

Final Project Report

Coloured Glasses Study

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Project Summary

Introduction

This section provides an overview of the project implementation. As it had already been outlined in the previous interim reports, several unforeseeable challenges occurred over the course of the study period which required an adaptation of the original study plan and focus. For reasons of comprehensibility, we will provide a short summary of the challenges that were encountered, the measures that were taken to meet these challenges, and the adaptations to the study design and focus that were finally made (in consultation with the EACEA) to ensure optimal benefits in view of the present situation.

1. Challenges and actions/solutions

In the following, we provide an overview of the challenges that were encountered over the course of the study period (see also previous interim reports) and the measures that were taken to deal with them.

1.1 Challenges related to the implementation of the first measurement occasion

The major challenge was the recruitment of participant groups which was complicated by several unforeseeable incidents:

- In particular, the fact that most participants in the workshop groups were younger (i.e., below 16 years old) than anticipated required an informed parental consent which a) had negative effects on teachers' willingness to support the study (increased workload) and b) minimized participant numbers as only students who provided the consent sheet were allowed to fill in questionnaires. Students who did not provide the consent sheet because they had forgotten to ask their parents, to bring the sheet etc. had to be excluded from the entire data collection.
- Many workshop dates were planned/communicated with less notice than anticipated which also constituted a problem given the time it takes to forward and return the material to obtain informed parental consent.
- Related to that, information on planned workshops was at times incomplete and delayed which impeded the through planning of data collection occasions by the study team at FernUniveristät in Hagen and YFU Germany.

- Moreover, albeit extensive investments in explanations/communication, overall teachers turned out to be more skeptical and less willing to support the study implementation in their (workshop) classes than it had been anticipated.

1.2 Measures that were taken to meet challenges related to the implementation of the first measurement occasion

Communication:

- Monthly skype calls between FernUniversität in Hagen (Julia Zimmermann) and YFU Germany (Eline Joosten) to monitor the progress of data collection and to clarify potential questions and obstacles.
- Bi-monthly exchanges between FernUniversität in Hagen (Julia Zimmermann), YFU Germany (Eline Joosten, Sara Klingebiel) and Valentina Pomatto (Project coordinator EEE YFU) to monitor the study progress and to discuss and implement further recruitment procedures.
- Skype-Webinar by Julia Zimmermann (FernUniversität in Hagen) at the “YFU-Wintertreffen” (06.01.2018) to inform coordinators about the study, about the urgency of recruitment procedures, and to clarify potential questions/obstacles.

Strategic measures:

- Involvement of YFU Austria into the study to enlarge the recruitment pool.
- Enlargement of the recruitment pool from school classes to all kinds of workshop groups.
- Focus on the recruitment of workshop groups (over control groups) to ensure all resources were bundled to provide a sufficient amount of these important groups.
- Extension of the recruitment period from 30.06.2018 to 31.07.2018 by reducing the measurement interval between the two occasions of data collection from three to two months for groups that were recruited during the last months of the data collection period.

1.3 Challenges related to the implementation of the second measurement occasion (follow-up measurement)

The implementation of the second measurement occasion was aggravated by the following challenges:

- During the first months of data collection it turned out that many school teachers were very skeptical about collecting and forwarding students' email addresses for participation in the second measurement (even though all requirements of data protection were assured and implemented). Instead, there were several incidents where teachers would only provide their personal email addresses and offered to forward the invitation emails to their interested students. Unfortunately, however, this proceeding was incompatible with the personalized online-questionnaires that had been prepared for the second measurement occasion, i.e., students from these classes would not have been able to participate in the second measurement.
- There were several incidents where questionnaires were returned to the FernUniversität in Hagen without the required accompanying information on the occasion of data collection and any kind of contact information for the follow-up measurement.
- Unfortunately, response rates for the follow-up measurement were extremely low (less than 10 complete cases). Although attrition is a frequent problem in panel studies, we did not expect response rates to be that low as former studies including similar but slightly older samples, such as the panel study "HOSTED" (YFU Germany & FernUniversität in Hagen, 2015-2017), had obtained good response rates even across four online measurement occasions. We may only speculate that the younger participant age is a critical factor here again, as apparently many of the students do not yet use individual email-addresses but indicated addresses of their parents and may thus not have received the invitation mails.

1.4 Measures that were taken to meet challenges related to the recruitment of participants for the second measurement occasion (follow-up measurement)

In order to accommodate the outlined challenges, several measures were taken:

- A second online questionnaire was programmed and implemented and respective information material for teachers and students was prepared. Importantly, this change also increased the workload for the study administration, as the questionnaires had to be administered separately.
- The FernUniversität in Hagen provided YFU Germany with a list of data sets that missed essential information such as background information on the data collection and contact addresses. YFU Germany researched information on contact persons (teachers) as far as it was available. The contact persons were then individually contacted by Julia Zimmermann and asked to forward the invitation mails to their students.
- The number of reminders was increased from one reminder email (following the invitation) to three reminders across up to two months. However, this procedure was only possible for students who could be directly contacted via their indicated email-addresses. In cases where teachers had only provided their email-addresses (see above) possibilities to contact/remind students were limited by the teachers' availability/willingness to support these measures.

2. Summary of the final status quo and description of the adapted study outline

In the following, we will briefly describe the final status/outcomes of all measures that were taken and the resulting adaptations to the study design and focus that were implemented (as agreed upon with the EACEA by email communication in advance). Differences between the original and the adapted study design are illustrated by Figure 1.

2.1 Data collection at the first measurement occasion

With the described intensified recruitment measures it was possible to obtain data from 22 participant groups (control groups = 4, workshop groups = 17, not identified = 1). The low number of participant groups in the control condition made it impossible to maintain the intended control group design. As a consequence, the data analysis was focused on the data obtained from the 17 workshop groups (i.e., 416 participants in total).

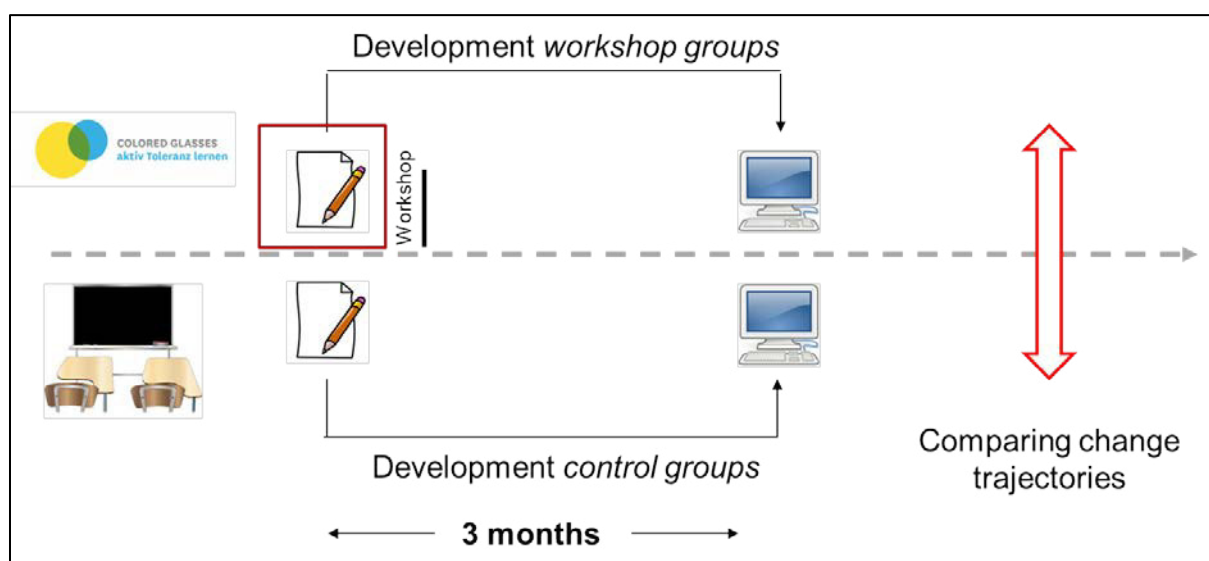
2.2 Data collection at the second measurement occasion

Unfortunately, only 13 out of 22 participant groups followed the standard instructions and provided individual contact information of participants who were interested to take part in the second measurement occasion. In 5 cases teachers provided their own email addresses and offered to forward invitation emails to interested students. For the remaining 4 cases no contact information was provided or could be researched.

Unfortunately, despite extensive efforts (see section 1.1.4) it was not possible to obtain a sufficient amount of follow-up data to implement longitudinal data analyses. As a consequence, the outlined research questions concerning change/development in the workshop groups could not be addressed with the data at hand. In the next section, we will briefly sketch out the consequences that resulted from the described limitations of the available research data for the study design and focus.

Figure 1

Overview study design



Note. The figure illustrates the original prospective control group design with two measurement occasions for participant in both conditions (i.e., workshop groups and control groups). However, as a result of the described challenges during the data collection, we were only able to obtain a sufficient amount of data from participants in the workshop condition at the first measurement occasion (see red marking/frame).

2.3 Adaptation of the study design and focus

Notwithstanding the described challenges, all major steps related to the first study goal, i.e., the instrument benchmarking, were accomplished.

This included the following work packages:

- Research of the scientific literature to identify relevant constructs and scales
- Perusal and evaluation of documents on *Coloured Glasses* provided by YFU
- Compilation of measurement instruments for a draft version of the questionnaire
- Adaptation of items to meet the special requirements of the intended study sample and to adjust the wording to the language use of *Coloured Glasses* in repeated consultations with YFU Germany
- Preparation of the final *Coloured Glasses* Questionnaire and accompanying study materials (e.g., letter to inform teachers about the study; letter to inform parents about the study/obtain consent for their childrens' study participation, information material for teacher who will carry out the data collection, material for a webinar to provide information on the study background and design).
- Data collection in 22 participant groups (control groups = 4, workshop groups = 17, not identified = 1; this step was carried out by staff and volunteers from YFU Germany)
- Data preparation and psychometric analyses of the questionnaire data (for further details please refer to the final report part I)
- Documentation of the results in the final report part I. In consultation with EEE YFU it was decided to prepare a comprehensive report that addressed the readership of potential future practitioners who might want to use the questionnaire. To that end, we tried to adapt the extent of methodological information and the content and language of the report to the requirements of this readership.

By contrast, it was not be possible to reliably assess the impact of CG workshop on participants' development with the proposed quantitative analytical methods.

As a consequence, we adapted the research focus for this part of the study and used the data of the 17 (pre-)workshop groups ($N = 416$ data sets) to assess the following research questions:

1. Which profiles of pre-workshop multicultural traits and competencies can be identified amongst students who are about to engage in a Coloured Glasses workshop?
2. How do students in the distinct profiles differ in terms of sociodemographic characteristics (age, gender), their educational (parents' educational degrees) and cultural backgrounds (migration background, previous international mobility experiences) as well as their previous intercultural contact experiences (contacts at school, during free time, and in the friendship group)?
3. Which of the investigated sociodemographic, educational or cultural background characteristics and contact variables provide unique explanatory value, i.e., differentiate between the profiles even when all of the other investigated characteristics are controlled?

With these analyses we aimed to obtain information on the specific strengths and needs of different participant groups that may be helpful for the planning and focus of future *Coloured Glasses* activities.

In addition to the preparatory steps and the data collection that were already described in the previous section, this included the following work packages:

- Data analysis (cluster analyses to identify the distinct profiles, ANOVAs and χ^2 - test to assess differences between participants in the distinct profiles, and logistic regression analyses to assess unique effects of the background variables)
- Documentation of the results in the final report part II. In consultation with EEE YFU it was decided to prepare a comprehensive report that addressed the readership of practitioners. To that end, we tried to adapt the extent of methodological information and the content and language of the report to the requirements of this readership.
- Preparation of a documentation of the core results (ppt-presentation, see appendix) to be presented at the international YFU conference "Empowering global citizens" (Brussels, 22nd November 2018, presented by Dr. Julia Zimmermann).

Final report part I

Questionnaire Benchmarking

Introduction

The first study goal was the psychometric evaluation of the implemented measurement instruments. Although we relied on scales and items that were established in the scientific literature and had revealed good psychometric properties in earlier studies, their assessment was deemed essential as some items and instructions were adapted to meet the specific requirements of the investigated age group or to adjust the wording to the language use of *Coloured Glasses*. Furthermore, several scales had not yet been evaluated in samples of early adolescents. To that end, we explored factor structures as well as scale and item indices.

Furthermore, we aimed to identify a set of multicultural traits and competencies that allow for a comprehensive yet parsimonious assessment of relevant individual characteristics. To that end, we explored the relationship between the different constructs and used a CFA model to identify a set of constructs that adequately represent distinct yet related facets of a common latent multicultural competence factor.

In the following sections we first provide an overview of the constructs that were assembled in the questionnaire. We then report on the psychometric assessment of all single scales and the exploration of a common latent factor model.

1. Selection and description of the study variables

As a first step, we carefully inspected the *Coloured Glasses* manual and further material to collect key terms that describe the aims and approaches of *Coloured Glasses*. Examples for such terms were “intercultural understanding”, “tolerance”, “openness”, “intercultural dialogue”, “interest” and “respect” just to name a few. This research provided the basis for the next step, i.e., the selection of established psychological constructs and scales that could be used to capture the levels of meaningful multicultural traits and competencies amongst students who were about to engage in a *Coloured Glasses* workshop. Importantly, all of the selected constructs and scales were well established in the scientific literature and had been explored and approved in manifold previous studies.

For further information on the constructs and their measures please refer to Table 1. All constructs that are described in Table 1 were measured on 5-point likert scales ranging from 1 = do not agree at all/does not apply at all to 5 = totally agree/totally applies. More detailed information on the procedure of data collection and the sample can be found in the final project report part II. The full questionnaire (in German) is documented in the appendix.

Table 1

Content of the questionnaire

Construct	Description and sample item	Scale reference
Openmindedness*	Open and unprejudiced attitude toward members of different cultural groups and toward different cultural norms and values. <i>I am someone who seeks contact with people from a different background.</i>	van der Zee, K., van Oudenhoven, J. P., Ponterotto, J. G., & Fietzer, A. W. (2013). Multicultural personality questionnaire: development of a short form. <i>Journal of Personality Assessment</i> , 95(1), 118-124.
General self-efficacy	One's perceived sense of general competence to execute required courses of action. <i>I am able to solve most problems on my own.</i>	Beierlein, C., Kovaleva, A., Kemper, C. J., & Rammstedt, B. (2012). <i>Ein Messinstrument zur Erfassung subjektiver Kompetenzerwartung – Allgemeine Selbstwirksamkeit Kurzskala (ASKU)</i> .
Empathy/perspective taking*	Understanding of and identification with perspectives and emotions of people who belong to another cultural group than the own. <i>Before criticizing somebody, I try to imagine how I would feel if I were in their place.</i>	Davis, M. H. (1980). A multidimensional approach to individual differences in empathy. <i>JSAS Catalog of Selected Documents in Psychology</i> , 10, 85-104.
Social dominance orientation*	A general attitudinal orientation towards intergroup relations, reflecting whether one generally prefers such relations to be equal, versus hierarchical. <i>It is not a problem if some people have more of a chance in life than others.</i>	Pratto, F., Sidanius, J., Stallworth, L. M., & Malle, B. F. (1994). Social dominance orientation: A personality variable predicting social and political attitudes. <i>Journal of Personality and Social Psychology</i> , 67(4), 741-763.

Construct	Description and sample item	Scale reference
Intergroup anxiety*	<p>Intergroup anxiety describes feelings of uncertainty and awkwardness when encountering contact with people who belong to another (cultural) group.</p> <p><i>Imagine a classmate from Bolivia has invited you to his birthday party. All other guests in the room are also from Bolivia. How would you feel in this situation...? Accepted (R), nervous, anxious, confident (R)....</i></p>	Stephan, W. G., & Stephan, C. W. (1985). Intergroup anxiety. <i>Journal of Social Issues</i> , 41, 157-175. doi:10.1111/j.1540-4560.1985.tb01134.x
Multicultural self-efficacy*	<p>Multicultural self-efficacy captures individuals' personal judgement of their abilities to successfully engage in interactions with people who belong to another cultural group than their own.</p> <p><i>I am confident that I am able to establish a good relationship with people who belong to another cultural group than my own.</i></p>	Mazziotta, A., Rohmann, A., Wright, S. C., De Tezanos-Pinto, P., & Lutterbach, S. (2015). (How) does positive and negative extended cross-group contact predict direct cross-group contact and intergroup attitudes? <i>European Journal of Social Psychology</i> , 45, 653-667.
Diversity beliefs*	<p>The beliefs individuals hold about how group composition affects (work) group functioning</p> <p><i>Germany can benefit from the multicultural diversity in the population.</i></p>	Adesokan, A. A., Ullrich, J., van Dick, R., & Tropp, L. R. (2011). Diversity beliefs as moderator of the contact-prejudice relationship. <i>Social Psychology</i> , 42, 271-278.

Note. * The original items and/or instructions were (partly) adapted to meet the specific requirements of the present study. R = reverse coded item.

2. Assessment of psychometric properties

As a first step, we investigated the factor structure and item properties of the implemented scales. To that end, we first carried out exploratory factor analyses (EFA) that provided information on the dimensionality of the investigated scales. In the present case, all of the implemented scales were assumed to represent unidimensional constructs, i.e., all items of a respective scale should load on one common factor. Hence, we defined the extraction of one factor as a default setting for the analyses of all scales and evaluated the factor loadings that resulted from these models. In general, higher factor loadings show a stronger association between the item and its factor and are thus desirable. It is usual to regard factor loadings $> .30$ as moderately high and $> .60$ as high (Kline, 1994).

In the next step, scale reliabilities were evaluated by the inspection of indices at the scale and item level. At the scale level, Cronbach's alpha represents an established measure for the internal consistency of the scale, i.e., it shows how closely related a set of items are as a group. In general, a close relationship between all items in a scale is desired to show that they represent coherent aspects of a common construct. Cronbach's alpha can vary between 0 and 1 with higher values being more desirable. As a rule of thumb, in most cases alpha values $> .70$ are considered acceptable (Bland & Altman, 1997). In cases where alpha coefficients dropped below this threshold, we investigated if the measure could be increased if any items were removed from the scale (this is indicated by the coefficient *Cronbach's alpha if item was deleted*). At the level of single items, (corrected) item-total correlations and item distributions (means and standard deviations) were inspected. The item-total correlation shows how strongly a single item is related to the rest of the items. As a rule of thumb, coefficients $> .30$ are considered acceptable (Krohne & Hock, 2007). All analyses were carried out using SPSS version 25 (IBM Corp., 2017).

2.1 Openmindedness

The analyses were based on data from $N = 368$ participants who rated all eight items of this scale. An exploratory factor analysis (EFA) yielded modest factor loadings between .39 and .56. The scale revealed a satisfactory internal consistency with $\alpha = .72$. Corrected item-total correlations ranged from $r_{it} = .32$ to $r_{it} = .47$. Hence, no adaptations were made but all eight items were used to calculate the scale scores (means).

2.2 General self-efficacy

For general self-efficacy, analyses were based on the data from $N = 384$ participants who provided complete ratings on all three items. The EFA yielded high factor loadings between .64 and .74. Cronbach's alpha was satisfactory ($\alpha = .75$), corrected item-total correlations ranged from $r_{it} = .54$ to $r_{it} = .59$. Hence, all three items could be used to calculate the scale scores (means).

2.3 Empathy/perspective taking

Previous to the analyses, the two reverse coded items (items number 2 and number 5) were recoded. The first EFA with all seven items ($N = 369$) showed low factor loading for items 2 (.09) and 5 (.25). Consistently, the analysis of the seven item-scale for empathy/perspective taking revealed an unsatisfactory internal consistency of $\alpha = .68$. The statistical indices suggested that the internal consistency could be increased by the successive removal of the items number 2 (If I'm sure I'm right about something, I don't waste much time listening to other people's arguments) and number 5 (I sometimes find it difficult to see things from the "other guy's" point of view). This was also supported by the low corrected item-total correlations of these items (i.e., $r_{it} = .09$ and $r_{it} = .24$, respectively). This exclusion of the items resulted in a satisfactory internal consistency ($\alpha = .76$). Corrected item-total correlations for the remaining items ranged from $r_{it} = .47$ to $r_{it} = .58$. A repeated EFA revealed modest to high factor loading of the remaining items (.55 to .69). Hence, scale scores (means) were calculated based on the adapted five-item scale version. Interestingly, the two excluded items had in common that they were reversely coded. We thus may speculate that the increased grammatical complexity of these stimuli may have been too demanding for the present sample of (young) adolescents. Future studies using this age group may thus benefit from a careful exploration and/or adaptation of their scales to prevent the challenges of complex grammatical structures that are often found in reverse-coded items.

2.4 Social dominance orientation

The EFA ($N = 376$) yielded modest to high factor loadings (.45 to .65), the internal consistency of the six item-scale was satisfactory ($\alpha = .72$) and so, too, were item-total correlations ($r_{it} = .41$ to $r_{it} = .51$). All six items could thus be used for the calculation of scale scores (means).

2.5 Intergroup anxiety

Prior to the analyses, the reverse-coded items number 1, number 3, number 4, and number 5) were recoded. The EFA ($N = 369$) revealed high factor loadings (.63 to .80). The reliability analysis yielded a good internal consistency ($\alpha = .87$) of the seven-item scale. Likewise, items total correlations ($r_{it} = .60$ to $r_{it} = .72$) pointed to the adequacy of all items to represent the construct. Hence, all items were used to calculate the scale scores (means).

2.6 Multicultural self-efficacy

An analysis of the six-item scale ($N = 373$) revealed modest to high factor loadings (.57 to .73) and a satisfactory internal consistency ($\alpha = .78$). Corrected item-total correlations ranged between $r_{it} = .49$ and $r_{it} = .61$. Accordingly, all items were kept to calculate the scale scores (means).

2.7 Diversity beliefs

Finally, the five-item measure for diversity beliefs ($N = 384$) revealed modest to high factor loadings (.57 to .84) and showed a good internal consistency ($\alpha = .87$) with corrected item-total correlations ranging between $r_{it} = .53$ and $r_{it} = .77$. Hence, all items were included in the calculations of scale scores (means).

3. Exploration of a common latent factor model

Table 2 summarizes information on the scale means and standard deviations and shows the correlations between the different constructs. The scale mean represents the average level of the investigated construct in the sample. The standard deviations reflect how much the individual ratings disperse from the sample mean. A low standard deviation indicates that the individual scores tend to be close to the sample mean (i.e., the participants in the sample are very similar to each other with regard to the investigated characteristic) whereas a high standard deviation indicates that the individual ratings are spread out over a wider range of values (i.e., there are larger differences between participants with regard to the investigated characteristic).

Pearson's correlation coefficients are a standardized measure for the association between two constructs. The coefficients can range between -1 and 1. Positive values indicate a positive association between two constructs (i.e., the higher the value in one construct the higher the value in the other), negative coefficients reflect a negative relationship (i.e., the higher the value in one construct the lower the value in the other). In general, values closer to -1/1 reflect a stronger association than values closer to 0. According to Cohen (1988) effect sizes of $r = .10$, $.30$, and $.50$ are interpreted as small, moderate, and large.

A first inspection of the correlation coefficients revealed the largest associations between the constructs openmindedness, general self-efficacy, intergroup anxiety, multicultural self-efficacy, and diversity beliefs. Hence, we took this as a starting point for the construct selection and explored a confirmatory factor model (CFA) where these five constructs defined a common latent multicultural competence factor. The quality of such models is assessed with the help of several fit indices such as the CFI (comparative fit index), the RMSEA (root mean square error of approximation), and the SRMR (standardized root mean square residual). Commonly, CFI values $> .95$, RMSEA values $< .05$ and SRMR values $< .08$ reflect a good model fit (Hu & Bentler, 1999; Marsh, Hau, & Wen, 2004). The CFA model was tested using *Amos* version 6 (Muthén & Muthén, 1998-2010).

The first common factor model including the five selected constructs revealed a poor model fit ($\chi^2(5) = 31.05$, $p < .001$, CFI = .895, RMSEA = .130, SRMR = .049). A closer inspection of the results revealed the smallest factor loading (.32) for general self-efficacy. Hence, this construct did not seem to fit in to this selection as it was only loosely related to the other constructs. This finding was also deemed plausible from a conceptual point of view as all other selected constructs (openmindedness, intergroup anxiety, multicultural self-efficacy, and diversity attitudes) share a specific focus on traits and competencies that are specifically relevant in multicultural settings whereas general self-efficacy represents a rather broad and generalized characteristic without a specific multicultural focus. Based on these findings we adapted the model by excluding general self-efficacy. The adapted model revealed an excellent fit to the data ($\chi^2(2) = 1.13$, $p < .570$, CFI = 1.000, RMSEA = .000, SRMR = .013). This speaks to the understanding of these four constructs as representing distinct yet related facets of a common latent multicultural competence factor. Hence, these four constructs may serve for a parsimonious yet comprehensive description of relevant multicultural traits and competencies. All further analyses (see final project report part II) will thus be focused on these four constructs.

Table 2

Descriptive scale information

Constructs	Correlations								
	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7
1. Openmindedness	3.53	.54	-						
2. General self-efficacy	3.53	.65	.42	-					
3. Empathy/perspective taking	3.38	.69	.32	.11	-				
4. Social dominance orientation	1.92	.65	-.14	-.05	-.14	-			
5. Intergroup anxiety	2.70	.84	-.29	-.18	-.03	.05	-		
6. Multicultural self-efficacy	3.57	.72	.53	.21	.30	-.25	-.41	-	
7. Diversity beliefs	4.00	.76	.31	.09	.24	-.38	-.16	.46	-

Note. $N = 299$, statistically significant correlations ($p < .05$) in boldface.

Final report part II

Patterns of Multicultural Traits and Competencies Amongst Workshop Participants – An Investigation of the Status Quo and (Group-) Specific Strengths and Needs

Introduction

One of the biggest challenges in the implementation of measures that aim at increasing young peoples' sensitivity towards diversity is to adequately take the diversity of the participant groups themselves into account. For example, students differ with regard to the multicultural experiences and knowledge that they bring to the workshops. To better understand the heterogeneity amongst participants with regard to their pre-workshop levels of multicultural traits and competencies, we explored the following research questions:

1. Which profiles of pre-workshop multicultural traits and competencies can be identified amongst students who are about to engage in a *Coloured Glasses* workshop?
2. How do students in the distinct profiles differ in terms of sociodemographic characteristics (age, gender), their educational (parents' educational degrees) and cultural backgrounds (migration background, previous international mobility experiences) as well as their previous intercultural contact experiences (contacts at school, during free time, and in the friendship group)?
3. Which of the investigated sociodemographic, educational or cultural characteristics and contact variables provide unique explanatory value, i.e., differentiate between the profiles even when all of the other investigated characteristics are controlled?

With these analyses we aimed to obtain information on the specific strengths and needs of different participant groups that may be helpful for the planning and focus of future *Coloured Glasses* activities.

WHAT was assessed? Selection and description of the study variables

As a first step, we carefully inspected the *Coloured Glasses* manual and further material to collect key terms that describe the aims and approaches of *Coloured Glasses*. Examples for such terms were “intercultural understanding”, “tolerance”, “openness”, “intercultural dialogue”, “interest” and “respect” just to name a few. This research provided the basis for the next step, i.e., the selection of established psychological constructs and scales that could be used to capture the levels of meaningful multicultural traits and competencies amongst students who were about to engage in a *Coloured Glasses* workshop. Importantly, all of the selected constructs and scales were well established in the scientific literature and had been explored and approved in manifold previous studies.

However, in some cases some adjustment of the original scales and their item formulations were deemed essential in order to meet the specific requirements of the intended study sample. This was particularly important as the participants were in parts much younger than the samples for which some of the scale had been designed. Also, we changed some item texts in order to increase the consistency between the questionnaire terminology and the common language use of *Coloured Glasses*. To ensure an optimal selection and functioning of constructs and scales, we provided a thorough psychometric investigation of all measurement instruments and investigated a latent factor model to select a parsimonious set of characteristics that provide a comprehensive impression of participants' multicultural traits and competencies. A detailed description of the procedure and results from these analyses can be found in the final report part I and will thus not be repeated here. Nevertheless, a short overview of the four constructs that were selected to represent cognitive, affective, behavioral, and motivational aspects of multicultural traits and competencies as well as their respective measures is presented in Table 1.

WHO was assessed? The sample

The questionnaires were distributed in paper-and-pencil format in 17 different workshop groups (mostly in schools) immediately before the workshops started. The only criterion for participation was the provision of a written parental consent. The youngest participants attended the 5th grade, the oldest the 11th grade. The sample covered different tracks and school types of the German school system, e.g., comprehensive schools, grammar schools, middle schools, Waldorf schools, and vocational colleges. In the following analyses we only included participants ($N = 314$) who provided full data for all four relevant scales. The mean age in this sample was $M = 14.94$ years ($SD = 1.90$), the age ranged from 10 years to 24 years. Furthermore, 42.7% of the participants were male, 31.8% indicated to have a migration background¹, 39.2% reported that at least one of their parents had obtained a higher education degree, and 13.1% revealed previous international experiences as they had already lived abroad for a period of at least two months.

¹ All participants who indicated that they did not (only) hold the German citizenship or that one of their parents was born outside Germany or that their family language was not (only) German were coded as having a migration background.

HOW was the assessment carried out? Data collection and analytical strategy

The data were collected by paper-and-pencil questionnaires that were distributed by the facilitators of *Coloured Glasses* workshops immediately before a workshop started. Participation was voluntary and participants were informed that they could withdrawal from participation at any time without giving reasons. The workshop facilitators were asked to read out a standardized instruction text and to invite the participants to carefully read through the further instructions at the first page of the questionnaire. Also, facilitators were provided with standardized answers to frequent questions and were instructed to forward the researcher's contact details if these were requested (e.g., to answer further questions or to provide more in-depth information).

To answer the first research question on the different profiles of multicultural traits and competencies, a statistical procedure called cluster analysis² was implemented. The purpose of this method is to group together participants in such a way that participants within the same cluster are more similar to each other with regard to the investigated multicultural traits and competencies than participants in different clusters. We did not have a concrete hypothesis on the number of clusters that may emerge from the combination of the four investigated multicultural characteristics but took an exploratory approach to these analyses. In order to address the second research question, we tested if participants in the identified clusters differed substantially in terms several background variables, i.e., age, gender, educational background, cultural background, previous international experiences, and contact experiences. This was done using χ^2 -tests (gender, migration background, cultural background, previous international experiences) and ANOVAs (age, contact experiences). Finally, in order to address the third research question on the unique explanatory value of the investigated background variables, we used logistic regressions in which cluster membership served as a dependent variable that was simultaneously predicted by all background variables. All analyses were carried out using SPSS version 25 (IBM Corp., 2017).

² We used a two-step cluster analysis (distance measure: log-likelihood; clustering criterion: BIC).

Table 1 Overview of constructs that were used in the cluster analyses

Construct	Description and sample item	Scale reference
Openmindedness	<p>Openmindedness reflects an open and unprejudiced attitude toward members of different cultural groups and toward different cultural norms and values.</p> <p><i>I am someone who seeks contact with people from a different background.</i></p>	van der Zee, K., van Oudenhoven, J. P., Ponterotto, J. G., & Fietzer, A. W. (2013). Multicultural personality questionnaire: development of a short form. <i>Journal of Personality Assessment</i> , 95(1), 118-124.
Intergroup anxiety	<p>Intergroup anxiety describes feelings of uncertainty and awkwardness when encountering contact with people who belong to another (cultural) group.</p> <p><i>Imagine a classmate from Bolivia has invited you to his birthday party. All other guests in the room are also from Bolivia. How would you feel in this situation...? Accepted (R), nervous, anxious, confident (R)....</i></p>	Stephan, W. G., & Stephan, C. W. (1985). Intergroup anxiety. <i>Journal of Social Issues</i> , 41, 157-175.
Multicultural self-efficacy	<p>Multicultural self-efficacy captures individuals' personal judgement of their abilities to successfully engage in interactions with people who belong to another cultural group than their own.</p> <p><i>I am confident that I am able to establish a good relationship with people who belong to another cultural group than my own.</i></p>	Mazziotta, A., Rohmann, A., Wright, S. C., De Tezanos-Pinto, P., & Lutterbach, S. (2015). (How) does positive and negative extended cross-group contact predict direct cross-group contact and intergroup attitudes? <i>European Journal of Social Psychology</i> , 45, 653-667.
Diversity beliefs	<p>The beliefs individuals hold about how group composition affects (work) group functioning</p> <p><i>Germany can benefit from the multicultural diversity in the population.</i></p>	Adesokan, A. A., Ullrich, J., van Dick, R., & Tropp, L. R. (2011). Diversity beliefs as moderator of the contact-prejudice relationship. <i>Social Psychology</i> , 42, 271-278.

Results

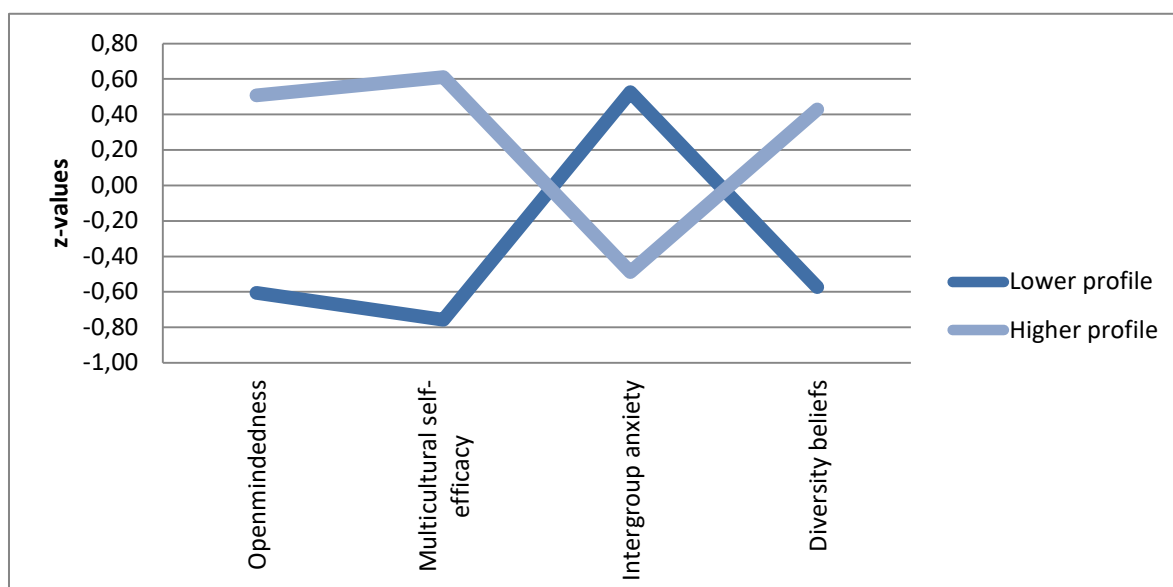
In this section, we describe the results from the statistical analyses with reference to the three research questions that were outline in the introduction.

1. Which profiles of pre-workshop multicultural traits and competencies can be identified amongst students who are about to engage in a *Coloured Glasses* workshop?

With regard to the first research question, the cluster analysis revealed two distinct clusters that are illustrated in Figure 1. We termed the clusters “lower profile” (dark blue) and “higher profile” (light blue) as participants in the two clusters reveled consistent differences in their levels of all investigated multicultural characteristics. In particular, participants in the “lower profile” ($N = 142$; 45.2%) showed lower levels of adaptive multicultural characteristics such as openmindedness, multicultural self-efficacy, and diversity beliefs but a higher level of intergroup anxiety. By contrast, participants in the “higher profile” ($N = 172$; 54.8%) scored higher in openmindedness, multicultural self-efficacy, and diversity beliefs but lower in intergroup anxiety.

Figure 1

Patterns of multicultural traits and competencies in the two clusters



2. How do students in the distinct profiles differ in terms of sociodemographic characteristics, their educational and cultural backgrounds as well as their previous intercultural contact experiences?

In the next step, we addressed the second research question by investigating differences between the two clusters in terms of their members' age, gender, educational background, cultural background, previous international experiences, and intercultural contact experiences. The results are summarized in Tables 2 and 3 and illustrated in Figures 2 and 3.

As the results from the χ^2 -tests in Table 2 show, there is no statistically meaningful relationship between gender and cluster membership. However, all other investigated variables were meaningful related to individuals' profiles of intercultural traits and competencies. The lower profile, for example, endorsed more participants without a migration background, more participants who had no parent with a higher education degree as well as a higher share of students who had not yet lived abroad (see Figure 2).

While there were no substantial age differences between the profiles, the ANOVAs corroborated differences between participants in the distinct profiles in terms of their previous intercultural contact experiences (see Table 3). As it is illustrated in Figure 3, participants in the higher profile reported more intercultural contact experiences at school and during their free time and a higher number of people who belong to other cultural groups than their own in their friendship groups. These results corroborated our assumptions as they are in line with psychological theory and previous findings on the positive effects of intergroup contact (Allport, 1954).

To conclude, participants in the distinct profiles differed substantially in terms of their educational and cultural backgrounds as well as their previous intercultural contact experiences. However, in these analyses all background variables were analyzed separately whereas in real life individuals are characterized by different kinds of combinations in the these variables (i.e., there might be participants who have no migration background and no parent with a higher educational degree whereas others have no migration background but at least one parent with a higher educational degree and so on). Some of the variables may be strongly associated (e.g., having a migration background and having previously lived abroad) whereas others are not. Therefore, in the final step we assessed to which extent the background variables (i.e., age, gender, educational background, cultural background, previous international experiences, and contact experiences) serve to differentiate between the two profiles if they are all simultaneously considered.

Table 2

Exploring differences between the profiles – dichotomous variables (χ^2 -Tests)

Variable	Category	% lower profile	% higher profile	χ^2
Gender	Male	47.90	38.40	2.879
	Female	52.10	61.60	
Migration background	No migration background	81.70	57.00	21.888***
	Migration background	18.30	43.00	
Educational background	No parent with higher education degree	69.70	53.50	8.599**
	At least one parent with higher education degree	30.30	46.50	
Having lived abroad	No	91.50	83.10	4.846*
	Yes	8.50	16.90	

Note. Significant effects in boldface, * $p < .05$, ** $p < .01$, *** $p < .001$.

Table 3

Exploring differences between the profiles – continuous variables (ANOVAs)

Variable	Lower profile		Higher profile		$F (1, 300)$
	M	SD	M	SD	
Age	14.88	1.98	15.01	1.71	.371
Intercultural contacts at school	3.47	1.31	3.77	1.24	4.092*
Intercultural contacts free time	3.36	1.38	3.85	1.12	11.432**
Number of friends who belong to other cultural groups	1.88	.89	2.45	.96	27.362***

Note. Significant effects in boldface, * $p < .05$, ** $p < .01$, *** $p < .001$.

Figure 2

Distribution of migration background, educational background, and previous international experiences in the lower profile

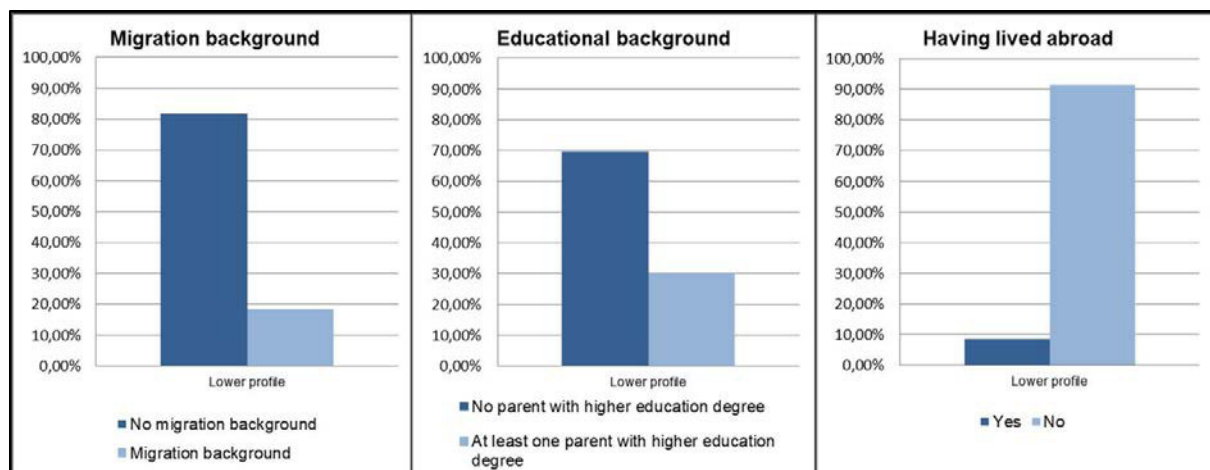
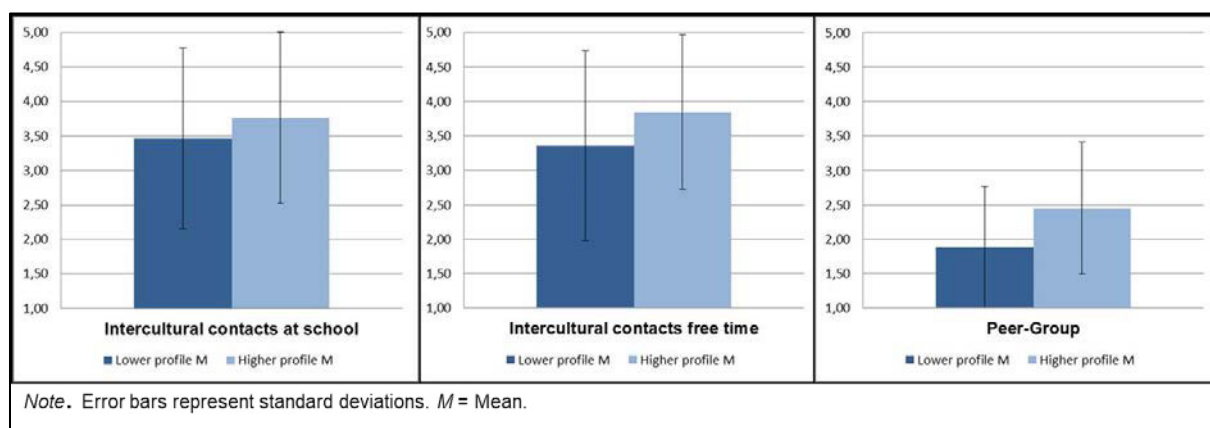


Figure 3

Differences in intercultural contacts at school, during free time, and in the group of friends between the two profiles



3. Which of the investigated sociodemographic, educational or cultural characteristics and contact variables provide unique explanatory value, i.e., differentiate between the profiles even when all of the other investigated characteristics are controlled?

In the last step, we carried out a logistic regression analysis in which profile membership (0 = lower profile, 1 = higher profile) was simultaneously predicted by all investigated background variables. The χ^2 -test approved a substantial relationship between the investigated predictors and the outcome variables ($\chi^2(8) = 54.97, p < .001$). Nagelkerke's R^2 was $R^2 = .22$ which means that in total more than 20% of the variance in the outcome variable (i.e., profile membership) could be explained by the predictors. The results for the single predictor variables are summarized in Table 4. As we can defer from the p -values, only the effects of migration background, educational background, and the number of friends who belong to another cultural group than the own, revealed incremental value. That is, the effects of these variables were statistically meaningful even when effects of all another predictors were simultaneously taken into account. By contrast, effects of the other variables with p -values $> .05$ were not statistically meaningful as they could not help to predict the outcome once the significant predictors were considered. As a consequence, the description of meaningful differences between the participants in the two profiles should be limited to the variables that revealed significant effects. In particular, the odds ratios (last column in Table 4) for these variables show that participants with a migration background were 2.6 times more likely to belong to the “higher profile” than participants without a migration background whereas having at least one parent with a higher education degree increased the likelihood of membership in the “higher profile” by 3.1. Finally, a one unit increase on the scale for intercultural friends increased the likelihood of “higher profile” membership by 1.6.

Table 4

Results from the logistic regression analysis

Variable	β	p	Odds ratio
Age	.03	.716	1.03
Gender (0 = female, 1 = male)	.29	.268	1.33
Migration background (0 = no, 1 = yes)	.96	.005	2.60
Educational background (0 = no parent with higher education degree, 1 = at least one parent with higher education degree)	1.12	< .001	3.06
Having lived abroad (0 = no, 1 = yes)	.19	.664	1.21
Intercultural contact at school (1 = very rarely, 5 = very often)	-.16	.249	.86
Intercultural contacts free time (1 = very rarely, 5 = very often)	.21	.122	1.24
Number of friends who belong to other cultural groups (1 = none, 5 = all)	.48	.007	1.61

Note. Significant effects in boldface, β = standardized logistic regression coefficient. Please note that only significant coefficients ($p < .05$) can be meaningfully interpreted.

Discussion and Implications

To summarize, the reported analyses showed that workshop participants differ substantially with regard to the multicultural traits and competencies that they bring to the workshops. Overall, participants who have a migration background, at least one parent with a higher education degree or who are embedded in a culturally diverse friendship group revealed higher levels in the investigated multicultural traits and competencies. As a consequence, educational measures that aim at increasing young peoples' sensitivity towards diversity, such as *Coloured Glasses*, may be particularly fruitful for participants who have no migration background, no parent with a higher education degree or are embedded in a cultural homogeneous friendship group.

However, there are several limitations and open questions that need to be considered. First, the present sample included workshop participants from a specific context (i.e., adolescents and young adults at schools in Germany). Hence, caution is warranted when transferring the results to other populations. Furthermore, several questions still need to be clarified and may be addressed in future research. First, longitudinal studies are needed to empirically assess how participation in *Coloured Glasses* workshops affects the development of the investigated multicultural traits and competencies. Furthermore, the question who benefits most from workshop participation (i.e., are the ones with lower levels of multicultural traits and competencies also the ones who benefit most?) has not yet been empirically addressed. Finally, it might be beneficial to thoroughly investigate which measures and methods help to ensure optimal development benefits, in particular for participants with lower pre-workshop levels of multicultural traits and competencies. We hope that the present research serves to inspire future *Coloured Glasses* activities and research.

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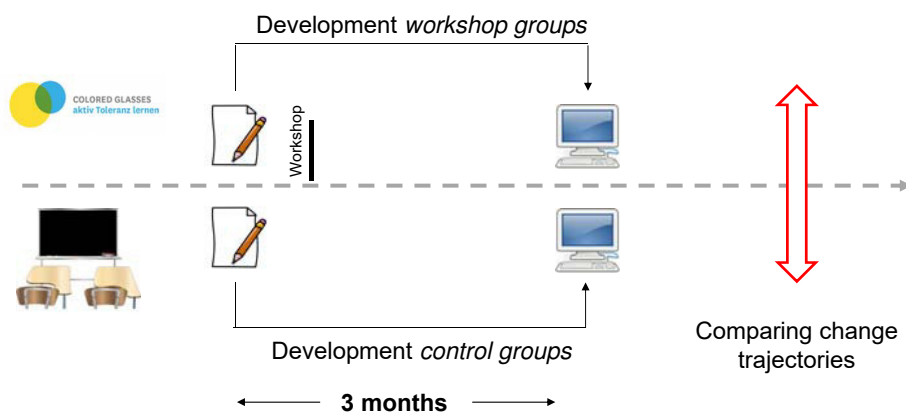
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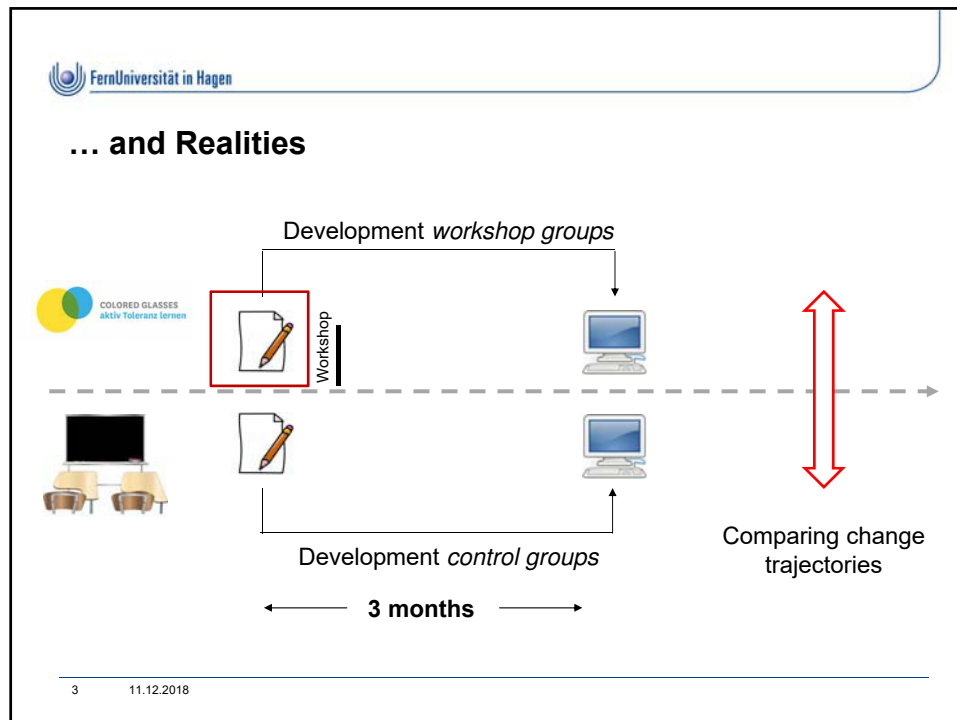
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Appendix



Study Plans...





FernUniversität in Hagen

Investigation of the status quo

- Exploring patterns of pre-workshop multicultural traits and competencies amongst workshop participants
- Comparing participants with different educational/cultural backgrounds and intercultural contact experiences

➤ Specific strengths and needs of different participant groups that may inform the planning and focus of future *Coloured Glasses* activities

Folie 4 11.12.2018

Aims and Approach of *Coloured Glasses*



Folie 5 11.12.2018

Measures of Multicultural Traits and Competencies

Construct	Description and sample item
Openmindedness	<p><i>Open and unprejudiced attitude toward members of different cultural groups and toward different cultural norms and values</i></p> <p><i>I am someone who</i> <i>...has a broad range of interests</i> <i>...seeks contact with people who belong to another cultural group</i></p>
Multicultural self-efficacy	<p>Individuals' personal judgement of their abilities to successfully engage in interactions with people who belong to another cultural group than their own.</p> <p><i>I am confident that I am able to establish a good relationship with people who belong to another cultural group than my own.</i></p>

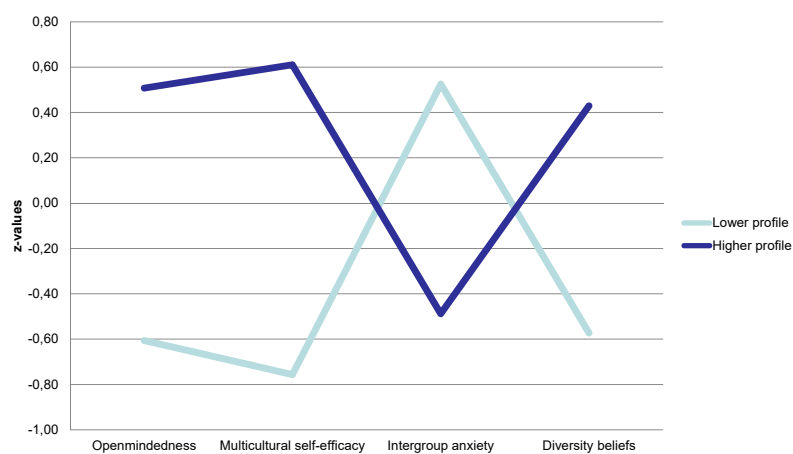
Folie 6 11.12.2018

Measures of Multicultural Traits and Competencies

Construct	Description and sample item
Intergroup anxiety (R)	<p>Feelings of uncertainty and awkwardness when encountering contact with people who belong to another (cultural) group.</p> <p><i>Imagine a classmate from Bolivia has invited you to his birthday party. All other guests in the room are also from Bolivia. How would you feel in this situation...?</i></p> <p><i>Accepted (r), nervous, anxious, confident (r)....</i></p>
Diversity attitudes	<p>The beliefs individuals hold about how group composition affects (work) group functioning</p> <p><i>Germany can benefit from the multicultural diversity in the population.</i></p>

Folie 7 11.12.2018

Profiles of Multicultural Traits and Competencies



Folie 8 11.12.2018

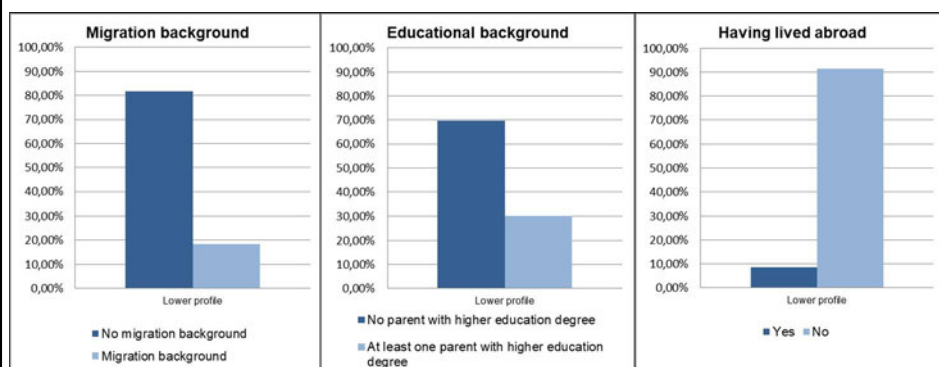
Differences in Sociodemographic Characteristics

		Lower profile	Higher profile	X ²
Gender	Male	47.90%	38.40%	2.879
	Female	52.10%	61.60%	
Migration background	No migration background	81.70%	57.00%	21.888***
	Migration background	18.30%	43.00%	
Educational background	No parent with higher education degree	69.70%	53.50%	8.599**
	At least one parent with higher education degree	30.30%	46.50%	
Having lived abroad	Yes	8.50%	16.90%	4.846*
	No	91.50%	83.10%	
Total		142	172	

Note. * $p < .05$, ** $p < .01$, *** $p < .001$.

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Sociodemographic Characteristics *Lower Profile*



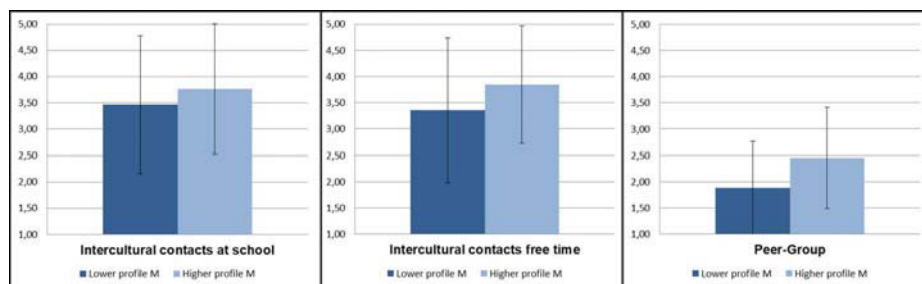
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Differences in Contact Experiences

	Lower profile		Higher profile		F (1, 300)
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
Intercultural contacts school	3.47	1.31	3.77	1.24	4.092*
Intercultural contacts free time	3.36	1.38	3.85	1.12	11.432**
Peer group	1.88	.89	2.45	.96	27.362***

Note. * $p < .05$, ** $p < .01$, *** $p < .001$.

Differences in Contact Experiences



Note. Error bars represent standard deviations. *M* = Mean.

Summary and Outlook

- Cluster analyses revealed two different profiles of multicultural traits and competencies
- Participants in the lower profile were more likely to have...
 - parents with lower educational degrees
 - no migration background
 - not yet lived abroad
 - fewer intercultural contact experiences

(Still) Open Questions for Future Research

- How does participation in *Coloured Glasses* workshops affect the development of the investigated multicultural traits and competencies?
- Who benefits most from workshop participation, i.e., are the ones with lower levels of multicultural traits and competencies also the ones who benefit most?
- Which measures and methods may help to ensure optimal benefits, in particular for participants with lower levels of multicultural traits and competencies?

Thank you very much for your attention.

Special thanks to all YFU volunteers and
staff who supported this research.

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Lieber Schüler/liebe Schülerin,

vielen Dank, dass du bereit bist, an dieser Studie teilzunehmen. Dein Beitrag ist sehr wichtig für uns. Wir interessieren uns für die Einstellungen und persönlichen Einschätzungen von Schülerinnen und Schülern und wie sich diese im Laufe der Zeit verändern. Wir werden dir dazu einige Fragen zu unterschiedlichen Themen stellen und dich dazu befragen, wie du dich selbst in einigen Bereichen einschätzt.

Bitte lies dir diese Anweisungen sorgfältig durch, bevor du anfängst, den Fragebogen zu bearbeiten.

1. Bitte lies dir alle Fragen und Erklärungen sorgfältig durch.
2. Die Antworten, die du gibst, sind sehr wichtig für unsere Forschung. Daher bitten wir dich, dich während des Ausfüllens des Fragebogens ganz darauf zu konzentrieren.
3. Es gibt keine richtigen oder falschen Antworten auf die Fragen. Wir interessieren uns lediglich für deine ehrlichen Ansichten und Einschätzungen.
4. Wenn es Auswahlmöglichkeiten gibt, kreuze bitte die Antwort an, die am besten auf dich zutrifft.
5. Bitte beantworte ALLE Fragen und lass keine Fragen aus.
6. Einige Frageformulierungen mögen dir auf den ersten Blick etwas merkwürdig vorkommen. Bitte bearbeite die Fragen dennoch. Alle Fragen, die wir dir stellen, sind schon in vielen wissenschaftlichen Studien benutzt worden und haben sich bewährt. Die Formulierungen spiegeln NICHT die Einstellungen und Einschätzungen der Mitarbeiterinnen und Mitarbeiter von Coloured Glasses oder der verantwortlichen Wissenschaftlerin Dr. Julia Zimmermann wider.

Zustimmungserklärung

Bevor es losgehen kann, benötigen wir noch eine Zustimmungserklärung von dir. Bitte lies dort die folgenden Erklärungen sorgfältig durch und kennzeichne deine Antwort.

1. Ich erkläre mich bereit, an dieser Studie teilzunehmen.
2. Ich habe verstanden, dass ich diesen Fragebogen freiwillig ausfülle, und dass es in Ordnung ist, jederzeit meine Meinung zu ändern und damit aufzuhören.
3. Ich habe verstanden, dass alle persönlichen Informationen, die ich in diesem Fragebogen angebe, geheim bleiben und nur für die Zwecke dieser Studie verwendet werden.
4. Ich habe verstanden, dass ich Fragen zu dieser Studie jederzeit an die verantwortliche Wissenschaftlerin Dr. Julia Zimmermann (julia.zimmermann@fernuni-hagen.de) stellen kann.

Stimmst du den oben genannten Bedingungen zu?

1. ☐ Ja
2. ☐ Nein

Wenn du den Bedingungen nicht zustimmst, ist die Befragung für dich nun beendet. In diesem Fall gib' den Fragebogen bitte unausgefüllt zurück.

Ansonsten geht es weiter auf der nächsten Seite...



Teilnehmercode:

Anstelle deines Vornamens und Nachnamens werden wir für diese Studie einen individuellen Teilnehmercode verwenden. So sind deine Angaben anonym und können nicht mit deiner Person in Verbindung gebracht werden. **Wir bitten dich, diesen Code nach den beschriebenen Regeln in der Tabelle zu erstellen. Es ist sehr wichtig für uns, dass diese Regeln genau eingehalten werden.**

Ein Beispiel: Jasmin Schmitz wurde am 1. Juni geboren. Ihre Eltern heißen Maria und Thomas. Jasmin trägt folgende Informationen in die Kästchen ein:

Erster Buchstabe deines Vornamens	Erster Buchstabe des Vornamens deiner MUTTER	Erster Buchstabe des Vornamens deines VATERS	Tag des Monats, an dem du geboren wurdest (schreibe immer zwei Ziffern auf, z.B. 1 = 01)	Monat, in dem du geboren wurdest (schreibe immer zwei Ziffern auf, z.B. Juni = 06)
J	M	T	01	06

Jetzt bist du dran, bitte folge den Anweisungen genau.

Erster Buchstabe deines Vornamens (Rufname)	Erster Buchstabe des Vornamens deiner MUTTER*	Erster Buchstabe des Vornamens deines VATERS*	Tag des Monats, an dem du geboren wurdest (schreibe immer zwei Ziffern auf, z.B. 1 = 01)	Monat, in dem du geboren wurdest (schreibe immer zwei Ziffern auf, z.B. Juni = 06)

(* Falls keine Angabe möglich, bitte ein „X“ eintragen.)

Vielen Dank, jetzt geht es los mit dem Fragebogen!



Zunächst bitten wir dich um ein paar allgemeine Angaben.

1. **Wie alt bist du?** _____ Jahre
2. **Was ist dein Geschlecht?** 1. ☐ männlich 2. ☐ weiblich
3. **Welche Staatsangehörigkeit(en) hast du?**
 1. ☐ Nur die deutsche Staatsangehörigkeit
 2. ☐ Die deutsche Staatsangehörigkeit und eine oder mehrere weitere
 3. ☐ Nicht die deutsche Staatsangehörigkeit, sondern eine oder mehrere andere
4. **Wo wurdest du geboren?**
 1. ☐ In Deutschland
 2. ☐ Nicht in Deutschland, sondern

(Bitte das Land eintragen)
5. **Wo wurden deine Eltern geboren?**

MUTTER

 1. ☐ In Deutschland
 2. ☐ Nicht in Deutschland, sondern

(Bitte das Land eintragen)

VATER

 1. ☐ In Deutschland
 2. ☐ Nicht in Deutschland, sondern

(Bitte das Land eintragen)
6. **Sprichst du zuhause mit deiner Mutter oder deinem Vater eine andere Sprache als Deutsch?**
 1. ☐ ja
 2. ☐ nein
7. **Welches ist der höchste Schulabschluss den deine MUTTER erreicht hat?**
 1. ☐ Abitur/(Fach)Hochschulreife (oder vergleichbarer ausländischer Abschluss)
 2. ☐ Mittlere Reife/Realschulabschluss (oder vergleichbarer ausländischer Abschluss)
 3. ☐ Volks- oder Hauptschulabschluss (oder vergleichbarer ausländischer Abschluss)
 4. ☐ Keinen Schulabschluss
 5. ☐ Weiß ich nicht



8. **Welches ist der höchste Schulabschluss den dein VATER erreicht hat?**
1. ☐ Abitur/(Fach)Hochschulreife (oder vergleichbarer ausländischer Abschluss)
 2. ☐ Mittlere Reife/Realschulabschluss (oder vergleichbarer ausländischer Abschluss)
 3. ☐ Volks- oder Hauptschulabschluss (oder vergleichbarer ausländischer Abschluss)
 4. ☐ Keinen Schulabschluss
 5. ☐ Weiß ich nicht
9. **Hat deine MUTTER eine berufliche Ausbildung oder ein Studium abgeschlossen?** *Wenn mehrere Abschlüsse vorliegen, kannst du auch mehrere Antworten ankreuzen*
1. ☐ Ja, (Fach)Hochschulstudium
 2. ☐ Ja, berufliche Ausbildung
 3. ☐ Nein, keine abgeschlossene Ausbildung/Studium
 4. ☐ Weiß ich nicht
10. **Hat dein VATER eine berufliche Ausbildung oder ein Studium abgeschlossen?** *Wenn mehrere Abschlüsse vorliegen, kannst du auch mehrere Antworten ankreuzen*
1. ☐ Ja, (Fach)Hochschulstudium
 2. ☐ Ja, berufliche Ausbildung
 3. ☐ Nein, keine abgeschlossene Ausbildung/Studium
 4. ☐ Weiß ich nicht
11. **Zu welcher Schulform gehört deine Schule?**
1. ☐ Gymnasium
 2. ☐ Realschule
 3. ☐ Hauptschule
 4. ☐ Gesamtschule/Gemeinschaftsschule/ Stadtteilschule
 5. ☐ sonstige
12. **In welche Klassenstufe gehst du zurzeit?**
1. ☐ 5. Klasse
 2. ☐ 6. Klasse
 3. ☐ 7. Klasse
 4. ☐ 8. Klasse
 5. ☐ 9. Klasse
 6. ☐ 10. Klasse
 7. ☐ 11. Klasse
 8. ☐ 12. Klasse
 9. ☐ 13. Klasse



13. Hast du bislang schon mal für einen Zeitraum von mehr als zwei Monaten im Ausland gelebt?
1. ☐ Ja
2. ☐ Nein

- Wenn JA: weiter bei Frage 14
- Wenn NEIN: weiter bei Frage 16

14. Wie viele Monate hast du bislang insgesamt schon im Ausland gelebt? _____
(Bitte Anzahl der Monate eintragen)

15. Was war(en) der Grund bzw. die Gründe für deine(n) bisherige(n) Auslandsaufenthalt(e)? Es können bei Bedarf auch mehrere Antwortoptionen ausgewählt werden.
- ☐ Auslandsaufenthalt mit der Familie (z.B. vor dem Zuzug nach Deutschland oder im Rahmen beruflicher Aufenthalte der Eltern)
☐ Schulbezogener Auslandsaufenthalt (z.B. Schulaustauschprogramme oder Auslandsschuljahre)
☐ Freiwilligendienst
☐ Praktikum oder Arbeitsaufenthalt
☐ Längere Reise oder anderer privater Aufenthalt (z.B. Besuche bei Familienmitgliedern, Freunden etc.)
☐ Sonstige Gründe

16. Wie häufig hast du in der Schule persönlichen Kontakt (z.B. unterhalten, zusammenarbeiten, Pausen miteinander verbringen) mit Personen, die einer anderen kulturellen Gruppe angehören als du selbst?
1. ☐ sehr oft
2. ☐ oft
3. ☐ manchmal
4. ☐ selten
5. ☐ sehr selten

17. Wie häufig hast du in deiner Freizeit persönlichen Kontakt (z.B. unterhalten/chatten, was unternehmen/abhängen, in einem Verein oder einer Gruppe aktiv sein) mit Personen, die einer anderen kulturellen Gruppe angehören als du selbst?
1. ☐ sehr oft
2. ☐ oft
3. ☐ manchmal
4. ☐ selten
5. ☐ sehr selten



18. **Wenn du an deine Freunde denkst, Aussage beschreibt deine Freundesgruppe am besten?**
- ☐ Keiner meiner Freunde gehören einer anderen **welche** kulturellen Gruppe an als ich selbst
 - ☐ Ein paar meiner Freunde gehören einer anderen kulturellen Gruppe an als ich selbst
 - ☐ Ungefähr die Hälfte meiner Freunde gehört einer anderen kulturellen Gruppe an als ich selbst
 - ☐ Die meisten meiner Freunde gehören einer anderen kulturellen Gruppe an als ich selbst
 - ☐ Alle meine Freunde gehören einer anderen kulturellen Gruppe an als ich selbst
19. **Wirst du heute an einem Workshop von Coloured Glasses teilnehmen?**
- 1. ☐ Ja
 - 2. ☐ Nein
- **Wenn JA: Weiter bei Frage 20**
- **Wenn NEIN: Weiter auf der nächsten Seite**
20. **Was ist der bzw. sind die Schwerpunkt(e) des Workshops, an dem du heute teilnehmen wirst? Du kannst auch mehrere Antworten ankreuzen.**
- ☐ Kultur und Identität
 - ☐ interkulturelle Kommunikation
 - ☐ Stereotype und Vorurteile
 - ☐ Diskriminierung
 - ☐ Flucht und Fluchtursachen
 - ☐ Menschenrechte
21. **Wie lange wird der Workshop dauern?**
- ☐ 1 – 2 Schulstunden
 - ☐ 3 – 4 Schulstunden
 - ☐ mehr als 4 Schulstunden



Vielen Dank für diese Angaben. Nun beginnen die Fragen zu deinen persönlichen Einstellungen und Einschätzungen. Bei den folgenden Fragen geht es um dich als Person. Inwiefern treffen die folgenden Aussagen auf dich zu?

22. Ich bin jemand, der...

		stimmt gar nicht	stimmt eher nicht	stimmt mittel	stimmt eher	stimmt total
1.	... verschiedene Möglichkeiten probiert, um ein Problem zu lösen.					
2.	... nach neuen Wegen sucht, um ein Ziel zu erreichen.					
3.	... Neuanfänge leicht findet.					
4.	... gern Lösungen für Probleme sucht.					
5.	... Ideen hat, die andere nachmachen.					
6.	... weiß, wie man sich in bestimmten Kulturen verhält.					
7.	... Kontakt zu Menschen aus anderen kulturellen Gruppen sucht.					
8.	... viele Interessen hat.					

23. Und wie sehr stimmst du diesen Aussagen zu?

		stimmt gar nicht	stimmt eher nicht	stimmt mittel	stimmt eher	stimmt total
1.	In schwierigen Situationen kann ich mich auf meine Fähigkeiten verlassen.					
2.	Die meisten Probleme kann ich aus eigener Kraft gut meistern.					
3.	Auch anstrengende und komplizierte Aufgaben kann ich in der Regel gut lösen.					

24. Bei den folgenden Fragen geht es darum, wie du mit anderen Leuten im Allgemeinen umgehst.

		stimmt gar nicht	stimmt eher nicht	stimmt mittel	stimmt eher	stimmt total
1.	Bevor ich jemanden kritisiere, versuche ich mir vorzustellen, wie ich mich fühlen würde, wenn ich an seiner/ihrer Stelle wäre.					
2.	Wenn ich mir sicher bin, dass ich bei etwas richtigliege, nehme ich mir nicht die Zeit, mir die Argumente anderer Leute anzuhören.					
3.	Ich versuche manchmal, meine Freunde besser zu verstehen, indem ich mir vorstelle, wie Dinge aus ihrer Perspektive (Sicht) aussehen.					
4.	Ich glaube, dass es zu jeder Frage zwei Ansichten gibt und versuche, beide zu berücksichtigen.					
5.	Ich finde es manchmal schwierig, Dinge aus der Sicht „des anderen“ zu sehen.					
6.	Ich versuche, bei einer Meinungsverschiedenheit jede Ansicht zu berücksichtigen, bevor ich eine Entscheidung treffe.					
7.	Wenn ich mich über jemanden ärgere, versuche ich normalerweise, mich für eine Weile in seine/ihre Lage zu versetzen.					

25. Die folgenden Aussagen beschreiben verschiedene Ansichten zum Zusammenleben von verschiedenen Menschen und Gruppen. Wie sehr stimmst du den folgenden Aussagen zu?

		stimme gar nicht zu	Stimme eher nicht zu	weder noch	Stimme eher zu	stimme total zu
1	Alle Menschen sollten gleiche Möglichkeiten im Leben haben.					
2	Es ist in Ordnung, wenn einige Gruppen mehr Chancen im Leben haben als andere.					
3	Wir hätten weniger Probleme, wenn wir Menschen verstärkt gleich behandeln würden.					
4	Wir sollten unser Möglichstes tun, um die Bedingungen für unterschiedliche Gruppen anzugleichen.					
5	Es ist wahrscheinlich gut so, dass bestimmte Gruppen mehr Macht haben als andere.					
6	Einige Menschen sind einfach mehr wert als andere.					



26. Nun geht es speziell um das Zusammenleben mit Menschen, die anderen kulturellen Gruppen angehören als du selbst. Stell' dir bitte vor, ein neuer Mitschüler in deiner Klasse aus Bolivien hat dich zu seiner Geburtstagsparty eingeladen. Alle anderen Partygäste im Raum kommen auch aus Bolivien. Wie fühlst du dich in dieser Situation? Bitte gib' auf der Skala an, wie sehr die verschiedenen Aussagen auf dich persönlich zutreffen.

		stimmt gar nicht	stimmt eher nicht	stimmt mittel	stimmt eher	stimmt total
1.	Ich fühle mich akzeptiert.					
2.	Ich bin nervös.					
3.	Ich fühle mich sicher.					
4.	Ich fühle mich entspannt.					
5.	Ich fühle mich wohl.					
6.	Ich fühle mich ängstlich.					
7.	Ich finde die Situation unangenehm.					

Und wie sehr treffen die folgenden Aussagen auf dich zu?

		stimmt gar nicht	stimmt eher nicht	stimmt mittel	stimmt eher	stimmt total
1.	Der Umgang mit Menschen aus anderen kulturellen Gruppen ist für mich nicht schwierig.					
2.	Ich erlebe keine Ängste oder Unsicherheiten im Umgang mit Menschen aus anderen kulturellen Gruppen.					
3.	Ich glaube, dass ich einen guten Eindruck hinterlasse, wenn ich mit Menschen aus anderen kulturellen Gruppen zu tun habe.					
4.	Ich kann Probleme im Umgang mit Menschen aus anderen kulturellen Gruppen (z.B. Missverständnisse oder Streit) gut lösen.					
5.	Ich kann mit unerwarteten Situationen im Umgang mit Menschen aus anderen kulturellen Gruppen gut umgehen.					



26. Denk nun bitte an die verschiedenen gesellschaftlichen Gruppen in Deutschland, d.h. Menschen mit verschiedenen Lebensstilen, Religionen und Kulturen. Inwiefern stimmst du folgenden Aussagen zu?

		stimme gar nicht zu	stimme eher nicht zu	weder noch	stimme eher zu	stimme total zu
1	Es ist gut für die deutsche Gesellschaft, dass Menschen aus unterschiedlichen kulturellen Gruppen hier leben.					
2	Es ist leichter, Probleme in einem Land zu lösen (z.B. in Politik und Wirtschaft), wenn sehr unterschiedliche Menschen bei der Lösung helfen.					
3	Deutschland kann sich dadurch weiterentwickeln, dass Menschen aus unterschiedlichen Kulturen hier leben.					
4	Es kann das Leben bereichern, Leute mit unterschiedlichen Lebensweisen, Kulturen und Religionen zu treffen.					
5	Die deutsche Gesellschaft wird dadurch bereichert, dass Menschen aus unterschiedlichen kulturellen Gruppen hier leben.					

Das war's! Vielen herzlichen Dank für deine Unterstützung.