

ISOTIS

INCLUSIVE EDUCATION AND SOCIAL SUPPORT
TO TACKLE INEQUALITIES IN SOCIETY

Parent in-depth interview study

Technical report

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List of abbreviations:

WP2 - Work package 2
CAQDAS- Computer assisted qualitative data analysis
DoA – ISOTIS Description of Action document

1. EXECUTIVE SUMMARY

This is the online version of the technical report D2.3 on the WP2 “Resources, experiences, aspirations and support needs of families in disadvantaged communities” qualitative in-depth interviews. This edited version is based on the D2.3 technical report which was authored by Lyudmila Nurse (University of Oxford) and submitted on 31st October 2018.

The overall aim of the report is to review the process of conceptualisation, design of methodology, and implementation of the qualitative in-depth interviews with four target groups of mothers in ten partner-European countries. The report also describes coordination of the data collection, training of partner-organisations to conduct qualitative interviews, and a system of quality control and monitoring over the collection of qualitative data. Further, the report summarises approaches to the analysis of qualitative data and comparative analysis across the ISOTIS countries.

The report is in six parts. **Part one** is an executive summary. **Part two** describes the general methodological approach; aims and research questions. **Part three** is concerned with selection of informants from the project’s target groups, common principles which are compulsory to all participating partners, and selection criteria variations by target groups of mothers. It also addresses the issue of recruitment of informants and geographical coverage of the qualitative interviews. **Part four** describes the method of interviewing, including all stages of interviewing and the language of interviews (L. Nurse). **Part five** describes organisation and timing of the qualitative fieldwork, including training for data collection and data analysis for the qualitative researchers across the ISOTIS project’s countries; and quality control over the fieldwork and reporting as a part of the integrated system of monitoring (L. Nurse). **Part six** describes a database of the qualitative narratives, created in the study. It addresses issues of ethical considerations, data archiving and data storage, and analytical strategies (L. Nurse).

This version of the report does not include Annexes: templates of the interview feedback form, interview mind-map, family tree templates and programmes of all training workshops that were conducted by the WP2 Qualitative study coordinator-University of Oxford.

2. General Methodological Approach: Aims and Research Questions

2.1 The Main aims as stated in the proposal

Having been one of three empirical efforts implemented in WP2, qualitative in-depth interviews were conceptualised and designed to provide factual evidence to meet the main aims of the ISOTIS project, as described in the proposal, namely:

“to contribute to effective policy and practice development at different system levels in order to effectively combat early arising and persisting educational inequalities. ISOTIS will do so by generating evidence-based, contextualized and concrete recommendations and tools for: (1) supporting disadvantaged families and communities in using their own social, cultural and linguistic resources to create safe and stimulating home environments for their children; (2) creating effective and inclusive curricula and pedagogies in early childhood education and care centres and primary schools; (3) professionalization of staff, centres and schools to improve quality and inclusiveness; (4) establishing inter-agency coordination of support services to children and families; and (5) developing national (state-level) policies to combat educational inequalities” (ISOTIS proposal, p.4).

To achieve these aims, ISOTIS addresses a number of objectives, including those which were specifically in focus in WP2:

“To examine the resources, experiences and perspectives of a number of significant disadvantaged groups in Europe as related to the preschool and primary school system and the local system of support services, a large scale structured interview study amongst parents was conducted, combined with smaller scale qualitative in-depth interviews with subsamples of parents and children.

The proposed studies involve a number of significant disadvantaged groups: (1) first, second and third generation Turkish immigrant families living in England, Germany, the Netherlands and Norway; (2) second and third generation North-African immigrant families in France, Italy, and the Netherlands; (3) Romani families living in the Czech Republic, Greece and Portugal; and (4) low-income and low educated native working class families living at the same sites. The studies deliberately sampled families with children in the 3 to 6 and 9 to 11 years age range to capture important phases and transitions in education. The countries represented different national income levels, education systems, welfare regimes and integration policies. The spread of each group over several countries and local contexts within these countries allowed for comparative analyses that could reveal effects of local and national policies. The interviews examined children’s and parents’ experiences with inclusiveness and educational effectiveness. The interviews also addressed the cultural and linguistic resources of the families, the values and ambitions, and the educational decisions they make. Finally, the interviews examined the wellbeing

of parents and children". (ISOTIS proposal, p.5).

These aims and objectives were the starting point of conceptualisation of quantitative and the subsequent qualitative in-depth studies. This technical report covers only WP2 Qualitative in-depth study.

2.1.1 Aims of the qualitative study

The ISOTIS qualitative study was designed to complement the quantitative survey and other evidence-based information sources (literature analysis, document analysis). The qualitative interviews were conducted at the same locations as the ISOTIS quantitative survey. Qualitative data were collected to enable better understanding of experiences and practices of parenting of young children by mothers from native-born low income families, and from families with ethnic minority and immigrant backgrounds.

It also aimed to address specific issues:

- Mechanisms of adaptation and strategies amongst ethnic and cultural minority groups for parents' and children's integration into the society
- Type, availability and use of resources in bringing up children by parents from native-born low income, ethnic minority and immigrant background families.

2.1.2 Research Questions

Main research questions for the qualitative in-depth interviews:

- 1 How do people from low-income families describe their identities and economic situation and available resources in bringing up their children?
 - What are their reflections on the nature of their situation and how they cope with it?
 - What is their view on the opportunities for their children?
- 2 What are the main options available to disadvantaged people (due to economic, educational or immigrant background) in providing their children with the basics for growing and entering society with better life chances?
 - What means and channels are mostly used?
- 3 How do people from ethnic minorities describe their ethnic origin and nationality?
 - How do they relate their own identities to the identities of their children and their relationship with people of similar ethnic/cultural origin?
 - Do people 'mobilise' ethnic identities or are they more passive?
 - How does gender relate to ethnic identity?

3. Selection of informants

3.1 Rational for the target groups of informants

The focus of the ISOTIS qualitative study is on the socio-economic and ethnic-cultural dimensions of inequality and discrimination as defined and further explained in the Description of Action document (DoA) and reflected in the research questions of the qualitative study.

The four target groups of informants in the ISOTIS qualitative study are: native-born low-income working class groups; ethnic-cultural minority groups (the Romani people); and the major immigrant groups from Turkey and North-African (Maghreb) countries (Morocco, Algeria and Tunisia). These are among the groups in Europe with persistent educational disadvantages (DoA, p. 3). In the context of increasing diversity, the social mobility of children of disadvantaged families not only depends on educational achievement, but also on social and cultural integration. Closely related to the increasing cultural diversity, there is an increasing linguistic diversity, which presents a great challenge for Europe's education systems (DoA, p. 4).

Social integration and acculturation are increasingly becoming issues for individuals from both native-born communities as well as for immigrant communities (7th paragraph (DoA, p. 4)). There are tensions reflecting rivalry between groups, lack of inter-cultural contact and decreasing levels of societal support for multicultural integration, undermining social cohesion. Segregation tendencies are particularly manifest in primary and secondary education, with some schools becoming predominantly 'white' and others 'black' ethnic-cultural minority schools, though segregation also occurs in the ECEC system (8th paragraph (DoA, p. 4)).

The selected countries represent relevant variation at national income level, and in the structure of the education, the welfare and support systems, and representation of the main target groups of ISOTIS. The selections included countries from the wealthier North-West, post-communist countries from the East, and less wealthy countries from the South of Europe.

3.2 General principles for the selection of informants from the target groups of parents

Selection of the informants from the identified target groups described above was one of the important issues addressed during the design stage of the qualitative study and it was discussed at the WP2 meetings in Oxford (June 2017), Berlin (December 2017) and Utrecht (March 2018). According to the initial project design, informants for the qualitative in-depth interviews were to be selected from the respondents in the quantitative survey, which preceded the qualitative study. ISOTIS project leaflets were distributed to parents and after the completion of the quantitative survey, mothers were asked for permission to be contacted again for the second interview. When such permission was given by mothers, fieldwork coordinators and interviewers contacted parents to arrange a second interview.

Hence, the actual process of selection of the informants followed two main steps:

1. Selection of the informants (mothers) of children by two target groups of children (3-6 years old) and (7-11/12³ years old) from two identified sites in each country. This selection criterion was used by all national teams in selection of the informants.
2. Additional selection criteria based on the country of research, cultural aspects of the target group of mothers and specific research interests of national research teams.

3.3 Selection of the informants for the qualitative interviews

In the process of designing the methodology for qualitative interviews, some other aspects of the selection of informants were also considered, such as mothers' age at birth of their first child and mothers' educational attainment. These considerations were based on the partners' recent literature and research review (WP2). The partners considered a more targeted approach to selection of informants to ensure selection of mothers of younger and older age (at birth of a target child) along with selection of mothers of a lower- up to level 3 and of higher educational attainment- higher than level 3. Previous research has demonstrated that a mother's age makes a significant difference to child development. Educational attainment of mothers according to findings from current surveys and literature is also one of the significant factors in child development. Based on the data provided by Utrecht University from the primary analysis of the first available data from the Quantitative survey (Lime survey), two age-groups of mothers were considered: under 29 years-olds and over 29 years-olds at birth of the target child.

However, having taken into account national circumstances of participating countries at the end of the discussions at the consortium meetings in Berlin, December 2017, Utrecht, March 2018, the project adopted simple, straight-forward principles in selection criteria of the informants. These were:

- Mothers' target group (native-born low income; Romani ethnic minority; Maghreb and Turkish immigrant background);
- Age group of target child;
- Type of location.

In addition to the main selection criterion of the project, research teams in some countries added specific selection criteria for the choice of individual informants from a shortlist of mothers identified by the main criteria. (These country-specific additional selection criteria principles are described in full in part 3.2.3 of the report).

3.3.1 Parent (mother's) target group

Informants for the qualitative in-depth interviews were selected from the respondents of the sampling frame of the quantitative survey, which preceded the qualitative study.

³ Upper age boundary is extended in some cases as in some countries children are still in primary school at age 12.

They were selected from the native-born low-income mothers in England, Poland and Portugal; Romani ethnic minority background in Czech Republic, Greece and Portugal; Maghreb immigration background in France, Italy and the Netherlands; and Turkish immigration background in Germany, the Netherlands and Norway.

3.3.2 Age of a target child

Parents (mothers) of 3-6 year-olds: We focused on mothers of 3, 4, 5 and 6 year-old children who are not yet in primary education (i.e. before Year 1).

Parents (mothers) of 7-11(12) year-olds: We focused on parents of 7, 8, 10 and 11 year-old children who have to be in primary education (i.e., in junior or middle school, pre- secondary school).

If an informant had a child in both age groups, we asked the mother to focus on the target child of the Lime survey. That child had to be kept in mind when the mother was responding to the prompts at the semi-structured part of the interview.

3.3.3 Selection of locations

Our intention was to select an equal number of informants from each of the selected locations, which were the same locations where the quantitative survey was conducted: 16 for native-born low income group; 24 for Romani, Maghreb and Turkish immigrant background mothers. The selected locations were main cities in partner countries.

We developed guidelines for the selection of the informants which are summarised in tables 1 and 2, whereas tables 3, 4 and 5 summarise results of qualitative data collection at the time of publication of the technical report on-line.

Table 1. Selection criteria for 16 interviews per country (three countries: England, Poland and Portugal) - low income native-born; equally distributed between sites 1 and 2 in each country.

Child aged 3-6		Child aged 7-12	
Site 1	Site 2	Site 1	Site 2
4	4	4	4
Total number of interviews: 16 x 3=48			

Table 2. Selection criteria for 24 interviews per country (Czech Republic, Germany, Greece, France, Italy, The Netherlands (2 groups), Norway and Portugal) - families with immigrant (Maghreb and Turkish) or ethnic minority background (Romani); equally distributed between sites 1 and 2 in each country.

Child aged 3-6		Child aged 7-12	
Site 1	Site 2	Site 1	Site 2
6	6	6	6
Total number of interviews: 24 x 9 = 216			

Results of the field work (October 2018):

Table 3. Low income, native-born (England, Poland, Portugal)

Child aged 3-6		Child aged 7-12	
Site 1	Site 2	Site 1	Site 2
England			
Greater London	North-West England	Greater London	North-West England
6	3	4	4
Poland			
Warsaw	Łódź	Warsaw	Łódź
4	4	4	4
Portugal			
Metropolitan area of Lisbon	Metropolitan area of Porto	Metropolitan area of Lisbon	Metropolitan area of Porto
4	4	4	4
Total number of interviews: 49			

Table 4. Romani mothers (Czech Republic, Greece, Portugal)

Child aged 3-6		Child aged 7-12	
Site 1	Site 2	Site 1	Site 2
Czech Republic			
Brno	Usti-nad-Labem	Brno	Usti-nad-Labem
7	5	7	7
Greece			
West Athens	West Attica	West Athens	West Attica
6	7	7	7
Portugal			
Metropolitan area of Lisbon	Metropolitan area of Porto	Metropolitan area of Lisbon	Metropolitan area of Porto
6	5	7	6
Total number of interviews: 76			

Table 5. Maghreb mothers (France, Italy, the Netherlands)

Child aged 3-6		Child aged 7-12	
Site 1	Site 2	Site 1	Site 2
France			
Paris and suburbs		Paris and suburbs	
6		11	
Italy			
Milan	Turin	Milan	Turin
6	6	6	6
The Netherlands			
Utrecht	Rotterdam	Utrecht	Rotterdam
6	6	5	7
Total number of interviews: 65			

Table 6. Turkish mothers (Germany, the Netherlands, Norway)

Child aged 3-6		Child aged 7-12	
Site 1	Site 2	Site 1	Site 2
Germany			
Berlin	Bremen	Berlin	Bremen
6	6	6	4
The Netherlands			
Utrecht	Rotterdam	Utrecht	Rotterdam
4	5	5	6
Norway			
Oslo	Rural parts of East Norway	Oslo	Rural parts of East Norway
4	-	4	4
Total number of interviews: 54			

Table 7. Empirical work by target groups, countries and institutional field work coordinators (March 2019)

Group	Countries	Number of sites	Child 3-5 (6) years-old	Child 7-(11)12 years-old	Interviews by target groups and countries						Total (target)	Completed
					Target	Completed	Target	Completed	Target	Completed		
Turkish	DE, NO, NL	2	12	12	24 Germany (FUB)	22	24 Norway (HSN)	12	24 Netherlands (UU)	20	72	54
Maghreb	FR, IT, NL	2	12	12	24 France (UPEC)	17	24 Italy (UNIMIB)	24	24 Netherlands (UU)	24	72	65
Romani	CZ, EL, PT	2	12	12	24 Czech Rep (MU)	25	24 Greece (EAP)	27	24 Portugal (ISCTE)	24	72	76
Native low income	UK, PL, PT	2	8	8	16 England (UO)	17	16 Poland (UW)	16	16 Portugal (ISCTE)	16	48	49
Total:											264	244

3.3.4 Additional criteria to the agreed principles of the selection of informants by target groups of mothers and countries

3.3.4.1. Native-born mothers (without Immigrant background) from low income families (England, Poland and Portugal)

England:

Two sites were selected from locations where the quantitative interviews were conducted:

Site 1: Greater London (North-East and South-East areas)

Site 2: North-West England

The main principles for the selection of the informants for the qualitative interviews are the same as for the quantitative survey regarding two principle locations: Greater London and North-West England and the level of deprivation of the localities. A more targeted approach was used at the second step of selection of informants from the database of the quantitative survey for the second interview. The selection criteria for native-born mothers from low-income families without an immigrant background were the following:

- 1) The child from the relevant age target group was born in England
- 2) The child's mother (informant) was born in the UK (England, Wales, Scotland or Northern Ireland)
- 3) The child's father was born in the UK (England, Wales, Scotland or Northern Ireland)
- 4) The child's grandparents were born in the UK (England, Wales, Scotland or Northern Ireland)
- 5) The informant's mother tongue is English
- 6) The child's father's mother tongue is English

After checking the data against the selection criteria, a shortlist was created to approach informants who consented for the second interview. 26 mothers were approached and 17 interviews were conducted (10 in Greater London and 7 in North-West England).

Poland:

Two sites were selected from locations where the quantitative interviews were conducted:

Site 1: Warsaw

Site 2: Łódź.

In Warsaw, five informants were selected from one organisation where the quantitative interviews were conducted. Other mothers were selected randomly from the sample of the quantitative survey following the ISOTIS main selection criteria. In Łódź, informants were recruited via organisations participating in the quantitative study, such as after school network (NGO), 2 homes for single mothers in difficult life situation (NGO), and local social services centres. Two mothers, one with an older and one with a younger child, were selected from each organisation.

Portugal:

Two interview sites were selected:

Site 1: Metropolitan area of Lisbon

Site 2: Metropolitan area of Porto

16 mothers were interviewed, 8 in each site.

Informants were selected from a variety of neighbourhoods. There was a diversity of opinions about ISOTIS-related issues regarding children's education, family financial situation and cultural diversity, and an approximate balance between users and non-users of the pre-school educational system (for the younger group of target children). The selection criteria also included mothers with good communication skills.

3.3.4.2. Romani minority mothers (Czech Republic, Greece, Portugal)**Czech Republic:**

Two sites from the locations of qualitative interviews were selected:

Site 1: Brno (Bratislavská/Cejl area, known for high population of Roma inhabitants as well as surrounding inner city)

Site 2: Ústí nad Labem industrial agglomeration (housing estate in Bílina, inner Ústí nad Labem).

When the quantitative survey was conducted the interviewers discussed with Roma mothers the option of conducting a follow-up interview. They then notified qualitative researchers about their interest, and those mothers were approached for qualitative interviews. In total approximately 100 mothers expressed their interest in the follow-up interview (70:30 in localities 1 and 2). 47 mothers were approached and 25 interviews were conducted (13 in Brno and 12 in Ústí nad Labem).

The selection criteria were as follows:

- 1) Locality, inner diversity of the locality (in Brno Bratislavská/Cejl area, general inner city, families living in housing lodge facilities, in Ústí nad Labem living inside the city and in the surrounding agglomeration area)
- 2) Age of child (pre-school 3-6, early school years 7-12, the upper limit was higher due to the possibility of absolving 9 years of schooling without scoring tests). 7 mothers with younger children were interviewed in Locality 1 and 6 were interviewed in Locality 2. In both Localities 6 mothers with older children were also interviewed.
- 3) Contrasting areas: 3 mothers in locality 1 were of higher socio-economic status: they were of higher education and/or not accepting social support allowances; and 12 mothers (3 in Locality 1 and 9 in locality 2) lived in very poor living conditions: with more than one family in shared households, with no separate bedroom for the children, absence of indoor toilets, or living in a hostel.

Greece:

Site 1: West Athens

Site 2: West Attica

Two sites in Attica: The Prefecture of Attica is divided into 8 units and 66 Municipalities.

The first site is West Athens and it is represented in the current project principally by the municipality of Aghia Varvara and at the lower level by the municipality of Ilion. The second site is West and East (western part) Attica region- West Attica represented by the municipalities of Fyli (Ano Liosia and Zefyri: West Attica), and Acharnes (East Attica, western part).

The municipalities of Fyli and Acharnes were selected due to their close distance (neighbouring municipalities) and similar socio-demographic characteristics, especially with regard to Roma and low-income populations.

Portugal:

Two interview sites were selected:

Site 1: Metropolitan area of Lisbon

Site 2: Metropolitan area of Porto

24 mothers were interviewed, 12 in each place.

Informants were selected from a variety of neighbourhoods. There was a diversity of opinions about ISOTIS-related issues regarding children's education, family financial situation and cultural diversity, and an approximate balance between users and non-users of the pre-school educational system (for the younger group of target children). The selection criteria also included mothers with good communication skills.

3.3.4.3. Maghreb immigrant background mothers (France, Italy, the Netherlands)

France:

Site: Paris and two suburbs: Champigny-Sur-Marne and Aubervilliers

Paris is the first largest city of France with a considerable percentage of immigrant population (20,4% in 2014). Over 25% of the immigrant population come from Algeria, Morocco or Tunisia. The ISOTIS qualitative study is focused on the "Priority Neighbourhoods" as identified by the French government.

These include: 18th, 19th and 20th areas of the city because these are particularly places where immigrants settle. We can add that, historically, the 20th was the first place of reception for Algerian immigrants since 1945, who were French at this time.

Champigny-Sur-Marne: The history of Champigny-Sur-Marne is strongly connected to immigration: from 1960 to 1970, the shanty town of Champigny-sur-Marne was the largest shanty town in France with 15,000 inhabitants. Many families came primarily from North Africa and Portugal.

Aubervilliers: Aubervilliers is a commune located in the north suburbs of Paris. Industrialisation of Aubervilliers from the end of 19th century attracted waves of immigrants. Since then, Aubervilliers became a multicultural place, with a population of more than 70 ethnic groups.

Italy:

Two sites were selected from the locations of the quantitative interviews:

Site 1: Milan

Site 2: Turin.

In Milan 12 mothers were interviewed. The first group included mothers who were in contact with two associations that offer Italian classes to immigrant people (3-3

mothers). These associations are located in neighbourhoods of the Milan area where a high percentage of the population are of immigrant background. The second group comprised mothers who participated in the quantitative survey- 6 mothers. They live in areas of Milan with high percentage of immigrant population. Among them:

- Two mothers were selected because they also participated in interventions implemented in WP 3, 4, and 5 of the ISOTIS project.
- Two mothers were selected because they constituted two special cases: one immigrated to Italy in her childhood and the other one lives in a mono-parental family.

In Turin, 12 mothers were selected. The mothers for the qualitative study were selected from the quantitative survey sampling. The mothers were recruited on the basis of a balance between high and low level of education.

There are some special cases in the Italian study: mothers from single parent, mono-lingual families of immigrant background (2); a mother of the Maghreb origin who is married to an Italian man (1); a mother who immigrated to Italy during their childhood (1).

The Netherlands:

Site 1: Utrecht

Site 2: Rotterdam

All informants were selected from a list of mothers who consented for the second in-depth interview at the time when they were interviewed for the quantitative interview study. However, the selection of actual informants was strictly based on the criteria relevant for our target group in the Netherlands: immigrant families, either with a Moroccan background or with a Turkish background. Further selection of mothers for the quantitative interviews was based on the following principles:

- 1) The mother had a 3, 4 or 5-year-old child (preschool, KG1 or KG2) and/or a 9, 10, or 11-year-old child (grade 4/ 5/ 6 primary school).
- 2) Note 1: The interview was focused on the child through whom the mother was initially recruited (e.g. pre-school). When this was not clear, we chose together with the mother who the target child would be.
- 3) Note 2: A child who was 6 years or 12 years of age, though who was still in KG2 or grade 6 respectively (i.e., not grade 1 or high school), could still be included.
- 4) The target child was born in the Netherlands or lived in the country for at least 5 years.
- 5) The parents of the mother (grandparents of the child) were born in Turkey or Morocco. Or the parents of the mother were not born in Morocco or Turkey, but the mother clearly belonged to and felt part of the Moroccan/ Turkish community (e.g., because her grandparents were born in Morocco or Turkey).
- 6) Note: We allowed for mixed marriages, so the background of the father was considered as a special selection criterion.

In addition, and in order to maximise the variation in the qualitative data, the following selection criteria were applied for selecting mothers for the qualitative interviews:

- Variation in educational level: low, middle or high.
- Variation in generation: first or second generation

3.3.4.4. Turkish mothers (Germany, the Netherlands, Norway)

Germany:

Site 1: Berlin

Site 2: Bremen

In Berlin, in total 114 respondents (111 mothers and 3 fathers) from the quantitative study gave consent for participating in the qualitative interview. However, fathers were not interviewed in the interviews to maintain comparative consistency across countries. Mothers were directly contacted to arrange qualitative interviews without any intermediaries. In Bremen, 15 parents gave consent for the qualitative study (13 mothers, 2 fathers). 13 mothers were contacted; however due to some communication problems and cancellations, 10 interviews were conducted in the period of July-August. There were no rescheduled interviews.

Apart from the main selection criteria, mothers of different generations of immigrants were “targeted” to increase a wider variety in the selection of informants. The variation of the educational level of the mother was also considered.

The Netherlands:

See above.

Norway:

Site 1: Oslo

Site 2: Rural parts of East Norway

All informants were selected from the pool of the quantitative survey. From the 60 mothers who were interviewed in the structured interviews, 24 mothers agreed to be contacted again for a second interview. However, when contacted again, many of the mothers had changed their minds, meaning that only 5 interviews were successfully carried out. Due to the small quantitative sample, no additional selection criteria were applied in Norway.

3.4 Recruitment of the informants

Recruitment of informants for the qualitative study started in January 2018. Qualitative interviews were scheduled for a period between February and July 2018. The main principle was that the qualitative interviews had to be conducted after the target groups of informants were interviewed in the quantitative survey. The other principle was that the time gap between two interviews should not be long, so that the mothers would recollect why they were interviewed in the first instance. **We only shortlisted informants who consented for the second interview.**

However, recruitment of informants for the qualitative interviews faced certain obstacles and difficulties and in reality took much longer than planned. We have recorded the following main reasons for declining to be interviewed for the second time

despite initial consent, from all participating countries: visits to doctors, mother's own doctor appointment, or appointment for a child, illness (mother's or child's), change of family plans, travel plans, death of close relative, severe illness of close relative, not liking the idea of recording the interview, last-minute change of mind when the researcher showed up, land-line or mobile telephones were not answered, being too busy at the moment, no stated reason for cancellation.

3.5 Total number of qualitative interviews by target groups and geographical coverage

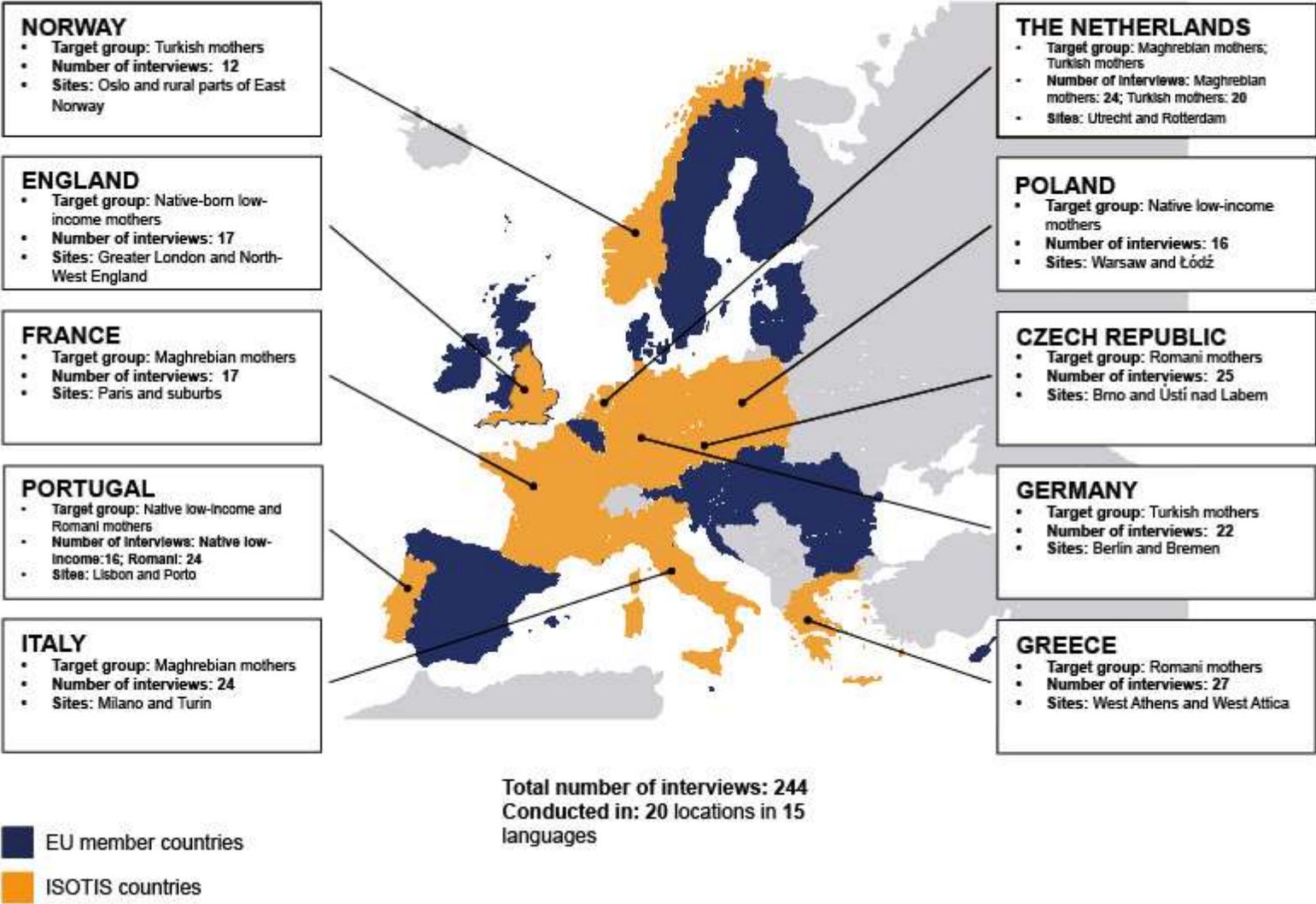
The initial estimated number of qualitative interviews described in the proposal was reduced considerably (from 60 to 24 for the ethnic minority and immigrant background target group and from 48 to 16 for the native-born low-income group). After the intensive discussion of the methodology of the qualitative study at the WP2 and consortium meeting in Berlin in December 2017, a much longer and more-in-depth type of interview was agreed upon with the following number of interviews for each target group:

- 24 interviews per ethnic minority and immigrant target group: $24 \times 9 = 214$
- 16 interviews per native-born, low-SES target group: $16 \times 3 = 48$

On average, one interview lasted 1.5 hours. This time does not include travel to the interview location, introduction to the interview or signing of consent forms. Due to cancellations and re-scheduling of interviews by the informants (as indicated in the section above), the actual fieldwork time was much longer than estimated. The total number of 237 was conducted by the date of submission of this report (31 October 2018) with mothers from native-born, low income families, of ethnic minority and immigrant background in 10 countries (Czech Republic, England, France, Germany, Greece, Italy, Poland, Portugal, The Netherlands (2 groups), Norway) with approximately **355** hours of audio-recorded time. The interviews were conducted in 15 different languages (including four dialects of Arabic). The interviews were conducted in 20 locations; these include only major European cities and their suburban areas.

Geographical coverage of the qualitative in-depth interviews is presented on the map (see Table 8)

Table 8. Geographical coverage of the qualitative interviews by countries, locations and target group of mothers (March 2019).



4. Method of interviewing

4.1 Interview design

Qualitative data have been collected using the method of an in-depth narrative interview comprising biographical narrative and semi-structured parts. The interview design is based on the methodological approach of autobiographical narrative interview developed by Fritz Schütze (2008) and successfully further developed and used in a number of international projects (Miller & Day, 2012; Nurse, Suo, Piotrowski, & Ferenz, 2011).

The methodology for qualitative interviews was developed by the University of Oxford team (Dr Lyudmila Nurse) after an approval by the WP2 and ISOTIS consortium meeting in Berlin in December 2017, and was piloted in England by Lyudmila Nurse. The Guide for interviewing, designed by Dr Lyudmila Nurse, was used for further pilot interviews in Czech Republic (Dr Kateřina Sidiropulu-Janků), in the Netherlands (Ayça Alaylı) and Germany (Hande Erdem), and discussed at the training sessions of the ISOTIS qualitative team in Utrecht, Milan and Oxford. An amended and further elaborated Guide, version 4.0, was used by the national teams to conduct qualitative interviews from the start of the empirical fieldwork in March 2018.

The interview consisted of the following phases:

1. Introduction (to introduce topic, discuss and address ethical issues)
2. Spontaneous narrative: with a focus on mothers' talk, identifying points of interests to be clarified in the next phase of the interview
3. Clarification
4. Semi-structured phase
5. Conclusion (and further thoughts and suggestions)

The interview was designed to make an interviewee feel comfortable and for the interview to therefore be more like a conversation, with the interviewer gently probing and encouraging more detailed responses. We anticipated that the interviewees would recollect the first interview and would expect a question-answer mode of interviewing. To avoid this, we made necessary efforts to mitigate this perception with the introduction of a freestyle life story at the very beginning of the interview. Although our strategy proved to be mostly successful, the national coordinators reported in their fieldwork cases when some mothers indeed expected a question-answer mode of interviewing. However, most of those interviewed were happy to tell their life stories spontaneously. More substantial analysis of the fieldwork reports will be part of the analytical stage of the qualitative study materials. The interview was designed to last 1.5 hours in total.

The list of identified cross-cutting themes for the semi-structured part included:

- Attitudes towards the place where the family lives
- Type of support in bringing up children (type of support available to families bringing up children)

- Experiences with the education system – users
- Home-school relationship
- Home environment
- Identity
- Lifestyles and interests/family's pastime
- Attitudes towards education and employment
- Aspirations regarding child's future

These were supplemented by sub-themes and specific themes, each one provided with a range of probes.

The interviewers were instructed to use the Guide for interviewing as a tool to encourage the interviewees (informants) to speak in their own words. The Guide was translated by the national teams into their national languages to train their qualitative interviewers.

At the same time, the interview Guide contained a set of themes or topics which the interviewer used as a basis for the interview. These were relatively limited because the questions were intended to prompt the informants to speak at length and in their own words, rather than posing closed questions that are likely to elicit “yes” or “no” answers.

Each interview was audio-recorded. We have discussed scenarios where the informant might not consent to this, and advised our interviewers to be prepared to take notes on the interview. However, we took into consideration the fact that such notes could be useful for the national team, but, unfortunately, this interview material would be difficult to use for the comparative analysis. We advised interviewers to discuss the issue of audio-recording with potential informants well in advance and only select those who consent to audio-recording. There were no problems with audio-recording of qualitative interviews, however in some countries the interviewers had to spend more time to explain how the recorded materials were going to be used to re-assure mothers about significant measures that the qualitative team undertook to protect their and their children's identities.

The interviews were conducted in both public (schools, children's centres, churches, mosques, community centres, cafes) and private places (informants' homes). The places of interview were agreed at the time when appointments were made. However, our teams tried their best to ensure that these were places where the interview was least likely to be interrupted (for example, the informant's office or work place was considered to be unsuitable to carry out the interview; the child's school might also be unsuitable due to the informant's awareness that she might be overheard and misinterpreted by teachers or the other parents) and also suitable for recording the interview (no noise, etc.). We also advised our teams to interview informants alone, where it was feasible and possible⁴. However, in the course of interviewing our interviewers experienced quite a number of situations where interviews were interrupted by members of informants' family (her own parents, husbands, young

⁴ We were aware and discussed scenarios of interviews with mothers from the Roma minority group (a target group of interviewees in Czech Republic, Greece and Portugal) who had to be accompanied at the interview by a mediator/interpreter and also some members of her family. All these cases are documented in the fieldwork feedback forms. This information will be taken into account at the interpretation stage of the analysis of narratives.

children who they care for and who couldn't be left unsupervised, older children who were returning from school), with some cases of friendly neighbours coming to say hello and keen to join in. Such circumstances were documented by the interviewers in their fieldwork reports and will be used in the analysis of narratives.

We have specially addressed the issue of consent letters. A template consent letter was provided by the WP2 Qualitative study team in the Guide for interviewing. However, each team was responsible for translation of the consent form into their national language and compliance with the rules of the national research ethics regulations. One copy of consent letter is retained by the informants and the second one by the national teams. At the completion of the qualitative fieldwork, scanned copies of all consent letters will be transferred to Utrecht University where they will be securely stored on encrypted data servers. The paper forms will be destroyed, in line with the ISOTIS Data Management Plan.

4.2 Practical aspects of interviewing

A wide range of issues were taken into consideration prior to the organisation and conducting of the fieldwork. These issues were part of the syllabus for the training of interviewers and ongoing consultations via Skype meetings. Examples of these issues are listed below:

- The interviewers' dress code and behaviour during the interview;
- Possible scenarios in conducting an interview, prior to going to an interview, including situations which have to be avoided;
- Advice to listen more than to speak and listen carefully (approximately 90% of the interview time should be a time when an interviewee is speaking);
- If the interviewers felt that they have not understood something they should ask for clarification;
- All questions have to be asked in a direct, clear and unthreatening manner;
- How to eliminate signals (verbal or with body language) that could bias the respondents' answers;
- To start audio-recording of the interview only after signing the consent form.

All interviews were recorded using digital recorders. The recordings were then converted into MP3 format files or similar and they are kept in a digital archive for a few months by the national project team and then destroyed/deleted. Audio-recorded information was transcribed with full anonymization. Audio-recorded data was transcribed for further analysis. All interviews were transcribed according to the instructions which were provided in the Guide for interviews to ensure there was a coherent way of presenting qualitative narratives for further comparative analysis. They include the respondents' own words and the interviewers' words in word-by-word style. Colloquial or unusual words, words from the informants' second language, pausing and silence were also noted. All partners used special codes to store transcripts in the data base. In addition, some teams used assumed names (pseudonyms) or a participant number system to "personalise" transcripts. Each interviewer submitted a feedback report for each interview at which point all proper names (and surnames) had already been replaced by pseudonyms; names of the places, names of the schools and any other geographical names were also anonymised.

The national team provided an introductory leaflet which has a brief description of the ISOTIS study, its aims and geographical cover. All interviewers were provided with a check-list of items that have to be taken to each interview. Check-lists of items that have to be taken to an interview are listed below:

- Interview map and interview cards, based on the interview guide
- Digital voice recorder (with spare batteries, and fully charged)
- Letter/leaflet explaining the purpose of the project (please make sure you have these in the informants' languages, e.g. Dutch and Arabic; Dutch and Turkish)
- Personal identification (e.g. ID card)
- Disclosure and Barring Service (DBS) certificate or similar (Criminal record check)⁵
- A gift or offering for the informant
- Note pad/sheets of paper and pen/pencil
- Consent letter/form (2 copies, one of which must be retained by the informant, the other one by the interviewer)
- Map of the country of the residence/Europe/world (which is applicable to the target group of informants)
- Family tree template

4.3 Interview structure

Introductory stage: After signing all the necessary papers, but before starting the interview, i.e. before turning on digital recorder, each informant was reminded why she was interviewed:

- *This second interview is designed to give you a chance to talk in more detail and in your own words about some of the topics covered in the structured questionnaire that you have already completed.*
- *I have some general ideas about what I would like to talk about but it is what you think that is most important.*

4.3.1 The first phase: Spontaneous narration

The informant was asked to tell her life story, starting from the place of birth and covering the events of her childhood and growing up. The informant was encouraged to talk about her life and then about her own family and the child(ren). It was important that the informant was allowed to tell her own story. The interviewers were advised not to introduce any specific topics at this phase of the interview, unless they identified or felt that some further clarification would be helpful. In some cases, a family tree template was introduced at this stage of the interview to help the informant to draw it (using the template as an example), or to fill in a blank one, provided in the Guide for interviewing.

⁵ The national teams were advised to check their national regulation regarding this.

The main aim of the spontaneous narration phase of the interview was to determine which of the issues we were interested in emerged from the narrative rather than informants being asked directly. For all informants this was the second interview after they had been interviewed in the quantitative structured interview. In the qualitative interview they have been encouraged and allowed to elaborate their thoughts in a free, spontaneous manner.

If the interviewers decided to ask any questions in this phase of the interview, the questions were concerned with specific experiences, places, events, relationships in the narrator's life. At the training workshops with the interviewers and during the Skype conferences we discussed and listed what must be avoided when asking questions:

- Introduction of your own views and position, even if you agree or disagree with what was said. Your position must remain neutral, but sympathetic throughout the whole interview.
- If something embarrassing or difficult for you arises, do not show your confusion, but rather show that you can deal with this in a sympathetic way.
- Please try to avoid use of technical terminology and of scientific definitions when you ask for clarification of facts the respondent is talking about.

4.3.2 The second phase: Clarification

The second phase of the interview, *clarification*, came after the narrator had spontaneously formulated or signalled their intention to end the story telling.

Then the researchers focused their attention on a further exploration of details that were unclear, but which are crucial for that phase. This involved an exploration of a range of themes found, as initiated by the informant yet diverted away from, but relevant and meaningful from the point of view of the story's content, coherence and comprehensiveness. However, these clarifications had taken into account the ethical constraint that forbids asking the respondent to answer questions regarding stories that they had purposefully omitted in the main stream of narration, considering them private or uncomfortable aspects of their life.

4.3.3 The third phase: Specific to study and target groups issues - semi-structured phase

We have summarised the main themes which were addressed in this part of the interview. There are two parts in these themes: cross-cutting aspects which are relevant to all participants (with sub-topics) and specific themes which can be relevant to a certain target group, or research interests of national teams. In order to provide an opportunity for the national research teams to explore research themes of their interest, we accepted a list of optional questions/probes that can be used in addition to the list of cross-cutting themes enclosed in the table below. A list of such questions/probes was intended not to exceed 9 minutes of the time estimated for the entire qualitative interview of 1.5 hours. Each national team took full responsibility for a possible extension of the length of the interview. The proposed list of questions and prompts was designed to help the interviewer to plan an interview and to prepare a script. Below is a list of semi-structured questions that were recommended to the national teams to use in this phase of the interview. This list of questions was part of the Guide

for interviewing in English. These questions were translated into the national languages in which interviews were conducted (see table 10, p.34).

Table 9. List of questions for the semi-structured phase of the interview

A. Attitudes towards the place where they live.
<i>“You told me you have been living here for xx years...”</i>
<ul style="list-style-type: none"> • Could you please tell me more about your neighbourhood; I mean the area that you could reach in about 5 to 10 minutes’ walk? • How did you and your family come to live in this location? • How would you feel if you had to move away from this neighbourhood? • What is it like bringing up a child in this neighbourhood?
Suggested probes:
<ul style="list-style-type: none"> ➢ What do you like as... living in...? ➢ If you could choose to go (with or without your family) to a different place or country, where would you go? ➢ What is the most important feature for your child in this place?
B. Type of support in bringing up children and young families
<i>“Now I would like to talk about what kind of support is available for you, your child and your family”:</i>
<ul style="list-style-type: none"> • Who, if anyone, would you ask for support regarding your child’s upbringing/ education/health? • How do you feel about asking for help regarding your child’s upbringing/education/health? • How easy has it been to get support or advice from the school, social care professionals, health professionals, volunteers, family or friends? • Were there any particular reasons for not getting the support you and your family needed (e.g. language, culture, transport, and cost)?
Suggested Probes:
<ul style="list-style-type: none"> ➢ Type of support (tangible: such as looking after your home, lending items; emotional support: such as comfort, friendly talk, instrumental/informational advice) and details. ➢ Was support provided just because people thought you might need it or because you asked for help? ➢ What is your preferred means of communication (face to face, telephone, other media)? (e.g. texting, Skype, Facebook, WhatsApp) ➢ How would you like those people to communicate with you? ➢ And how would you like to respond?
C. Experiences with the education system: pre-school and primary school⁶
C1. Experiences with the education system – users⁷
<i>“I would like to ask you what you think about the type of educational provisions (state, municipal or private) available for your child, like local</i>

⁶ Pre-school and school: FOR YOUNGER CHILDREN (3-6 years of age) please focus on asking about PRE-SCHOOL; FOR OLDER CHILDREN (7-11(12) years of age) focus on asking about both PRE-SCHOOL AND SCHOOL.

⁷ Please create a list of available locally pre-school institutions by getting this information from the local education authorities.

playschools, centres, schools and clubs”

- Can you tell me about your child’s experiences in (pre)school institutions?
- What would help to improve your child’s experience in (pre)school?
- In what ways are your child’s experiences in out-of-school clubs similar/ different to those in school?

Suggested Probes:

- Likes and dislikes/things to get used to
- Do local schools welcome children (means: friendly to and show interest in) with different kinds of backgrounds?
- Do you think there is any discrimination, by other parents, or by teachers?

C2. Experiences with the education system – non-users/late users

- What are the most important reasons that stopped you from using preschool (earlier)?
- What would you like to see changed?

D. Home-school relationship

“Now I would like to talk about your involvement in your child’s preschool/school activities”:

- Do you feel that you have an opportunity to be involved in your child’s preschool/school activities as a parent?
- How do you get on with your child’s teachers/caregivers?
- How do you get on with other parents?

Suggested Probes:

- Are you confident to contact school and teachers (including language skills)
- Are your knowledge and skills relevant to support your child’s homework or reading?
- Do you think you understand the local/national education system well enough?

E. Home environment

As well as school or the local area, what takes place in the home can be very important for children. *“I would lastly like to hear about your thoughts on being a parent and about the kinds of activities that you and your child share”.*

- In your opinion, what makes someone a good mother, parent?
- Is there anything that makes it difficult being a good parent?
- Would other parents think the same way?
- Do you discuss/ agree with your partner/your child’s father or other close family members about what is important in bringing up and educating your child?

Suggested probes:

- How would you compare your parenting skills with the expectations from local professionals like teachers, GPs or nurses; and to the parenting you observe around in your neighbourhood?
- What would you like to do differently for your child? And why?
- In your current situation what makes it difficult for you to do what you would like for your child?

F. Identities

“Now I would like to talk about your family origin and cultural background/origin”:

I. Ethnic origin

- What is your family background?
- Who were your parents and grandparents and spousal/partner’s family?
- What languages did they speak and what ethnic origin (or regional origin, in case of native) would they have?

Suggested probes:

- “Is your family descended from XXX-ish ethnic group?”
- How do you feel about ‘being XXX-ish’?
- Do you think you live in the same way that most XXX-ish people do?

II. Language

What is your mother tongue?

- What languages were spoken in your family when you were young?
- How do you feel about speaking your mother tongue in this country?
- What languages do you speak now (at home with your children, at school with the other parents, work place, with friends, with neighbours)?

III. Faith

- What is your opinion about the role of moral values in bringing up children?
- What is your opinion about the role of faith in bringing up children?
- How often do you and your family attend a place of worship, or a place of prayer and what language is spoken there?
- What religious occasions and festivals do you attend (Muslim, Buddhist, Christian, Baptisms, Funerals etc.)?
- How can you describe your involvement with local religious places of worship and/ or prayer? (which might be a church, a mosque, a multi-faith centre, or a private worship house, apartment)

IV. Experience of ethnic tensions

- Have you ever felt being discriminated against because of your immigrant background, ethnicity? (Please describe these experiences)
- Has your child been discriminated against because of your immigrant background/ethnic origin?
- Have you heard of others feeling discriminated against? (Please describe or give an example)
- How do you think your ethnic group is treated in general in this country?
- Please tell me about your and your child’s contacts with people from other cultural backgrounds?

V. Belonging

You said you would describe yourself as being XXXish... or local...

- What does it mean to you? What are the district/ region/country that you think you belong to? What does it mean to you? And the next important one? (Keep asking until Europe or World). What are the other places that are very important to you?

<ul style="list-style-type: none"> • What does it mean to you to be (Nationality of the country of residence?)
<ul style="list-style-type: none"> • How much do you feel that the neighbourhood where you live is where you belong?
<p>The maps will form part of the interview documentation and are to be submitted to OU team along with the feedback report (Appendix 1).</p>
<p>G. Life styles and interests</p>
<p><i>“I would like now to talk about your family’s favourite activities, hobbies, interests: such as sports, music, favourite food, holidays, travelling as a family”</i></p>
<ul style="list-style-type: none"> • What is your family favourite music?
<ul style="list-style-type: none"> • What is family favourite sports team/club?
<ul style="list-style-type: none"> • What is your family’s favourite food?
<ul style="list-style-type: none"> • What is your family’s favourite holiday/travel destination? And why?
<p>Suggested probes:</p>
<ul style="list-style-type: none"> ➢ Are the children involved in cooking with the adults in the family? What do they like to cook?
<ul style="list-style-type: none"> ➢ Do you, as a parent, and your child /children share music preferences/ tastes?
<ul style="list-style-type: none"> ➢ Other hobbies: reading books, dancing, travelling, gardening, etc.
<p>H. Attitudes towards education and employment</p>
<p><i>“I would like to talk now about the quality and accessibility of education for your child”:</i></p>
<ul style="list-style-type: none"> • How do you feel about the education that is provided for your children?
<ul style="list-style-type: none"> • What would you like to be different about it?
<ul style="list-style-type: none"> • What should be done to improve it?
<p>Suggested probes:</p>
<ul style="list-style-type: none"> ➢ What is stopping that happening?
<p>I. Aspirations of parents regarding the future of their children</p>
<p>You may approach this theme with an open question:</p>
<p><i>“What hopes do you have for your child?”</i></p>
<ul style="list-style-type: none"> • What do you think your child will do in the future?

4.3.4 Completion phase

After completing talk on the themes listed above, the interviewers were advised to provide opportunity/time for the informant to reflect on the conversation and to express further thoughts and suggestions. Most of the interviewers reported that some of the important points were mentioned by mothers at the end of interviews. Where they were recorded/noted, they will be used in the further analysis. After the end of the interview, the interviewee was thanked and presented with a gift. Each partner made an individual decision on the type of gift. In some countries these were vouchers for shopping, toys, toiletries and cosmetics. The interviewees were provided with contact numbers for the local research team in case they would like contact the team to provide an update on what they said.

4.4 Language of interviews

The interviews were conducted in the language most convenient to the informant. This did not exclude interviewing mothers with ethnic minority or immigrant backgrounds in the official language of the country where they live or any dialect they had chosen. The national research team had to clarify at the stage of making an appointment what languages would be preferred by the informants and select interviewers who are bi/multi-lingual and have all the necessary skills to take an interview in those languages. Some of our interviewers have proficiency in multiple languages. However, in some cases interpreters were involved in assisting the ISOTIS interviewers where informants spoke in their native language and then the text was translated into the official language of the country where the interview was conducted. Interviewers noted dialects and languages and any other relevant information about the interviews in their feedback reports. 30 interviewers from the national teams were involved in the interviewing of mothers from 10 countries. The interviews were conducted in 15 languages: Czech, Slovak, English, Turkish, Greek, French, Italian, Standard Arabic, Arabic (Moroccan), Arabic (Egyptian), Dutch, Berber (Moroccan), Norwegian, Polish and Portuguese.

5. Organisation and timing of the qualitative field work

5.1 Training for data collection and data analysis

There were three training workshops organised by WP2 for the qualitative data collection phase of the study with a focus on interview technique. The training programmes were designed by Lyudmila Nurse, University of Oxford, based on the training needs analysis and aimed to provide targeted expertise to interviewers from the national teams, based on target groups of informants and qualitative research skills. Three partner organisations hosted the training events:

- Utrecht, 16 January 2018, Utrecht University ;
- Milan, 5-6 February 2018, University of Milan Bicocca;
- Oxford, 24 February 2018, Department of Education, University of Oxford.

The second round of training was concerned with coding and analytical strategies for qualitative data analysis at the national levels (target group of mothers), approaches to the comparative analysis between the target groups of mothers, thematic comparative analysis between the countries, and qualitative-quantitative comparative analysis.

In total four coding and analytical strategies workshops were designed and delivered by the University of Oxford WP2 Qualitative study team between the start of interviewing in February 2018 and August 2018. All coding and analytical strategies workshops were designed by Lyudmila Nurse and were organised in close association with ISOTIS partner organisations: Utrecht University and Masaryk University of Brno. The workshops took place in Utrecht (9 March and 16-17 August); Oxford (23-25 May) and Brno (2-4 July).

The coding and analysis workshop in Utrecht on 9 March 2018, which was organised by the University of Oxford and University of Utrecht and led by Lyudmila Nurse in collaboration with Kateřina Sidiropulu-Janků (Masaryk University of Brno) and Ayça Alaylı (University of Utrecht), produced the first version of the coding tree for coding of transcripts from the participating partners for each of three target groups of mothers.

At the beginning of April, the University of Oxford qualitative study team produced the first coding tree for the whole project. However, WP2 and other partners agreed to continue working on separate coding trees for each target group of mothers until all transcripts were coded.

Three subsequent coding and analytical workshops were organised by the University of Oxford (Lyudmila Nurse) to continue with the coding of the narratives and discussion of the analytical approaches to the qualitative data. These were organised by target group:

- Oxford, May 23-25 2018: (participating countries: England, Poland, Portugal)- workshop: "ISOTIS WP2 Qualitative study: Coding and analytical strategies"

- Brno, July, 2-4 2018 (participating countries: Greece, Portugal, Czech Republic, England) workshop: "ISOTIS WP2 Qualitative study: Coding and analytical strategies: Mothers from low-income families from the Romani minority".
- Utrecht, August, 16-17 2018 (participating countries: Germany, The Netherlands, France, Italy, Norway, England) workshop: "ISOTIS WP2 Qualitative study: Coding and analytical strategies: Mothers from families with immigrant background".

5.2 Coordination of the data collection at the national level

Each partner was responsible for the organisation of the fieldwork and further documentation of the results. National coordinators were responsible for the recruitment of the interviewers and interviewees. National coordinators were also responsible for the localisation of the research instruments (e.g. translation of the probes, translation of the interview guide, preparation of the interview mind maps, family tree templates, geographical maps) and training of the interviewers at the country level in interviewing technique, audio-recording of interviews, anonymization and transcribing of the interview narratives and storage of the audio-files and transcribed interviews. National coordinators were also responsible for the choice and training of their researchers in the use of software for CAQDAS (computer assisted qualitative data analysis).

Some of the national teams, such as the Czech Republic (national coordinator Kateřina Sidiropulu-Janků), established an efficient system of coordination at the national level. This included training, regular briefings on the progress of the qualitative data collection, a group coding session and a reading club associated with the recent literature and findings from the studies concerned with the Romani ethnic minority in Europe.

The Dutch team (national coordinator Martine Broekhuizen) invested in training of their qualitative researchers in the use of NVivo for group coding of the transcripts.

The best practices in coordination of the qualitative data collection were regularly discussed and shared at the Skype meetings of the Qualitative study teams and at the workshops.

5.3 Coordination of the data collection at the international/consortium level

The overall coordination of the qualitative study was undertaken by the University of Oxford. Dr Lyudmila Nurse was responsible for the design of the methodology of the qualitative study and the overall coordination of the implementation of the study in 10 countries. Regular consultations with all involved partners were conducted at all stages of the qualitative interviewing. She has been in constant contact with the leaders of the WP2 and all national coordinators, including national interviewers.

Since December 2017, the WP2 Qualitative team conducted three meetings to discuss the methodology of the study and the approach to analytical strategies. Regular Skype conferences were conducted, initially for all partners (February-March) and from April in separate conferences by target group of mothers, which were most appropriate to the

stage of interviewing, transcribing and initial coding of the narratives.

Regular progress reports were published by the University of Oxford team to keep all participating partners up to date on the progress of the fieldwork and to address questions related to the fieldwork, transcribing and coding.

5.4 Time schedule for the collection of qualitative data

Qualitative data collection started in February 2018. The timing of the qualitative fieldwork is described in the Gantt chart (see Figure 2). Prior to the start of interviewing, the University of Oxford team issued the Guide for interviewing for organising and conducting qualitative interviews. In addition, it included an excerpt from a transcript of one pilot interview, which was conducted in England by Lyudmila Nurse (UO), who coordinated the entire qualitative study across all ISOTIS countries, templates of fieldwork feedback report, interview mind-map, family tree template and a template of a letter of consent.

The training of the interviewers of the national teams took place in Utrecht, Milan and Oxford (by Lyudmila Nurse), with a subsequent one-day workshop in Utrecht on 9 March, 2018, for the “hands-on” training on coding and preliminary data analysis.

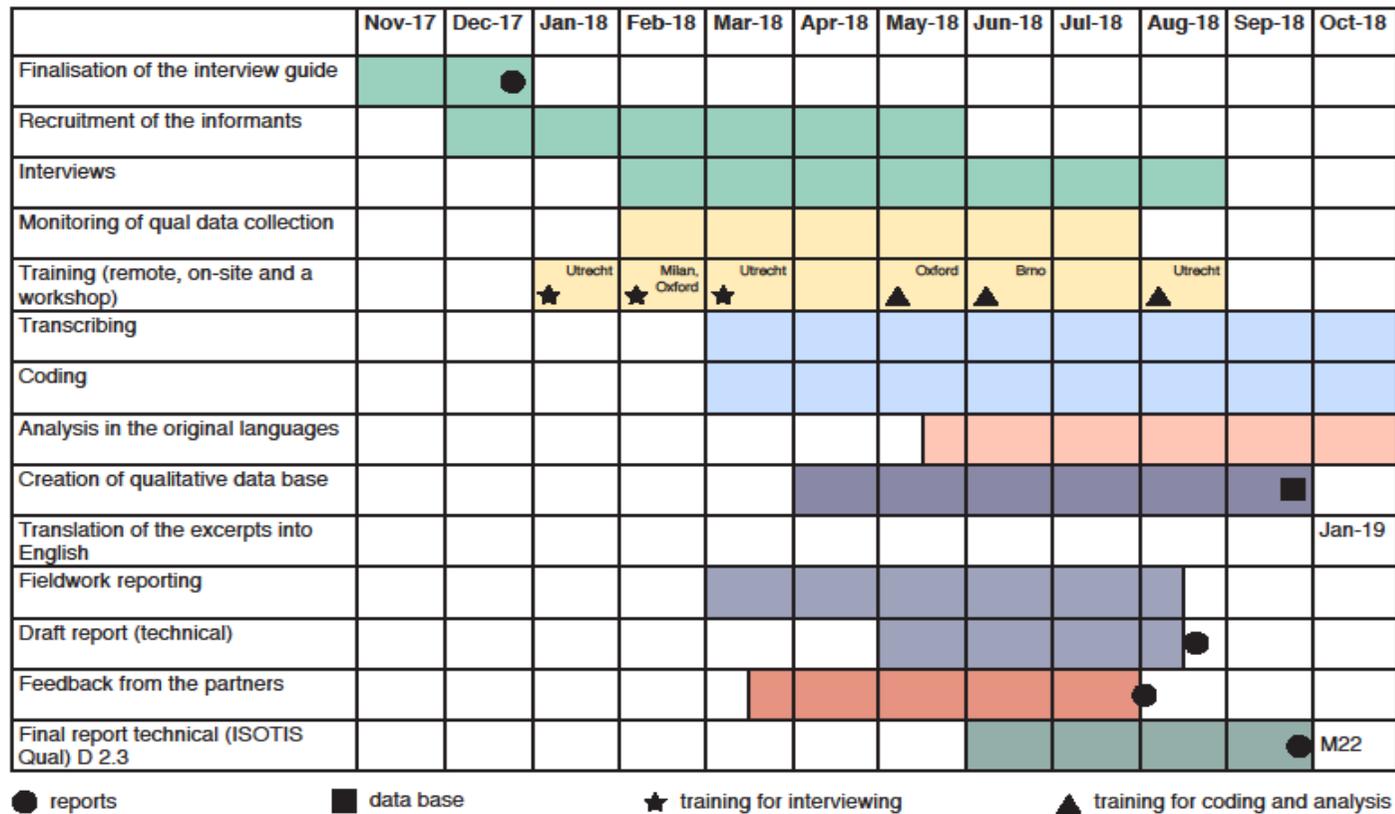
Qualitative data collection, fieldwork feedback reports and the creation of the projects for the analysis of the interviews with the low income, native-born mothers in England, Portugal and Poland was completed in June 2018; and for the Romani mothers in Czech Republic, Greece and Portugal at the beginning of July. Interviews with mothers from the immigrant background families continued until the end of October 2018 (in France this was due to fieldwork starting later than planned). By mid-November most of the qualitative interviews were fully transcribed and anonymised according to the rules set by the Ethics committees in each partner organisation, and imported into NVivo or Atlas.ti software, depending on the availability of the qualitative data packages to the national partners.

5.5 Quality control and reporting

A comprehensive monitoring system of the qualitative data collection included regular communication with the researchers from the national teams via Skype and training sessions on sites (in Utrecht and Milan and Oxford). Specifically designed fieldwork feedback reports have been submitted to the University of Oxford after each interview to enable the UO coordinator to identify potential problems and to address them. A matrix of collected data from the feedback reports has been updated regularly and has been used at the coding and analytical strategies session. For security and confidentiality reasons it is stored on the secure external server of the Department of Education of University of Oxford and not accessible to all, but to authorised core researchers who are coordinating the study until it is fully completed.

Figure 2. GANTT chart for the ISOTIS Qualitative study

GANTT Chart for the ISOTIS Qualitative study: field work, training and technical report



6. Qualitative Database

6.1 Ethical considerations

Each national partner implemented qualitative interviewing, according to the established ethical rules and principles adopted by their organisations. We have taken into account the vulnerability of informants from all four target groups of mothers and high probability of having to address sensitive questions regarding their economic status (social benefits, unemployment), immigration, citizenship or ethnic minority status. Ethical considerations were appropriately addressed in the Guide for interviews and also at every training session with national coordinators and interviewers.

6.2 Data archiving and storage

The ISOTIS consortium exercised strict data protection measures using approved and secure data systems at the participating institutions that follow the national and international regulations. The personal data collected was anonymised and coded and only the main coordinators of the specific study have access to personal information that enables contacting participants for the collection of follow-up data. The teams have undertaken special measures to protect the identities of the informants; these were discussed at the consortium meetings and are included in the Guide for interviews. Detailed information about informants from the fieldwork feedback reports is saved on the external server of the Department of Education of University of Oxford, whereas the original audio-files, consent forms or letters of consent and transcripts in the original language of interviews are securely stored by the national teams, in line with the ISOTIS Data Management Plan.

Information in the database includes the following parameters: country; interview code, age of target child; number of children in the family; mother's age; mother's educational level (ISCED level); family situation; employment status and occupation (ISCO-88 code); citizenship (if known); place of birth; ethnic origin; place of interview and language of interview. For additional protection of the identity of informants the interview code in the system is different from the one in the quantitative data set.

In ISOTIS it is the responsibility of the national partner who conducted qualitative interviews to handle the data according to the research ethics protocol of their home institution. Similarly, the data storage is handled by the consortium partners in their institutional (or national) data repositories in accordance with the national research ethics standards and procedures. For the overall analysis, data obtained in these countries will be pooled and stored at Utrecht University as lead partner in agreement with the data storage protocol of Utrecht University. Procedures for the long-term preservation of data in the agreed repositories are described in the ISOTIS Data Management Plan. The Data Management Plan will be further developed and revised at mid-term and at the end of the project, to adapt it to the actual data generated and the uses and needs identified by the consortium.

6.3 Use of software

Handling qualitative data in a large international project was considered at the early stages of project implementation and discussed at the consortium meetings. One of the most challenging parts of the process was to identify the appropriate software package and train the researchers in

the use of it, working individually and in teams. Most of the national teams used NVivo versions 11 and 12 for coding text narratives; the teams of Czech Republic, Germany and Italy used Atlas.ti.

7 Data analysis strategies and preliminary results

7.1 Approach to the analysis of qualitative data

Analysis of qualitative data includes several steps and considerations and these were addressed at the WP2 Qualitative study meetings and workshops. There are two main levels at which the data analysis was considered:

- National level: by target groups of mothers and countries
- International level: comparative analysis by target groups of mothers between different countries and by the main themes of the investigation across the ISOTIS countries.

The third level of analysis includes quantitative–qualitative analysis, as the qualitative study was designed to complement the ISOTIS quantitative survey.

The type of interview which was conducted by the national teams allows more sophisticated in-depth analysis of the narratives, but this type of analysis would be considered by the national teams individually and is based on the available skills and resources. Analytical strategies at the national level include narrative analysis, part-whole morphology analysis, discourse analysis, narrative interpretative analysis, and analysis of visual data.

At the comparative international level, the consortium will apply thematic analysis, highlighted in the main research questions by target groups of mothers (and between countries); along the ISOTIS themes research questions, by target group of mothers and countries.

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ISOTIS

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