

FSD3438 CHILD-UP: PÄIVÄKOTI-IKÄISTEN LASTEN KYSELY 2019

FSD3438 CHILD-UP: SURVEY FOR CHILDREN IN PRE-PRIMARY EDUCATION 2019

Tämä dokumentti on osa yllä mainittua Yhteiskuntatieteelliseen tietoaarkistoon arkistoitua tutkimusaineistoa.

Dokumenttia hyödyntävien tulee viitata siihen asianmukaisesti lähdeviitteellä.

This document forms a part of the above mentioned dataset, archived at the Finnish Social Science Data Archive.

If the document is used or referred to in any way, the source must be acknowledged by means of an appropriate bibliographic citation.

Detta dokument utgör en del av den ovannämnda datamängden, arkiverad på Finlands samhällsvetenskapliga dataarkiv.

Om dokument är utnyttjat eller refererat till måste källan anges i form av bibliografisk referens.

Child-up Survey (the following text is an excerpt of the executive summary that has been sent for H2020 Coordinator / and reviewer approval)

Introduction

The Child-up survey collected quantitative data for providing insights on migrant children's condition and on important experiences of agency and hybrid integration in education. The researchers in seven EU-countries gathered quantitative data from identified local situations. Thus, **the report** intends not to compare or generalize these situations or countries, but merely **provides data in the areas that will guide the Child-up research during the following phases of research and innovation.**

This report concerns three important aspects, which give meaning to migrant children's social life, and were included in the conceptual part of Child-up project proposal.

- Children's social life is based on contextual conditions, such as gender, sexual orientation, geography, age, abilities and status (intersectionality).
- Migrant children can contribute to the host society and to their own integration. This implies focusing on children's agency as a specific form of participation, based on the choices of action that are available to children in terms of promoting change, in particular in the school life.
- Cultural identity is a contingent product of social negotiation in school interaction. This negotiation can produce hybrid identities, i.e. loose, unstable manifestations of cultural identities, and hybrid integration.

The following summary presents first, some notes about the respondents, second, general data about children, parents and professionals, third, respondents' language use, fourth school experience, fifth, school relations and then, agency and dealing with troubles in school. The summary is concluded with a section of the professionals' and parents' responses concerning hybrid integration vs. acculturation. The summary is a compilation of each country researchers' findings that they have observed in their local context (see the ANNEXES I-VII).

Some notes about the respondents

The table below presents the final achievement of the number of questionnaires that researchers managed to gather in each country vs. the target (in parenthesis). Due to the method of collecting data in cooperation with schools and social service, the turnout is generally quite high, compared to random sample surveys. However, the situations and methodological challenges varied between countries, and respondents could leave questions unanswered. Some reflections from the country reports follow.

The professionals in all countries seemed to be quite interested to participate in the survey in general (see Table1.). The difficulty to find mediator respondents in Belgium reflects the actual lack of formal interpreters supporting schools. Reaching parent respondents was the

most difficult task in all countries except in Italy. Our expectation to reach parents via schools rather than contacting them in person was too optimistic. With the allocated time and researchers' time it was not possible to arrange many individual and focus group encounters with parents, even if that was proven a successful strategy. For instance, in Finland the share of migrant parents was higher than the percentage of migrant population in the regions due to researchers' personal contacts, cooperation with key informants spreading the online survey among their network and face-to-face encounters in reception centres. The questionnaires were translated and available in many languages in all other countries except in Belgium and England. Therefore the possibility that only those parents who are more self-confident with regard to the use of the local language, returned the questionnaire, resulting in under-representation of parents who experience more problems in everyday life and relationships with schools.

Table 1. Number of received questionnaires (goal)

Country	Children	Parents	Teachers, Educators	Social Workers, Guardians	Mediators/ Interpreters	Total
Belgium	387 (360)	128 (360)	29 (20)	2 (20)	1 (20)	547 (780)
Finland	672 (700)	103 (700)	59 (60)	37 (50)	20 (20)	891 (1530)
Germany	557 (900)	295 (900)	138 (80)	139 (80)	20 (20)	1149 (1980)
Italy	856 (900)	829 (900)	84 (70)	83 (60)	36 (30)	1888 (1960)
Poland	673 (900)	511 (900)	35 (50)	21 (20)	10 (10)	1250 (1880)
Sweden	173 (300)	19 (300)	39 (60)	39 (40)	36 (30)	306 (730)
UK	640 (700)	395 (700)	36 (45)	11 (15)	-	1082 (1460)
Total	3958 (4760)	2280 (4760)	420 (385)	332 (285)	123 (130)	7109 (10320)

The survey is not and doesn't want to be "representative" of the general situation. We informed the research units (e.g. schools, social services) that we would like to do the survey in classrooms that have children with and without migration background. The Table2 below shows the share of children with and without migration background in the survey sample. However, the sample distribution of children with and without migration background is not equal with their distribution in entire population in the researched regions (for more detailed picture, see the country report ANNEXES I-VII).

Table2 Distribution of respondents with migration background vs. no migration background

	FINLAND	SWEDEN	POLAND	UK	ITALY	BELGIUM	GERMANY
Migration background	21%	77%	22,6%	32,1%	46,7%	57,9%	22,9%
No migration background	79%	23%	77,4%	67,9%	53,3%	42,1%	77,1%

Due to the method of collecting survey data in schools, the gender balance of girls and boys in children respondents group is almost fifty-fifty throughout the sample and thus gender comparison is possible. While we planned the questionnaire, we agreed that gender should not be restricted to a binary variable. In practice, this principle concerning gender variable was not as easy. Eventually in the translated versions each country adjusted the questionnaires. For instance, in Poland due to the upswing anti-LGBT+ sentiment the question concerning gender did not include the choice "other" but an open-ended question for respondents to indicate what is their gender. Concerning the teachers' and parents' gender the situation seems the same in all countries: majority of teachers are female and between 75-80 % of parent respondents are mothers. Therefore, gender comparison does not make much sense in these respondent groups, but evidently, this issue of gender imbalance is of interest in further research.