

Questions related to global competence in the student questionnaire

How easy do you think it would be for you to perform the following tasks on your own?

(Please select one response in each row.)

	I couldn't do this	I would struggle to do this on my own	I could do this with a bit of effort	I could do this easily
Explain how carbon-dioxide emissions affect global climate change	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Establish a connection between prices of textiles and working conditions in the countries of production	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Discuss the different reasons why people become refugees	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Explain why some countries suffer more from global climate change than others	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Explain how economic crises in single countries affect the global economy	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Discuss the consequences of economic development on the environment	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

Construct: Self-efficacy regarding global issues

How informed are you about the following topics?

(Please select one response in each row.)

	I have never heard of this	I have heard about this but I would not be able to explain what it is really about	I know something about this and could explain the general issue	I am familiar with this and I would be able to explain this well
Climate change and global warming	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Global health (e.g. epidemics)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Migration (movement of people)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
International conflicts	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Hunger or malnutrition in different parts of the world	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Causes of poverty	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Equality between men and women in different parts of the world	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

Construct: Awareness of global issues

How well does each of the following statements below describe you?

(Please select one response in each row.)

	Very much like me	Mostly like me	Somewhat like me	Not much like me	Not at all like me
I try to look at everybody's side of a disagreement before I make a decision.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
I believe that there are two sides to every question and try to look at them both.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
I sometimes try to understand my friends better by imagining how things look from their perspective.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
Before criticizing somebody, I try to imagine how I would feel if I were in their place.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
When I'm upset at someone, I try to take the perspective of that person for a while.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅

Construct: Perspective-taking

How well does each of the following statements below describe you?

(Please select one response in each row.)

	Very much like me	Mostly like me	Somewhat like me	Not much like me	Not at all like me
I can deal with unusual situations.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
I can change my behaviour to meet the needs of new situations.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
I can adapt to different situations even when under stress or pressure.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
I can adapt easily to a new culture.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
When encountering difficult situations with other people, I can think of a way to resolve the situation.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
I am capable of overcoming my difficulties in interacting with people from other cultures.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅

Construct: Adaptability

Imagine you are talking in your native language to people whose native language is different from yours.

To what extent do you agree with the following statements?

(Please select one response in each row.)

	Strongly disagree	Disagree	Agree	Strongly agree
I carefully observe their reactions.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
I frequently check that we are understanding each other correctly.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
I listen carefully to what they say.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
I choose my words carefully.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
I give concrete examples to explain my ideas.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
I explain things very carefully.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
If there is a problem with communication, I find ways around it (e.g. by using gestures, re-explaining, writing etc.).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

Construct: Awareness of intercultural communication

Are you involved in the following activities?

(Please select one response in each row.)

	Yes	No
I reduce the energy I use at home (e.g. by turning the heating down or turning the air conditioning up or down or by turning off the lights when leaving a room) to protect the environment.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
I choose certain products for ethical or environmental reasons, even if they are a bit more expensive.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
I sign environmental or social petitions online.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
I keep myself informed about world events via <Twitter> or <Facebook>.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
I boycott products or companies for political, ethical or environmental reasons.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
I participate in activities promoting equality between men and women.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
I participate in activities in favour of environmental protection.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
I regularly read websites on international social issues (e.g. poverty, human rights).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

Construct: Student's engagement (with others) regarding global issues

How well does each of the following statements below describe you?

(Please select one response in each row.)

	Very much like me	Mostly like me	Somewhat like me	Not much like me	Not at all like me
I want to learn how people live in different countries.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
I want to learn more about the religions of the world.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
I am interested in how people from various cultures see the world.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
I am interested in finding out about the traditions of other cultures.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅

Construct: Interest in learning about other cultures

Do you have contact with people from other countries?

(Please select one response in each row.)

	Yes	No
In your family	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
At school	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
In your neighbourhood	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
In your circle of friends	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

Construct: Contact with people from other countries

How well does each of the following statements below describe you?

(Please select one response in each row.)

	Very much like me	Mostly like me	Somewhat like me	Not much like me	Not at all like me
I respect people from other cultures as equal human beings.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
I treat all people with respect regardless of their cultural background.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
I give space to people from other cultures to express themselves.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
I respect the values of people from different cultures.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
I value the opinions of people from different cultures.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅

Construct: Respect for people from other cultural backgrounds

To what extent do you agree with the following statements?

(Please select one response in each row.)

	Strongly disagree	Disagree	Agree	Strongly agree
I think of myself as a citizen of the world.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
When I see the poor conditions that some people in the world live under, I feel a responsibility to do something about it.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
I think my behaviour can impact people in other countries.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
It is right to boycott companies that are known to provide poor workplace conditions for their employees.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
I can do something about the problems of the world.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Looking after the global environment is important to me.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

Construct: Global mindedness

People are increasingly moving from one country to another. How much do you agree with the following statements about immigrants?

(Please select one response in each row.)

	Strongly disagree	Disagree	Agree	Strongly agree
Immigrant children should have the same opportunities for education that other children in the country have.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Immigrants who live in a country for several years should have the opportunity to vote in elections.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Immigrants should have the opportunity to continue their own customs and lifestyle.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Immigrants should have all the same rights that everyone else in the country has.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

Construct: Attitudes towards immigrants

How many languages, including the language(s) you speak at home, do you and your parents speak well enough to converse with others?

(Please select one response in each row.)

	One	Two	Three	Four or more
You	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Your mother	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Your father	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

Construct: Number of languages spoken

How many foreign languages do you learn at your school this school year?

(Please enter a number. Enter "0" (zero) if you do not have any foreign language courses this school year.)

Number of foreign languages _____ 01

Construct: Number of foreign languages learnt at school

Do you learn the following at school?

(Please select one response in each row.)

	Yes	No
I learn about the interconnectedness of countries' economies.	<input type="checkbox"/> 01	<input type="checkbox"/> 02
I learn how to solve conflicts with other people in our classrooms.	<input type="checkbox"/> 01	<input type="checkbox"/> 02
I learn about different cultures.	<input type="checkbox"/> 01	<input type="checkbox"/> 02
We read newspapers, look for news on the internet or watch the news together during classes.	<input type="checkbox"/> 01	<input type="checkbox"/> 02
I am often invited by my teachers to give my personal opinion about international news.	<input type="checkbox"/> 01	<input type="checkbox"/> 02
I participate in events celebrating cultural diversity throughout the school year.	<input type="checkbox"/> 01	<input type="checkbox"/> 02
I participate in classroom discussions about world events as part of the regular instruction.	<input type="checkbox"/> 01	<input type="checkbox"/> 02
I analyse global issues together with my classmates in small groups during class.	<input type="checkbox"/> 01	<input type="checkbox"/> 02
I learn that how people from different cultures can have different perspectives on some issues.	<input type="checkbox"/> 01	<input type="checkbox"/> 02
I learn how to communicate with people from different backgrounds.	<input type="checkbox"/> 01	<input type="checkbox"/> 02

Construct: Global competence activities at school

Thinking about teachers in your school: to how many of them do the following statements apply?

(Please select one response in each row.)

	To none or almost none of them	To some of them	To most of them	To all or almost all of them
They have misconceptions about the history of some cultural groups.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04
They say negative things about people of some cultural groups.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04
They blame people of some cultural groups for problems faced by <country of test>.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04
They have lower academic expectations for students of some cultural groups.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04

Construct: Intercultural attitudes of teachers

Questions on global competence in the school questionnaire

Do the following statements reflect teachers' practices for multicultural learning in your school?

(Please select one response in each row.)

	Yes	No
In our school, students learn about the histories of diverse cultural groups that live in <country of test>.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
In our school, students learn about the histories of diverse cultural groups that live in other countries.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
In our school, students learn about the cultures (e.g. beliefs, norms, values, customs, or arts) of diverse cultural groups that live in <country of test>.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
In our school, students learn about different cultural perspectives on historical and social events.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
Our school supports activities that encourage students' expression of diverse identities (e.g. national, religious, ethnic or social identities).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
Our school offers an exchange programme with schools in other countries.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
Our school organises multicultural events (e.g. cultural diversity day).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
In our school, we celebrate festivities from other cultures.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
In our school, students are encouraged to communicate with people from other cultures via web/internet/social media.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
Our school adopts different approaches to educate students about cultural differences (e.g. teamwork, peer to peer learning, simulations, problem-based learning, music, art, etc.).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

Construct: Multicultural/intercultural education practices at school

To what extent do the following statements reflect an opinion shared by your teaching staff?

(Please select one response in each row.)

	Shared among none or almost none of them	Shared among some of them	Shared among many of them	Shared among all or almost all of them
It is important for students to learn that people from other cultures can have different values.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Respecting other cultures is something that students should learn as early as possible.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
In the classroom, it is important that students of different origins recognise the similarities that exist between them.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
When there are conflicts between students of different origins, they should be encouraged to resolve the argument by finding common ground.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

Construct: School principal's perception of teachers' intercultural beliefs

Is there any formal curriculum for the following topics in <national modal grade for 15-year-olds>?

*(Please consider national, state, regional, or school policies.)
(Please select one response in each row.)*

	Yes	No
Communicating with people from different cultures or countries	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
Knowledge of different cultures	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
Openness to intercultural experiences	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
Respect for cultural diversity	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
Foreign languages	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
Critical thinking skills	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

Construct: Attention to global competence in the curriculum

Is there any formal curriculum for the following topics in <national modal grade for 15-year-olds>?

*(Please consider national, state, regional, or school policies.)
(Please select one response in each row.)*

	Yes	No
Climate change and global warming	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
Global health (e.g. epidemics)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
Migration (movement of people)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
International conflicts	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
Hunger or malnutrition in different parts of the world	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
Causes of poverty	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
Equality between men and women in different parts of the world	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

Construct: Attention to global challenges and trends in the curriculum

Does your school host visiting teachers from other countries?

(Please select only one response.)

Yes	<input type="checkbox"/> ₀₁
No	<input type="checkbox"/> ₀₂

Does your school offer any of the following options to students in <national modal grade for 15-year-olds> whose <heritage language> is not the <test language>?

(Please select one response in each row.)

	Yes	No
These students attend regular classes and receive additional periods of instruction aimed at developing <test language> skills (e.g. reading literacy, grammar, vocabulary, communication).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
Before transferring to regular classes, these students attend a preparatory programme aimed at developing <test language> skills (e.g. reading literacy, grammar, vocabulary, communication).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
Before transferring to regular classes, these students receive some instruction in school subjects through their <heritage language>.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
These students receive significant amounts of instruction in their <heritage language> aimed at developing proficiency in both languages.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
Class size is reduced to cater to the special needs of these students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

Construct: Language policies for non-native speakers

Questions related to global competence in the teacher questionnaire

Have you studied in a country other than <country of test>?

(Please select one response.)

No	<input type="checkbox"/> ₀₁
Yes, for less than three months	<input type="checkbox"/> ₀₂
Yes, for three to twelve months	<input type="checkbox"/> ₀₃
Yes, for more than a year	<input type="checkbox"/> ₀₄

Were any of the topics listed below included in your teacher education or training programme or other professional qualification and your professional development activities?

(Please select all that apply.)

	Included in my teacher education or training programme or other professional qualification A	Included in my professional development activities during the last 12 months B
Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
Communicating with people from different cultures or countries	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
Teaching about equity and diversity	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

Construct: topics in teacher education and training (selected items)

Do the following statements reflect your education and training as a teacher?

(Please select one response in each row.)

	Yes	No
Have you received training on intercultural communication?	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
Have you received training on conflict resolution strategies?	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
Have you received training on the role education can play in confronting discrimination in all its forms?	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
Have you studied culturally-responsive teaching approaches and techniques?	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
Have you received training on issues related to teaching in multi-cultural classrooms?	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

Construct: Teachers' training on global competence

For each of the areas listed below, please indicate the degree to which you currently need professional development.

(Please select one response in each row.)

	No need at present	Low level of need	Moderate level of need	High level of need
Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Communicating with people from different cultures or countries	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Teaching about equity and diversity	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

Construct: Needs for professional development (selected items)

In your lessons, have you ever taught any of the following things?

(Please select one response in each row.)

	Yes	No
How to use keywords when using a search engine such as <Google©>, <Yahoo©>, etc.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
How to decide whether to trust information from the Internet	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
How to compare different web pages and decide what information is more relevant for the students' school work	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
To understand the consequences of making information publicly available online on <Facebook©>, <Instagram©>, etc.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
How to use the short description below the links in the list of results of a search	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
How to detect whether the information is subjective or biased	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
How to detect phishing or spam emails	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

Construct: opportunity to learn digital literacy skills

In your lessons, do you include opportunities to promote the following skills?

(Please select one response in each row.)

	Yes	No
Communicating with people from different cultures or countries	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
Knowledge of different cultures	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
Openness to people from other cultural backgrounds	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
Respect for cultural diversity	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
Foreign languages	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
Critical thinking skills	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

Construct: opportunity to learn and practice global competence

In your lessons, do you include the following global challenges and trends?

(Please select one response in each row.)

	Yes	No
Climate change and global warming	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
Global health (e.g. epidemics)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
Migration (movement of people)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
International conflicts	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
Hunger or malnutrition in different parts of the world	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
Causes of poverty	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
Equality between men and women in different parts of the world	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

Construct: Teacher practice related to global challenges and trends

How do you judge your own competence to teach in a class with a high degree of cultural and ethnic diversity?

(Please select one response in each row.)

	Strongly disagree	Disagree	Agree	Strongly agree
I can cope with the challenges of a multicultural classroom.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
I can adapt my teaching to the cultural diversity of students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
I can take care that students with and without migrant background work together.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
I can raise awareness for cultural differences amongst the students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
I can contribute to reducing ethnic stereotypes between the students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

Construct: self-efficacy in teaching multicultural classrooms

To what extent do the following statements reflect an opinion shared by the teachers of your school?

(Please select one response in each row.)

	Shared among none or almost none of the teachers	Shared among some of the teachers	Shared among many of the teachers	Shared among all or almost all of the teachers
It is important for students to learn that people from other cultures can have different values.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Respecting other cultures is something that students should learn as early as possible.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
In the classroom, it is important that students of different origins recognise the similarities that exist between them.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
When there are conflicts between students of different origins, they should be encouraged to resolve the argument by finding common ground.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

Construct: teachers' perception of intercultural beliefs in the school

Questions on global competence from the parent questionnaire

Which of the following statements best describes how you read the news (e.g. politics, culture, sport, local news)?

(Please select one response.)

I do not follow the news at all. ₀₁

I only watch or listen to the news (e.g. radio, television, podcasts). ₀₂

I read the news more often on digital devices (e.g. tablet, smartphone, computer). ₀₃

I read the news more often on paper (e.g. newspapers, magazines). ₀₄

I read the news equally often in paper format and on digital devices. ₀₅

How many languages, including the language(s) you speak at home, do you speak well enough to converse with others?

(Please select one response.)

One ₀₁

Two ₀₂

Three ₀₃

Four or more ₀₄

People are increasingly moving from one country to another. How much do you agree with the following statements about immigrants?

(Please select one response in each row.)

	Strongly disagree	Disagree	Agree	Strongly agree
Immigrant children should have the same opportunities for education that other children in the country have.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Immigrants who live in a country for several years should have the opportunity to vote in elections.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Immigrants should have the opportunity to continue their own customs and lifestyle.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Immigrants should have all the same rights that everyone else in the country has.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

Construct: attitudes towards immigrants

Which of the following statements best describes how you read the news (e.g. politics, culture, sport, local news)?

(Please select one response.)

I do not follow the news at all. ₀₁

I only watch or listen to the news (e.g. radio, television, podcasts). ₀₂

I read the news more often on digital devices (e.g. tablet, smartphone, computer). ₀₃

I read the news more often on paper (e.g. newspapers, magazines). ₀₄

I read the news equally often in paper format and on digital devices. ₀₅

People are increasingly moving from one country to another. How much do you agree with the following statements about immigrants?

(Please select one response in each row.)

	Strongly disagree	Disagree	Agree	Strongly agree
Immigrant children should have the same opportunities for education that other children in the country have.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Immigrants who live in a country for several years should have the opportunity to vote in elections.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Immigrants should have the opportunity to continue their own customs and lifestyle.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Immigrants should have all the same rights that everyone else in the country has.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

How well does each of the following statements below describe you?

(Please select one response in each row.)

	Very much like me	Mostly like me	Somewhat like me	Not much like me	Not at all like me
I want to learn how people live in different countries.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
I want to learn more about the religions of the world.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
I am interested in how people from various cultures see the world.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
I am interested in finding out about the traditions of other cultures.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅

How interested are you in the following issues?

(Please select one response in each row.)

	Not interested at all	Not very interested	Somewhat interested	Very interested
Political or social issues in your country	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Political or social issues in other countries	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Environmental issues in your country	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Environmental issues in other countries	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
History, culture and arts of your country	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
History, culture and arts of other countries	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

Construct: Interest in national and global issues

How informed are you about the following topics?

(Please select one response in each row.)

	I have never heard of this	I have heard about this but I would not be able to explain what it is really about	I know something about this and could explain the general issue	I am familiar with this and I would be able to explain this well
Climate change and global warming	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Global health (e.g. epidemics)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Migration (movement of people)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
International conflicts	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Hunger or malnutrition in different parts of the world	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Causes of poverty	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Equality between men and women in different parts of the world	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

Are you involved in the following activities?

(Please select one response in each row.)

	Yes	No
I reduce the energy I use at home (e.g. by turning the heating or air conditioning down or by turning off the lights when leaving a room) to protect the environment.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
I choose certain products for ethical or environmental reasons, even if they are a bit more expensive.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
I sign environmental or social petitions online.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
I keep myself informed about world events instantly via <Twitter> or <Facebook>.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
I boycott products or companies for political, ethical or environmental reasons.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
I participate in activities promoting equality between men and women.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
I participate in activities in favour of environmental protection.		
I regularly read websites on international social issues (e.g. poverty, human rights).		