



**Children Hybrid Integration: Learning Dialogue
as a way of Upgrading Policies of Participation**

Milestone 10

Synthesis MS10 Report on the analysis of quantitative data

Deliverable Responsible:

Seinäjoki University of Applied sciences (SeAMK)

Introduction



The project has received the Financial contribution of the *European Union's Horizon 2020 research and innovation programme* under the grant agreement No 822400.

The CHILD-UP survey collected quantitative data for providing insights on condition and hybrid integration of children with migrant background into education. The target group of **migrant-background children** includes (1) first- and second-generation long-term resident children, (2) newcomers, including refugees and children recently arrived through family reunification, (3) unaccompanied children, who can be both long-term residents and newcomers.

The overall aim of the survey is to collect quantitative data and analyse it in order to answer questions related to migrant children’s integration. The survey was conducted in the following areas:

Country	Location
Belgium*	Flemish and Walloon regions
Finland	Tampere and Seinäjoki regions
Germany	Saxony and Hamburg
Italy	Provinces of Modena, Reggio Emilia and Genoa
Poland	Kraków (region of Małopolska) and Lubelskie Region
Sweden	Malmö
UK	Boroughs of Barnet, Bromley and Merton (Greater London)

* In Belgium the selected areas are different from what was foreseen in the project (Brussels region), since it was not possible to find schools interested in the project in this region in which many projects are proposed to schools.

The specific objectives of the survey were the following:

- To get a detailed and multi-angled understanding of the circumstances and integration of migrant-background children;
- To focus on how the agency of children is present and absent in relation to integration and everyday life in schools from the viewpoint of children, their parents or guardians and professionals working with them (teachers, social workers, interpreters/mediators working in schools);
- To investigate essential factors in children’s integration, i.e. gender, country of origin, language skills, family composition and length of stay;
- To study how the schooling system and social protection systems at large interact with the migrant-background children and with one another to enhance integration.

Migrant children were identified through a question about the origin of their parents and their place of birth. There are two reasons for this procedure. First, and above all, this type of sampling allows for the comparison of levels of integration of migrant-background children and national children, as it is important to compare data from migrant and non-migrant children and parents. Second, it avoids the possible labelling of migrant children as selected for research activities.

The collected data help to describe the variety of life situations of migrant-background children and the different aspects that are essential for integration. This report concerns three important aspects related to migrant-background children’s social life:

- Children’s social life is based on contextual conditions, such as gender, sexual orientation, geography, age, abilities and status (intersectionality);
- Migrant-background 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 school life;
- Cultural identity is a contingent product of social negotiation. This negotiation can produce hybrid identities, i.e. loose, unstable manifestations of cultural identities, and hybrid integration.

This document represents a synthesis of the WP4 Executive Summary and, as well as the original report, does not intend to generalise situations or countries. It aims to **provide data in the selected areas with the function of guiding the CHILD-UP project forward during the following phases of research and innovation.** The analysis involves the classes that were selected in the different countries, so that it is possible to compare the data concerning migrant-background children and non-migrant children. However, the CHILD-UP project does not aim to stress or fill a difference between children with and without a migrant background, rather to enhance participation and agency of children with migrant background in the classroom, in order to pursue hybrid integration.

The report includes the most important results emerging from the survey; other, more detailed, tables and comments about the specific research areas can be found in the complete summary report and in the country reports (Annexes I-VII).

The participants

Overall, **7116 questionnaires** were collected among children, parents, teachers, mediators, interpreters, and social workers. Figure 1 presents the number of questionnaires that researchers managed to collect in each country vis-à-vis the foreseen target.

Country	Children		Parents		Teachers, Educators		Social Workers, Guardians		Mediators/ Interpreters		Total	
	C	G	C	G	C	G	C	G	C	G	C	G
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	1,530
Germany	557	900	297	900	139	80	139	80	20	20	1,152	1,980
Italy	856	900	829	900	84	70	83	60	36	30	1,888	1,960
Poland	673	900	511	900	35	50	21	20	10	10	1,250	1,880
Sweden	194	300	19	300	39	60	39	40	36	30	327	730
United Kingdom	640	700	395	700	36	45	11	15	-	-	1,082	1,460
Total	3,958	4,760	2,282	4,760	421	385	332	285	123	130	7,116	10,320

FIGURE 1. NUMBER OF COLLECTED QUESTIONNAIRES (C) AND GOAL (G)

Among the **3958 children who participated in the research**, 10.1% were in kindergarten, 46.5% in primary school, 29.2% in secondary school and 14.2% in upper secondary school (Figure 2). The distribution of children with migrant background compared with all the children is about 36.7% on average. The survey concerned classrooms including children with and without migration backgrounds.

In addition, 2282 parents, 421 teachers and educators, 332 social workers and 123 mediators or interpreters participated in this survey.

Concerning the gender balance, 50.6% of child respondents are girls and 49.5% boys. Therefore, a gender comparison among children is possible, while most professional and parent respondents are female and between 70-80% of parents are mothers. Therefore, gender comparison does not make much sense in these respondent groups, but the issue of gender imbalance is an interesting data.

While planning the questionnaire, it was agreed that gender should not be restricted to a binary variable. Implementing this principle in practice was not as easy, however. In the translated versions, each country adjusted the questionnaires to suit their national contexts.

Figure 3 shows the share of children and parents with and without migration background in the survey sample. This share is clearly different in different research areas; it depends on the schools and centres which were involved in the CHILD-UP survey. Figure 3 also shows that in the whole sample about one third of the respondents (both children and parents) have a migrant background, with a slightly higher percentage of children.

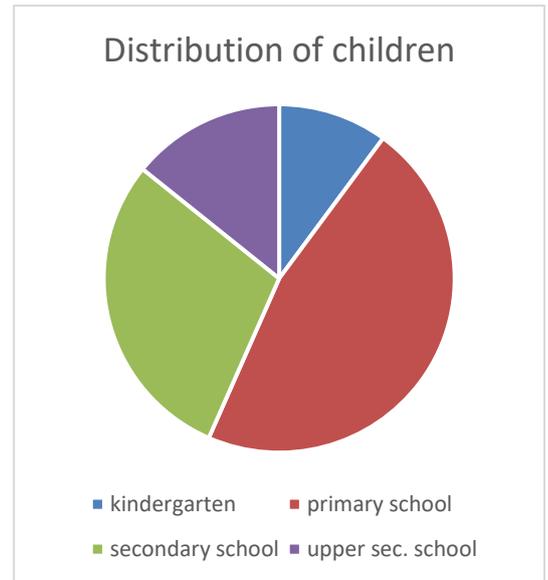


FIGURE 2. DISTRIBUTION OF CHILDREN FOR GRADE OF SCHOOL

Country	Children		Parents	
	n.	%	n.	%
Belgium	221	57.9	94	74.0
Finland	122	21.0	26	25.5
Germany	127	22.8	24	8.1
Italy	334	46.7	255	39.0
Poland	152	22.6	137	26.8
Sweden	144	77.0	9	47.4
United Kingdom	203	32.2	156	39.6
Total	1,303	36.7	701	33.3

FIGURE 3. DISTRIBUTION OF MIGRATION BACKGROUND CHILDREN AND PARENTS (% ON THE TOTAL NUMBER)

General Data about Children, Parents and Professionals

Children

The migration trajectories of children vary quite a lot. For example, 38% of children with a migration background in **Belgium**, 43% in **Finland**, nearly one fifth in **Germany** and 17% in **Italy** had lived in another country before reaching the present country. Overall 37.1% of children lived in another country. This shows that most children did not experience life in other countries. Experiences of living in different countries can have an effect on children's education and learning. Depending on the residence country conditions and family situation, the children have or have not attended school. In addition, school language and quality of

teaching may vary depending on the local conditions and the family's resources. **An important task of the qualitative phase of research is paying attention to teachers' awareness of migrant children's background.** Families living in asylum seekers' reception centres are few. Overall, 87.5% of the children with migrant background participating in the study live in a house or apartment, 5.3% share a house with another family, 5.3% live in a residential home/institution and 1.9% live without their parents.

However, there are relevant differences between the country contexts. For instance, in Poland the research was conducted in an area where most of the Centres for Foreigners are located, therefore a significant percentage of children live in refugee centres (36%). On the contrary, in Germany, the welfare and hosting policies explain why all respondents with migrant background live in a house or share it with another family.

Parents' education

Parents with migrant background are quite highly educated, but the large majority (81%) of parents who have no or very low education (primary or lower secondary) have migration background. Overall, migrant parents make up the biggest group among those with an upper secondary education and short tertiary education (58.7%).

Professionals' training in multicultural issues

Overall, 58.8% of teachers, 69.9% of social workers and 75.4% of interpreters/mediators received a training in multicultural issues. There are relevant differences between the country contexts. In the UK and Poland, 100% of teachers received a training in multicultural issues, followed by Sweden (71%), Italy (59.5%), Finland, Germany, and Belgium (all above 40%).

Differences in training are more relevant for social workers. All social workers received training in multicultural issues in the UK, 81.5% received this training in Finland and 57.9% in Sweden. In Poland, however, only 23.8% of social workers received this type of training.

Use of language

Children's proficiency in local language in primary school

In most cases, children reported that they speak the local language sufficiently well. In primary schools, only 19.1% of children declared that they do not speak the local language so well yet. Overall, most children with a migration background declared that they master the local language well or very well in all research contexts. The most relevant exceptions concern **Poland**, where one third indicated that they still have some problems with the language, and **Italy** (26.7%).

Children's proficiency in local language in secondary and upper secondary school

Overall, 42.2% of children can understand and speak the local language, while only a few have problems in doing that. However, there are relevant differences between **Belgium, Finland Germany and Sweden**, on the one hand, and **Italy and Poland**, on the other. In Italy and Poland, the percentage of children who are able to understand and speak the local language are much lower (24.1% in Italy and 29.8% in Poland). In Italy, the percentage of children who have difficulties in understanding (12.4%) and expressing (16.1%) are much higher than in the other countries.

Children's experience of multilingualism in school (primary, secondary and upper-secondary school)

The research contexts in the seven participating countries are largely "monolingual", since only 18.2% of all children and 28.8% of children with migrant background declare an experience of multilingualism in the classroom. **Belgium** and the **UK** have the lowest rates of experience of multilingualism, both in the classroom and in the playground. **Germany** has the highest rate of multilingualism in the playground (31.6%) and **Finland** in the classroom (27.6%) for all children, whereas **Poland** has the highest rate in both areas for children with a migrant background (respectively 76% and 63.4%).

Availability of language support in schools

Overall, 53.4% of children declare to receive support in native language and 57.4% declare that translation is used. Language support is highly differentiated in the research contexts. For instance, in **Belgium**, 71% of children with migrant background reported that they do not receive help in their native language and 78.1% of them reported that translation in their native language is not provided. On the contrary, in **Finland** and **Poland**, almost 70% of the pupils with migrant background reported receiving support in their native language and between 70% and 80% reported receiving translation. In **Germany**, although, half of the pupils with migrant background indicate that they have access to sufficient language support in classroom, the critical evaluation of second language (L2)-support by teachers, educators and mediators is noticeable. In the **UK**, migrant background does not imply having languages other than English as the first language, due to the global reach of the British imperial heritage.

Experience of School and Institution

Parents' perception of schoolwork

Parents tend to perceive their children's skills as very positive, in particular with regard to the appreciation of school experience, good relations between classmates and interest in learning new things (over 90%). The lowest agreement concerns the ability in finding solutions to all problems (72.6%), followed by easiness of school tasks (78.7%). More specifically, both these statements are less agreed within Belgium and Italy, while the ability in finding solutions is scarcely agreed with in Poland. In Belgium, parents' agreement is much lower in general than in the other countries. In Italy, it is lower apart from the appreciation of school experience, good relations between classmates and interest in learning new things. Conversely, in the UK, agreement is very high for all statements, and in Sweden it is very high for multiple statements (however, the Swedish sample is very small).

Professionals satisfaction with their work

Almost all teachers are satisfied with their relationship with pupils and their colleagues, with their job, and also with their relationships with parents. Agreement is very low, however, for the perceived reputation of teachers' work in public (47.1%). Other higher level of disagreement concern shared information in the school (74.5%) and the school climate (77.9%). It seems evident that, in teachers' perception, there is a relevant gap between personal relations and personal work on the one hand and school organisation on the other.

Interpreters'/mediators' level of satisfaction with their work is similar to that of the teachers, although for these questions data from Belgium were not included, since it was not possible to find interpreters or mediators working in the selected schools, nor from the UK where interpreters and mediators do not work in schools. In general, the level of satisfaction is high for all variables, in particular for relationships with pupils (98.1%), relationships with colleagues (92.4%) and the job itself (92.8%). The lowest level of satisfaction concerns the school climate (80.6%).

In the case of social workers, which does not include data from Belgium since it was not possible to involve social workers in the survey, there is a general agreement for positive relations with clients (98.7%). The less positive aspect concerns support from superiors (74.8%) and the relationship with other support networks (such as school) (78%).

School relations

Overall, the majority of children assess their school experience and skills in positive terms. There are no relevant differences between children with and without migration background or between girls and boys. Children perceive positive relations with classmates (82.9%) and have friends in school (84.3%). Relations between children and teachers work well for the large majority of children (79.4%). The perception of teachers' care is less widespread (66.9%) and closeness with classmates is a bit more selective (75.2%). It is important to note, however, that overall about 20% of children do not perceive positive relations with teachers.

Different perceptions of children with migrant background are relevant for some aspects. In some cases, it is possible to observe more frequent difficulties for children with migrant background. In Finland, relationships with classmates are less frequently positive, particularly in terms of closeness. A similar trend is evident in Germany, but with fewer differences and apart from friendship. Some difficulties are also evident in Italy and Poland. Except for Germany, children with a migrant background more frequently prefer relations with children who have the same interests. Relationships with teachers are more frequently positive in Poland and Belgium, less frequently in Italy, while in Germany teachers frequently care, but migrant children do not get along with them. In Sweden, pleasure in going to school and good relations are more frequent for children with a migrant background.

Teachers-Parents relation

Parents' positive assessment of communication with teachers (83.5%) is much more frequent than teachers' positive assessment of communication with parents (56.6%). Teachers' assessment is more nuanced than parents' assessment. This gap between the opinions of these two respondent groups is only filled in Germany, while it is very wide in Belgium and Italy. In Belgium, teachers' negative assessment is also frequent (17.2%), while parents' negative assessment is more frequent in Sweden (10.5%). In Italy, migrant parents show complete satisfaction more frequently than non-migrant parents do. In Poland, migrant parents (67%) are clearly more positive about those contacts (perfectly well) than Polish parents (39%). Most of the teachers declare to be quite satisfied with accessible channels and their use. Only one fifth assess the communication with parents as sometimes well but also sometimes poor. Only few of them suggest lack of an appropriate channel or lack of parental interest.

Teachers indicate lack of parents' interest and lack of parents' skills as most frequent reasons for difficulties of communication with parents. On the contrary, parents claim that workload and limited resources of time are the most important reasons; migrant parents, in particular, see lack of language skills as the most important difficulty, which is also recognised by teachers. These data show some gaps of representations between teachers and parents, in particular migrant parents. These discrepancies are also evident in the country contexts (Figure 4).

Communication between teachers and parents (%)	Perfectly or usually well		Sometimes well, sometimes poorly		Usually or always poorly	
	Teachers	Parents	Teachers	Parents	Teachers	Parents
Belgium	41.4	86.8	41.4	11.6	17.2	1.6
Finland	63.7	84.0	34.5	15.5	1.7	1.0
Germany	68.8	70.4	29.7	24.0	1.4	5.5
Italy	25.3	76.4	71.1	22.3	3.6	1.4
Poland	80.0	92.0	20.0	6.8	0	1.2
Sweden	51.3	78.9	41.0	10.5	7.7	10.5
United Kingdom	66.7	95.7	22.2	2.0	11.1	1.0
Total	56.6	83.5	38.9	14.8	4.3	1.9

FIGURE 4. SATISFACTION WITH TEACHER-PARENT COMMUNICATION (ACCORDING TO TEACHERS AND PARENTS)

Children's agency

Agency means that individuals, in particular children, may choose their way of acting, thus contributing to the construction of their social and cultural context. Agency does not mean freedom of choice, since the possibility of choosing actions is always influenced by social relations. This section is very important in this report as it concerns children's agency from the point of view of children themselves and professionals', focusing in particular teachers' support.

Children's agency was investigated through 10 variables:

- 1 = I listen carefully what my teacher says.
- 2 = I do the tasks following my teacher's instruction.
- 3 = I can ask if I don't understand instructions.
- 4 = I let my teacher know what I need and want.
- 5 = I collaborate with my classmates.
- 6 = I listen to my classmates' views and experiences.
- 7 = I can speak freely about what I think about different things.
- 8 = I can speak freely about what I feel, like and dislike.
- 9 = I can participate in the decisions about school activities.
- 10 = I can say my ideas about how to design the classroom.

Variables 1–4 concern the way in which children relate to teachers: listening, doing tasks, asking and self-expressing. Only the last variable is a real manifestation of agency, while the other three are used to compare agency with obedience. Variables 5–6 concern relations with classmates, as shows especially in collaboration and listening. This is a way of understanding the level of dialogue between classmates, therefore the way in which children are active with other classmates and listen to them. Variables 7–8 concern the general possibility of self-expression in the classroom. Variables 9–10 concern active participation in decisions and planning, which, according to Sociology of Childhood, may be considered the highest level of agency.

Children's responses provide a rather positive picture of agentic engagement in the classroom. However, there is an important difference between adaptation to hierarchical relations and exercise of agency. Related to this, the more specific responses show that almost all children follow teachers' instructions (86.1%) and ask questions about these instructions (82.3%). Moreover, they have very positive relations with classmates: they collaborate with them (83.5%) and above all they listen to their views and experiences (85.5%). Most of them also feel they can speak freely about what they think (73.7%) and feel, like and dislike (72.8%). A slightly smaller percentage of respondents reported that they feel they can participate in decisions about school activities (67.2%) and that they can express their ideas about the classroom design (61.5%). Thus, (1) interaction with teachers is focused more on pupils' role, schoolwork and lessons than on personal feelings and needs, which constructs the institutional character of school as a place, where children's participation is limited to some extent, and (2) a large minority of children do not consider themselves as having power to influence the school environment.

Some comments concerning the contexts in different countries are useful here. In primary schools in the UK the level of agency is much higher than in the other countries. However, the coexistence of hierarchical structures and the display of agency is also relevant. A rather generalized ambivalence between adapting to hierarchical relations and expressing agency is also evident in Italy. This ambivalence seems more evident for females, as they more frequently follow teachers' instructions than males (88.2% vs. 80.4%), collaborate with classmates (87.6% vs. 76.9%) and express themselves (68% vs. 58.2%). Conversely, there are very low levels of agency that concerns participation in decision making about school activities and saying their ideas about how to design the classroom in Finland and Belgium. Possible expression of feelings and assessments is low in Belgium and Italy, where also relations with teachers are less frequently positive (however, in Italy the

percentage of children in higher secondary schools is rather high). Hierarchical relations with teachers can be observed more frequently in Northern Europe (Sweden and Finland).

In general, both girls and boys are almost equally capable of expressing their needs and speaking freely. In Finland and Italy, the youngest children (ISCED0) had less agency and part of them claimed that they can only sometimes or never choose activities in the kindergarten.

Differences in perceptions of agency between children and children with a migrant background are not very relevant. However, it is interesting to see that children with migrant background seem to be more respectful of hierarchical relations with teachers. On the contrary, they are slightly less positive about relations with classmates. They seem to meet difficulties in speaking about what they feel and prefer, but they seem to feel more frequently involved in decisions and classroom design.

Teacher's support of agency

The majority of teachers declare to support creative new ideas about teaching, to encourage expression of children's interests and to allow for autonomous discussions (58.5%), as well as to encourage children to make opinions clear to adults (57.2%) and to allow children's questioning of teachers' thoughts and decisions (54.5%). Only one third of teachers however enhance children's activities that are not linked to teaching (34.5%). Moreover only a minority of teachers declare to support children's initiatives that are not connected to teaching and to encourage children to realize these initiatives (46%), support and coordinate autonomous proposals about initiatives/activities (45,7%), and to support the implementation of creative, new ideas about teaching or other issues regarding school (46,3%).

There are some relevant differences between the country contexts. In Belgium teachers do not fully support the autonomy of children, while their assessment of self-efficacy is very low compared to the other responding teachers from the other countries. Teachers' support of agency is much higher in the UK, Poland and Germany, while teachers in these countries look differently at their capacity to deal with the efficacy concerning cultural differences in professional contexts. School activities seem to set limitations, when few teachers say that they try to enhance children's activities beyond school and teaching.

Concerning teachers' assessment of self-efficacy, the research shows that the perception of self-efficacy is very high in general, and particularly for ensuring the possibility of working together for all students, which is the indicator of integration (60.4%), and for coping the challenges in the classroom in general (51.9%). However, the lowest level of efficacy is identified in reducing ethnic stereotypes in the classroom (39.8%) and raising awareness for cultural differences (42%).

In particular, the difference in perception of efficacy between Belgian teachers (very low for all variables) and UK teachers (very high for all variables) is relevant. In between, there are other important differences, for instance between the two Nordic countries Finland and Sweden. Finnish teachers are rather positive about their self-efficacy, with the only exceptions of awareness of cultural differences and ensuring work together, for which they score under the mean values. Swedish teachers score under the Finnish teachers for all variables, and, importantly, rarely agree with the idea of self-efficacy.

Interpreters'/mediators' support of agency

The majority of interpreters and mediators encourage children to make their opinion clear to adults (50.9%) and to articulate and enforce their interests (55.5%). The less frequent support for agency concerns enhancement of children's activities that are not connected to interpreters'/mediators' work (only 25.9%) and allowing children to question professionals' thoughts and decisions (33%). There are some relevant differences between the country contexts. While in Finland, mediators/interpreters have almost the same confidence in their abilities to support children as teachers and the majority of them (64.7%) agree that they can encourage children to articulate and enforce their interests, in Italy, mediators are much less frequently confident in their ability to promote children's agency than teachers.

Social workers' assessment of efficacy

Concerning social workers, the most frequent type of support is encouragement of children to make their opinion clear to adults (59.6%) and children's articulation and enforcement of their interests (57.3%), followed by allowing autonomous discussion (50.6%). The other aspects concerning support for children's agency are agreed with by a large minority of social workers. Italian social workers seem to be less supportive than social workers in other countries, followed by Polish and Finnish social workers in some aspects. By contrast, English social workers seem to be the most supportive, with some exceptions (supporting initiatives not connected to social work, support of creative new ideas about social work and enhancement of children's activities that are not connected to social work).

Children facing challenges

Challenges are a feature of children's experience whether or not they have a migration background. The research investigated the nature of challenges from the point of view of children, parents and professionals.

Children's challenges

In the survey, children's challenges in school were categorized as new situations, troubles in school and difficulties in expressing one's opinion when it differed from that of the others. Challenges are more frequent in the school context (14.7%) and less frequent for unfamiliar situations (8.5%). However, it is evident that unfamiliar situations are particularly troubling for children with a migrant background (12.9%), while there are no great differences between migrant and non-migrant children's experiences of challenges in school and in expressing opinions.

Percentages strongly increase when difficulties are experienced as happening once or twice. In this case, challenges in unfamiliarity raise to 42.7% and the gap between children with and without a migrant background also increases (54% for migrant children). The increase of challenges in school and in expressing opinion is not as big (43.6% and 47.6% respectively). For migrant-background children, the increase in challenges in school is similar to that of all children (43.6%), while it is a little higher for challenges in expressing opinions (50.5%).

Parent's perception is more optimistic than that of children, in particular among migrant parents when it comes to challenges in school (7.7%) and in expressing opinion (9.8%). In the UK in particular, parents do not perceive any challenges for children; in general, there seem to be some perception of troubles only in Finland and in Germany, although in the latter migrant parents' perception of children's challenges in school is very low, 8.3% against the 33.3% experience of migrant children.

According to teachers, the challenge experienced the most frequently by children in multicultural classrooms concerns difficulties with language of instruction (60.8%), which confirms that integration of migrant children is considered a major challenge. This is confirmed by the frequently experienced challenges of children arriving into the class mid-term (50.4%) and, only a little less frequently, moving from another country or town (47.1%). The second type of a challenge concerns children making their point of view understood, or expressing opinions, both when confronted in conflict situations and telling others what they think is right (55%), when having difficulties to defend their opinion (52.1%), and, to a lesser extent, when they do not feel well (46.8%) and have personal worries (46.5%). Challenges in the classroom are also frequent: social schoolwork and social relations (48.1%) and initiating contacts (45.3%).

Supporting children facing challenges

In the survey, children were asked to describe who they received help from and collaborate with in challenging situations. The two questions included the choice among several options, but here we focus on the three most important options (which were chosen most often): family, teachers and friends.

Figure 5 shows that family is the context in which children find help the most frequently (44.2%); however, children with a migrant background receive help less frequently than the average (43%). Instead, these children receive help more frequently from friends (35.6%),

	Family		Teachers		Friends	
	Tot	MB	Tot	MB	Tot	MB
Belgium	65.0	61.2	31.2	35.3	52.3	50.7
Finland	50.2	48.4	25.2	38.5	43.5	50.0
Germany	59.7	53.8	24.7	34.6	40.6	46.2
Italy	40.7	21.7	21.1	12.5	29.9	18.1
Poland	17.7	17.1	16.3	17.1	16.0	17.9
Sweden	62.6	65.9	40.2	43.9	43.7	42.4
UK	40.8	37.0	29.7	34.7	29.5	28.2
Total	44.2	43.0	25.0	29.4	34.3	35.6

FIGURE 5. RECEIVING HELP (CHILDREN)

which is the second most popular (34.3%) and from teachers (29.4%), which is the third choice (25%). Help is very rare in Poland from family, friends as well as teachers, and rare from teachers and friends in Italy. By contrast, in Sweden help is frequently received from family and teachers. As for children with a migrant background, in Italy they receive help much less frequently from all categories, while family, friends and teachers are particularly important sources of help for children with a migrant background in Finland and in Germany.

Cooperation

Collaboration implies more reciprocity than ‘help’. Collaboration increases with friends (47.5%), which is more frequent than with family (42.9%), while collaboration with teachers is much less frequent (25%). It is interesting to note that for migrant children, collaboration with family is less frequent than the average for children from all backgrounds (38.2%) and with friends (43.7%), while it is slightly higher than average with teachers (25.8%).

In general, while family help is more frequent in Italy than in Poland, collaboration with family is particularly frequent in Poland (62.2%) and less frequent in Italy (29.7%). For what concerns friends, collaboration is less frequent in the UK and rather similar in the other countries. Collaboration involving migrant-background children is particularly lower than average in Belgium. Interestingly, in Poland, it is lower with family and friends, but much higher with teachers.

It is important to note that in some countries, a great minority of children (Belgium, Italy, UK) or a majority (Finland) responded that they rather manage alone than collaborate. The number is even bigger among migrant-background children. This can be

	Family		Teachers		Friends	
	Tot	MB	Tot	MB	ToT	MB
Belgium	38,7	32,4	16,4	8,1	49,4	36,4
Finland	43,3	45	15,7	22	55,5	59
Germany	45,7	50	16,7	14,1	45,4	46,2
Italy	29,7	27,8	17,8	18,4	42,8	42,7
Poland	62,2	57,1	41,7	62,9	53,6	44
Sweden	40	41	25	29,5	58,1	58,2
United Kingdom	33,1	33,3	34,2	34,4	32,5	32,2
Total	42,9	38,2	25	25,8	47,5	43,7

FIGURE 6. COLLABORATING (CHILDREN)

an indication of a prevailing culture which encourages people to manage their difficulties on their own. Teachers work together very frequently to solve problems (74.4%), and also collaborate with parents rather frequently (54.3%), - more often than with school management (40.7%) and other school staff (41.1%). Interestingly, in 27.8% of cases, other children are involved in resolving problems. It is not rare that teachers solve problems on their own (33%) while the least frequent source of collaboration is professionals outside school (17.2%), which points to school being rather separated from the broader social context.

Representations of integration

This final part of the survey concerned the ways in which professionals and parents represent integration, cultural differences and intercultural relations in society. These representations show the ways in which migration impacts on the school context and its relevant social environment. The following variables were included in the questionnaire:

- 1 = This country would be a better place, if members of different groups kept their own way of life alive (**positive cultural variety**);
- 2 = People who come to this country, should change their way of life to be more like 'us'. (**assimilation to we-identity**);
- 3 = If the members of different groups want to maintain their own culture, they should keep it to themselves, and not bother other people in this country (**assimilation as privatization of cultural difference**);
- 4 = It would be good to see, if all the groups in this country retain their cultures. (**support of cultural difference**);
- 5 = A society, which has a variety of groups, is more able to tackle new problems as they occur (**cultural variety as solution of problems**);
- 6 = It is best for this country if all immigrants forget their cultural background as soon as possible (**negative representation of cultural difference**);
- 7 = Mingling different cultures would be the best way of managing differences (**preference for cultural mélange**);
- 8 = Cultural influences and personal expressions always mingle (**personal and cultural trajectories**);
- 9 = Culture is not important to explain people's personal behaviour (**primacy of personal trajectories**);
- 10 = Having many different cultural groups in this country makes it difficult to solve problems (**cultural difference as a problem**).

These variables can also be seen as components of different "factors". The first factor is **celebration of cultural difference** (variables 1, 4, 5). The second factor is **ethnocentrism** (variables 2, 3, 6, 10). The third factor is **hybridity** (variables 7 and 8). The fourth factor is **cultural irrelevance** (variable 9). However, respondents did not choose to agree with the components of one factor, disagreeing with those of the others; rather **contradictions and ambivalences were frequent in their responses**.

Teachers' representation of integration

The general picture of teachers' representations is ambivalent. On the one hand, teachers celebrate cultural mélange (81%) and personal and cultural trajectories (79.5%), showing a strong commitment to a "hybrid" conception of society and integration. On the other hand, they also stress the importance of cultural difference (72.1%), above all as solution of problems (78.1%). This is coherent with the celebration of cultural variety (59.5%), but not with assimilation to we-identity which is chosen by 49.9% of respondents. However, teachers do not approve at all of assimilation as privatization of culture and explicit negative representation of cultural difference, which are coherent with assimilation to we-identity.

Contradictions and ambivalence can be partially explained by differences in individual country contexts. For instance, in Italy, Sweden and the UK, contradictions are less evident since assimilation and/or personal trajectories contradicting cultural issues are infrequent. In Finland and Belgium, on the contrary, preference for cultural difference is less relevant than in other countries. Contradictions are more relevant in Poland. In

any case, the ambivalence between relevance of cultural differences and relevance of hybridization is rather widespread.

Social workers' representation of integration

The ambivalence in the representation of integration is similar to that of teachers, although celebration of cultural variety and cultural diversity as solutions of problems is more frequent. In particular, positive cultural variety is more frequent in Germany and cultural diversity as solution of problems is more frequent in Poland and the UK. Ethnocentrism is very infrequent among social workers (2.3%), and is absent in the UK, Sweden and Finland. On the other hand, assimilation as privatisation is less frequent than for teachers (only 29.1% of social workers agree with the sentence "If the members of different groups want to maintain their own culture, they should keep it to themselves, and not bother other people in this country"). This stresses a divergence among social workers. In the UK, the ambivalence is very evident since all social workers choose both the value of cultural differences and the importance of hybridization. In Poland, several representations are more frequent than in other countries, including, positive cultural diversity, ethnocentrism and the relevance of personal trajectories.

Parent's representation of integration

Among parents, ethnocentrism, assimilation, personal trajectories negating cultural differences and problematic cultural differences variables are more frequent than among professionals. Some exceptions concern assimilation as privatisation in Germany, ethnocentrism in Finland, relevance in personal trajectories in Italy, problematic cultural differences in Finland and the UK, which are much less frequent than in other countries. Once again, contradictions are more relevant in Poland. In Sweden celebration of cultural variety, cultural difference, and cultural mélange are particularly frequent.

Figure 7 summarises the general data for professionals and parents, highlighting the differences that have been described above. Although contradictions and ambivalences characterise the representations of all categories of respondents, Figure 7 shows that: (1) social workers prefer cultural variety; (2) interpreters/mediators are even more ambivalent than the other professionals, including a more frequent agreement with assimilation and reduction of cultural diversity (despite some differences between countries); (3) parents represent cultural diversity and mélange in more negative terms.

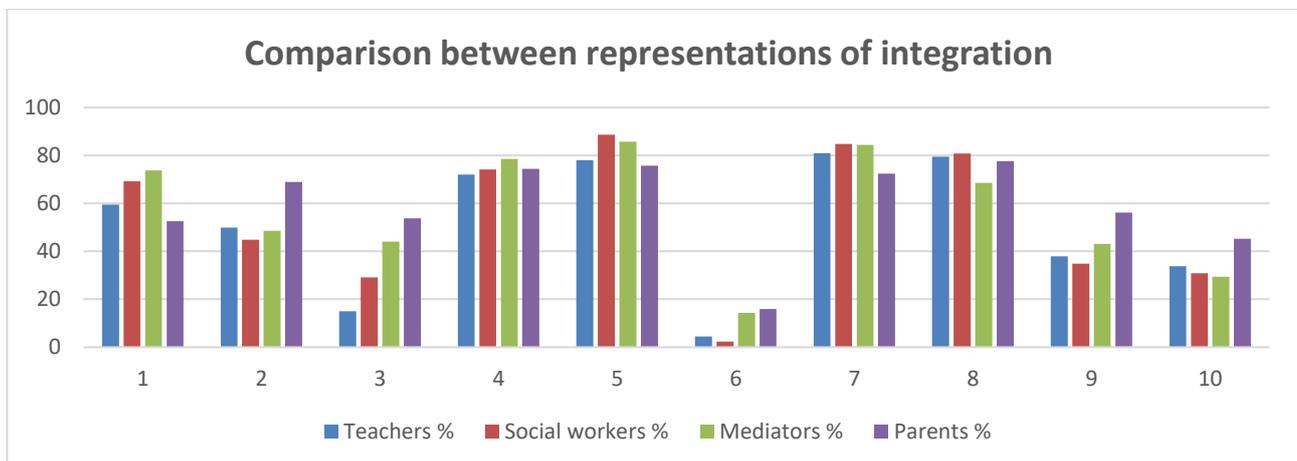


FIGURE 7. COMPARISON BETWEEN THE REPRESENTATIONS OF INTEGRATION BY PARENTS AND DIFFERENT PROFESSIONALS.

Highlights

To sum up, the survey has highlighted some key issues that need further exploration in the phase of qualitative research.

Professionals

It is important to pay attention to teachers' awareness of the migrant children's background that can have consequences for learning and participation. More specifically, the survey has highlighted that, in the local contexts of the research:

1. The availability of language support services varies a lot, from almost non-existent to fairly good. School initiatives above all concern L2 learning, while language and intercultural mediation and support of native language are much less frequent. It is important to understand how much support and what kind(s) of resources teachers receive and are able (or willing) to use if they like to promote such initiatives;
2. The lack of language support and a monolingual approach in schools and classrooms may have consequences for pupils' opportunities to participate in different activities and therefore may hinder their learning and agency. Considering multilingualism as a resource and not a deficit in class, may contribute to pupils forming identities as agents? Based on these findings, the availability of language support services vary in the local contexts of the research;
3. There are differences in professionals' actual possibilities to access multicultural training. Thus, it is useful to explore the professionals' actual possibilities to access multicultural training, and discuss the issue in communication with authorities, employers and different professional groups. In addition, qualitative research could assess the actual scope, content and scale of the training;
4. It is important to investigate if and how teachers notice the situations of cultural stereotyping or discrimination among children in school and how they enhance sensitivity on these topics, since the survey revealed problems in dealing with these issues.

Professionals are fairly satisfied with their occupational situation. Teachers especially seem quite satisfied with their work overall. However, a significant exception is the perceived reputation of professionals' work in public: apart from mediators, professionals report disagreement with the idea that the reputation is good. It appears that the contradiction between the general content that both pupils and teachers express concerning schoolwork, and the negative publicity in the media, is disturbing for the teachers. When the school is in the news, there is usually a negative perspective. The media tend to highlight problems in schools, even if research proves that schoolwork is mainly quite positive. This is an area that CHILD-UP should address and present the positive research results and advertise the compiled good practices found in schools by effective dissemination activities.

Children

It is important to pay attention to children's experience of school, in particular to the experiences of children with a migrant background. Most children are quite positive about their competences; for instance, most of them believe they understand teachers, have good skills for schoolwork or can manage school tasks as well as other children do. In general, when comparing children with and without a migration background, they tend to answer along similar lines. Children with a migration background are in many cases slightly more positive in their general feeling towards school and slightly less confident with their skills when compared with non-migrant children. The data on this, however, varies between different countries, which means that attention must be paid to national contexts in European countries. Problems seem to be more frequently perceived (or at least declared) in Italy and less frequently in Finland, Poland and Sweden. Despite these generally positive responses to school experience, not all children find schoolwork positive: in general, 30% to 40% of children do not agree with this assessment. Thus, it is important to seek the best practices that enhance all children's participation and support everyone's agency.

The data about agency lead to two important results: (1) there are differences and relations between children's autonomy on the one hand, and collaboration and help from parents, teachers and peers on the other; (2) professionals' support of agency is mixed with the traditional ways of teaching.

Professionals claim that they are able to support children's agency and to face children's challenges. However, the important differences concerning situations in which agency is exercised and problems are faced requires further investigation, specifically as regards children's opportunities for personal expression and participation in decision-making.

Some challenges are central issues for children with a migrant background. Findings about children's challenges highlight the necessity of reflecting on unfamiliar situations for migrant-background children and of creating a school environment where children feel safe and are able to express themselves. This suggests that both migrant and non-migrant children benefit from dialogic learning practices that can help all children in the classroom to be heard better. This can also point to a lack of communication between parents and children about children's everyday school experiences, and to deficient parental involvement in children's education.

It is thus worth addressing how schools manage the various challenges that pupils experience, especially the linkages between challenges, gender and migrant background. Data about children's management of challenges lead to question the interrelations between autonomy, collaboration and help, which is another important issue for qualitative research. To sum up, results concerning children's school experience, children's challenges and children's agency indicate the necessity to increase dialogue in the classroom, a core objective of the CHILD-UP project.

Parents

The experience of parents is also relevant, in two aspects. First, their perception of children's experience is more positive than that of children, thus showing that communication between children and parents, on the one hand, and between parents and teachers on the other, is not optimized.

Second, the perception of parents and teachers about the functioning of teacher-parent communication is rather different, which once again indicates some challenges in communication between teachers and parents. To guarantee smooth communication between parents and teachers, a variety of channels would be welcome, but above all exchanging views about their differing attitudes seems to be an important way of enhancing collaboration.

Cultural differences

There are important results concerning the representation of cultural differences, intercultural relations and inclusion, and in particular the differences between professionals (teachers, social workers, mediators), professionals and parents, national research contexts. In general, these representations show ambivalence and disorientation between representations of hybridization, the celebration of cultural differences, the observation of problems related to intercultural differences and situation, and, to a lesser extent, assimilation. In particular, there are important differences in views between professionals (e.g. between teachers and interpreters/mediators working in schools) and between professionals and parents (who seem more frequently interested in assimilation), as well as differences between country contexts, which reveal different attitudes of teachers facing integration.

Thus, in the participating European countries, it is possible to see different results and assessments of integration and awareness of hybrid integration, which needs to be improved for the benefit of inclusion of children with a migrant background. In particular, it is important to investigate if and how professionals (above all teachers) notice intercultural problems and problems of integration, what meanings they give to these problems, how they can enhance sensitivity towards cultural stereotyping or discrimination among children in school, and how they can intervene to create the hybrid conditions of integration .

Conclusion

Overall, these results indicate the necessity to increase children's agency and dialogue in the classroom, dialogue between schools and parents, awareness of opportunities and risks of hybrid integration. The conditions of agency, dialogue and awareness of hybrid integration are investigated in the second phase of research, including interviews, focus groups and observation of educational activities.