

Forum on using and sharing research data about child well-being

CESSDA webinar

Bezjak Sonja, Tuominen Markus, Sieben Inge, Sedmak Mateja, Vipavc Brvar Irena

08 December 2023, Online

Today's Speakers and Facilitators

Introduction to CESSDA and its services

- ◊ ***Sonja Bezjak, Slovenian Social Science Data Archives***

Data discovery

- ◊ ***Markus Tuominen, Finnish Social Science Data Archive***

Atlas of European values

- ◊ ***Inge Sieben, Tilburg University, Department of Sociology***

Data collection

- ◊ ***Mateja Sedmak, Institute for Social Studies, ZRS Koper***

Discussion and Wrap-up (*time for your questions*)

- ◊ ***Irena Vipavc Brvar, Slovenian Social Science Data Archives***

Our technical host today 😊

- ◊ ***Sergeja Masten, Slovenian Social Science Data Archives***

Introduction to CESSDA and its services

CESSDA webinar

Sonja Bezjak, Irena Vipavc Brvar, ADP – Slovenian Social Science Data Archives (CESSDA)

08 December 2023

CESSDA Mission

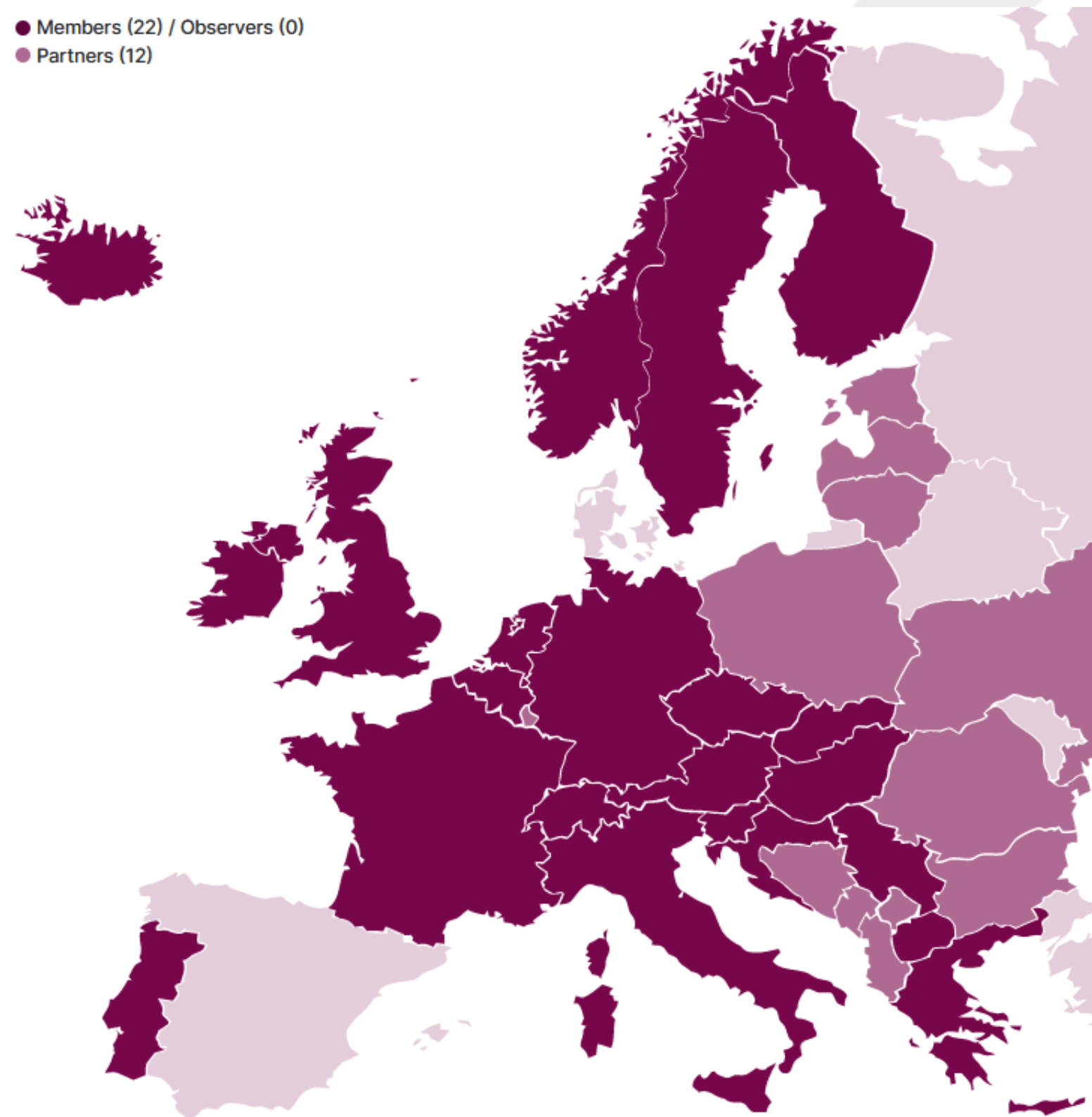
MISSION

- ◈ to provide a sustainable research infrastructure that enables the research community to conduct high-quality research in the social sciences,
- ◈ to contribute to effective solutions to the major challenges facing society today.

Key tasks:

- Developing **standards and best practices** around the management and archiving of social science data.
- **Facilitating access** to important data resources.
- Work done by **developing tools, training and coordinating network**.

● Members (22) / Observers (0)
● Partners (12)



<https://www.cessda.eu/>

CESSDA Digital Tools

CESSDA Data Catalogue



Search tens of thousands of social science research studies from our European Service Providers.

ELSST Thesaurus



The European Language Social Science Thesaurus is a broad-based multilingual thesaurus for the social sciences.

European Question Bank



The EQB is a cross-national question bank for social science and humanities research.

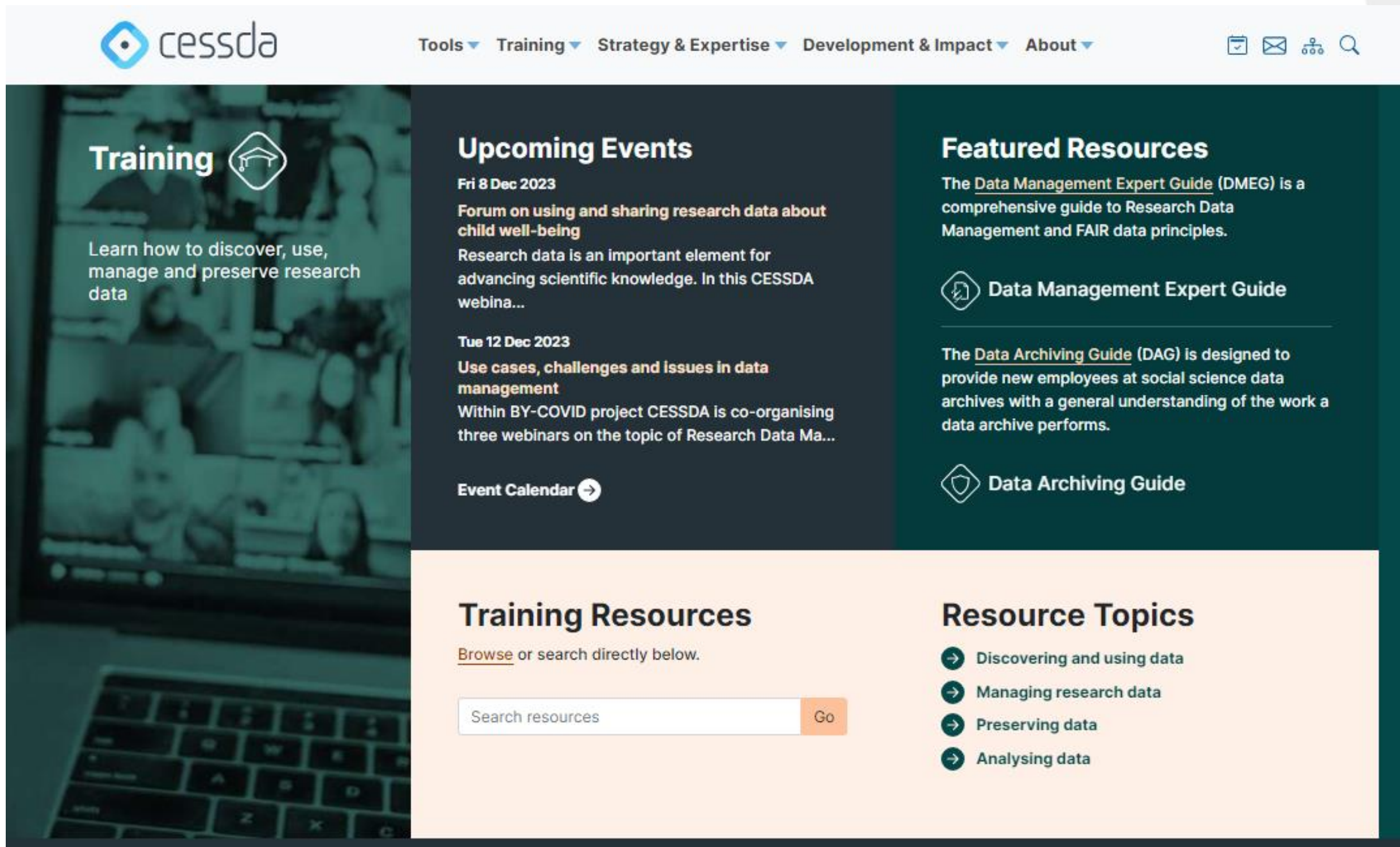
Vocabulary Service



Search, browse and download controlled vocabularies in a variety of languages.

<https://www.cessda.eu/Tools>

CESSDA training



















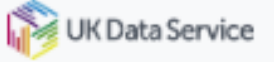


The screenshot shows the CESSDA Training page. The header includes the CESSDA logo and navigation links: Tools, Training, Strategy & Expertise, Development & Impact, and About. There are also icons for a calendar, email, and a search function. The main content area is divided into several sections:






- Training**: A section with a background image of people working on laptops. It includes the text: "Learn how to discover, use, manage and preserve research data".
- Upcoming Events**: A section listing two events:
 - Fri 8 Dec 2023**: "Forum on using and sharing research data about child well-being". Description: "Research data is an important element for advancing scientific knowledge. In this CESSDA webina..."
 - Tue 12 Dec 2023**: "Use cases, challenges and issues in data management". Description: "Within BY-COVID project CESSDA is co-organising three webinars on the topic of Research Data Ma..."A link for "Event Calendar" with a right arrow icon is also present.
- Featured Resources**: A section highlighting two guides:
 - Data Management Expert Guide**: "The Data Management Expert Guide (DMEG) is a comprehensive guide to Research Data Management and FAIR data principles."
 - Data Archiving Guide**: "The Data Archiving Guide (DAG) is designed to provide new employees at social science data archives with a general understanding of the work a data archive performs."
- Training Resources**: A section with the text "Browse or search directly below." and a search bar with the placeholder "Search resources" and a "Go" button.
- Resource Topics**: A list of topics with right arrow icons:
 - Discovering and using data
 - Managing research data
 - Preserving data
 - Analysing data

National SPs at CESSDA and partners

Member countries

Austria AUSSDA The Austrian Social Science Data Archive 	Belgium SODHA Social Sciences and Digital Humanities Archive 	Croatia CROSSDA Croatian Social Science Data Archive 	Netherlands DANS Data Archiving and Networked Services 	North Macedonia MK DASS Social Science Data Archive of North Macedonia 	Norway Sikt Norwegian Agency for Shared Services in Education and Research 
Czech Republic CSDA Czech Social Science Data Archive 	Finland FSD Finnish Social Science Data Archive 	France PROGEDO PROGEDO Research Infrastructure 	Portugal APIS Portuguese Social Information Archive 	Serbia DCS Data Centre Serbia for Social Sciences 	Slovakia SASD Slovak Archive of Social Data 
Germany GESIS Leibniz Institute for the Social Sciences 	Greece So.Da.Net Greek research infrastructure for the social sciences 	Hungary TÁRKI The Tárki Data Archive 	Slovenia ADP Social Science Data Archives 	Sweden SND Swedish National Data Service 	Switzerland FORS Swiss Centre of Expertise in the Social Sciences 
			United Kingdom UKDS UK Data Service 		

Partners

Albania ADAS Albanian Data Archive for Social Science	Bosnia and Herzegovina Data Archive for Social Sciences - Bosnia and Herzegovina	Bulgaria The national data service
Estonia University of Tartu Library 	Kosovo KSSDC The Kosovo Social Sciences Data Centre 	Latvia LSSDA The Latvian Social Sciences Data Archive
Lithuania LIDA Lithuanian Data Archive for Humanities and Social Sciences 	Luxembourg LISER Luxembourg Institute of Socio-Economic Research 	Montenegro MSSDA The Montenegrin Social Science Data Archive
Poland PADS Polish Social Data Archive 	Romania RODA Romanian Social Data Archive	Ukraine The Ukraine National Data Bank of Sociological Data "Kyiv archive"

Slovenian Social Science Data Archives (ADP)

- Founded in 1997 → 26th anniversary
- Slovenian **national research data centre** for social sciences
- **Member of CESSDA** ERIC
- Status of a **trust-worthy archive** (CoreTrustSeal since 2018)
- involved in EU and national projects

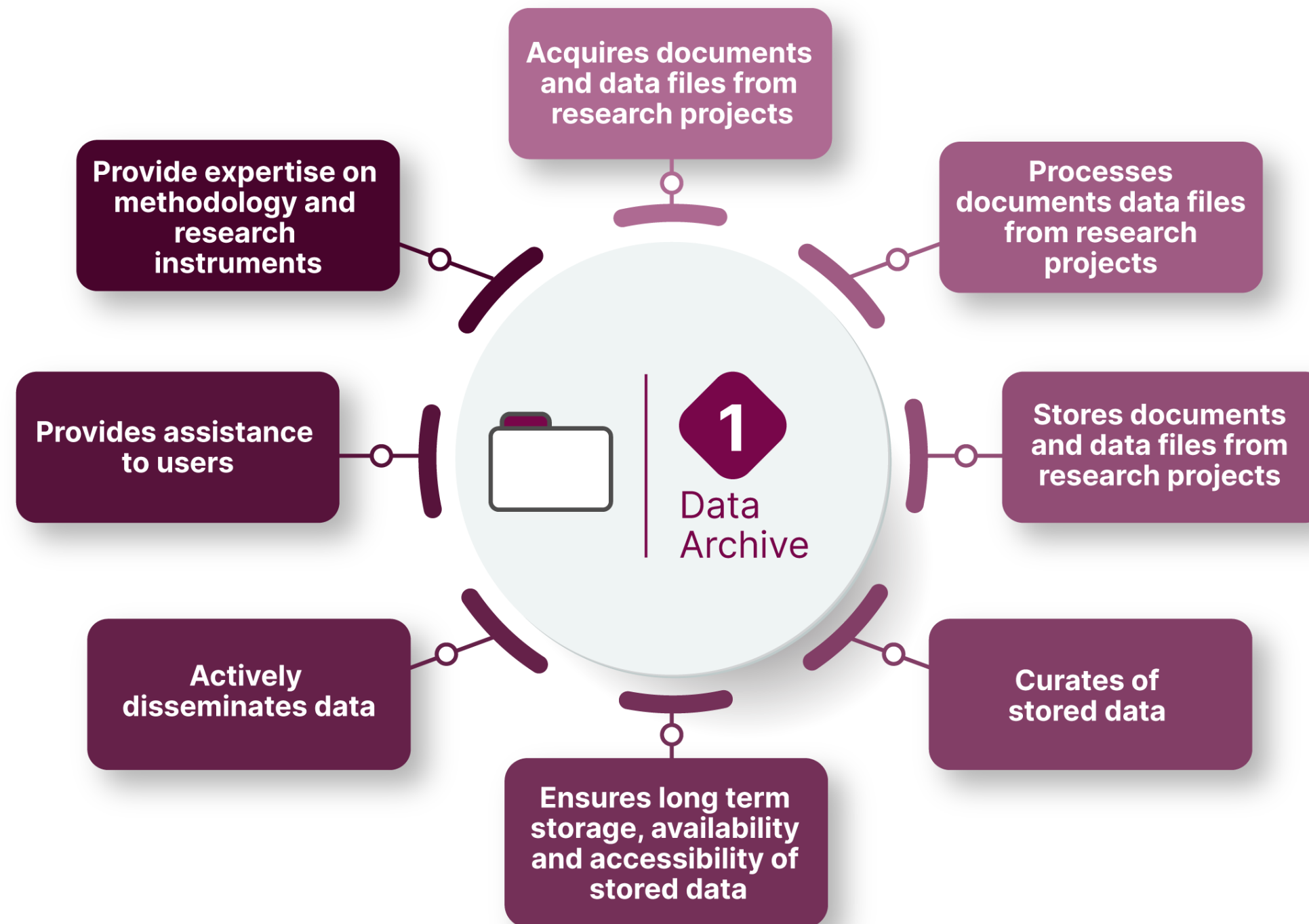
90 + depositors

770 + data

500 +
reg. users/year



Data archive workflow



Source: dag.cessda.eu (in publication)

Typical questions asked by data archives

- Good to know to be able to avoid common and challenging situations before publishing your data



Iowa State University Library, [DMP Guide](#).

Research Data

Research data is ...

... **primary sources that underpin scientific research** and enable derivation of theoretical or applied findings.

([Preparing research data for open access : guide for data producers](#), 2015)



INFORMATION TYPES

Research data and methods in SSH

Social sciences and humanities

Methods	Methods
<ul style="list-style-type: none">• Opinion polls• <i>Surveys</i>• Interviews• <i>Mass media, social media</i>• Laboratory experiments• <i>Field experiments</i>• Fieldwork notes• <i>Demographic records</i>• Census records• <i>Voting records</i>• Economic indicators	<ul style="list-style-type: none">• Newspapers• <i>Photographs, video material</i>• Letters• <i>Diaries</i>• Literature: books, articles• <i>Church records</i>• Court records• <i>Maps</i>• Art artefacts• <i>Historic artefacts</i>• ...

Sources:

- Generate your own data
 - Obtain it from other researchers
 - Data repositories
 - Existing records
-
- Libraries
 - Archives
 - Museums
 - Public/corporate/government records

Research Data

Format

Data types (**textual, numerical, multimedia, structured, software code etc.**) can be stored in various formats.

- statistical data may be stored as SPSS (*.sav) or STATA file formats,
- movies as *.mpg or *.avi,
- structured data as *.xml or in a relational MySQL database
- textual files as *.docx, *.pdf or *.rtf.

Size & Complexity

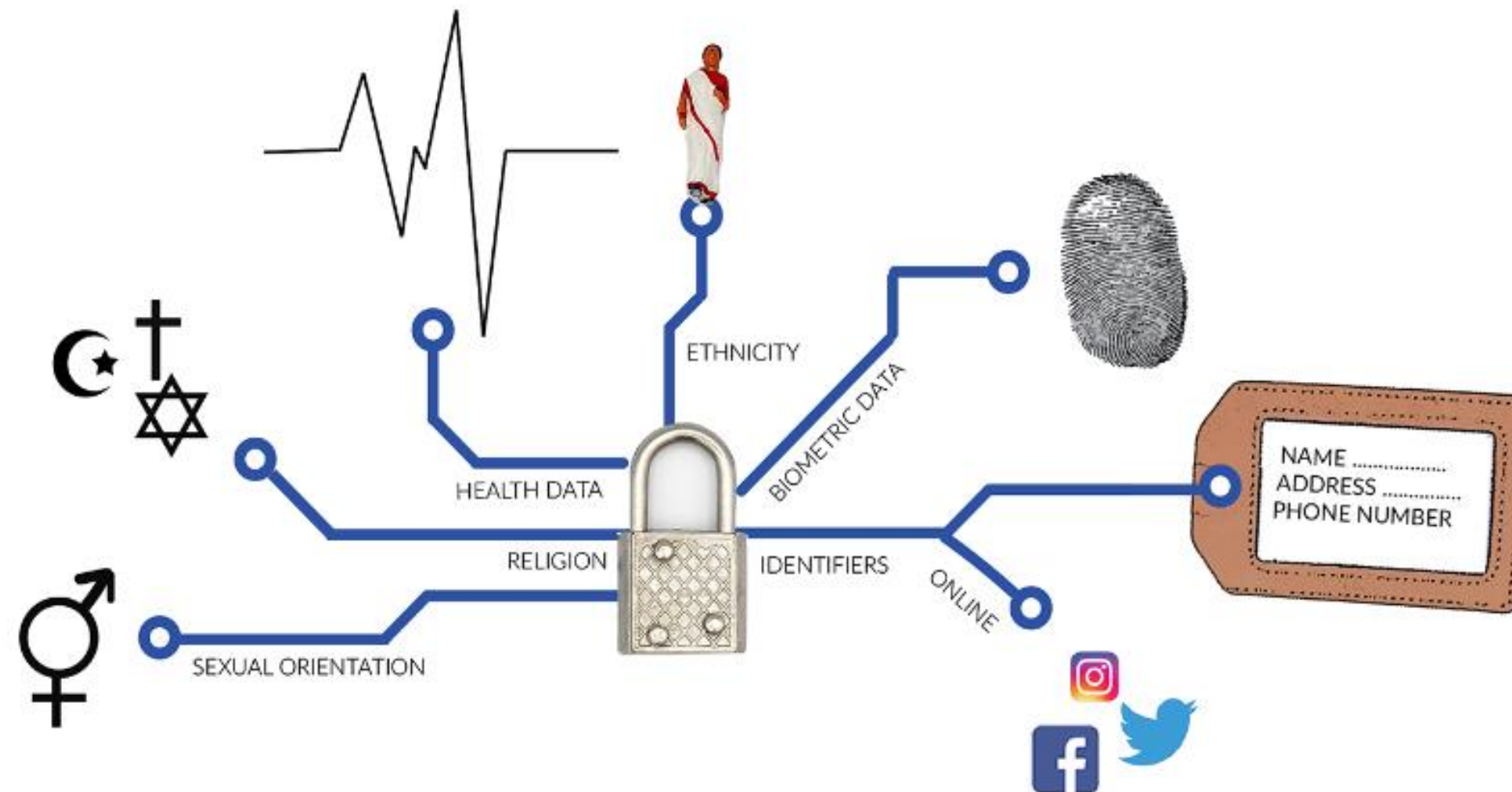
The size of the files matters and so does the complexity. Managing a relatively **small and simple dataset** presents different challenges from managing **large, complex data files**.

Research Phase

The different stages that your data travels through (**raw, cleaned up, processed, analysed data**) involve their own data management challenges.



Personal data



Personal data – legal framework in EU

- ◇ General Data Protection Regulation (2018)
- ◇ National legislations
- ◇ Ethical codes

- ◇ Data Protection Officers
- ◇ Ethical reviews



Research Data Lifecycle



„The research data lifecycle is a model that illustrates the stages of data management and describes how data flow through a research project from start to finish.“

[\(Princeton Research Data Service\)](#)



Research Data Management

... refers to how you ***handle, organise, and structure*** your research data throughout the research process.

... addresses also your plans for the data ***after*** the research is complete.

- It is a **"living" document** that **changes together with the needs** of a project and its participants.
- **It is updated** throughout the project to make sure that it tracks such changes over time and that **it reflects the current state** of your project.
- A lot of **diversity exists in DMPs** because they are always built around the particular needs of the data collected within your project.

CESSDA DMEG

Data Management Expert Guide

Adapt your DMP

European diversity

Expert tips

Tour operators

As the data management plan (DMP) is an important tool to structure the research data management of your project, it plays a central role in this guide. Each chapter ends with a section with questions that are generally to be answered in a DMP. In the chapter's paragraphs you will be presented with the information you need to answer the proposed questions.



We have designed a list of DMP-questions especially for this Data Management Expert Guide. You can [view and download the checklist as pdf](#) (CESSDA, 2018a) or [editable form](#) (CESSDA, 2018b), and keep them as a reference while you are studying the contents of this guide.

CESSDA Training Team (2017 - 2022). CESSDA Data Management Expert Guide.
Bergen, Norway: CESSDA ERIC. Retrieved from <https://dmeg.cessda.eu/>

Overview

Title of the project/study

Date of this plan

Description of the project

- What is the nature of the project?
- What is the research question?
- What is the project time line?

Origin of Data

- What kind of data will be used during the project?
- If you are reusing existing data: What is the scope, volume and format? How are different data sources integrated?
- If you are collecting new data can you clarify why this is necessary?

Principal researchers

- Who are the main researchers involved?
- What are their contact details?

Collaborating researchers (if applicable)

- What are their contact details and their roles in the project?

Funder (if applicable)

- If funding is granted, what is the reference number of the funding granted?
- What is the project's title in the funding contract?

Data producer

- Which organisation has the administrative responsibility for the data?

Project data contact

- Who can be contacted about the project during and after it has finished?

Data owner(s)

- Which organisation(s) own(s) the data?
- If several organisations are involved, which organisation owns what data?

Roles

- Who is responsible for updating the DMP and making sure that it's followed?
- Do project participants have any specific roles?
- What is the project time line?

Costs and Resources

- Are there costs you need to consider to buy specific software or hardware?
- Are there costs you need to consider for storage and backup?
- Are potential expenses and resources for (preparing the data for) archiving covered?
- What resources will be dedicated to data management ensuring that data will be FAIR?

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Consortium of European
Social Sciences Data Archives

PLAN

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III

Organising and documenting your data

- Data collection
- How will the data be collected?
 - Is specific software or hardware or staff required?
 - Who will be responsible for the data collection?
 - During which period will the data be collected?
 - Where will the data be collected?
- Data organisation
- How will you organise your data?
 - Will the data be organised in regular files or more complex databases?
 - Will you use a naming convention during the project to ensure?
 - If data consists of many different file types (e.g. videos, text, photos), is it possible to structure the data in a logical way?
- Data type and size
- What type(s) of data will be collected?
 - What is the scope, quantity and format of the material?
 - After the project: What is the total amount of data collected (in MB/GB)?
- File format
- In what format will your data be?
 - Does the format change from the original to the processed/final data?
 - Will your final data be available in an open format?
- Folder structure and names
- How will you structure and name your folders?
- File structure and names
- How will you structure and name your files?
- Documentation
- What documentation will be created during the different phases of the project?
 - How will the documentation be structured?
- Metadata
- What metadata will be provided with the collected (generated) reused data?
 - How will metadata for each object be created?
 - Is there any program that can be used to document the data?
 - Can metadata be added directly into the files or will the metadata be produced in another program or document?
- Metadata standard (if applicable)
- What metadata standard(s) will you use?

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IV

Processing your data

- Versioning
- What is your strategy concerning versioning your data files (and scripts) during the project?
 - Will you create and/or follow a convention for versioning your data?
 - Who will be responsible for ensuring that a "masterfile" will be maintained, documented and supported according to the project's requirements?
 - How can different versions of a data file be distinguished?
- Interoperability
- Will you make use of established software and hardware? If not, how does the software and hardware you use relate to other research?
- If applicable:
- Will you make use of established terminologies/vocabularies (i.e. structured controlled vocabularies) in the project? If not, how do your terminologies relate to established ones?
 - Which coding is used (if any)? Will you build an established coding scheme? If not, how does your coding relate to other research?
- Data Quality
- How will data quality be evaluated?
 - What data quality control measures will be used?

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V

Storing your data and metadata

- Storage
- How and where will the (metadata) be stored during the project?
 - For how long will the (metadata) be stored?
- Backup
- How, where and at what intervals will the (metadata) be backed-up?
 - How will data be recovered in the case of a (metadata) loss incident?
- Security
- How will sensitive (metadata) be protected? (if applicable)
 - How will (metadata) access be managed?

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VI

Protecting your data

- Ethical review (if applicable)
- Does your project require approval by a local ethics committee?
 - How will possible ethical issues be taken into account, and codes of conduct followed?
- Informed consent (if applicable)
- Do you require informed consent for your project?
 - If so, how will permission be obtained?
 - How are consent files organised and stored?
- (Sensitive) Personal data (confidential information) (if applicable)
- How will collaborators be granted access to the data in a secure way?
 - If the research project is open to new data that includes confidential information or information that requires special treatment (see above), how will you ensure to restrict a person's access?
 - Do there any confidential information within the material that requires special treatment and/or limits the access to it during/after the project?
 - How will the material be protected during the project?
 - How will permissions and restrictions be enforced?
- Intellectual property rights (IPR)/Copyrights
- Do there IPR or copyright issues to consider?
 - Will permission be needed to collect/reuse the data?
 - Will these rights be transferred to another organisation for data distribution and archiving?
- Agreements (if applicable)
- What are the agreements with other stakeholders?
- Restrictions (if applicable)
- Are there any other restrictions that need to be considered?

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VII

Archiving and publishing your data

- Archiving
- How and where will the data be stored after the project's completion?
 - Will you archive your data in a trusted data repository?
 - Will the application of a persistent identifier to your data be ensured?
- Data formats
- What formats will you provide your data in for archiving (and sharing)?
 - Will specific software be required to process your data? Can this software be deposited with the data?
- Access (if applicable)
- Will your data be available (Open Access)?
 - Will your data be only partly or it be available?
 - What licenses do you need for your data?
 - How should your data for reuse be treated?
 - Will there be an embargo period for (all or some of) the data?
 - Are there other agreements or restrictions (see above) that need to be considered?
 - Are there any legal/ethical restrictions that prevents the publication of all the material?
 - Will these restrictions mean that action must be taken before the material can be made available?
 - To there a risk of delayed publication/making data available (all or parts of)?
 - If so what might be needed to do to avoid this?

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VIII

Discovering data

- Identification of needs
- Do you plan to use existing data for your research?
 - What is the purpose for which you need the data?
 - Do you need to:
 - What type of data do you need?
- Search for data
- Do you know where the data may be located?
 - How do you plan to search for the data?
- Evaluation of data quality
- What is the minimal required quality of the data (in terms of origin, contents, scope, size, methods, etc.)?
 - How do you plan to evaluate data quality (evaluation of metadata, tests, analysis, comparisons)?
- Gaining access to data
- What are the (expected) terms and conditions for data access and use?
 - What is the (expected) process for gaining access to the data?
 - What is the (expected) time span of the process for gaining access to the data?
 - What are the (expected) costs for data access and use?



Data publication

Data Publication should be considered as a **first-class research output** (Knowledge Exchange, 2013).

For a dataset to »count« as a publication should be:

- Properly **documented with metadata**,
- Reviewed for **quality**,
- Searchable and discoverable **in catalogues** (or databases);
- **Citable** in articles.



PUBLICATIONS AND DATA

Data publishers

- ◆ Domain-specific trustworthy data repositories
 - ◆ CESSDA, CLARIN...
- ◆ General data repositories
 - ◆ Zenodo
- ◆ Institutional data repositories
 - ◆ RUL – Repository of University of Ljubljana



Data publication & Data publishers

- ◆ **How to CITE this study?**

- ◆ Sedmak, M., Medarić, Z., Kralj, A., Žakelj, T., Lenarčič, B., Rameša, M., ... Gornik, B. (2014). **Children's voices, 2012: Exploring Interethnic Violence and Children's rights in the School Environment** [Data file]. Ljubljana: University of Ljubljana, Slovenian Social Science Data Archives. ADP - IDNo: GLASOT12.
https://doi.org/10.17898/ADP_GLASOT12_V1



Thank you!

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 cessda.eu

 @CESSDA_Data

Data discovery

Markus Tuominen, Finnish Social Science Data Archive (FSD)

Forum on using and sharing research data about child well-being, December 8, 2023

 cessda.eu

 [@CESSDA_Data](https://twitter.com/CESSDA_Data)



Licence: CC-BY 4.0

CESSDA Data Catalogue (CDC)

- ◊ <https://datacatalogue.CESSDA.eu/>
- ◊ Main purpose is to facilitate data discovery and support data reuse
- ◊ Contains descriptions of more than 37 000 datasets
- ◊ Social sciences, health sciences and some humanities data such as historical data
- ◊ Metadata provided by CESSDA's national Service Providers in 16 European countries
- ◊ Comprehensive user guide
- ◊ Feedback is always appreciated!
 - "Send feedback" button is on the bottom right of the page

Finding interesting studies

- ◆ Free text search
 - Searches from all metadata fields but prioritizes some fields for relevance:
 - Title, Abstract, Creators and Keywords
 - Uses AND operator by default so all search terms need to be found
 - More information about different operators can be found in the user guide: <https://datacatalogue.CESSDA.eu/documentation/advanced-search.html>
 - Double quotes can be used to find a phrase, e.g. "primary school"
- ◆ Applied filters will be reflected in the address so the search can be shared or bookmarked
 - For example, searching studies that contain "school" OR "class" in any metadata fields, have "children" as Topic Classification and were collected between 2019 and 2023: [https://datacatalogue.CESSDA.eu/?q=school%20%7C%20class&classifications.term\[0\]=children&dataCollectionYear\[min\]=2019&dataCollectionYear\[max\]=2023](https://datacatalogue.CESSDA.eu/?q=school%20%7C%20class&classifications.term[0]=children&dataCollectionYear[min]=2019&dataCollectionYear[max]=2023)

Downloading data

- ◈ Access conditions might vary between service providers, e.g. FSD has four access levels while UK Data Service has three
 - Level with the most open access allows downloading without registration for both of these archives and the same is true for many others
 - Filtering search by access condition is not currently available in CDC but will hopefully be released during 2024
 - Most likely something along Open, Restricted or Unknown
- ◈ Data might be in the local language only but some archives translate at least quantitative data files into English on request, free of charge

Preview of upcoming COORDINATE Portal

- ◈ Datasets related to Child and Youth Wellbeing
 - Main source is CDC but will also have studies from other sources
- ◈ Early development version: <https://coordinate.fsd.tuni.fi/>
 - Release is in early 2025 under a different domain
- ◈ Part of COORDINATE project - COhort cOmmunity Research and Development Infrastructure Network for Access Throughout Europe
 - <https://doi.org/10.3030/101008589>

Thank you!

Questions?

Jean
Monnet

Centre of Excellence of
**European
Values**

Atlas of European Values

European *Values* Study

Inge Sieben CESSDA Webinar December 8 2023



EVALUE
EUROPEAN VALUES IN EDUCATION

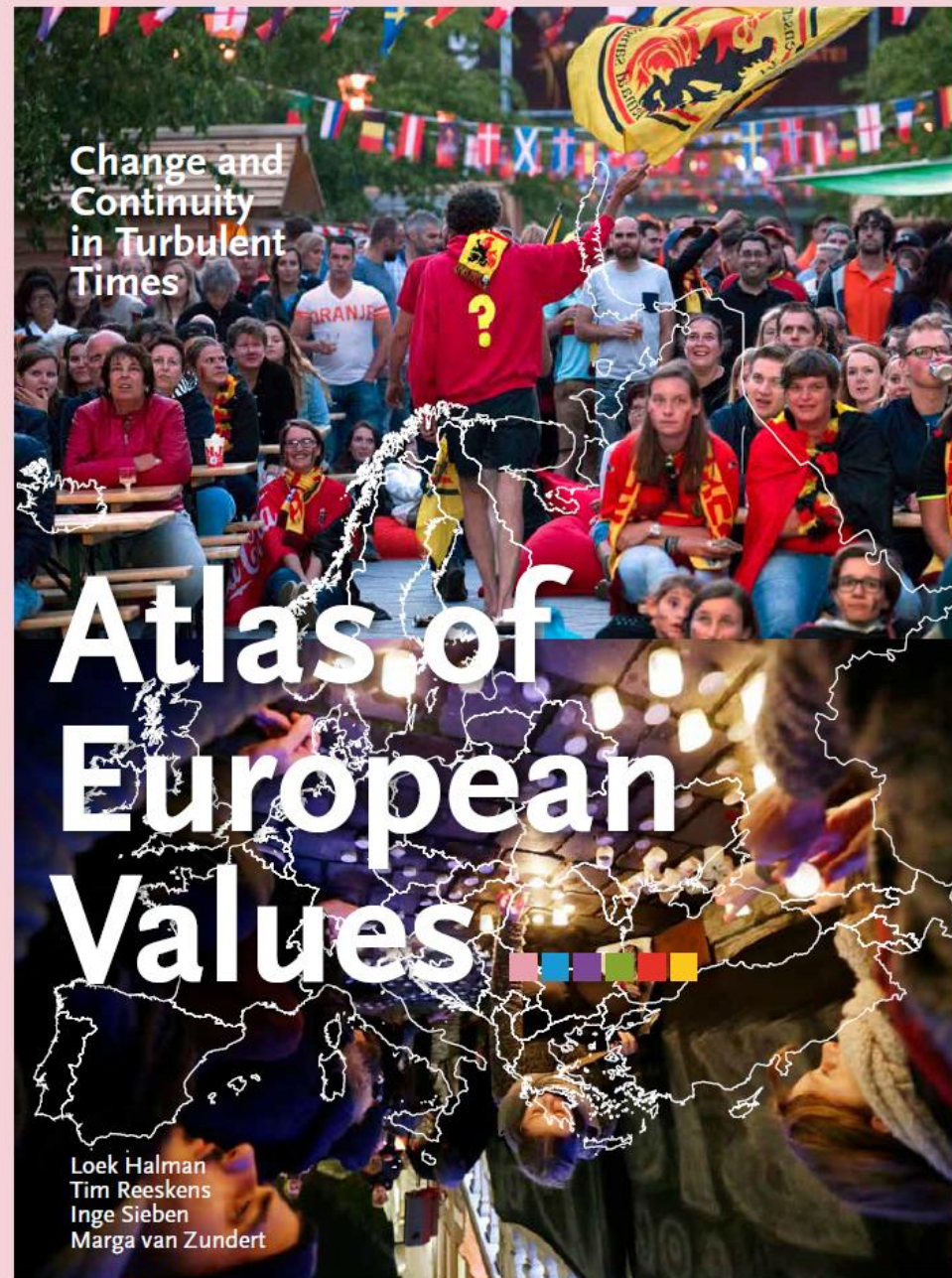


Co-funded by the
Erasmus+ Programme
of the European Union

Why an 'Atlas of European Values'?

Jean
Monnet

Centre of Excellence of
**European
Values**



- Dissemination beyond academia
- Making EVS survey data accessible to non-specialists
- Presentation of data in an attractive and comprehensible way
- Revealing the unity and diversity in values, attitudes and opinions in contemporary Europe
- Open Access (www.valuesatlas.eu)

Atlas of European Values

Jean Monnet

Centre of Excellence of
European Values

Welfare and well-being

One of the ultimate goals of any government is to improve the welfare of its people. Aristotle and later the Epicurean pursuit of happiness is an important goal. Enlightenment and positive thinking stress the world: to improve society to reach the ultimate goal of happiness. Welfare and well-being are strongly related concepts and therefore a policy to improve, in both a material and a non-material way, the lives of people. For example, the modern welfare state is based on the idea that people have a right to the needs and problems of its citizens. are quite happy and satisfied with their lives. It is commonly found that people in rich countries are more satisfied with their lives than people in poor countries. This is known as the Easterlin Paradox.

Environment over economy

Does a majority or minority prioritize environment over economy? The size of the majority in percentage points. Negative percentages thus indicate a minority.



The percentage of people who prioritize environment over economic growth



by gender



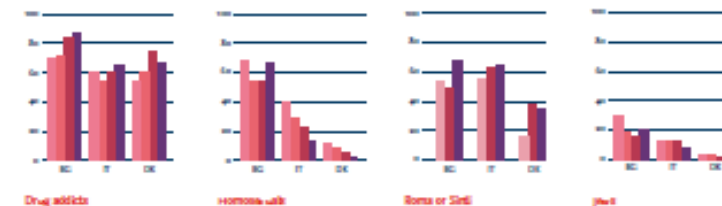
by income



Happiness and satisfaction

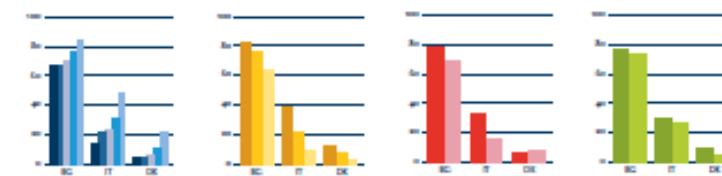
Intolerance over the years

The percentage of people who do not want to live next door to drug addicts, homosexuals, Roma or Sinti, and Jews since 1990. Countries are ordered according to interpersonal trust. Bulgaria is a low-trust country; Denmark is a high-trust country.



Acceptance of homosexuality

The percentage of people who think being homosexual is never justified by gender. Countries are ordered according to interpersonal trust. Bulgaria is a low-trust country; Denmark is a high-trust country.



by generation



by education



by religion



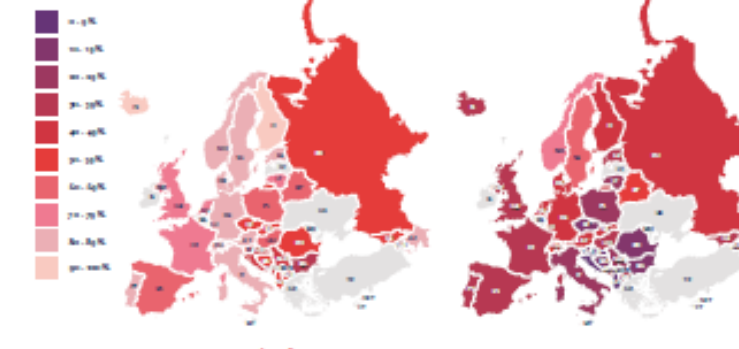
by gender



Police, parliament and press - trustworthy or not?

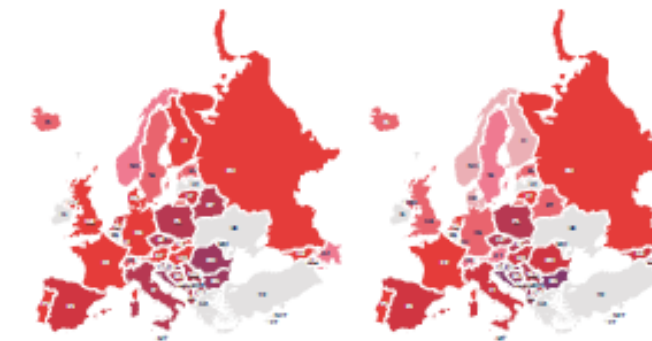
Trust in ...

The percentage of people who trust the police, parliament, the civil service and the justice system.



... the police

... parliament




... the civil service

... the justice system

The EVALUE Project

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*European
Values*

- Need for citizenship education 
- Interactive tools and teaching materials (co-creation with schools in BE, NL, SK, TR) that meet curriculum needs
- Five contemporary themes:
environment, migration, solidarity, tolerance, democracy

euro
geo



umb
UNIVERZITA
MATEJA BELA
V BANSKEJ BYSTRICI


Fontys
University of Applied Sciences

KU LEUVEN



EVALUE
EUROPEAN VALUES IN EDUCATION



Co-funded by the
Erasmus+ Programme
of the European Union

European *Values* Study



Website: www.atlasofeuropeanvalues.eu

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MAP CLASSROOM MATERIALS LANGUAGE



EVALUE (European Values in Education) offers teachers and students in secondary education interactive web tools and teaching materials that match curriculum need on contemporary topics like migration, democracy, solidarity, and tolerance. In addition, it provides strategies to develop one's own teaching ideas



MAPS

Create interactive map displaying how Europeans think about a wide range of topics. Compare these values across countries, time and between different groups in society.



CLASSROOM

Create a digital classroom to display students values. Compare these with the values of country populations or different groups in society.



MATERIALS

Watch instructional videos, and use teaching materials, lesson plans, curriculum framework and background documentation to develop lessons about value education.

- Follow-up Erasmus+ project on Teaching Controversial Issue
- Infra4NextGen project: development of **E-NextGen tool**
 - Building on EVALUE: update and extent
 - ESS, EVS, GGP, EQLS, ISSP, Eurobarometer data
 - Five five key areas: Make it Green; Make it Digital; Make it Healthy; Make it Strong; and Make it Equal.

Thanks for your attention!

Jean
Monnet

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Values**

Questions or feedback?

Inge Sieben: I.J.P.Sieben@tilburguniversity.edu

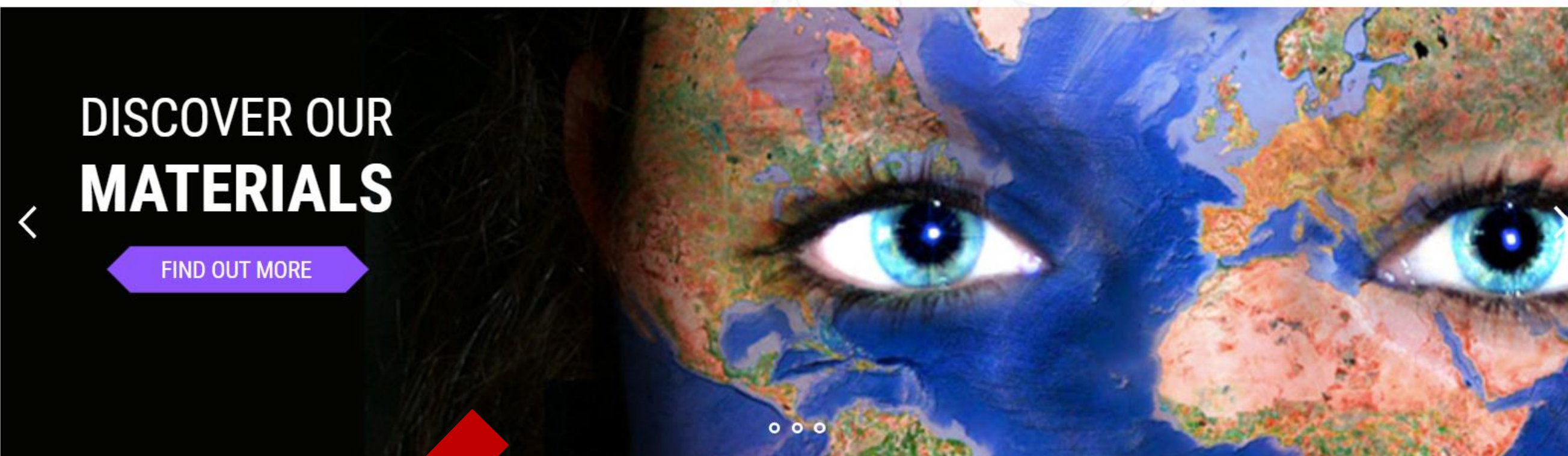
Make Your Own Maps

Jean
Monnet

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**European
Values**



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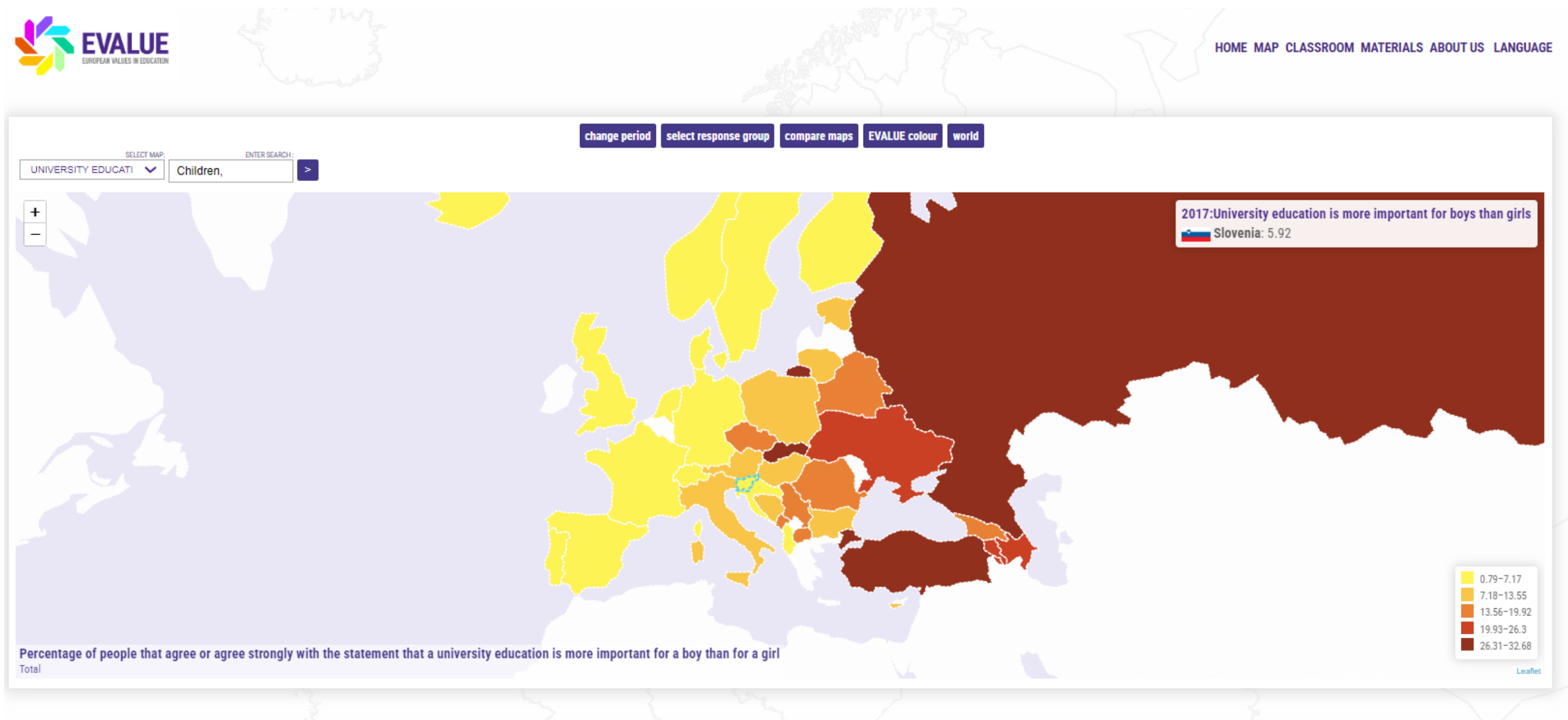


MATERIALS

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University education is more important for boys than girls



Compare Maps – Young versus Older Europeans

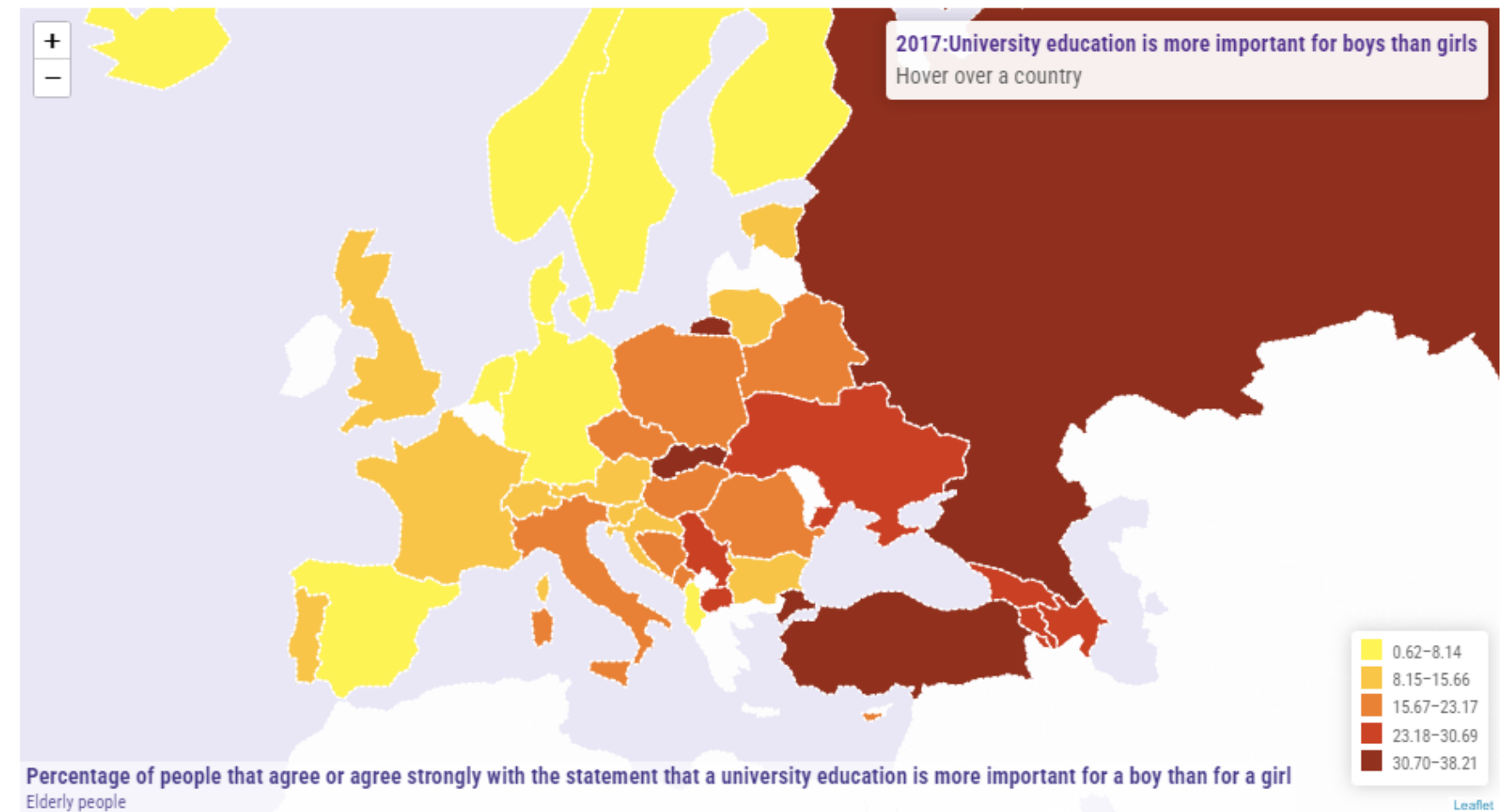
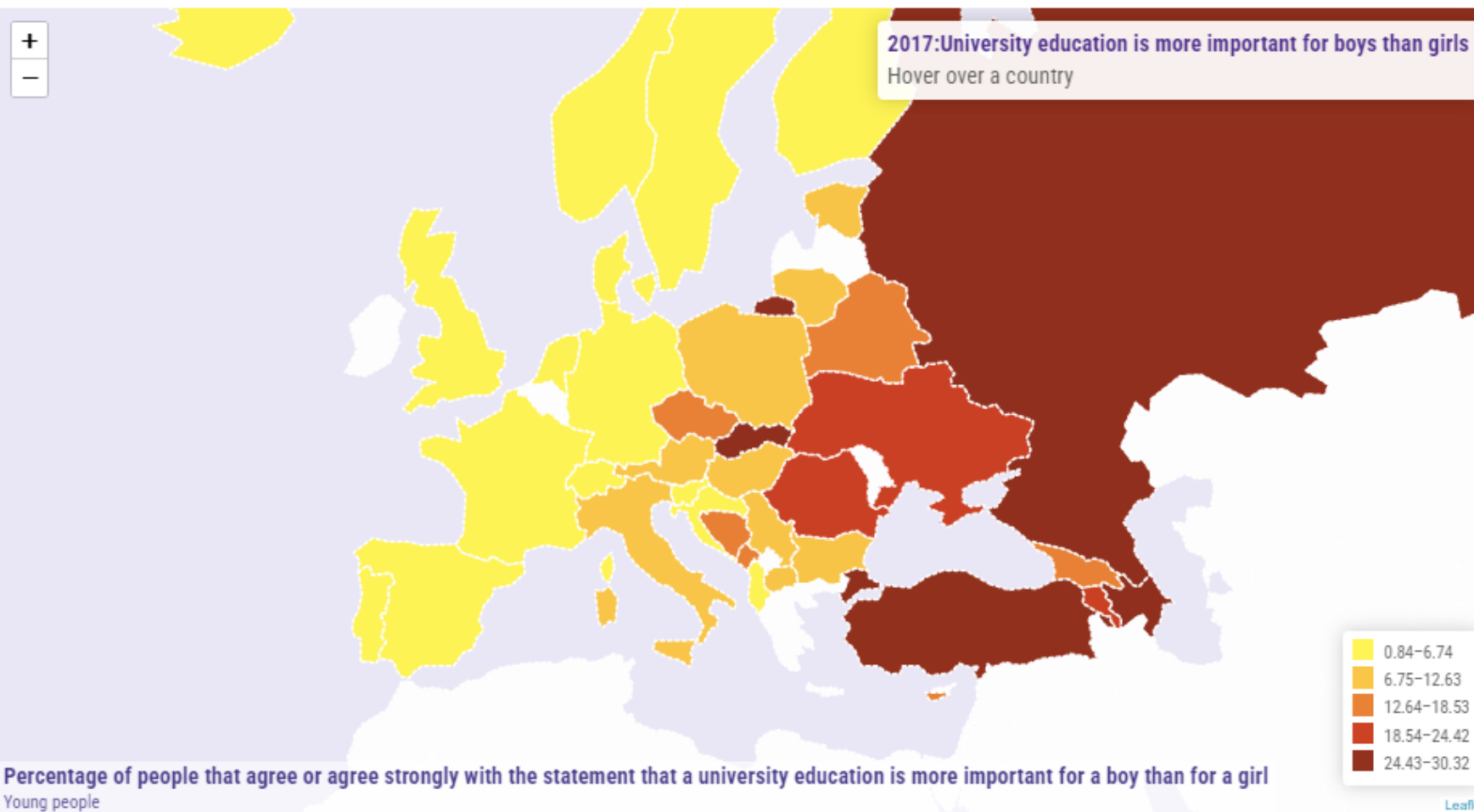


HOME MAP CLASSROOM MATERIALS ABOUT US LANGUAGE

change period lock response group single map unified legend EVALUE colour world

SELECT MAP: UNIVERSITY EDUCATI
ENTER SEARCH: Children,
SELECT GROUP: YOUN >

SELECT MAP: UNIVERSITY EDUCATI
ENTER SEARCH: children
SELECT GROUP: ELDEF >



Respondent Groups in EVALUE

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*European
Values*

- Education
- Income
- Age
- Gender
- Urbanization
- Religion
- Church attendance
- Marital status
- Migrant status

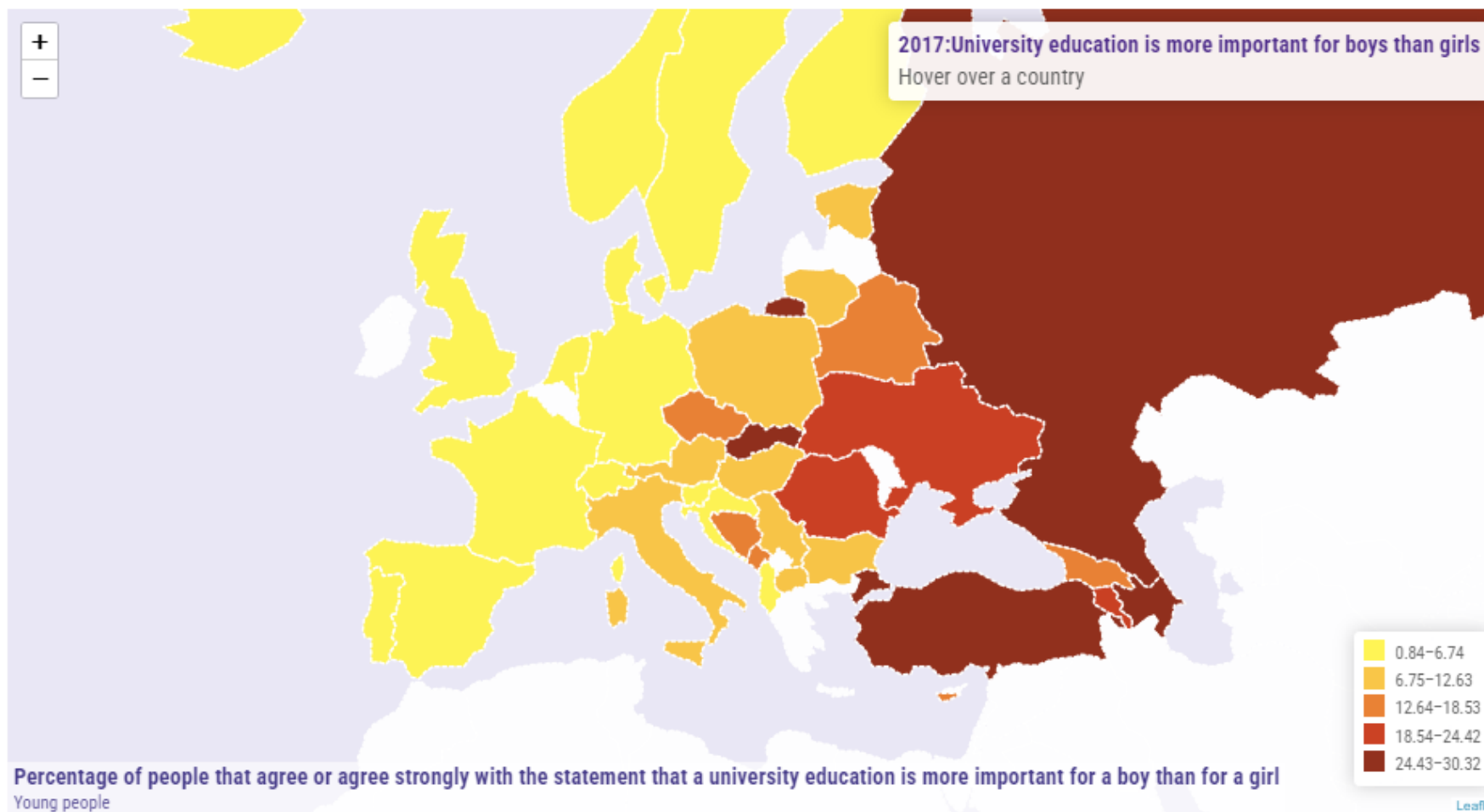
Compare Countries



[HOME](#) [MAP](#) [CLASSROOM MATERIALS](#) [ABOUT US](#) [LANGUAGE](#)

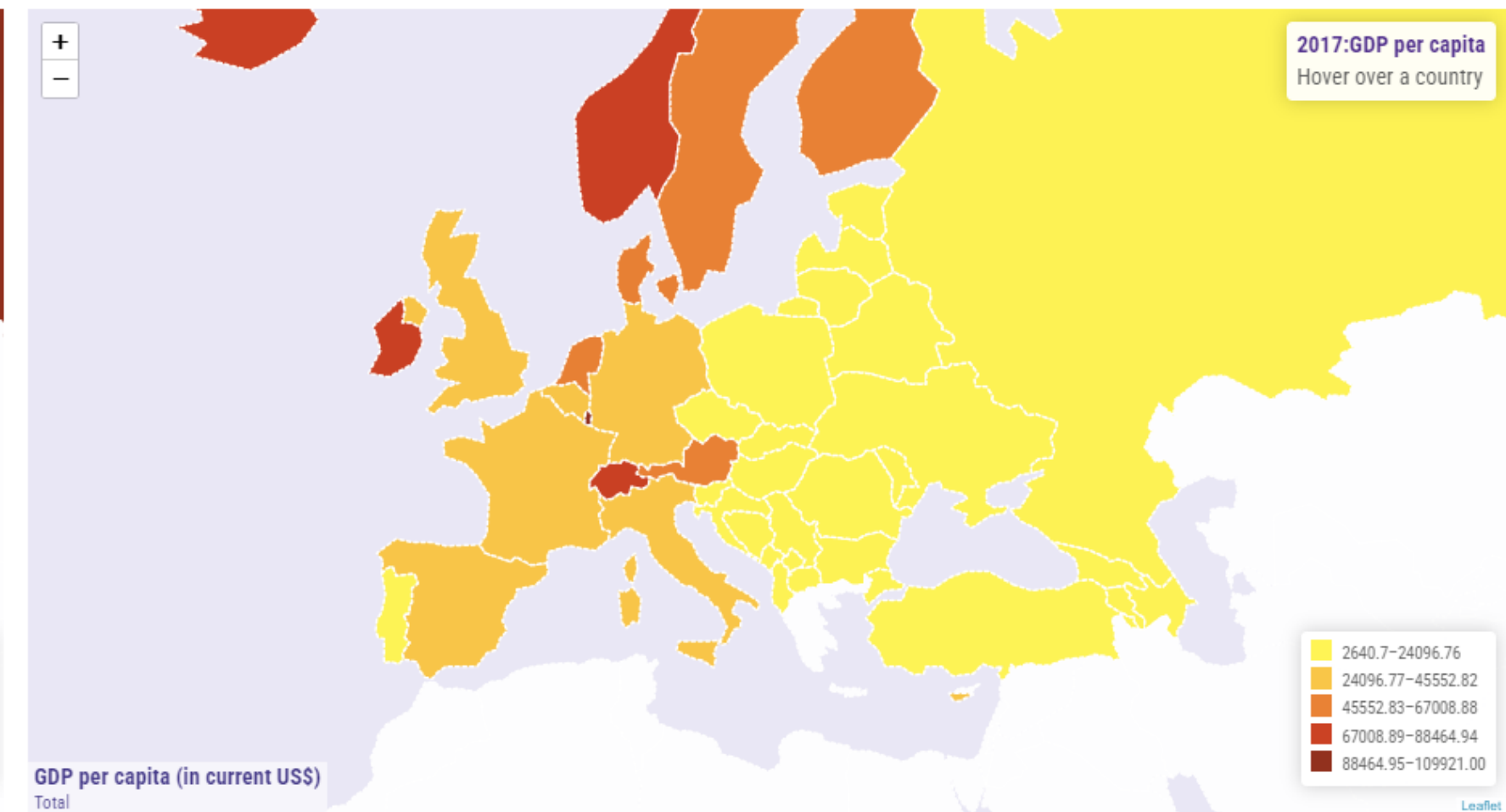
[change period](#) [lock response group](#) [single map](#) [unified legend](#) [EVALUE colour](#) [world](#)

SELECT MAP: UNIVERSITY EDUCATI SELECT GROUP: YOUN



EVS item

SELECT MAP: GDP PER CAPITA SELECT GROUP: TOTAL



GDP per capita

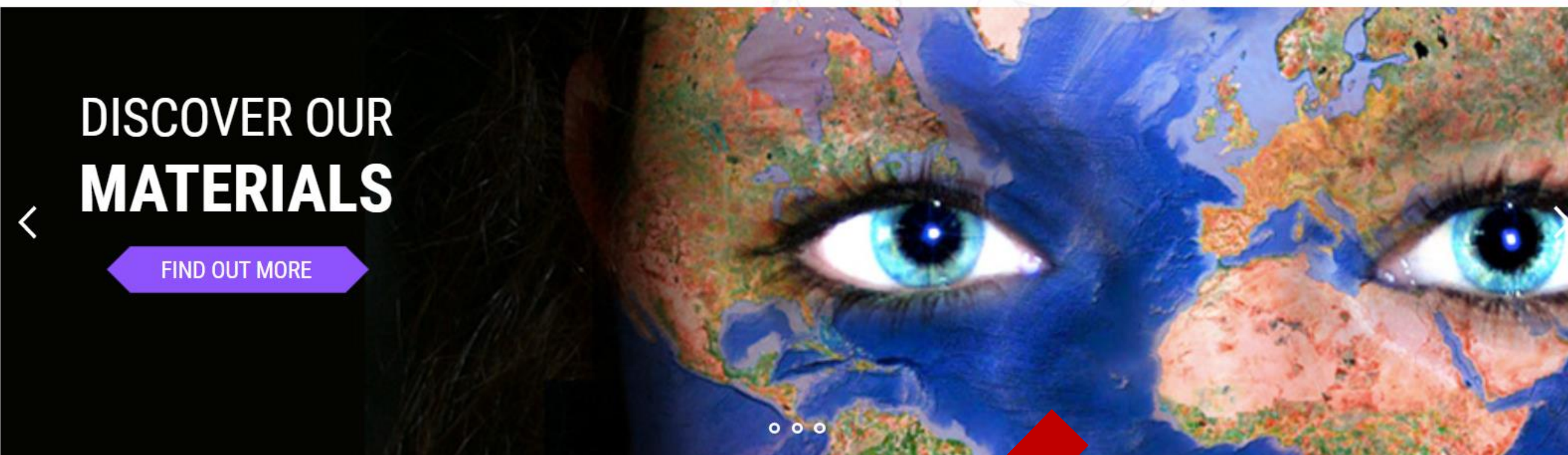
Create Your Own Classroom

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Values**



MAP CLASSROOM MATERIALS LANGUAGE



EVALUE (European Values in Education) offers teachers and students in secondary education interactive web tools and teaching materials that match curriculum need on contemporary topics like migration, democracy, solidarity, and tolerance. In addition, it provides strategies to develop one's own teaching ideas



MAPS

Create interactive map displaying how Europeans think about a wide range of topics. Compare these values across countries, time and between different groups in society.



CLASSROOM

Create a digital classroom to display students values. Compare these with the values of country populations or different groups in society.



MATERIALS

Watch instructional videos, and use teaching materials, lesson plans, curriculum framework and background documentation to develop lessons about value education.

Students Answer Survey Questions

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MAP CLASSROOM MATERIALS LANGUAGE

student A welcome to classroom: **exit classroom**

How important is it for you to live in a country that is governed democratically? On this scale where 1 means it is “not at all important” and 10 means “absolutely important” what position would you choose?

- ☐ 1 Not important at all
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10 Absolutely important

submit answer

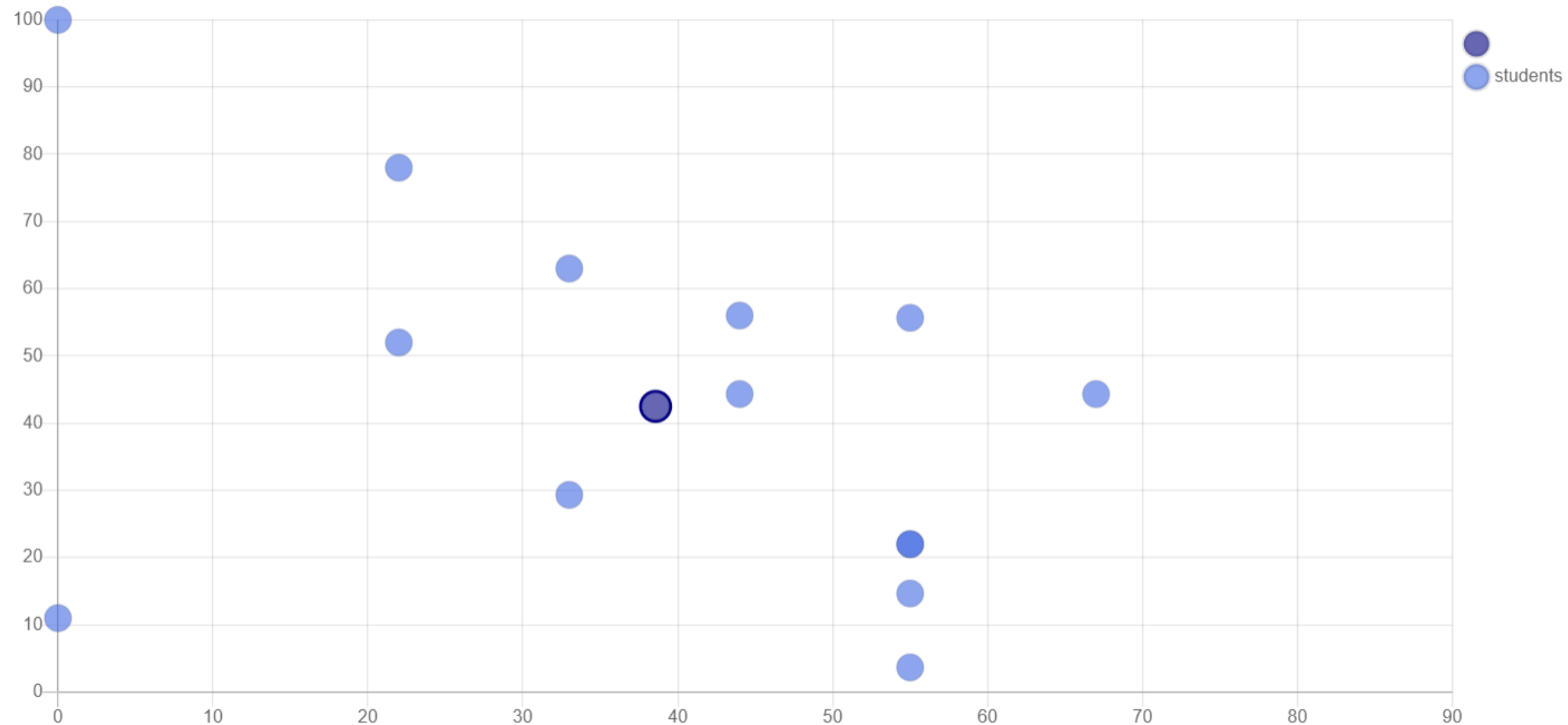
Students' Results Are Known

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add country data

compare classrooms



Compare Different Classrooms

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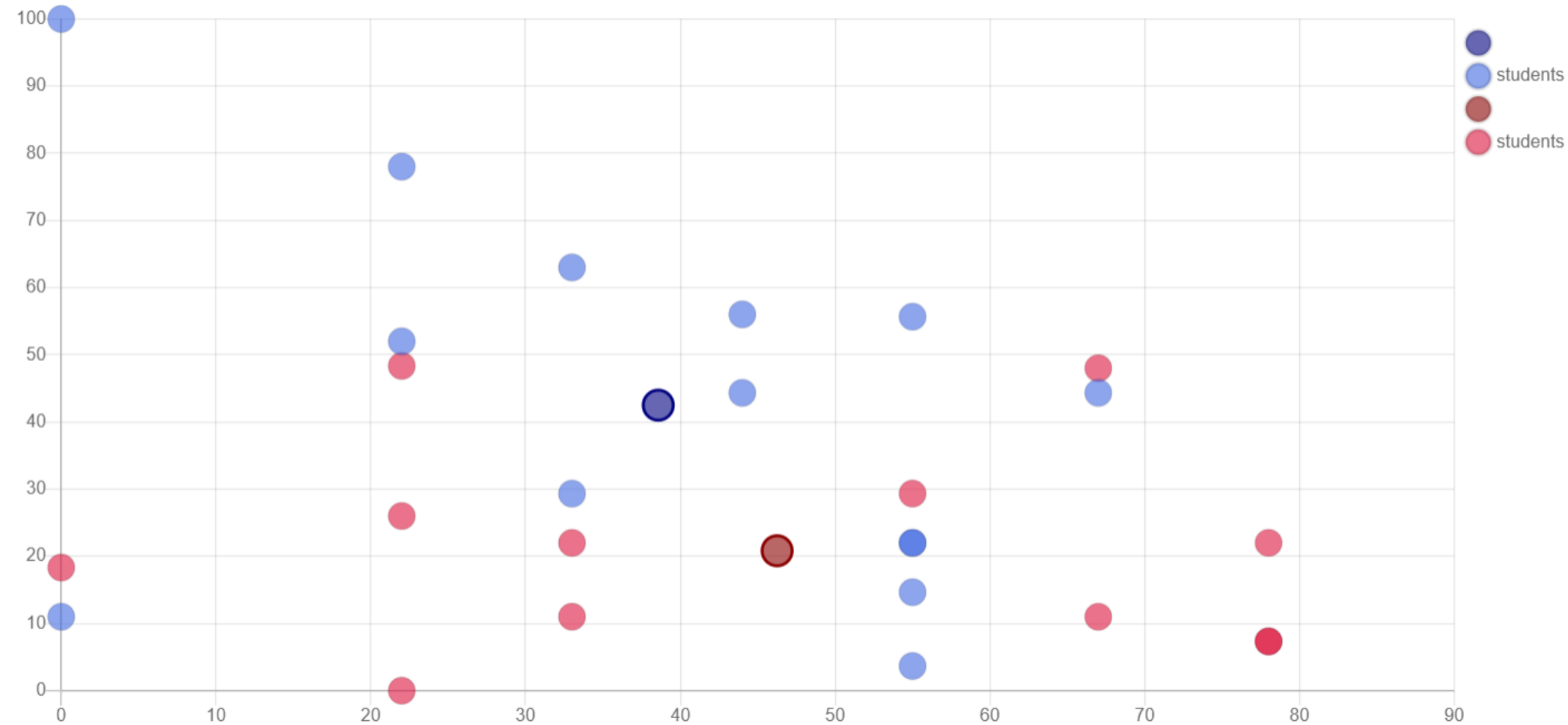
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add country data

single classroom

student code:
960321

submit



And More Comparisons



Access Materials

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MAP CLASSROOM MATERIALS LANGUAGE



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Searching for Teaching Material

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TEACHING MATERIALS ►

You can search for teaching materials in three ways: by subject, by topic, or by attitudes/skills. The curricula of the participating countries (Belgium, The Netherlands, Slovakia, and Turkey) were e three categories to make sure that you will find assignments that fit your purpose.

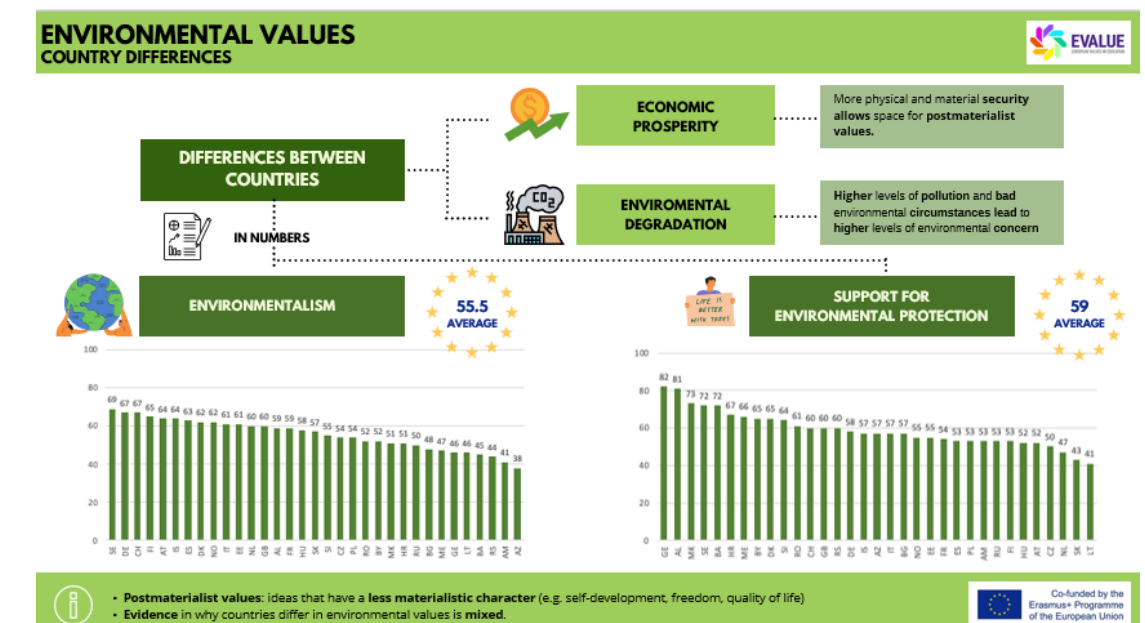
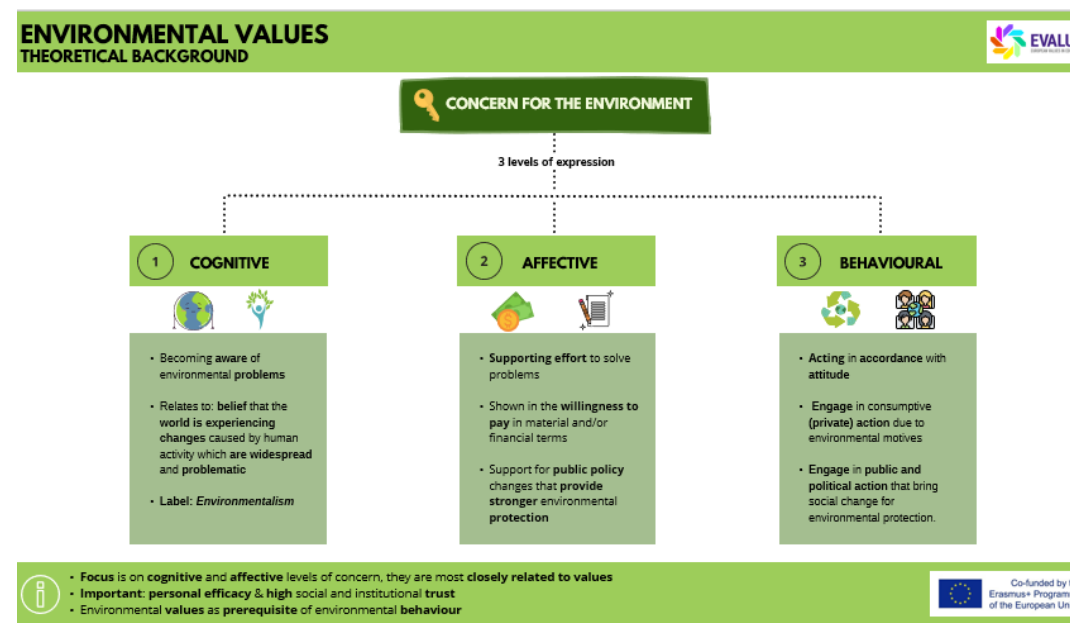
Subject (all):	Topic (all):	Skills & Attitudes (all):
<input type="text" value="all"/>	<input type="text" value="Democracy"/>	<input type="text" value="all"/>
Description		files
Democracy - Democracy Adventure		 
Democracy - Democracy		 
Democracy - Democracy or autocracy?		 
Tolerance - Tolerance 2		 

INSTRUCTIONAL VIDEOS ►

On the website, you have the possibility to visualize the data of the European Values Study in two different ways:

- via the map tool the spatial distributions of the results for the different countries are shown;

- Curriculum framework
- Instructional videos and manuals
- Background information: reports and visuals





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DATA COLLECTION & CHALLENGES IN RESEARCH WITH CHILDREN

dr. Mateja SEDMAK
Institute for Social Studies
Science and Research Centre Koper
Slovenia
8th December 2023

INTRODUCTION & AIMS

AIMS

- Experiences with **data collection process in research with children**
- **Challenges** in research with vulnerable (migrant) children



3 INTERNATIONAL RESEARCHES

1. **Migrant Children and Communities in a Transforming Europe** (2019-2022)

<http://www.micreate.eu>

Horizont 2020 Research & Innovation Action

2. **In whose best interest Exploring Unaccompanied Minors' Rights through the Lens of Migration and Asylum Processes** (2014-2015)

3. **Children's Voices: Exploring Interethnic Violence and Children's rights in the School Environment** (2011-2012)

4. **GUIDE – Growing Up in Digital Europe** (2027 – 2052); **COORDINATE** (2021-2025)

MiCREATE project

AIM OF THE MiCREATE PROJECT

Promoting the **social integration** of different groups of **migrant children** in European countries through a **child-centred approach** to migrant integration at the **educational and policy levels**.



CHILD-CENTRED APPROACH

- To shift the focus from the prevailing adult-centred perspective to children's experiences and to consider children as **experts of their own lives**, rights holders and meaning makers
- Children as **relevant social actors** and bearers of rights
- **Competent and active** agents of their (social) lives
- To consider children **voices, opinions and experiences** (in methodology, research, policy etc.)

MiCREATE consortium: 15 academic institutions & NGOs;

12 EU countries and Turkey; more than 70 researchers

- Znanstvenoraziskovalno-središče Koper, *Slovenia*
- Manchester Metropolitan University, *UK*
- Centre national de larecherche scientifique, *France*
- Mirovni inštitut, *Slovenia*
- Univerza v Ljubljani, *Slovenia*
- Syddansk Universitet, *Denmark*
- Universitat de Barcelona, *Spain*
- Hellenic Open University, *Greece*
- Stowarzyszenie Interkulturalni PI, *Poland*
- Universität Wien, *Austria*
- Hope for Children CRC, Policy Centre, *Cyprus*
- CESIE, *Italy*
- Udruge centar za mirovne študije, *Croatia*
- DYPALL NETWORK: Associação para o Desenvolvimento da Participação Cidadã, *Portugal*
- Fakulteta za dizajn. *Slovenia*



RESEARCH

- Research activities **with migrant and local children** (and with educational staff) in **schools, camps and asylum centres** in **10 countries**, namely Denmark, Spain, United Kingdom, Austria, Slovenia, Poland, Italy, France, Greece, and Turkey.
- Mixed methodological approaches: **participant observation, arts-based methods, collection of autobiographical life stories/interviews, focus groups, and surveys.**
- More **than 6,000** newly arrived and long-term migrant children as well as local children were included in MiCREATE's research activities.
- also teachers, professionals, policy makers, NGOs etc.



CHALLENGES

1. PREPARATION PHASE
2. IMPLEMENTATION PHASE
3. METHODOLOGICAL ISSUES
4. CRITICAL REFLECTION

1. PREPARATION PHASE

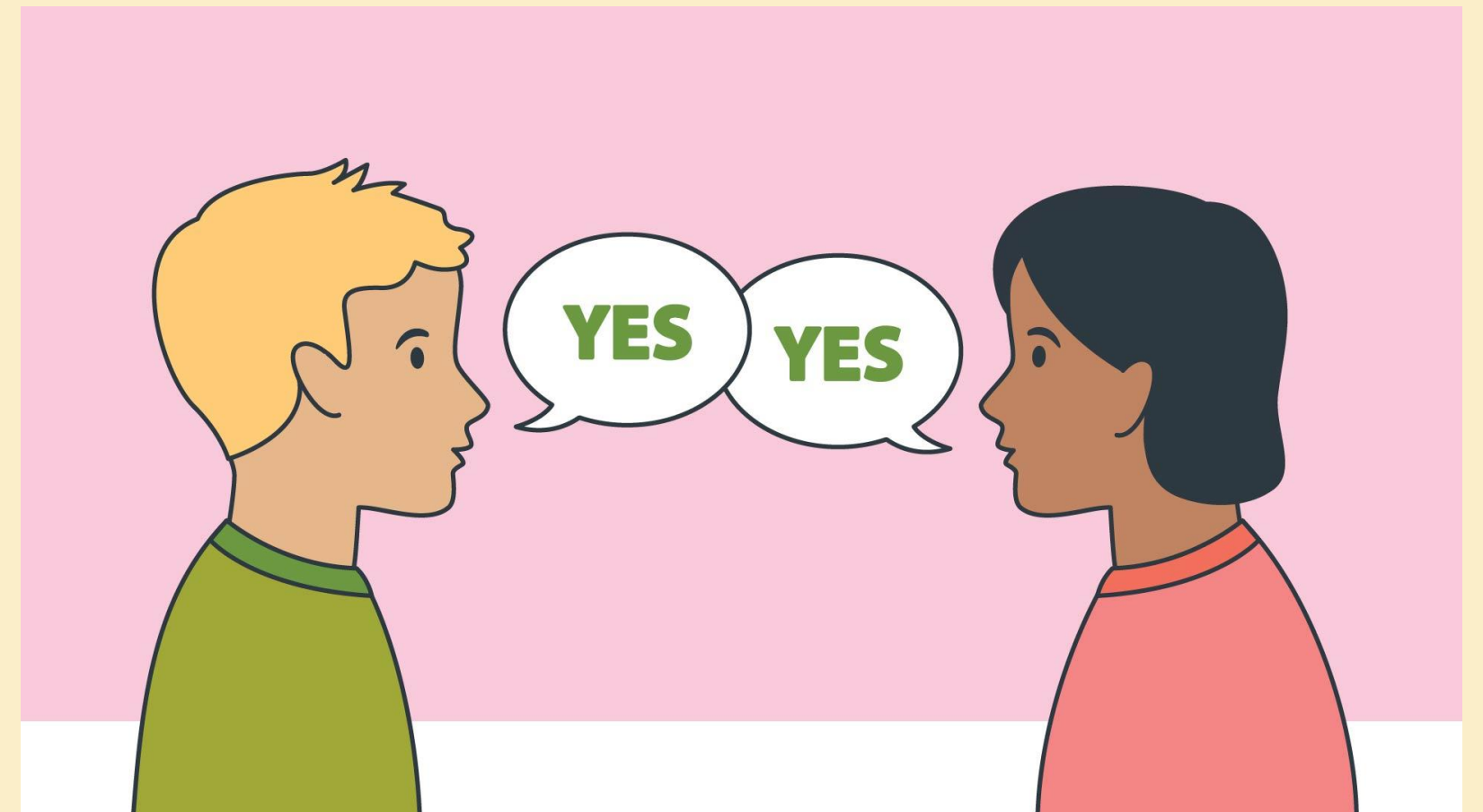
1. ETHICAL PROTOCOL (in each country the research was approved by **institutional Ethical commission** + **project's Ethical board** + **approved by EC**).

2. CONTENT OF ETHICAL PROTOCOL

- a) **General ethical principles** on which the research will be based
- b) **Ethical principles** related specifically to the research of (migrant) **children** (vulnerable group)
- c) **Informed consent for parents/guardians & children** (*information letter* and *informed consent* - emphasize voluntary participation and the possibility to terminate participation at any time in the process, information on anonymity, recording, use of data, data storage and sharing etc.)
- d) **Methodology** (implementation of the research)
- e) **Data protection** and protection of privacy of participants

3. SPECIFIC CHALLENGES

- research in several countries at the same time (country specifics)
- cross-cultural adaptation



1. PREPARATION PHASE

Research Data Management Plane

1. DATA COLLECTION:

- purpose of data collection
- connection of data collection with project objectives

IMPORTANT!

Be in touch with [National data archive](#) before beginning of the research

2. DATA PROCESSING AND STORAGE:

- type and format of collected data
- estimated data size - where/how the data will be stored
- reuse of data (personal data, anonymization)
- for whom the collected data will be useful, etc.

2. IMPLEMENTATION PHASE

- Before the implementation of any research activities: **signed Informed consent** by children and by parents/guardians.
- Consent letter should be **written in a simple way**; ensuring that children **truly understand** the *content* of the consent, the *purpose* of the research and the *consequences* of participating.
- **Time is crucial** – „take your time“. Follow the rhythm of the child.
- **Listen carefully**, use compassionate and sincere communication, avoid any presumptions, use simple and clear terminology,
- Use **child centred approach** – the least adult role; consider children's experiences, opinions, feelings; respect!
...
- **Children want to please you and they respond to your reactions**– be careful to not encourage such behaviour!
- Select **appropriate methods & start** with certain methodologies and then continue with others (start with participatory observation phase, art based approach before survey or interviews, etc.)

3. METHODOLOGICAL ISSUES

- **Some methods more appropriate than the others** (especially true for migrant children, refugee children, unaccompanied minors, children with special needs etc.)
- Some methods are **more child-centred!**
 - 1) Participatory observation phase:** particularly useful: 1) for collecting information, research data & 2) establishing the intimacy, familiarity, contact with children
 - 2) Art based approach:** especially appropriate method to express in alternative ways- drawing, making photos, videos, dancing, using body.... 1) for collecting data & 2) as a starting point for application of other methods
 - 3) Survey:** language challenges; translate questionnaires in all needed languages! Cultural adaptation of items, terminology...
 - 4) Interviewing:** language challenges, problem for more introvert, traumatized etc. children; using different languages or cultural mediator and/or translator; using less structured and more narrative interviewing technique as collection of autobiographical life stories etc. that give children more opportunity to express and talk about the topics that are important for them/to capture the „real picture“
 - 5) Research Cocreation:** involve children in a form of **Children Advisory Boards** or/and as **co-researchers** (involved in research design, implementation and interpretations, presentation of results)

4. CRITICAL REFLECTION – what we learned?

- **It is really hard to be child-centred.**

We are living in an adult centred world. We as adults have power to overrule the children, we have authority as researchers, teachers, politicians.....the continuous auto-reflexivity is needed

- **Time is crucial**
- **Methods matter**

Some methods are more appropriate than others. Art based approach techniques and participatory observation methods

- **Are we truly ethical?**

How truly voluntary is the participation of children? Are we truly following all ethical standards?

- **Personal Influence/influence of researcher**

As researchers/persons we influence the research and results by our personal expectations, feelings, attitudes etc. and by interiorized prevailing discourse on vulnerable (migrant) children – **trauma discourse & deficit discourse** (they have a deficit because do not speak our language, do not know our culture etc.)

- **Monoculturality is still a norm**

Involvement of cultural mediators, translators & **researchers from the same ethnicity**

- **General Reflexivity**

Situating ourselves socially and emotionally in relation to respondents is an important element of reflexivity.

How our **individual position** (being female, middle-age/young local or with migrant background, etc.) **influences the research process**, data collecting process and translating data into theory.

Also, how **researchers' emotional responses** to respondents shape our interpretations of their accounts.

Selection of methods, data analysis and interpretation are impacted by personal, interpersonal, emotional, institutional, and pragmatic influences.

In the reflection process of fieldwork with vulnerable groups the influence of ***power differences*** must be considered all the time.



Questions?

Discussion

Raise your hand or put your question in the chat

Question for speakers
Question for data archive
Share your experience

This webinar was organized by
Slovenian Social Science Data Archives

