FSD3441 Child-up: lasten ja nuorten kysely 2019

FSD3441 Child-up: Survey for Children and Young People 2019

CODEBOOK Child-up survey part I
children & parents

WP4

KUUSIPALO, PAULA, KINOSSALO, MAIJU & TIILIKKA, TIINA

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CODEBOOK Child-up survey

Document description

Definitions and core variables

The following document introduces the core variables (social variables, socio-economic variables, integration in school, and agency), and the derived variables (LENGTH_STAY; MIGRBACKG). The variables are introduced for each respondent category questionnaire (A. Children, B. Parents, C. Teachers, D. Social workers, E. Interpreters).

The following introduction of each variable includes a TITLE (and possible SUBCATEGORY TITLES), a short description of the item, codes for variable values, possible filter, and description of the purpose of the variable.

Please insert the codes to excel as you have received them from respondents.

VARIABLE HEADLINE / VARIABLE TITLE / SUBCATEGORY TITLE
Short description
Codes
Filter
Purpose

A. Children ISCED_123:

COUNTRY

Short description

Country of inquiry

Codes

1= Belgium

2 = Finland

3 = Germany

4 = Italy

5 = Poland

6 = Sweden

7 = United Kingdom

Purpose

Variable needed for the management of databases and country comparison (optional).

_____

ISCED

Short description

Informing the level of the school / class where the survey is conducted using international standard (ISCED)

Codes

0 = pre-primary

1 = primary

2 = lower secondary

3 = upper secondary

Filter

When conducting survey in schools.

Purpose

Variable needed for the management of children databases. Variable needed for enabling comparison at different school levels.

Variable needed for informing of variation of children's age at different education levels (native vs. children with migrant background) in different countries.

_____

Social variables

AGE
Short description
Age in full years as reported by the child. Aggregated for shared data and the analysis.
Codes
Numeric.

Filter
Age variable is only in the children's questionnaire.
Purpose
Variable needed for informing about children's age. Also used for comparing children with native and migrant background in relation to their age and ISCED level.
The variable AGE is used with the variable AGE_ARRIV for calculating the time of residency (LENGTH_STAY) of the migrant children.

Suggestion for aggregating the age groups (when running analysis):
1 = younger than five years
2 = 5-6
3= 7-8
4= 9-10
5= 11-12
6= 13-14
7= 15-16
8= older than 16 years

_____

SEX
Short description
Self-reported sex/gender.
Codes
1 = girl
2 = boy
3 = other

Purpose
Used for informing about social dimension of sex/gender, and sex/gender -based identity of the respondent. Used for analysing gender-based differences across data.

ETHICS NOTE. The possible open responses explaining code 3 will be deposited and analysed separately, not distributed in the general excel spreadsheet.

_____

COUNTRYB

Short description

Country of birth.

Codes

1= country of inquiry

2= other

Purpose

Variable is used for deriving a sum variable **MIGRBACKG** defining respondents' migrant background together with variable **COUNTRYB_P** (codes 2 and 3).

_____

AGE_ARRIV

Short description

Self-reported age in years at the time of moving to the country of inquiry.

Codes

Numeric.

Filter

This variable concerns only those, who choose value 2 (= other) for variable COUNTRYB.

Purpose

This variable is used with variable AGE to calculate the length of stay in the country of inquiry (--> variable **LENGTH_STAY**).

_____

MIGR_EXP

Short description

Living in another country between leaving home and arriving to country of inquiry.

Codes

1= Lived in another country (more than one year)

2= Lived in another country (less than one year)

3= Moved directly to country of inquiry

Filter

This variable concerns only those, who choose value 2 (= other) for variable COUNTRYB.

Purpose

Used for informing of migration experience. Distribution to illustrate different migration trajectories.

_____

COUNTRYB_P
Short description
The country of birth of the respondent's parents.
Codes
1= parents born in the country of inquiry
2= one of the parents born in another country
3= both parents born in another country
Purpose
Used together with COUNTRYB for defining variable MIGRBACKR. (Generational migration background.)

_____

Socio-economic variables

LIVCONDIT
Short description
Living/housing conditions.
Codes
1= living in a house / apartment with family
2= family sharing house/apartment with other people
3= living in a collective household / institution with family
4= living in a collective household / institution without family
Filter
--
Purpose
Used for describing housing conditions (in a house/apartment; shared vs. collective household). Used for indicating those children living in collective households and without their family (code 4). Used for informing of living conditions of local families vs. families with migration background. Codes 3 and 4 may indicate families seeking asylum (3) and unaccompanied children (4).

_____

Integration variables

LANG_BACKGROUND
LANG_NAT

Short description

Native language**.**

Codes

1= local language

2= other language

Filter

--

Purpose

Used for informing of the distribution of native language / other language speakers among respondents. Can be used for analysing differences in integration experiences and agency among native language speaker / other language speaker groups.

_____

LANG BACKGROUND

LANGUSE_HOME

Short description

Languages spoken at home.

Codes

1 = one language, the local

2 = one language, my own native language

3 = two languages, local

4 = two languages, local and native

5 = three languages, including local

6 = three languages, not the local language

Filter

--

Purpose

Indicating variety of language use at home. Analytical categories suggestion 1, 3, 4, 5 (local language spoken at home) vs. 2,6 (local language not spoken). Possible to use in further analysis as a bivariate variable: 1= local language spoken / 0=local language not spoken. Another analytical suggestion 1,2 (one language families) vs. 3,4,5,6 (bilingual or multilingual family).

ETHICS NOTE. The open responses concerning languages will be gathered in a separate spreadsheet.

_____

LANG BACKGROUND

LANG_SKILL

Short description

Self-reported proficiency in local language.

Codes

for 9-11 yrs.:

1 = very good

2 = good

3 = not good

for older age groups (ISCED 2&3):

1 = very good   →1

2 = good   → 2

3 = good   → 2

4 = not so good   →3

5 = not so good   →3

Filter

Those who choose 8 LANG_NAT code 2 (other than a local language). Recoding to match the ISCED1 scale

Purpose

Self-evaluated language skill can be interpreted as an element of integration and/or individual agency = capacity.

_____

LANGUSE_SCHOOL:

LANGUSE_CLASS; LANGUSE_PLAY; LANGUSE_FRIENDS

Short description

Experience of language use in school (in the classroom, in the playground, with friends)

Codes

1= restricted language use

2= multilingual approach

Purpose

This variable is used both in analysis of agency and integration.

For agency (opportunity structure) value 1 indicates restricted language use, value 2 indicates multilingual approach.

For integration analysis, estimating cross-group relations between those with migration background and those with no migration background. Value 1 may indicate separate groups (divided by languages), value 2 mixed language groups.

_____

LANG_SUPPORT:

LANG_HELP; LANG_TRANSL

Short description

Support in children's native language in the classroom.

Codes

1= receiving support

2= not receiving support

Filter

Only for non-native speakers (LANG_NAT code 2).

Purpose

Used for indicating integration / agency (opportunity structure). Allowing support in students' native languages vs. restrictive language use.

_____

Agency

SCHOOL EXPERIENCE

Short description

Experience of learning and schoolwork

Codes

1= General feeling positive

2= General feeling positive

3= General feeling uncertainty

4= General feeling negative

5= General feeling negative

Purpose

Used for describing the pupil's general feeling about school and learning.

Can also be scrutinised to **SUBVARIABLES:**

GNRL_FEEL   general feeling (claims 1&2),

SKILLS   skills and capacity to handle the school tasks (claims 3-6)

SELFCONFID self-confidence (claims 7&8).

_____

SCHOOL COMMUNICATION / PARTICIPATION

Short description

Agentic engagement in communication and participation in school.

Codes

1 = Agentic engagement recognised

2= Agentic engagement recognised

3 = Agentic engagement uncertain (Likert 3)

4 = No agentic engagement

5= No agentic engagement

Purpose

Used for describing the pupil's "agentic engagement" (Reeve, J.), participation and contribution to the instruction and classroom communication.

Can be scrutinised to **SUBCATEGORIES**;

AGENCY_CAPACITY   capacity: concentrating and understanding (claims 1&2);

AGENCY_OPPORT   opportunity to express (claims 3&4);

AGENCY_MUTUAL   mutual sensitivity (claims 5&6);

AGENCY_ABILITY   opportunity and ability to express views and emotions (claims 7&8);

AGENCY_SHAPE   shaping context (claims 9&11).

_____

SCHOOL_CHALLENGES

Short description

Frequency of experiencing challenging situations in school

Codes

1 = many times

2 = once or twice

3 = never

Purpose

Used for indicating frequency of experiencing challenges/problems at school. Used for comparing observations of difficult situations reported by children in different age-groups/gender/ migrant background vs. local. Also used for comparing children / adult observation across respondent groups. Parents', Teachers' and Interpreter item.

Can be also scrutinised to **SUBVARIABLES:**

NEWSITUATION

TROUBLE

DIFFEXPRESS

SCHOOL_TROUBLE (item 17.2, open space)

Short description

Open question concerning challenging situation faced at school

Codes

Open responses about challenging situation faced at school will be gathered and coded separately.

Filter

When respondent chooses to explain the problem.

Purpose

Used for further understanding of the nature of difficulties in school as described by local children and children with migration background.

_____

SUPPORT NETWORK

RECEIVED_HELP; COLLABORATE; TALK_NOHELP

Short description

Support structure; Ability to ask / knowing whom to turn to in challenging situations

Codes

0 = n/a

1 = Family

2 = Teacher

3 = School Staff

4 = A friend

5 = Someone else

6 = I managed on my own

Purpose

Used for indicating support / opportunity structure: network, ability to manage difficult situations and receive help. Relates to Parents' , Teachers' and Interpreters' item.

To analyse differences by gender / age group / migrant vs. non-migrant background and across different respondent groups (children vs. adults).

_____

SCHOOL CONNECTEDNESS

Short description

Combining the following subcategories indicating general "collective efficacy" related to connectedness in school.

Codes

1= General feeling positive

2= General feeling positive

3= General feeling uncertainty

4= General feeling negative

5= General feeling negative

Is scrutinised to **SUBVARIABLES**:

RELATMATE (Claims 19.1, 19.2, 19.3)

Short description

Relations with classmates

Codes

Purpose

Used for indicating school atmosphere and relations in class as proven to enhance integration and academic achievements.

RELAT_LANGGROUP (Claim 19.4)

Short description

Closeness with same language group

Codes

1= Closer relations to own language group

2= Closer relations to own language group

3= Relations to both own language group and other groups (Likert scale 3)

4= Closer relations to other than own language group

5= Closer relations to other than own language group

Purpose

Used for indicating cross-group relations in school (language group).

RELAT_REFGROUP (Claim 19.5)

Short description

Closeness with own reference group

Codes

1= Closer to own reference group

2= Closer to own reference group

3= Relations to mates with varied interests

4= Closer relations to mates with different interests

5= Closer relations to mates with different interests

Filter

Purpose

Used for indicating cross-group relations in school (interest groups).

RELATTEACH (Claims 19.6, 19.7, 19.8)

Short description

Positive teacher-pupil relations

Codes

1= Positive teacher / pupil relations

2= Positive teacher / pupil relations

3= Moderate / changing teacher / pupil relations (Likert scale 3)

4= Negative teacher / pupil relations

5= Negative teacher / pupil relations

Purpose

Used for indicating how children experience relations between teachers and pupils in school. Also used for observing differences between respondent groups.

_____

Derived variables

LENGTH_STAY

Short description

Indicating the length of stay in the country of inquiry.

Codes

Suggestion for aggregating:

1= less than a year, newly arrived

2= 1-4 years, initial integration period

3= 5 or more years

Filter

Calculated as difference of AGE – AGE_ARRIV**.**

Purpose

Used for indicating differences in integration experiences according to length of stay (newly arrived vs. intial integration vs. more than 5 years).

LENGTH_STAY is calculated using the original numeric value (not the aggregated code of variable AGE).

_____

MIGRBACKG

Short description

Derived from combining variables COUNTRYB & COUNTRYB_P. Those respondents, who have code 2 in COUNTRYB (born in another country), and those respondents who have either code 2 or 3 in COUNTRYB_P (one or both parents are born in another country) are given code 1 = migration background.

Codes

0= no migration background

1= migration background

Filter

Purpose

Used for comparing data distribution between those with migration background and those with no migration background.

_____

Open answers (a separate spreadsheet), need to be translated to English in the country of inquiry

SEX_OTHER
Short description
Open answers describing code 3 for variable SEX
Codes
Filter
Purpose
For allowing other than dichotomous interpretation of sex/gender.

_____

COUNTRYB_OTHER
Short description
Open answers describing code 2 for variable COUNTRYB
Codes

Filter
Code 2, if respondent indicates which country
Purpose
For summing up the variety of respondents' countries of origin across data and in different countries
        (COUNTRY).

_____

SCHOOL_TROUBLE
Short description
Troubles faced at school indicated by respondents
Codes
Open answers, will be coded to numeric values if necessary
Filter
Received open answers to survey item 17.2
Purpose
Information of various troubles in schools as reported by respondents. Difference between local
        children vs. Children with migration background. Allowing analysing possible situations
        of discrimination etc.

NATIVE LANGUAGES (item 8, item 9)

Short description

Open answers for items

Codes

Filter

Item 8, code 2; Item 9, if the respondent provides information to open space

Purpose

For summing up the variety of respondents' linguistic background.

_____

National Variations as reported by consortium members

Belgium

Finland

Germany

D6:

Are your parents born in [this country]?

□₁ My parents were born in [this country]

□₂ One of my parents was born in another country, which:

□₃ Both my parents were born in another country, which:

Option "which" was added to questions concerning other countries.

D13:

Which languages do you use with friends?

□₁ I use my native language with friends.

□₂ I use different languages with my friends.

□₃ I use German languag with my friends.

Option three was added.

Italy

Poland
Sweden
United Kingdom

B. Parents

COUNTRY

Short description

Country of inquiry

Codes

1= Belgium

2 = Finland

3 = Germany

4 = Italy

5 = Poland

6 = Sweden

7 = United Kingdom

Purpose

Variable needed for the management of databases and possible country comparison.

_____

Social variables

FMLROLE

Short description

Respondent's role in the family.

Codes

1 = mother

2 = father

3 = other family member

4 = guardian, not a family member

Purpose

Variable needed for informing of distribution of respondents' family role. Can be used in analysis for illustrate different expectations and support to children by given categories.

_____

NMBCHILD

Short description

Number of children of the respondent

Codes

Numeric

Purpose

Used for describing the respondents' family composition: number of children.

_____

Socio-economic variables

FML_COMPOSIT

Short description

Family composition / living/housing conditions.

Codes

1 = living with spouse/partner and child/children

2 = living alone with children

3 = parent, children living with their other parent

4 = joint custody

5 = children living in a residential home / institution

6 = other

Purpose

Used for describing housing / living conditions.

Open answer: FML_COMPOSIT_OTHER

_____

CHILDCARE

_HOME, _ISCED0, _ISCED1, _ISCED2, _ISCED3, _FINISH

Short description

Child's / children's care and school attendance, multiple choice.

Codes

1 = under school-aged children cared at home

2 = child/children attending childcare / early childhood education

3 = child/children going to primary school (ISCED 1)

4 = child/children going to lower secondary school (ISCED 2)

5 = child/children going to secondary school (ISCED 3)

6 = child/children finished school.

Purpose

Used for describing child's/children's care for weekdays. Multiple choice. Distribution by families with migrant background vs. local families.

EDU_LEVEL

Short description

Highest educational attainment

Codes

1 = no formal schooling, ISCED 0

2 = primary education, ISCED 1

3 = lower secondary education, ISCED 2

4 = upper secondary education / post-secondary non-tertiary education, ISCED 3 – 4

5 = short cycle tertiary education, ISCED 5

6 = university degree, bachelor's level, ISCED 6

7 = university degree, master's level, ISCED 7

8 = university degree, doctoral level, ISCED 8

Purpose

Used for describing parent's educational background. Can be used as analytical category.

_____

COUNTRYB

Short description

Country of birth.

Codes

1= country of inquiry

2= other, which

Purpose

Variable used for describing respondent's migration background.

Open answers: COUNTRYB

_____

MIGR_MOTIV

Short description

Motive for migration

Codes

1 = returning to country of origin

2 = labour migration

3 = international student

4 = family migration (marriage)

5 = family migration (other family member)

6 = asylum seeker, international protection

7 = UNHCR refugee, international protection

8 = Other reason

Filter

This variable concerns only those, who choose value 2 (= other) for variable COUNTRYB.

Purpose

Used for describing the respondents' variety of immigration background.

Open answers: MIGR_MOTIV_OTHER

_____

Integration variables

LANG_BACKGROUND

LANG_NAT

Short description

Native language.

Codes

1 = local language

2 = other language

Purpose

Used for informing of the distribution of native language / other language speakers among parent/guardian respondents. Can be used for analysing differences in integration experiences and perception of the children's school among native language speaker / other language speaker groups.

Open answers: LANG_NAT

_____

LANG_SKILL

Short description

Self-reported proficiency in local language.

Codes

1 = fluent

2 = still learning

3 = some difficulties in using

Filter

This variable concerns only those, who choose value 2 (= other language) for variable LANG_NAT.

Purpose

Used for describing the level of linguistic integration. Self-evaluated language skill can be interpreted as an element of integration and/or agency = capacity.

_____

LANGUSE_HOME
Short description
Languages spoken at home.
Codes
1 = one language, the local
2 = one language, my own native language
3 = two languages, local
4 = two languages, local and native
5 = three languages, including local
6 = three languages, not the local language

Filter
--
Purpose
Indicating variety of language use at home. Analytical categories suggestion 1, 3, 4, 5 (local language spoken at home) vs. 2,6 (local language not spoken). Possible to use in further analysis as a bivariate variable: 1= local language spoken / 0=local language not spoken.
ETHICS NOTE. The open responses concerning languages are gathered in a separate spreadsheet.

Open answers: LANGUSE_HOME

_____

LANGUSE:
LANGUSE_FRIEND; LANGUSE_NEIGHBOUR; LANGUSE_TEACHER; LANGUSE_SERVICE
Short description
Language use in everyday situations.
Codes
1 = local language
2 = native language
3 = multilingual
4 = support in native language and/or multilingual approach (items 9.3 and 9.4)
Filter
--
Purpose
This variable is used in analysis of integration.

For integration analysis, estimating cross-group relations between those with migration background and those with no migration background. **For respondents with migrant background** code 1 may indicate mixed language groups and connectedness to local life, code 2 may indicate separation and connectedness only to native community, code 3 may indicate mixed language groups and connectedness to local life, value 4 may signal different issues depending the length of stay, education level etc.

Distribution of migrant background vs. non-migrant background.

_____

SCHOOL EXPERIENCE

Short description

Parent's/guardian's perception of their children's experience of learning and schoolwork

Codes

1 = general perception positive

2= general perception positive

3= general perception negative

4= general perception negative

5 = don't know

Purpose

Corresponds to children's questionnaire. Used for describing parent's/guardian's perception of their child's general feeling about school.

Can be scrutinised to **SUBCATEGORIES:**

GNRL_FEEL   (claims 1–3)

SKILLS   (claims 4–6)

SELFCONFID (claims 7–8).

Relates to childrens' item 15.

_____

Agency (SUPPORT STRUCTURE, SENSITIVITY TO CHILD'S NEEDS)

SCHOOL CHALLENGES

Short description

Parents' estimated frequency of child experiencing challenging situations in school.

Codes

1 = many times

2 = once or twice

3 = never

Purpose

Used for indicating frequency of parent's perception of child's need for parental support. Used for comparing children's and parents', and school staff observations of difficult situations.

Can be scrutinised to **SUBCATEGORIES:**

NEWSITUATION

TROUBLE

DIFFEXPRESS

Open answers: SCHOOL_TROUBLE : Open question concerning challenging situation (SCHOOL_TROUBLE, item 11.2) faced at school will be gathered and coded separately.

_____

SUPPORT_STRUCTR

PARENT_SUPPORT

Short description

Parental support

Codes

1 = many times

2 =once or twice

3 = never

Purpose

Used for indicating the frequency of parent support for the child in trouble.

NETWORK

_PARTNER, _PARENTS, _OTHER_FAMILY, _TEACHER, _FRIEND, _SOCIAL_WORKER, _NEIGHBOUR, _SOMEONE_ELSE, _NO_HELP

Short description

Support structure: who helped in troubles.

Codes

0 = n/a

1 = help received (Att. item "NO_HELP" indicates that the respondent is confirming that s/he didn't get any help)

Purpose

Used for describing the parents' support network and sensitivity to children's needs.

Distribution & frequency.

Open choice "someone else, who" can be further coded: SUPPORT_NETWORK_OTHER

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_____

Teacher-Parent Communication

TEACHER-PARENT COMMUNICATION

COMM_CHANNEL

Short description

Communication channel for teacher-parent communication

Codes

1 = a designated web portal for parent-school communication

2 = Written messages or notebook carried by children

3 = Face to face meetings with teacher/s

4 = Messages by phone or social media apps

5 = General meetings or festivities at school.

6 = I rely on other parents / a mediator that I can informally contact

7 = Other, which

Purpose

Used for describing the teacher-parent communication channel. Corresponds items in teachers' questionnaire.

Open answers: COMM_OTHER (item 14.7): Open question "Other" will be gathered and coded separately.

_____

COMM_SATISF

Short description

Satisfaction with teacher-parent communication.

Codes

1 = perfectly well

2 = usually well

3 = sometimes well, sometimes poorly

4 = usually poorly

5 = always poorly

Purpose

Used for describing satisfaction of teacher-parent communication experiences. Suggestion for cross-tabulation: channel vs. satisfaction. Migrant background vs. native parents.

_____

COMM_BARRIERS

Short description

The main explanation for barriers/challenges in communication.

Codes

1 = lack of proper communication channels

2 = lack of common language skills

3 = lack of school interest

4 = own work load

5 = teachers' limited resources and capacities

6 = other, which

Filter

This variable concerns only those, who choose values 3, 4 or 5 for variable COMM_SATISF.

Purpose

Used for explaining the barrier/challenge for the teacher-parent communication.

Open answers: COMM_OTHER_BARRIERS: Open question concerning barrier experienced in the communication between teachers and parents will be gathered and coded separately.

_____

Residence society

SOCIETY ATTITUDE

Short description

Acculturation; cultural hybridization

Codes

1 = strongly agree

2 = agree

3 = disagree

4 = totally disagree

Filter

Purpose

Used for describing respondent's general acculturation attitude and cultural hybridization.

Can also be scrutinised to **SUBVARIABELS:**

INTEGRATION   (claims 17.1, 17.4, 17.5, Att. claim 17.11 reverse scale, when filled in the Excel reverse item 17.11 responses as follows: 1=>4, 2=> 3, 3=> 2, 4 =>1).

ASSIMILATION   (claims 17.2 & 17.6);

SEPARATION   (claim 17.3);

HYBRIDISATION   (claims 17.7 & 17.8);

LACKOF_CULTURALRELEVANCE (claim 17.9).

Derived variables

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Open answers (a separate spreadsheet)

FML_COMPOSIT_OTHER

COUNTRYB

MIGR_MOTIV_OTHER

LANG_NAT

LANGUSE_HOME

SCHOOL_TROUBLE

SUPPORT_NETWORK_OTHER

COMM_OTHER

COMM_OTHER_BARRIERS

National Variations

Germany

Considering data collection from parents through preschool/ kindergartens and schools, two versions of the questionnaire were developed. Attention was paid in keeping high compatibility and comparability between both groups, but there are some changes, which could not be avoided.

ISCED0

D3:

Which of the following sentences best describe your family composition?

Please mark one choice.

[ ]$_1$ I live with together with my spouse/partner and child/children.

[ ]$_2$ I live alone with my child/children.

[ ]$_3$ My child/children live with their other parent.

[ ]$_4$ My child/children live part-time with me and part-time with their other parent.

[ ]$_5$ The child/children live in a residential home / institution.

[ ]6 I live with child/children live in a residential home / institution.

[ ]7 Other, what: _____

New option 6 was added concerning living possible conditions of refugee families.

D5:

What is your highest achieved education level?

[   ]1 I have no formal schooling

[ ]2 Primary education (1-6 yrs.)

[ ]3 Lower secondary education (7-9 yrs.)

[ ]4 Upper secondary education or post-secondary non-tertiary education

[ ]5 Short cycle tertiary education

[ ]6 University degree: bachelor's level

[ ]7 University degree: master's levels

[ ]8 University degree: doctoral level

[ ]9 Other, which:

Options "other, which" was added.

D10:

How strongly do you agree with the following sentences concerning your children's schoolwork?

> Please, mark one choice on each row.
> If you have several children, one row = one child (you can add necessary marks below).

	Strongly agree	Agree	Disagree	Strongly disagree	I don't know

10.1 My children like going to kindergarten/ preschool.

☐1   ☐2   ☐3   ☐4   ☐5
☐1   ☐2   ☐3   ☐4   ☐5

10.2 My children have good relations to other children in group/ call.

☐1   ☐2   ☐3   ☐4   ☐5

☐1   ☐2   ☐3   ☐4   ☐5

10.3 My children enjoy learning new things.

☐1   ☐2   ☐3   ☐4   ☐5

☐1   ☐2   ☐3   ☐4   ☐5

10.4 My children cope with the situation in kindergarten/ preschool.

☐1   ☐2   ☐3   ☐4   ☐5

☐1   ☐2   ☐3   ☐4   ☐5

10.5 My children can manage tasks in kindergarten/ preschool as well as other children do.

☐1   ☐2   ☐3   ☐4   ☐5

☐1   ☐2   ☐3   ☐4   ☐5

10.6 The school tasks at home are easy for them.

☐1   ☐2   ☐3   ☐4   ☐5

☐1   ☐2   ☐3   ☐4   ☐5

10.7 They can find a solution to each problem.

☐1   ☐2   ☐3   ☐4   ☐5

☐1   ☐2   ☐3   ☐4   ☐5

10.8 If they are confronted with something new, they know how to deal with it.

☐1   ☐2   ☐3   ☐4   ☐5

☐1   ☐2   ☐3   ☐4   ☐5

Slightly adaptions in wording were made. Question 4 was reformulated, because I didn't match to kindergarten/ preschool (My children have good skills for schoolwork.). Furthermore, the question was doubled to cover more than one child. For the same reason questions 11 and 12 were doubled.

ISCED1-3

D3:

Which of the following sentences best describe your family composition?

Please mark one choice.

[   ]$_1$ I live with together with my spouse/partner and child/children.

[   ]$_2$ I live alone with my child/children.

[   ]$_3$ My child/children live with their other parent.

[   ]$_4$ My child/children live part-time with me and part-time with their other parent.

[   ]$_5$ The child/children live in a residential home / institution.

[   ]$_6$ I live with child/children live in a residential home / institution.

[   ]$_7$ Other, what: _____

New option 6 was added concerning living possible conditions of refugee families.

D5:

What is your highest achieved education level?

[   ]$_1$ I have no formal schooling

[   ]$_2$ Primary education (1-6 yrs.)

[   ]$_3$ Lower secondary education (7-9 yrs.)

[   ]$_4$ Upper secondary education or post-secondary non-tertiary education

[ ]5 Short cycle tertiary education

[ ]6 University degree: bachelor's level

[ ]7 University degree: master's levels

[ ]8 University degree: doctoral level

[ ]9 Other, which:

Options "other, which" was added.

The questions 10 -12 were doubled to cover more than one child.

Italy

Parents' questionnaire

In the Italian version, the educational background has been changed, according to the Italian situation

D5:

What is your highest achieved education level?

[ ]1 I have no formal schooling

[ ]2 Primary education (1-6 yrs.)

[ ]3 Lower secondary education (7-9 yrs.)

[ ]4 Upper secondary education or post-secondary non-tertiary education

[ ]5 Short cycle tertiary education

[ ]6 University degree: bachelor's level

[ ]7 University degree: master's levels

[ ]8 University degree: doctoral level

Qual è il suo livello di istruzione scolastica?

[ ]1 Non ho ricevuto un'istruzione formale

[ ]2 Scuola primaria (elementari)

[ ]3 Scuola secondaria di primo grado (media)

[ ]4 Scuola secondaria di secondo grado (superiore)

[ ]5 Università: triennale

[ ]6 Università: specialistica/magistrale

[ ]7 Università: dottorato

Collecting and depositing data:

All information will be locally collected using designated questionnaires for five different respondent groups (children, parents, teachers, social workers, interpreters). The questionnaire is filled in by the respondent or in some cases by researcher (the youngest age group in DE, FI, IT, and illiterate persons), either using paper and pencil (PAPI) or e-form. The researchers operate mainly in schools, chosen in cooperation with local authorities, and that have given consent for cooperation.

The researcher will tabulate the collected data for analysis (either manually, or if applicable, using an e-form). The benefit of using an e-form is, that it provides automatic computing of frequencies, and the data is transformable to excel format for further analysis.

Sharing and archiving the data

Following the open data principals, the project partners will share all locally collected data. The data will be deposited in excel spreadsheet format (ANNEX 1), and shared via a trusted repository IDA (www.fairdata.fi).

Data analysis (preliminary)

Background variables

age, length of stay, sex, migration background will be used as independent variables in analysis.
Share of respondents by age, sex, ISCED level, migration background etc.

School integration

Variance of observations in school integration between persons with and without migration background and between different respondent groups (children, parents, teachers, other stakeholders).

Agency

As multi-dimensional, temporal concept, e.g. coping with past and present experiences, opportunity structure, social network (who can children turn to with their questions) in relation to age, sex, migration background and experiences of integration to the school community.

Cross-country comparison?

After the country-based data has been locally analysed and reported, cross-country comparisons can be initiated concerning the key interest areas negotiated between partners. However, no definite interpretations can be made solely based on the survey, but the observations has to be combined with the desk study describing the context.