or middle/high?	Name participant	E-mail address	Phone number	Home address (if home visit)	Name center/school	Name group/classroom	Consent for contact	Information about results?
4	71001	1-1-2018	3-6 years	Turkish	Rotterdam	Low	Jane Doe	janedoe@gmail.com	06 11223344	Universiteitsstraat	Bright day	Kindergarten 1B	Yes	Yes
5	71002	2-1-2018	10-12 years	Turkish	Utrecht	Middle/High	Esmagul	esmagul@hotmail.com	06 55667788	Parklaan12, Utre	Wilhelmina	Grade 6A	No	Yes
6	71003													
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17														
18														
19														
20														
21														
22														
23														
24														
25														
26														
27														

Appendix H

never	rarely	sometimes	often
--------------	---------------	------------------	--------------

disagree	slightly disagree	undecided	slightly agree	agree
-----------------	--------------------------	------------------	-----------------------	--------------



Appendix C – Showcard Income

J	< 1.080 €
R	1.080 – 1.420 €
C	1420 – 1710 €
M	1710 – 2020 €
F	2020 – 2380 €
S	2380 – 2790 €
K	2790 – 3270 €
P	3270 – 3870 €
D	3870 – 4850 €
H	> 4850 €

Appendix D – English version questionnaire

First questions for interviewer Q1

This page should be filled in by the interviewer.

1. Name/initials interviewer: Q1p1p1

? Use the same name/initials every time (also in terms of capitals, spaces, etc.)

2. Participant ID-number: _ _ _ _ Q1p1p2

3. Survey is filled out ... : Q1p1p3

- In real-time
- Afterwards from paper-pencil version

4. Country: Q1p1p4

- Czech Republic
- England
- Germany
- Greece
- France
- Italy
- Netherlands
- Norway
- Poland
- Portugal

5. Target Group: Q1p1p5

- Turkish
- Maghrebian
- Romani
- Nationality (e.g. Dutch)

6. Age-group: Q1p1p6

- 3-5 year-olds
- 9 - 11 year-olds

? Many questions are focusing on one particular target child. Focus on the child through which the parent has been recruited. If the parent has not been recruited through a certain child (e.g., not through an ECEC centre or school) and have a child in both the 3-5 and 9-11 age range, choose a specific target/focus child.

7. City/Region: Q1p1p7

- Region 1
- Region 2
- Other: _____

Background Characteristics Q2p1

First of all, we would like to ask you some general information on your background and the people living in your household, especially [^Target child's name]

1. Month and year of birth Target Child (TC): Q2p1p1

? Always fill out the 15th day (15) of the month. We cannot record actual birth dates, so we will fill out the midpoint for all children.

? If you don't know yet, ask for the name of the Target Child so you can use this in follow-up questions

2. Gender TC Q2p1p2

- Female
- Male

3. Country of birth TC: Q2p1p3

- Algeria
- Czech Republic
- England
- Germany
- Greece
- France
- Republic of Ireland
- Italy
- Netherlands
- Northern Ireland
- Norway
- Morocco
- Poland
- Portugal
- Scotland
- Slovenia
- Tunisia
- Turkey
- Wales
- Other...

If not born in [national country]:

What year did your child move to [national country]? (e.g., 2007) Q2p1p4

General – Participant Q2p2

1. Age in years (parent): Q2p2p1

2. Gender (parent): Q2p2p2

- Female
- Male

3. What's your nationality/nationalities? Q2p2p3

- Algerian
- Czech
- Dutch
- British
- German
- Greek
- French
- Italian
- Norwegian
- Moroccan
- Polish
- Portuguese
- Slovakian
- Tunisian
- Turkish
- Other:.....

4. Country of birth: Q2p2p4

- Algeria
- Czech Republic
- England
- Germany
- Greece
- France
- Republic of Ireland
- Italy
- Netherlands
- Northern Ireland
- Norway
- Morocco
- Poland
- Portugal
- Scotland
- Slovenia
- Tunisia
- Turkey
- Wales
- Other...

If not born in [national country]:

5. What year did you move to [national country]? (e.g., 2007) Q2p2p5

6. What's your mother's country of birth? Q2p2p6

- Algeria
- Czech Republic
- England
- Germany
- Greece
- France
- Republic of Ireland
- Italy
- Netherlands
- Northern Ireland
- Norway
- Morocco
- Poland
- Portugal
- Scotland
- Slovenia
- Tunisia
- Turkey
- Wales
- Other...

7. What's your father's country of birth? Q2p2p7

- Algeria
- Czech Republic
- England
- Germany
- Greece
- France
- Republic of Ireland
- Italy
- Netherlands
- Northern Ireland
- Norway
- Morocco
- Poland
- Portugal
- Scotland
- Slovenia
- Tunisia
- Turkey
- Wales
- Other...

Family Q2p3

<p>Are you currently living with a partner? Q2p3p1</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><i>If yes, ask the questions below.</i></p> <p>What is your partner's gender? Q2p3p1a</p> <p><input type="checkbox"/> Female <input type="checkbox"/> Male</p> <p>Is your partner the biological father/mother of [^Target child's name]? Q2p3p2</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Are you married? Q2p3p3</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><i>If you are not living with a partner:</i></p> <p>Are/have you: Q2p3p4</p> <p><input type="checkbox"/> Divorced/separated <input type="checkbox"/> Widow(er) <input type="checkbox"/> Always lived single <input type="checkbox"/> Partner lives somewhere else in the country <input type="checkbox"/> Partner lives in another country <input type="checkbox"/> Other</p>
---	--

1. Are there any other children below 18 years of age living in your household (including children which are not your own)? Q2p3p5

- Yes
- No

If yes, how many (write a number):..... Q2p3p6

If the parent is currently living with a partner:

2. Are there any other adults living in your household besides you and your partner (including your and/or your partner's children, who are 18 years and older)? Q2p3p7

- Yes
- No

If yes, how many (write a number):..... Q2p3p7a

If the parent is NOT currently living with a partner:

Are there any other adults living in your household besides you (including your children who are 18 years and older)? Q2p3p8

- Yes
- No

If yes, how many (write a number):..... Q2p3p8a

General – Partner Q2p4

If you are currently living with a partner:

<p>What's your partner's country of birth? Q2p4p1</p> <ul style="list-style-type: none"><input type="radio"/> Algeria<input type="radio"/> Czech Republic<input type="radio"/> England<input type="radio"/> Germany<input type="radio"/> Greece<input type="radio"/> France<input type="radio"/> Republic of Ireland<input type="radio"/> Italy<input type="radio"/> Netherlands<input type="radio"/> Northern Ireland<input type="radio"/> Norway<input type="radio"/> Morocco<input type="radio"/> Poland<input type="radio"/> Portugal<input type="radio"/> Scotland<input type="radio"/> Slovenia<input type="radio"/> Tunisia<input type="radio"/> Turkey<input type="radio"/> Wales<input type="radio"/> Other...	<p>What is your partner's mother's country of birth? Q2p4p3</p> <ul style="list-style-type: none"><input type="radio"/> Algeria<input type="radio"/> Czech Republic<input type="radio"/> England<input type="radio"/> Germany<input type="radio"/> Greece<input type="radio"/> France<input type="radio"/> Republic of Ireland<input type="radio"/> Italy<input type="radio"/> Netherlands<input type="radio"/> Northern Ireland<input type="radio"/> Norway<input type="radio"/> Morocco<input type="radio"/> Poland<input type="radio"/> Portugal<input type="radio"/> Scotland<input type="radio"/> Slovenia<input type="radio"/> Tunisia<input type="radio"/> Turkey<input type="radio"/> Wales<input type="radio"/> Other...	<p>What is your partner's father's country of birth? Q2p4p4</p> <ul style="list-style-type: none"><input type="radio"/> Algeria<input type="radio"/> Czech Republic<input type="radio"/> England<input type="radio"/> Germany<input type="radio"/> Greece<input type="radio"/> France<input type="radio"/> Republic of Ireland<input type="radio"/> Italy<input type="radio"/> Netherlands<input type="radio"/> Northern Ireland<input type="radio"/> Norway<input type="radio"/> Morocco<input type="radio"/> Poland<input type="radio"/> Portugal<input type="radio"/> Scotland<input type="radio"/> Slovenia<input type="radio"/> Tunisia<input type="radio"/> Turkey<input type="radio"/> Wales<input type="radio"/> Other...
<p><i>If not born in [national country]:</i> What year did your child move to [national country]? (e.g., 2007) Q2p4p2</p> <div style="border: 1px solid black; height: 20px; width: 200px;"></div>		

If you are not currently living with a partner or your partner is not TC's biological father/mother:

<p>What is [^Target child]'s biological father's/mother's country of birth? Q2p4p5</p> <ul style="list-style-type: none"> <input type="radio"/> Algeria <input type="radio"/> Czech Republic <input type="radio"/> England <input type="radio"/> Germany <input type="radio"/> Greece <input type="radio"/> France <input type="radio"/> Republic of Ireland <input type="radio"/> Italy <input type="radio"/> Netherlands <input type="radio"/> Northern Ireland <input type="radio"/> Norway <input type="radio"/> Morocco <input type="radio"/> Poland <input type="radio"/> Portugal <input type="radio"/> Scotland <input type="radio"/> Slovenia <input type="radio"/> Tunisia <input type="radio"/> Turkey <input type="radio"/> Wales <input type="radio"/> Other... <p><i>If not born in [national country]:</i>What year did [name TC]'s biological father/mother move to [national country]? (e.g., 1990) Q2p4p6</p> <div style="border: 1px solid black; height: 20px; width: 200px;"></div> <p><i>?If the biological father/mother did not move to England, fill out 99.</i></p>	<p>What's [^Target child]'s biological father's/mother's mother country of birth? Q2p4p7</p> <ul style="list-style-type: none"> <input type="radio"/> Algeria <input type="radio"/> Czech Republic <input type="radio"/> England <input type="radio"/> Germany <input type="radio"/> Greece <input type="radio"/> France <input type="radio"/> Republic of Ireland <input type="radio"/> Italy <input type="radio"/> Netherlands <input type="radio"/> Northern Ireland <input type="radio"/> Norway <input type="radio"/> Morocco <input type="radio"/> Poland <input type="radio"/> Portugal <input type="radio"/> Scotland <input type="radio"/> Slovenia <input type="radio"/> Tunisia <input type="radio"/> Turkey <input type="radio"/> Wales <input type="radio"/> Other... 	<p>What's [^Target child]'s biological father's/mother's father country of birth? Q2p4p8</p> <ul style="list-style-type: none"> <input type="radio"/> Algeria <input type="radio"/> Czech Republic <input type="radio"/> England <input type="radio"/> Germany <input type="radio"/> Greece <input type="radio"/> France <input type="radio"/> Republic of Ireland <input type="radio"/> Italy <input type="radio"/> Netherlands <input type="radio"/> Northern Ireland <input type="radio"/> Norway <input type="radio"/> Morocco <input type="radio"/> Poland <input type="radio"/> Portugal <input type="radio"/> Scotland <input type="radio"/> Slovenia <input type="radio"/> Tunisia <input type="radio"/> Turkey <input type="radio"/> Wales <input type="radio"/> Other...
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Neighbourhood Q3

We would like to start with asking you some questions about your neighbourhood... Q3p1p1

Could you please indicate how often people in your immediate surroundings (e.g., people living in the same street, block or flat)... Q3p1p1		Never	Rarely	Sometimes	Often	Don't Know
1	...help and support each other when needed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	...observe and judge how other people behave (e.g., gossiping)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How often do the following happen in your neighbourhood? Q3p1p2		Never	Rarely	Sometimes	Often	Don't Know
1	Violence or crime against people (e.g., fights, muggings, insulting or calling people names, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Violence or crime involving property (e.g., break-ins, car thefts, house/car vandalism, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	General nuisance (e.g., graffiti, litter, abandoned cars/buildings, traffic noise, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Does your child have somewhere safe to play, that is outdoors and nearby? Q3p1p3	
<input type="checkbox"/> No	<input type="checkbox"/> Yes, own garden
<input type="checkbox"/> Yes, communal courtyard	<input type="checkbox"/> Yes, park
<input type="checkbox"/> Yes, playground	<input type="checkbox"/> Yes, other:.....

? If the parent asks whether this is with or without supervision, you can state for parents of 3-5 year-olds that it can be with supervision. For the 9-11 year-olds it should be without supervision.

? If the parent asks what is "safe", you can state that it's about what the parent perceives to be safe.

Social Support Q4

People sometimes look to others for companionship, assistance, or other types of support. How often are each of the following kinds of support available to you, if you need it? Q4

		Never	Rarely	Sometimes	Often
1	Someone to take you to the doctor if you needed it				
2	Someone who shows you love and affection				
3	Someone to help with daily chores if you were sick				
4	Someone to share your most private worries and fears with				
5	Someone to turn to for suggestions about how to deal with a personal problem				
6	Someone to do something enjoyable with				

Cultural Identities Q5p1

Now we have some questions about who you are and your religion.

Only for parents with Immigrant or Romani background:

Some people with a [Turkish/ Algerian/ Moroccan/ Tunisian/ Romani] background feel completely [Turkish/ Algerian/ Moroccan/ Tunisian/ Roma] in certain situations, feel completely [For immigrant: nationality (e.g. Dutch, German, British, etc.); For Roma: Non-Roma] in other situations, or feel both. How strongly do you feel that you are [Turkish/ Algerian/ Moroccan/ Tunisian/ Roma], [For immigrant: nationality; For Roma: Non-Roma], or as much [Turkish/ Algerian/ Moroccan/ Tunisian/ Roma] as For immigrant: nationality; For Roma: Non-Roma] in the following situations? Q5p1p1R

		You feel completely Turkish/Algerian /Moroccan/ Tunisian/ Roma	You feel more Turkish/Algerian /Moroccan/ Tunisian/ Roma than [For immigrant: nationality; For Roma: Non-Roma]	You feel as much Turkish/Algerian /Moroccan/ Tunisian/ Roma as [For immigrant: nationality; For Roma: Non-Roma]	You feel more [For immigrant: nationality; For Roma: Non-Roma] than Turkish/Algerian/ Moroccan/ Tunisian/ Roma	You feel completely [[For immigrant: nationality; For Roma: Non-Roma]
1	When you are at home or with family					
2	When you are at your child's (pre)school					
3	When you are in your local neighbourhood					

Group identification Q5p2

Only for parents with Maghrebian background:

1. Different groups of people live in Morocco / Algeria / Tunisia, which group are you part of? Q5p2p1M

- Moroccan – Arabic
- Algerian – Arabic
- Tunisian – Arabic
- Berber
- No distinction, I count myself as being Moroccan/Algerian/Tunisian
- Other:.....

for parents with Turkish background:

2. Different groups of people live in Turkey, which group are you part of? Q5p2p2T

- Turkish
- Kurdish
- Armenian
- Turkish Cypriot
- It does not matter, I count myself as someone with a background in Turkey
- Other:.....

Religion and Faith Q5p3

1. What sort of religious faith would you say you have? Q5p3p1A

- Christian (Roman Catholic, Protestant, Orthodox, Evangelic, etc.)
- Muslim (Sunna, Shia, Alevi, etc.)
- Jewish
- Hinduism
- Buddhism
- None
- Other:.....
- Don't want to answer

2. How important is religion in your personal daily life? Q5p3p2A

- Not important
- Slightly important
- Moderately important
- Important
- Very important

Language background and skills of parent Q5p4

Now we have some questions about your language background and skills.

1. Which language(s) do you currently use in your daily life [Please choose all that apply]: Q5p4p4A

- Czech
- Dutch
- English
- French
- German
- Greek
- Italian
- Norwegian
- Portuguese
- Polish
- Romani
- Slovak
- Spanish
- Swedish
- Turkish
- Kurdish
- Aramaic
- Suryoye (or other spoken language derived from Aramaic)
- Armenian
- Moroccan Arabic
- Tunisian Arabic
- Algerian Arabic
- Berber Dialect
- Standard Arabic
- Other:.....

If the parent is currently living with a partner:

2. What language(s) do you speak with your partner? [Please choose all that apply]: Q5p4p5

- Not Applicable
- Czech
- Dutch
- English
- French
- German
- Greek
- Italian
- Norwegian
- Portuguese
- Polish
- Romani
- Slovak
- Spanish
- Swedish
- Turkish
- Kurdish
- Aramaic
- Suryoye (or other spoken language derived from Aramaic)
- Armenian
- Moroccan Arabic
- Tunisian Arabic
- Algerian Arabic

- Berber Dialect
- Standard Arabic
- Other:.....

? When the participant only uses one language in her daily life, you can tick “not applicable (only one language)”

3. What language(s) do you use to talk to other relatives? [Please choose all that apply]: Q5p4p6

- Not Applicable
- Czech
- Dutch
- English
- French
- German
- Greek
- Italian
- Norwegian
- Portuguese
- Polish
- Romani
- Slovak
- Spanish
- Swedish
- Turkish
- Kurdish
- Aramaic
- Suryoye (or other spoken language derived from Aramaic)
- Armenian
- Moroccan Arabic
- Tunisian Arabic
- Algerian Arabic
- Berber Dialect
- Standard Arabic
- Other:.....

? This could be with relatives in their home-country AND with relatives in the country they currently live in.

? When the participant only uses one language in her daily life, you can tick “not applicable (only one language)”

Language background and skills of parent (Q5p4) from Q5p4p8I

Only for parents with Immigrant background:

1. When reading newspapers, do you have difficulty to understand the [national] language? Q5p4p8I

- Never
- Rarely
- Sometimes
- Often
- Always
- I cannot read [national language]

2. When listening to the [national] news on the television or the radio, do you have difficulty to understand the [national] language? Q5p4p10I

- Never
- Rarely
- Sometimes
- Often
- Always
- I cannot understand [national language]

3. When you are talking with your child's teacher or the (family) doctor in [national language] do you have difficulty with the use of [national] language? Q5p4p12I

- Never
- Rarely
- Sometimes
- Often
- Always
- I cannot speak [national language]

Only for parents with Native-born or Romani background:

1. When reading newspapers, do you have difficulty to understand the type of language that is used? Q5p4p9NR

? The type of language that is used is really about the level of difficulty of the used language (e.g., difficult words, terms and/or sentences), not about the e.g., political message/discourse.

- Never
- Rarely
- Sometimes
- Often
- Always
- I cannot read [national language]

2. When listening to the [nationality] news on the television or the radio, do you have difficulty to understand the type of language that is used? Q5p4p11NR

- Never
- Rarely
- Sometimes
- Often
- Always

3. When you are talking with your child's teacher or the (family) doctor do you have difficulty to understand the type of language that is used? Q5p4p13NR

- Never
- Rarely
- Sometimes
- Often
- Always

Only for parents with Immigrant or Romani background:

In addition to your skills in [national language], we would like to know about your experiences and skills in your [main language/ the other language that you frequently use]. This language is... Q5p4p14A

- Not applicable (only one language)
- Czech
- Dutch
- English
- French
- German
- Greek
- Italian
- Norwegian
- Portuguese
- Polish
- Romani
- Slovak
- Spanish
- Swedish
- Turkish
- Kurdish
- Aramaic
- Suryoye (or other spoken language derived from Aramaic)
- Armenian
- Moroccan Arabic
- Tunisian Arabic
- Algerian Arabic
- Berber Dialect
- Standard Arabic
- Other:.....

? If [national language] is not the main language: “your main language”.

? If [national language] is main language: “the other language that you frequently use”

? If the participant gives two options here (e.g., Turkish and Kurdish), she/he should choose which language to focus on.

If the parent answered the previous question:

1. **When you have a conversation with friends or relatives in [other main language], do you have difficulty with the [...] language? Q5p4p15A**
 - Never
 - Rarely
 - Sometimes
 - Often
 - Always

? Fill out language as indicated in the question above.

2. **When reading newspapers in [other main language], do you have difficulty to understand the [...] language? Q5p4p16A**
 - Never
 - Rarely
 - Sometimes
 - Often
 - Always
 - I don't read the [...] language
 - Not a written language

? Fill out language as indicated in the question above.

3. When listening to the [other main language] news on television or the radio, do you have difficulty to understand the [...] language? Q5p4p17A

- Never
- Rarely
- Sometimes
- Often
- Always
- Not applicable

? Fill out language as indicated in the question above.

Current and previous child care, pre-school and school participation Q6p1

1. Is [^Target child's name] at statutory school age to attend a reception classroom? Q6p1p1
- Yes
 - No

If the TC is not at statutory school age to attend a reception classroom:

We would like to ask you about who looks after your child apart from you.

2. In the last three months, did your child attend a preschool, playgroup, nursery, or nursery school? Q6p1p2

No	Yes, less than 10 hours/week	yes, between 10 and 20 hours/week	Yes, between 20 and 30 hours/week	Yes, more than 30 hours/week

? If the parent says that it differs, you can ask for the average. You can also help the parent to calculate the number of hours if she/he talks about the number of (half-) days of centre-based ECEC.

3. In the last three months did your child have non-familial home-based care with a childminder? Q6p1p3

No	Yes, less than 10 hours/week	yes, between 10 and 20 hours/week	Yes, between 20 and 30 hours/week	Yes, more than 30 hours/week

? If the parent says that it differs, you can ask for the average. You can also help the parent to calculate the number of hours if she/he talks about the number of (half-) days of non-familial home-based care.

If the TC is at statutory school age to attend a reception classroom:

We would like to ask about your child's school experiences

4. Is your child currently attending primary school (including reception)? Q6p1p4
- Yes
 - No
 - Some of the time

If 'no' or 'sometimes' questions 5 and 6:

5. Please indicate why your child is currently not attending primary school (reception)/only attending primary school (including reception) some of the time. Q6p1p5

6. Has your child attended primary school (including reception) in the past years? Q6p1p6
- Yes
 - No

If 'Yes' or 'sometimes' questions 7, 8, 9, and 10:

7. What year is [^ Target child] in? Q6p1p6a

8. How many years has your child been attending primary school (including reception)? You can use half- and quarter years. Q6p1p7

9. Has your child ever been interrupted from going to primary school for a period of more than three months? Q6p1p10

- Yes
- No

If yes:

Please indicate why. Q6p1p10a

--

10. In the last three months, has your child attended before- and/or after-school club? Q6p1p11

No	Yes, up to 5 hours/week	Yes, more than 5 but less than 10 hours/week	Yes, more than 10 but less than 15 hours/week	Yes, more than 15 hours/week

For all parents:

11. Has your child previously attended a preschool (playgroup/nursery/nursery school)? Q6p1p12

Child's Age	No	Yes, less than 10 hours/week	yes, between 10 and 20 hours/week	Yes, between 20 and 30 hours/week	Yes, more than 30 hours/week	Non Applicable
Under the age of one						
Between the age of one and two						
Between the age of two and three						
Between the age of three and four						
Between the age of four and five						
Between the age of five and six						

? Non applicable means that the child is younger than a certain age group mentioned (e.g. the row 5-6 year olds cannot be filled in because the target child is only 3) or if the age mentioned in a row is not at preschool age (e.g. 5-6 year-olds in England).

? When parents indicate that TC went less than three months during that year, it's 'no'.

? If parent says that it differed, you can ask for the (rough) average. You can also help the parent to calculate the number of hours if she talks about the number of (half-) days of centre-based ECEC.

Child participation in extra-curricular activities Q6p3

For Romani background and native background Only for parents with Native-born or Romani background
I would like to ask you some questions about organised activities that [^Target child's name] might do outside his/her school lessons/sessions at preschool - either by him/herself, or together with you.

1. Does [^Target child's name] take part in any of the clubs or classes listed below? Q6p3p1RN

- Classes aiming to provide extra support in school subjects
- Religious classes
- Clubs or classes to do sport or any other physical activity (e.g. swimming, gymnastics, football)
- Other clubs and classes: e.g. music, drama, foreign languages, computing, chess club, or organised social activities (e.g. scouts group)
- None of these classes

Only for parents with Immigrant background:

I would like to ask you some questions about organised activities that [^Target child's name] might do outside his/her school lessons/sessions at preschool - either by him/herself, or together with you.

2. Does [^Target child's name] take part in any of the clubs or classes listed below? Q6p3p1I

- Classes aiming to provide extra support in school subjects
- Language classes in child's mother tongue
- Language classes in [national language]
- Religious classes
- Clubs or classes to do sport or any other physical activity (e.g. swimming, gymnastics, football)^{SEP}
- Other clubs and classes: e.g. music, drama, foreign languages, computing, chess club, or organised social activities (e.g. scouts group)
- None of these classes

If the child participates in classes aiming to provide extra support in school subjects:

3. In the last three months, how often has your child typically taken part in classes aiming to provide extra support in school subjects? Please think about a typical period during term time. Q6p3p2

Please choose only one of the following:

- Less than once a fortnight
- Once a fortnight
- Once a week
- A few days each week
- (Almost) daily

If the child participates in language classes in mother's tongue:

4. In the last three months, how often has your child typically taken part in language classes in the child's mother tongue? Please think about a typical period during term time. Q6p3p3

Please choose only one of the following:

- Less than once a fortnight
- Once a fortnight
- Once a week
- A few days each week
- (Almost) daily

If the child participates in language classes in [national language]:

- 5. In the last three months, how often has your child typically taken part in language classes in [national language]? Please think about a typical period during term time. Q6p3p4**

Please choose only one of the following:

- Less than once a fortnight
- Once a fortnight
- Once a week
- A few days each week
- (Almost) daily

If the child participates in religious classes:

- 6. In the last three months, how often has your child typically taken part in religious classes? Please think about a typical period during term time. Q6p3p5**

Please choose only one of the following:

- Less than once a fortnight
- Once a fortnight
- Once a week
- A few days each week
- (Almost) dail

If the child participates in sports or physical activities:

- 7. In the last three months, how often has your child typically taken part in clubs or classes to do sport or any other physical activity? Please think about a typical period during term time. Q6p3p6**

Please choose only one of the following:

- Less than once a fortnight
- Once a fortnight
- Once a week
- A few days each week
- (Almost) daily

If the child participates in other activities:

- 8. In the last three months, how often has your child typically taken part in other clubs and classes? Please think about a typical period during term time. Q6p3p7**

Please choose only one of the following:

- Less than once a fortnight
- Once a fortnight
- Once a week
- A few days each week
- (Almost) daily

Multicultural and multi-lingual education Q7

Now we would like to know your opinion on how the preschool/school should be inclusive of children from different countries and cultures. Please indicate how much you agree with each of the following statements.

		disagree	slightly disagree	undecided	slightly agree	agree
1	In the preschool/school, it is important that teachers are sensitive to differences between children from different countries and cultures.					
2	In their work with children from different countries and cultures, teachers should emphasize similarities between children					
3	It is important for children to learn that people from other cultures can have different ideas on what is important to them.					
4	In preschool/school, it is important that children from different countries and cultures see the ways in which they are all similar.					
5	It is important for children to learn to respect other cultures as early as possible.					
6	By speaking their home language at preschool/school, non-[nationality] children do not learn [national language] sufficiently.					
7	Non-[national language] speaking children should be offered the opportunity to learn their home language at preschool/school.					
8	It is more important that non-[national language] speaking children develop higher level of skills in [national language] than in their home language.					
9	Non-[national language] speaking children should be allowed to speak their home language to each other at preschool/school.					

Parent-teacher relationship Q8

These questions are for parents whose children currently attend centre-based ECEC or primary school (including reception)

Now we have some questions about your experiences with your child's teachers in their current preschool/school. Please indicate how much you agree with each of the following statements

		disagree	slightly disagree	Undecided	slightly agree	agree
1	I trust the way my child's teachers work with the children.					
2	My child's teachers understand me.					
3	I feel comfortable to talk to my child's teachers.					
4	My child's teachers and I have similar beliefs about my child's behaviour.					
5	My child's teachers and I have similar beliefs about what my child can achieve.					
6	My child's teachers communicate with me not only when there is a problem.					
7	My child's teachers see me as a competent parent.					
8	My child's teachers seem prepared to help my child succeed in school.					
9	My child's teachers have high expectations for my child.					
10	My child's teachers care about my child.					
11	My child's teachers treat my child fairly.					

Support Services (Q9)

I would like to ask you some questions about the support services that you may have used in the last six months.

1. In the last six months, has anyone visited you or your child at home to give professional help or advice with any of these issues? Please tell us all that apply to [^Target child's name]. Q9p1p4

Please choose all that apply:

- Child's health and wellbeing
- Childrearing or parenting
- Language use in the family
- Education decisions
- None of the previous

If the parent indicated at least one issue, questions 2 and 3:

2. In the last six months, how many times has somebody visited you to talk about this/these issues related to bringing up your child? Q9p1p5

Please choose only one of the following:

- Once or twice
- More than two times
- Once per month
- Two or three times per month
- Every week

3. Generally, how useful did you find this/these visit(s)? Q9p1p6

Please choose only one of the following:

- Not useful
- Fairly useful
- Useful
- Unsure
- It varied from person to person

4. In the last six months, have you visited any centres, such as a family or community centre or GP/health centres, for professional advice on the issues listed below? Please tell us all that apply to [^Target child's name]. Q9p1p7

Please choose all that apply:

- Child's health and wellbeing
- Childrearing or parenting
- Language use in the family
- Education decisions
- None of the previous

If the parent indicated at least one issue questions 5 and 6:

- 5. In the last six months, how many times have you visited a centre to talk about this/these issues related to bringing up your child? Q9p1p8**

Please choose only one of the following:

- Once or twice
- More than two times
- Once per month
- Two or three times per month
- Every week

- 6. Generally, how useful did you find the advice from the centre(s)? Q9p1p9**

Please choose only one of the following:

- Not useful
- Fairly useful
- Useful
- Unsure
- It varied from person to person

I'd like you to think about other kinds of help and advice that you may have had, for issues related to bringing up your child. Q9p1p10

- 7. Is there either a person or other service that you have turned to, for help or advice, in the last six months? Q9p1p10**

- Yes
- No

If yes, who and for what?: Q9p1p11

- 8. Finally, in the last six months, have you accessed the Internet to find advice related to bringing up your child? Q9p1p12**

- Yes
- No

If yes:

- 9. Generally, how useful did you find the advice you found online? Q9p1p14**

- Not useful
- Fairly useful
- Useful
- Unsure
- It depended on the website

Activities in the home Q10p1

The next section is about activities that adults from the home (including you, your husband/partner or other adult family members) may carry out with [^Target child's name]. We are interested in the various kinds of activities that children do with their families. Please think about [^Target child's name]'s usual and current pattern of activities that adults in the home do with him/her.

How often does an adult in the home..

? If the parent asks whether "adults from the home" also include grandparents, aunts, uncles, et cetera, who are not living with the family, though who visit the family (almost) on a daily basis, you can say "yes".

3-5 year-olds Q10p1p1YC						9-11 year-olds Q10p1p2OC					
Talk with [^Target child's name] about your own or his/her everyday experiences?						Talk with [^Target child's name] about your own or his/her experiences, currently or in the past (e.g. the school day, a holiday)					
Everyday	Several times a week	Once or twice a week	Once or twice a month	Less often	(Almost) Never	Everyday	Several times a week	Once or twice a week	Once or twice a month	Less often	(Almost) Never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk with [^Target child's name] about past events (such as a holiday, birthday)						Talk with [^Target child's name] about current world events					
Everyday	Several times a week	Once or twice a week	Once or twice a month	Less often	(Almost) Never	Everyday	Several times a week	Once or twice a week	Once or twice a month	Less often	(Almost) Never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about topics of general interest (such as history, dinosaurs, space...) with [^Target child's name]						Discuss religious or moral topics with [^Target child's name]					
Everyday	Several times a week	Once or twice a week	Once or twice a month	Less often	(Almost) Never	Everyday	Several times a week	Once or twice a week	Once or twice a month	Less often	(Almost) Never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Only for parents with an Immigrant or Romani background: When having conversations with [^Target child's name], which language do adults use?
Q10p1p3loL

(Please choose only one of the following:)

- Only or predominantly [national language]
- Only or predominantly other language, namely.....
- More languages, equal use of ... and
- More languages, mostly ... sometimes

Make a comment on your choice here:

? Please tick the applicable box and fill out the text box using AND for the 3rd option, and SOMETIMES for the 4th option. For example:

Turkish AND English (= 3rd option)

Turkish SOMETIMES English (= 4th option)

English SOMETIMES Turkish and *** (= 4th option)

How often does an adult in the home...

3-5 year-olds Q10p1p4YC						9-11 year-olds Q10p1p5OC					
Read or narrate a picture book to [^Target child's name]						Read a book with [^Target child's name]					
Everyday	Several times a week	Once or twice a week	Once or twice a month	Less often	(Almost) Never	Everyday	Several times a week	Once or twice a week	Once or twice a month	Less often	(Almost) Never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read a story book to [^Target child's name]						Read or recite poetry with [^Target child's name]					
Everyday	Several times a week	Once or twice a week	Once or twice a month	Less often	(Almost) Never	Everyday	Several times a week	Once or twice a week	Once or twice a month	Less often	(Almost) Never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read a book on a topic of interest (such as history, dinosaurs, space...) to [^Target child's name]						Ask questions and talk [^Target child's name] with about something he/she is reading					
Everyday	Several times a week	Once or twice a week	Once or twice a month	Less often	(Almost) Never	Everyday	Several times a week	Once or twice a week	Once or twice a month	Less often	(Almost) Never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Only for parents with an Immigrant or Romani background:</i></p> <p>2. During shared reading activities with [^Target child's name], which language do adults use? Please choose only one of the following Q10p1p6loL</p> <ul style="list-style-type: none"> <input type="radio"/> Only or predominantly [national language] <input type="radio"/> Only or predominantly other language, namely..... <input type="radio"/> More languages, equal use of ... and <input type="radio"/> More languages, mostly ... sometimes <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: 40px;"> <p>Make a comment on your choice here:</p> </div>											
<p>? Please tick the applicable box and fill out the text box using AND for the 3rd option, and SOMETIMES for the 4th option. For example: Turkish AND English (= 3rd option) Turkish SOMETIMES English (= 4th option) English SOMETIMES Turkish and *** (= 4th option)</p>											

How often does an adult in the home...

? If parents say that the stories with moral or religious content are the same as the made-up stories and stories of the family's country of origin, you still count them independently. That is, the categories are not mutually exclusive.

3-5 year-olds Q10p1p7YC						9-11 year-olds Q10p1p8OC					
tell made-up stories to [^Target child's name]						tell made-up stories to [^Target child's name]					
Everyday	Several times a week	Once or twice a week	Once or twice a month	Less often	(Almost) Never	Everyday	Several times a week	Once or twice a week	Once or twice a month	Less often	(Almost) Never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tell stories of the family's country of origin to [^Target child's name]						tell stories of the family's country of origin to [^Target child's name]					
Everyday	Several times a week	Once or twice a week	Once or twice a month	Less often	(Almost) Never	Everyday	Several times a week	Once or twice a week	Once or twice a month	Less often	(Almost) Never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tell stories with moral or religious content to [^Target child's name]						tell stories with moral or religious content to [^Target child's name]					
Everyday	Several times a week	Once or twice a week	Once or twice a month	Less often	(Almost) Never	Everyday	Several times a week	Once or twice a week	Once or twice a month	Less often	(Almost) Never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How often does an adult in the home...

3-5 year-olds Q10p1p9YC	9-11 year-olds Q10p1p100C
<p>practice counting and simple math problems with [^Target child's name]</p> <p>Everyday Several times a week Once or twice a week Once or twice a month Less often (Almost) Never</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>talk about maths problems in everyday situations (e.g. estimate, measure and compare sizes or weights of objects, or how much things cost) with [^Target child's name]</p> <p>Everyday Several times a week Once or twice a week Once or twice a month Less often (Almost) Never</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>measure and compare length, weight, and the size of objects with [^Target child's name]</p> <p>Everyday Several times a week Once or twice a week Once or twice a month Less often (Almost) Never</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>talk about maths problems in everyday situations (e.g. estimate, measure and compare sizes or weights of objects, or how much things cost) with [^Target child's name]</p> <p>Everyday Several times a week Once or twice a week Once or twice a month Less often (Almost) Never</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>play with construction toys (like blocks) or board games, or do jigsaw puzzles with [^Target child's name]</p> <p>Everyday Several times a week Once or twice a week Once or twice a month Less often (Almost) Never</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>help [^Target child's name] with solving math problems</p> <p>Everyday Several times a week Once or twice a week Once or twice a month Less often (Almost) Never</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>

How often does an adult in the home...

3-5 year-olds Q10p1p11OYC						9-11 year-olds Q10p1p12OC					
draw, paint or make creative things with [^Target child's name]						Draw, paint or make creative things with [^Target child's name]					
Everyday	Several times a week	Once or twice a week	Once or twice a month	Less often	(Almost) Never	Everyday	Several times a week	Once or twice a week	Once or twice a month	Less often	(Almost) Never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
teach [^Target child's name] how to play an instrument						Teach [^Target child's name] how to play an instrument					
Everyday	Several times a week	Once or twice a week	Once or twice a month	Less often	(Almost) Never	Everyday	Several times a week	Once or twice a week	Once or twice a month	Less often	(Almost) Never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
demonstrate to [^Target child's name] practical skills, like how to cook, sew, repair things or do carpentry						Demonstrate to [^Target child's name] practical skills, like how to cook, sew, repair things or do carpentry					
Everyday	Several times a week	Once or twice a week	Once or twice a month	Less often	(Almost) Never	Everyday	Several times a week	Once or twice a week	Once or twice a month	Less often	(Almost) Never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Do you have a smartphone at home? Q10p1p12

- Yes
- No

If yes:

2. How confident are you in using a smartphone? Q10p1p13

- Not confident
- Slightly confident
- Fairly confident
- Confident

3. Do you have a computer/laptop at home? Q10p1p15

- Yes
- No

If yes:

4. How confident are you in using a computer/laptop? Q10p1p16

- Not confident
- Slightly confident
- Fairly confident
- Confident

5. Do you have a tablet at home? Q10p1p20

- Yes
- No

If yes:

6. How confident are you in using a tablet? Q10p1p21

- Not confident
- Slightly confident
- Fairly confident
- Confident

How often does an adult in the home...

3-5 year-olds Q10p1p15YC	9-11 year-olds Q10p1p16OC
<p>get involved with a computer, smartphone, tablet or laptop together with [^Target child's name]</p> <p>Everyday Several times a week Once or twice a week Once or twice a month Less often (Almost) Never</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>get involved with a computer, smartphone, tablet or laptop together with [^Target child's name]</p> <p>Everyday Several times a week Once or twice a week Once or twice a month Less often (Almost) Never</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>prepare a digital drawing, video clip, or presentation on a computer or laptop together with [^Target child's name]</p> <p>Everyday Several times a week Once or twice a week Once or twice a month Less often (Almost) Never</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>prepare a digital drawing, video clip, or presentation on a computer or laptop together with [^Target child's name]</p> <p>Everyday Several times a week Once or twice a week Once or twice a month Less often (Almost) Never</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>play or practice digital educational games together with [^Target child's name] (e.g., practicing letters or numbers)</p> <p>Everyday Several times a week Once or twice a week Once or twice a month Less often (Almost) Never</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>look up information on the internet together with [^Target child's name]</p> <p>Everyday Several times a week Once or twice a week Once or twice a month Less often (Almost) Never</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p><i>? There is some overlap between the first and following two items. However, it still can be the case that they do the first every day, and the others not at all. You can explain to parents that the second and third one are specifications of the first one.</i></p>	

Schoolwork - *Only for 9-11 year-olds: Q10p2*

1. In a typical term-time week (including weekends), how many hours does [^Target child's name] spend doing schoolwork, whilst at home? Please also include time spent practising, for example, spelling or maths for school. Q10p2p10C

- Less than an hour per week
- Between one and two hours per week
- Between two and four hours per week
- Between four and six hours per week
- More than six hours per week.

2. How often do you help [^Target child's name] with his/her work for school? Q10p2p30C

- Never
- Rarely
- Sometimes
- Often

Parent-school involvement Q10p3

For children who go to primary school (including reception):

Please indicate how often an adult from the home got involved in any of the following activities at your child's preschool/school in the last six months (excluding school holidays). Q10p3p65C

		Never	Once or twice	Three or five times	Once per month	More than once per month	Not applicable
1	Helping in my child's classroom or preschool/school (e.g., cleaning toys, reading with children).						
2	Helping in my child's pre-school/school events (e.g., school trips, sports tournaments, fundraising events, etc.).						
3	Taking part in meetings offered by the preschool/school to hear about what my child learns in preschool/school and how I can help my child's learning at home.						
4	Taking part in social events organized for parents and families at my child's preschool/school.						

? Use the 'not applicable' option when parents generally do not get involved like this in the child's preschool/school

Educational aspirations Q11

For 9-11 age group:

Independent of [^Target child's name]'s ability and/or the likelihood of his/her attendance, which type of secondary school would you like him/her to attend? Q11p1p1OC

- Lower secondary school level
- Intermediate secondary school level
- Upper secondary school level

If you do think about [^Target child's name]'s achievement level in school, which type of secondary school do you think that he/she will attend Q11p1p2OC

- Lower secondary school level
- Intermediate secondary school level
- Upper secondary school level

For all parents:

1. What level of qualification would you like [^Target child's name] to complete? Q11p1p3

Please choose only one of the following:

- Finish lower secondary education or second stage of basic education (ISCED 2)
- Finish upper secondary education (ISCED 3)
- Finish post-secondary non-tertiary education/short-cycle tertiary education (ISCED 4 or 5)
- Bachelor degree or equivalent (ISCED 6)
- Masters degree or equivalent, or doctoral degree or equivalent (ISCED 7 or 8)
- I don't mind what level of qualification [^Target child's name] completes, because educational level in itself is not important to me

If the parent lives with a partner:

2. Does your partner agree with your educational aspirations for your child? Q11p1p4

- Yes
- No, he/she aspires a lower level of qualification
- No, he/she aspires a higher level of qualification
- My partner doesn't mind what level of qualification [^Target child's name] completes, because educational level in itself is not important to him/her.
- Don't know (i.e., my partner hasn't expressed a view on this)

If the parent is not living with a partner OR the partner is not TC's biological father/mother:

3. And does [name TC]'s father/mother agree with your educational aspirations for your child? Q11p1p5

- Yes
- No, he/she aspires a lower level of qualification
- No, he/she aspires a higher level of qualification
- My father/mother doesn't mind what level of qualification [^Target child's name] completes, because educational level in itself is not important to him/her.
- Don't know (i.e., the father/mother hasn't expressed a view on this)

4. Could you give an example of an occupation that you would like [^Target child's name] to have later in life? Q11p1p6

Inter-group interactions (Q12p1) From Q12p1p6I

For children who go to primary school (including reception):

For parents with a Native-born background:

Now we have some questions about your interactions and relations with people from different ethnic-cultural backgrounds...

1. What proportion of parents in your child's preschool/school have a non-[nationality] background?

Q12p1p1

Please choose only one of the following:

- (Almost) none
- Around a quarter
- Around half
- Around three-quarter
- (Almost) all

2. What proportion of people who live in your neighbourhood have a non-[nationality] background?

Q12p1p2

Please choose only one of the following:

- (Almost) none
- Around a quarter
- Around half
- Around three-quarter
- (Almost) all

Introduce to the parents that from now on, they might feel more comfortable answering the questions themselves. Usually we hand over the computer, so the parents can answer themselves, while we read the questions out loud. Are they happy to give this a try? They can always switch back later.

3. How often, if at all, do you interact with parents who have a non-[nationality] background at your child's preschool/school? Q12p1p3

Please choose only one of the following:

- Never
- Rarely
- Sometimes
- Often

? If there are no parents with a different ethnic-cultural background in the preschool/school of your child, you can choose 'never'.

4. How often, if at all, do you interact with people who have a non-[nationality] background in your neighbourhood? Q12p1p4

Please choose only one of the following:

- Never
- Rarely
- Sometimes
- Often

? If no-one with a different ethnic-cultural background lives in your neighbourhood, you can choose 'never'.

If the parent said that they are interacting with non-[nationality]? background people at the school of their child:

5. How do you feel about interacting with parents who have a non-[nationality] background at the preschool/school of your child? Q12p1p5

Please choose only one of the following:

- I don't enjoy it
- I enjoy it a little
- I enjoy it quite a bit
- I enjoy it a great deal

If the parent said that they are interacting with non-[nationality]? background people at the school of their child:

6. How do you feel about interacting with people who have a non-[nationality] background within your neighbourhood? Q12p1p6

Please choose only one of the following:

- I don't enjoy it
- I enjoy it a little
- I enjoy it quite a bit
- I enjoy it a great deal

For parents with an Immigrant background:

Now we have some questions about your interactions and relations with people from different ethnic-cultural backgrounds...

1. What proportion of parents in the preschool/school of your child are [nationality]? Q12p1p6I

Please choose only one of the following:

- (Almost) none
- Around a quarter
- Around half
- Around three-quarter
- (Almost) all

? For parents, whose children are attending a primary school (including reception):

? If there are no parents with a [nationality]? background in the preschool/school of your child, you can choose 'never'.

2. What proportion of people who live in your neighbourhood are [nationality]? Q12p1p8I

Please choose only one of the following:

- (Almost) none
- Around a quarter
- Around half
- Around three-quarter
- (Almost) all

? If there are no parents with a [nationality]? background in the neighborhood, you can choose 'never'.

Introduce to the parents that from now on, they might feel more comfortable answering the questions themselves. Usually we hand over the computer, so the parents can answer themselves, while we read the questions out loud. Are they happy to give this a try? They can always switch back later.

3. How often, if at all, do you interact with [nationality] parents at the preschool/school of your child? Q12p1p10I

Please choose only one of the following:

- Never
- Rarely
- Sometimes
- Often

? For parents, whose children are attending a primary school (including reception):

? If there are no parents with a [nationality] background in the preschool/school of your child, you can choose 'never'.

4. How often, if at all, do you interact with people who have a [nationality]? background in your neighborhood? Q12p1p12I

Please choose only one of the following:

- Never
- Rarely
- Sometimes
- Often

? If there are no parents with a [nationality]? background in the neighborhood, you can choose 'never'.

If the parent said that they are interacting with [nationality] background people at the school of their child:

5. How do you feel about interacting with parents with a [nationality] background at the preschool/school of your child? Q12p1p14I

Please choose only one of the following:

- I don't enjoy it
- I enjoy it a little
- I enjoy it quite a bit
- I enjoy it a great deal

If the parent said that they are interacting with [nationality] background people in their neighborhood:

6. How do you feel about interacting with people who have a [nationality]? background within your neighbourhood? Q12p1p16I

Please choose only one of the following:

- I don't enjoy it
- I enjoy it a little
- I enjoy it quite a bit
- I enjoy it a great deal

For parents with a Romani background:

1. What proportion of parents in the preschool/school of your child are non-Roma? Q12p1p7R

Please choose only one of the following:

- (Almost) none
- Around a quarter
- Around half
- Around three-quarter
- (Almost) all

2. What proportion of people who live in your neighbourhood are non-Roma? Q12p1p9R

Please choose only one of the following:

- (Almost) none
- Around a quarter
- Around half
- Around three-quarter
- (Almost) all

Introduce to the parents that from now on, they might feel more comfortable answering the questions themselves. Usually we hand over the computer, so the parents can answer themselves, while we read the questions out loud. Are they happy to give this a try? They can always switch back later.

3. How often, if at all, do you interact with non-Roma people at the preschool/school of your child? Q12p1p11R

Please choose only one of the following:

- Never
- Rarely
- Sometimes
- Often

? If there are no parents with a non-Roma background in the preschool/school of your child, you can choose 'never'.

4. How often, if at all, do you interact with non-Roma people in your neighborhood? Q12p1p13R

Please choose only one of the following:

- Never
- Rarely
- Sometimes
- Often

? If no-one with a non-Roma background lives in your neighbourhood, you can choose 'never'.

If the parent said that they are interacting with non-Roma people in their neighborhood:

5. How do you feel about interacting with parents with a non-Roma background at the preschool/school of your child? Q12p1p15R

Please choose only one of the following:

- I don't enjoy it
- I enjoy it a little
- I enjoy it quite a bit
- I enjoy it a great deal

6. How do you feel about interacting with people with a non-Roma background within your neighbourhood? Q12p1p17R

Please choose only one of the following:

- I don't enjoy it
- I enjoy it a little
- I enjoy it quite a bit
- I enjoy it a great deal

Discrimination Q12p2

Some people have the feeling that they are occasionally discriminated or unfairly treated because of their ethnic-cultural background, their family background, their income situation, or the neighbourhood they live in.

For parents with a Native-born background:

How often do you feel discriminated or unfairly treated because of your background or situation, by:
Q12p1p1LI

For parents with an Immigrant or Romani background:

How often do you feel discriminated or unfairly treated because of your ethnic-cultural background, by:
Q12p2p2IR

		Never	Rarely	Sometimes	Often
1	People in your neighbourhood				
2	Parents in the (pre-)school of your child				
3	Teachers in the (pre-)school of your child				
4	People working in healthcare (e.g., general practitioner, family health center)				
5	Statements in social or public media (e.g., Facebook, National news on television/radio)				

For parents with a Native-born background: **How often do you think your child feels discriminated or unfairly treated because of their background or situation, by:** Q12p2p4LI

For parents with an Immigrant or Romani background: **How often do you think your child feels discriminated or unfairly treated because of their ethnic-cultural background, by:** Q12p2p5IR

		Never	Rarely	Sometimes	Often
1	People in your neighbourhood				
2	Children or parents in the (pre-)school of your child ^[SEP]				
3	Teachers in the (pre-)school of your child				
5	Statements in social or public media (e.g., Facebook, National news on television/radio)				

Views and attitudes about culture Q13

Only for parents with a Native-born background:

Now we have some statements about people from ethnic-cultural minorities. Please indicate to what extent you agree with these statements.

7. **I think it would be good if people who have a non-[nationality] background speak their original language often. Q13p1p1**
 - Disagree
 - Slightly disagree
 - Undecided
 - Slightly agree
 - Agree
8. **I think it would be good if people who have a non-[nationality] background kept as much as possible their culture of origin and way of living. Q13p1p2**
 - Disagree
 - Slightly disagree
 - Undecided
 - Slightly agree
 - Agree
9. **I think it would be good if people who have a non-[nationality] background speak [national language] often. Q13p1p3**
 - Disagree
 - Slightly disagree
 - Undecided
 - Slightly agree
 - Agree
10. **I think it would be good if people who have a non-[nationality] background took on as much as possible the [national] culture and way of living. Q13p1p4**
 - Disagree
 - Slightly disagree
 - Undecided
 - Slightly agree
 - Agree
11. **It is important to me that people who have a non-[nationality] background have [nationality] friends. Q13p1p5**
 - Disagree
 - Slightly disagree
 - Undecided
 - Slightly agree
 - Agree
12. **It is important to me that people who have a non-[nationality] background spend some of their spare time with [nationality] people. Q13p1p6**
 - Disagree
 - Slightly disagree
 - Undecided
 - Slightly agree
 - Agree

Only for parents with an Immigrant or Romani background:

Now we have some statements about the actions of members from your ethnic-cultural group, i.e., people with a Turkish, Moroccan, Tunisian, Algerian or Romani background [interviewer chooses]. Please indicate to what extent you agree with these statements.

13. I think it would be good if members of my group speak our original language often. Q13p2p1R

- Disagree
- Slightly disagree
- Undecided
- Slightly agree
- Agree

14. I think it would be good if members of my group kept as much as possible our culture of origin and way of living. Q13p2p2IR

- Disagree
- Slightly disagree
- Undecided
- Slightly agree
- Agree

15. I think it would be good if members of my group speak [national language] often. Q13p2p3IR

- Disagree
- Slightly disagree
- Undecided
- Slightly agree
- Agree

16. I think it would be good if members of my group take on as much as possible of the [nationality] culture and way of living. Q13p2p4IR

- Disagree
- Slightly disagree
- Undecided
- Slightly agree
- Agree

17. It is important to me that members of my group have [nationality] friends. Q13p2p5IR

- Disagree
- Slightly disagree
- Undecided
- Slightly agree
- Agree

18. It is important to me that members of my group spend some of their spare time with [nationality] people. Q13p2p6IR

- Disagree
- Slightly disagree
- Undecided
- Slightly agree
- Agree

Contacts with other cultures Q14p2p1

Now we have some statements about how you as a parent might talk with your child about different groups of people. Some of these statements might sound extreme to you and they might not match your views or experiences, whereas others do. If a statement does not match to your views or experiences, you can answer "never".

Only for parents with an Immigrant or Romani background:

In the last six months, how often have you? Q14p2p1

		Never	Rarely	Sometimes	Often
1	Encouraged your child to play with or hang out with [nationality] children				
2	Told your child that other cultural traditions and religions are of equal value				
3	Told your child that [nationality] people can be trusted.				
4	Explained to your child that people may treat him/her unfairly because of his/her background				
5	Tried to bolster your child against discrimination				
6	Told your child to choose only friends from your own ethnic-cultural group.				
7	Emphasized to your child that only people from your own ethnic-cultural group can be trusted				
8	Encouraged your child to be proud of his/her ethnic-cultural background				
9	Talked with your child about the prejudices against your ethnic-cultural group				
10	Discussed with your child how TV and social media portray a negative image of your ethnic-cultural group				

Only for Native-born background:

In the last six months, how often have you? Q14p2p2

		Never	Rarely	Sometimes	Often
1	Encouraged your child to play with or hang out with children from other ethnic-cultural backgrounds.				
2	Told your child that other cultural traditions and religions are of equal value				
3	Told your child that people from other ethnic-cultural groups can be trusted				
4	Explained to your child that people may treat him/her unfairly because of his/her background				
5	Tried to bolster your child against discrimination				
6	Told your child to choose only friends who are British				
7	Emphasized to your child that only British people can be trusted				
8	Encouraged your child to be proud of his/her British background				
9	Talked with your child about the prejudices against people with your background				
10	Discussed with your child how TV and social media portray a negative image of your group.				

Parental Well-being Q15p1

We have some statements about how you experience the upbringing of your child. Please indicate to what extent you agree with these statements.

		disagree	slightly disagree	undecided	slightly agree	agree
1	I feel sure of myself as a parent					
2	I know I am doing a good job as a parent					
3	I know things about being a parent that would be helpful to other parents					
4	I can solve most problems between me and my child.					
5	When things are going badly between me and my child, I keep trying until things begin to change.					

Life satisfaction Q15p3

We would like to know how satisfied you are with your life in general. Please indicate to what extent you agree with these statements. Q15p3p1

		disagree	slightly disagree	undecided	slightly agree	agree
1	I am satisfied with my life					
2	If I could live my life over, I would change almost nothing					
3	In most ways my life is close to my ideal					

We would also like to know how satisfied you are with your life in [national country]. Please indicate to what extent you agree with these statements. Q15p3p2

		disagree	slightly disagree	undecided	slightly agree	agree
1	I feel at home in [national country]					
2	I am satisfied in [national country]					
3	I feel happy living in [national country]					
4	I feel accepted in [national country]					

Educational background and employment status – participant Q16p1

If the parent still has the computer, mention that we are now going to switch back for the final questions.

<p>At what age did you leave school? Q16p1p1 (Enter age in years) <input style="width: 40px; height: 20px;" type="text"/></p> <p><i>? If the respondent doesn't know, fill out 99.</i></p> <p>At which grade/year was this? Q16p1p2 <input style="width: 150px; height: 25px;" type="text"/></p> <p>Did you receive a secondary school certification? Q16p1p3</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><i>If yes, which level?</i> Q16p1p4</p> <p><input type="checkbox"/> Lower secondary school level <input type="checkbox"/> Intermediate secondary school level <input type="checkbox"/> Upper secondary school level <input type="checkbox"/> Other:.....</p>	<p>Do you have a vocational education? Q16p1p5</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><i>If yes:</i> How many years did you study at a vocational school? Q16p1p6 <input style="width: 40px; height: 20px;" type="text"/></p> <p>(Only numbers may be entered in this field.)</p> <p><i>? If the respondent doesn't know, fill out 99.</i></p> <p><i>If yes:</i> Do you have a vocational qualification? Q16p1p7</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><i>If yes:</i> Did you receive this qualification in [national country]? Q16p1p9I</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><i>If no:</i> In which country did you receive this qualification? Q16p1p8I</p> <p><input style="width: 150px; height: 25px;" type="text"/></p>	<p>Do you have a college or university education? Q16p1p10</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><i>If yes:</i> How many years did you study at a college or university? Q16p1p11 <input style="width: 40px; height: 20px;" type="text"/></p> <p>(Only numbers may be entered in this field.)</p> <p><i>? If the respondent doesn't know, fill out 99.</i></p> <p><i>If yes:</i> What is your highest achieved qualification? Q16p1p12</p> <p><input type="checkbox"/> None <input type="checkbox"/> Bachelor <input type="checkbox"/> Master <input type="checkbox"/> PhD <input type="checkbox"/> Other <input style="width: 100px; height: 20px;" type="text"/></p> <p><i>If yes:</i> Did you receive this qualification in [national country]? Q16p1p12I</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><i>If no:</i> In which country did you receive this qualification? Q16p1p13I</p> <p><input style="width: 150px; height: 25px;" type="text"/></p>
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Do you currently have a paid job? Q16p1p14

Yes No

If the parent currently does not have a paid job:

Are you... Q16p1p15 (Please choose all that apply)

- Home working (domestic work)
- Unemployed/seeking employment
- Maternity leave/parental leave
- Retired
- Undergoing education
- Other:.....

Have you ever had a paid job? Q16p1p16

- Yes
- No

If yes:

What was your last profession? Q16p1p17

If the parent currently has a paid job:

What is your current profession? Q16p1p18

How many hours per week are you currently working? Q16p1p19

? If the respondent doesn't know, fill out 99.

Are you... Q16p1p20

- Employed (working outside home)
- Employed (working home based)
- Self-employed (working outside home)
- Self-employed (working home based)
- Other...

Educational background and employment status – Partner Q16p2

If the parent currently lives with a partner:

<p>At what age did your partner leave school? Q16p2p1 <input style="width: 40px; height: 20px;" type="text"/></p> <p>(Only numbers may be entered in this field.)</p> <p><i>? If the respondent doesn't know, fill out 99</i></p> <p>At which grade/year was this? Q16p2p2 <input style="width: 40px; height: 20px;" type="text"/></p> <p>Only numbers may be entered in this field.</p> <p>Did your partner receive a secondary school qualification? Q16p2p3</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't know</p> <p>Which level? Q16p2p4</p> <p><input type="checkbox"/> Lower secondary school level <input type="checkbox"/> Intermediate secondary school level <input type="checkbox"/> Upper secondary school level <input type="checkbox"/> Other:.....</p>	<p>Does your partner have a vocational education? Q16p2p5</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't know</p> <p><i>If yes:</i></p> <p>How many years did your partner study at a vocational school? Q16p2p6 <input style="width: 40px; height: 20px;" type="text"/></p> <p>(Only numbers may be entered in this field.)</p> <p><i>? If the respondent doesn't know, fill out 99</i></p> <p><i>If yes:</i></p> <p>Does your partner have a vocational qualification? Q16p2p7</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't know</p> <p><i>If yes:</i></p> <p>Did your partner receive this qualification in [national country]? Q16p2p8I</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't know</p> <p><i>If no:</i></p> <p>In which country did your partner receive this qualification? Q16p2p9I</p> <div style="border: 1px solid black; width: 150px; height: 20px; margin-top: 5px;"></div>	<p>Does your partner have a college or university education? Q16p2p10</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't know</p> <p><i>If yes:</i></p> <p>How many years did your partner study at a college or university? Q16p2p11</p> <p>(Only numbers may be entered in this field.) <input style="width: 40px; height: 20px;" type="text"/></p> <p><i>? If the respondent doesn't know, fill out 99</i></p> <p>What is your partner's highest achieved qualification? Q16p2p12</p> <p><input type="checkbox"/> None <input type="checkbox"/> Bachelor <input type="checkbox"/> Master <input type="checkbox"/> PhD <input type="checkbox"/> Other <input style="width: 100px; height: 20px;" type="text"/></p> <p><i>If yes:</i></p> <p>Did your partner receive this qualification in [national country]? Q16p2p13I</p> <p><input type="checkbox"/> Evet <input type="checkbox"/> Hayır <input type="checkbox"/> I don't know</p> <p><i>If no:</i></p> <p>In which country did you receive this qualification? Q16p2p14I</p> <div style="border: 1px solid black; width: 150px; height: 20px; margin-top: 5px;"></div>
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Does your partner currently have a paid job? Q16p2p15	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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If your partner currently does not have a paid job:

Is he/she... Q16p2p16 <input type="checkbox"/> Home working (domestic work) <input type="checkbox"/> Unemployed/seeking employment <input type="checkbox"/> Maternity leave/parental leave <input type="checkbox"/> Retired <input type="checkbox"/> Undergoing education <input type="checkbox"/> Other:..... Has your partner ever been employed? Q16p2p17 <input type="radio"/> Yes <input type="radio"/> No <i>If yes:</i> What was his/her last profession? Q16p2p18 <input type="text"/>

If your partner currently have a paid job:

What is your partner's current profession? Q16p2p19 <input type="text"/>
How many hours per week is your partner currently working? Q16p2p20 <input type="text"/>
<i>? If the respondent doesn't know, fill out 99.</i>
Is your partner... Q16p2p21 <input type="checkbox"/> Employed (working outside home) <input type="checkbox"/> Employed (working home based) <input type="checkbox"/> Self-employed (working outside home) <input type="checkbox"/> Self-employed (working home based) <input type="checkbox"/> Other...

Housing Q16p3

1. What is the first part of your home residence post-code? Q16p3p1

? If the parent asks why, you can state that we want to know roughly in which part of the city the family lives.
? If the parent does not want to say, fill out 88.

What is the name of your Borough? Q16p3p2

2. How many rooms does your family have excluding bathrooms, toilets, halls and garages? Q16p3p3

3. Do you (or your partner) own or rent your home or have some other arrangement? Q16p3p4

- Own outright
- Own, mortgage/loan
- Rent from local authority or housing association (incl., social housing)
- Rent privately
- Living with parents
- Living with relatives
- Asylum home
- Squatting
- Other

Economic capital / economic risks Q16p4

1. Using this card, could you please tell me which letter describes your household's total monthly income, after tax and compulsory deductions, from all sources? If you don't know the exact figure, please give an estimate Q16p4p1

J	< 900	= 1
R	900 - 1210	= 2
C	1210 - 1510	= 3
M	1510 - 1810	= 4
F	1810 - 2170	= 5
S	2170 - 2560	= 6
K	2560 - 3060	= 7
P	3060 - 3730	= 8
D	3730 - 4880	= 9
H	> 4880 or more	= 10

88 = Don't want to tell

99 = Don't know

Several countries have included some questions about specific (child) benefits that families can receive.

Material Deprivation Q16p5

The next questions are about the material resources that are available to you. Some questions might sound odd, though they are often used in European studies, as they are more easily comparable than questions about income. You can answer the questions with yes; no, cannot afford it; and, no, other reason. Q16p5p1

1. Most weeks, do you spend a small amount of money on yourself, for your own pleasure (buying/doing something for yourself)?

- Yes
- No, cannot afford it
- No, other reason

? Examples for small amount spendings: buying snacks (such as ice-cream), magazines, going to a hairdresser, watching a film at a theatre.

2. Do you regularly participate in a leisure activity (that costs money)?

- Yes
- No, cannot afford it
- No, other reason

? Regularly means a few times over the course of a year.

? Leisure activities mean the activities that take place outside the household such as doing sports, going to cinema or concerts.

3. Do you get together with friends/family (relatives) for a drink/meal at least once a month?

- Yes
- No, cannot afford it
- No, other reason

? This could be a restaurant or a cafe. The important part about it is the expenses are made for the participant.

4. Could you tell me if you can replace worn-out clothes by some new (not second-hand) ones?

- Yes
- No, cannot afford it
- No, other reason

? This literally means worn-out clothes, not outdated

5. Do you have two pairs of shoes in a good condition that are suitable for daily activities?

- Yes
- No, cannot afford it
- No, other reason

? For instance shoes that are suitable for [nationality] weather (boots) for work or school

6. Could you tell me if your household replaces furniture (bed, sofa/ dresser, cupboard) when worn out or damaged?

- Yes
- No, cannot afford it
- No, other reason

? Replacements with second-hand furniture also applies

7. Does your household have a car/van for private use?

- Yes
- No, cannot afford it
- No, other reason

? Possessing the item does not necessarily imply ownership: the item may be rented, leased, provided on loan, or shared with other households.

? If the item is shared between households, the answer is YES if there is adequate/easy access (i.e. household can use the durable whenever it wants) and NO otherwise.

8. Do you have an Internet connection for personal use when needed?

- Yes
- No, cannot afford it
- No, other reason

? The internet access can be via Smartphone (e.g. BlackBerry/iPhone), other wireless handheld device (tablet, etc ...), video games console, laptop, desktop computer, TV etc.

The following questions can be answered with 'yes' and 'no' Q16p5p2

9. Can your household afford a meal with meat or fish (or a vegetarian equivalent) at least every second day?

- Yes
- No

? The variable records whether, according to the household respondent, the household can afford a meal with meat, chicken or fish (or equivalent vegetarian) every second day, regardless if the household wants it.

? If the household manages to pay through borrowing (from bank, relatives or friends) it is considered in the same way as if the household manages to pay through its own resources

10. Can your household afford an unexpected required expense (£800) and pay with your own resources?

- Yes
- No

? **'Own resources' means:** Your household does not ask for financial help from anybody; Your account has to be debited within the required period; Your situation regarding potential debts is not deteriorated.

You do not pay through own resources if you pay in instalments (or by taking a loan) expenses that you previously used to pay in cash.

? **Required expenses:** A required expense could be different across countries but examples are surgery, a funeral, major repairs in the house, replacement of durables like washing machine, car.

11. Can your entire household afford to go for a week's annual holiday, away from home, including stays in a second dwelling or with friends/relatives?

- Yes
- No

? This question focuses mainly on the affordability of some aspects of living standards. The wording of the question refers to the affordability and to the actual meaning 'ability to pay' i.e. 'the household has the resources to afford...' regardless of whether the household wants it.

12. Can your household afford to keep your home adequately warm?

- Yes
- No

? This question is about affordability (ability to pay) to keep the home adequately warm, regardless of whether the household actually needs to keep it adequately warm.

13. In the past twelve months, has the household been in arrears, i.e. has been unable to pay on time due to financial difficulties for rent or mortgage repayment for the main dwelling? Q16p5p3

- Yes, once
- Yes, once or twice
- No

? If the household manages to pay through borrowing (from bank, relatives or friends) it is considered in the same way as if the household had managed to pay using its own resources.

Final Questions Q17

1. Is there anything you want to add or comment on? Q17p1p1

2. Would you be willing to be contacted again for a second, more open interview? Q17p1p2

- Yes
- No

Final questions for interviewer Q18

1. In which language(s) was the questionnaire administered? Q18p1

- Czech
- Dutch
- English
- French
- German
- Greek
- Italian
- Norwegian
- Portuguese
- Polish
- Romani
- Slovak
- Turkish
- Kurdish
- Moroccan-Arabic
- Tunisian-Arabic
- Algerian-Arabic
- Berber dialect
- Standard Arabic
- Other:.....

2. Was there any other adult present during the interview? Q18p2

- Yes
- No

3. *If yes*, who else was present (e.g., partner and/or grandmother)? Q18p3

4. Is there anything else about the interview situation that you want to mention? Q18p4

Thank you for filling out the survey with us. Your views will be taken into account by the project and will make a difference to improve services all over Europe.

ISOTIS Research Team



**INCLUSIVE EDUCATION AND SOCIAL SUPPORT
TO TACKLE INEQUALITIES IN SOCIETY**



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