

CHILDREN'S  
WORLDS



INTERNATIONAL SURVEY OF CHILDREN'S WELL-BEING (ISCWeB)



JACOBS  
FOUNDATION

Our Promise to Youth

Where do we stand?

## ISCWEB ESTONIA

# Sample: the strategy

- Cluster sampling of schools was used.
  - At the first stage, the list of schools was stratified according to the type of settlement and type of school and then the random selection of schools in each stratum was made.
  - From selected schools, all children in each age group (2nd, 4th and 6th classes) were invited to participate in the survey with one exception: if the number of classes on the same level in selected school was greater than 2, two classes from the list of all classes were randomly selected.
- Specifications
  - extremely small schools (number of pupils in the 2nd, 4th and 6th classes together is smaller than 10) were excluded from the sample. Such schools comprise about 1% of the population under survey.
  - schools for children with special educational needs were also excluded from the list of all schools because conducting a questionnaire-based study in such schools is very complicated. These schools comprise about 2% of the population under survey
  - schools with Russian as the language of instruction were included in the sample later and the sample was adapted accordingly.

## Difficulties encountered in following the sampling plan and the strategies that were used to overcome these difficulties

- Some additional weighting is needed to characterize better the cohorts under the survey.
- This stratum-based weighting can be finally done after data checking is done, because some answers may be excluded due to a high number of errors or missing values and we try to compose weights so that the number of objects in the non-weighted and weighted data were identical.
- For weighting we have fresh (2013/2014 study year) statistical data about the number of pupils in schools and classes from the Ministry of Education.

Any other comments on the sample – nothing special

# The final sample

- Altogether 54 schools were selected, 10 of them refused to participate. Due to some pre-planned oversampling based on statistical data about schools and classes there arose a need to add only three randomly selected schools to the sample. All these schools agreed to participate. So the total number of surveyed schools was 47.
- 47 schools, incl
  - (8yrs) 1131 resp (592B/533G); 71 class interviews (av class size 15.9; response 85% - incl refusals and absentees; 18% Rus)
  - (10yrs) 1034 resp (534B/490G); 69 class interviews (av class size 15; response 88%; 21% Rus)
  - (12yrs) 1033 resp (521B/511G); 70 class interviews (av class size 14.8; response 85%; 22% Rus)

# Data collection

- *Please describe how the data collection was held*
  - Classroom interviews
- *Were there any changes between the way you have planned to collect the data and the way it was done eventually?*
  - NO
- *Did you experience any problems or challenges during data collection?*
  - Parents' passive consent and child's exclusion – violation of child's participation right /to have a choice
  - Teachers' interventions

# Difficulties

- *Were there certain questions that were particularly difficult or problematic for the children? Please explain why.*
  - 8yrs: Qs with high level of abstraction
  - Qs about family money caused resistance; scale for pocket money – lacked a suitable answer (revealed already in the pilot)
  - Q about two homes caused misunderstandings
  - Local politicians – were not clear
  - Long scales were tiring
  - scales with minus values – not children's everyday practice, were dealt as two separate scales (17% multiple answers)
  - Projective question – not working
    - No experience/situation of being an adult
    - mixture of projections and reflections, high level of abstraction – what is expected from you as an adult by other adults

# Good practices

- Thanks in kind (small chocolates)
- All children liked emoticons
- Fieldworkers (BA-3<sup>rd</sup> year sociology, social policy and social work students) had just passed the course Sociology of Childhood of the PI
- Regular meetings/workshops with the fieldworkers, collection of rich feedback

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