



Kasvatus 2017 Vol. 48 No 3

The Finnish Journal of Education

Arvola, Outi – Reunamo, Jyrki – Kyttälä, Minna. 2017. Immigrant children in Finnish early childhood education: Educators' views on childrens' skills, needs and support. *The Finnish Journal of Education* 48 (3), 161–173.

The current immigration situation challenges Finland and other EU countries also to consider educational issues with regard to people with an immigrant background. This article focuses on the formal learning contexts of immigrant children. This article reports on children's self-regulation skills, social skills, and needs for support in learning as perceived by early childhood educators. In the evaluation data (N = 2250), 15.7 percent of children (N = 309) had an immigrant background. The educators' perceptions were collected by means of a structured questionnaire. The results show only isolated statistically significant differences between children with immigrant background and children with a Finnish background: these differences mainly relate to specific and especially to language- or culture-dependent situations in day care. In multicultural early childhood education environments, more attention needs to be paid to creating and supporting jointly-elaborated learning practices, and to highlighting the crucial role of the early childhood educator in interaction.

Descriptors: early childhood education, immigration, self-impact, social skills, learning

Ouakrim-Soivio, Najat – Rautopuro, Juhani – Saario, Johanna. 2017. Equality, equity or charity? The realization of educational equality in basic education. *The Finnish Journal of Education* 48 (3), 174–188.

In this article the equal accessibility of education as regards pupils with an immigrant background is analyzed in terms of teaching, learning an assessment in social sciences. This research is based on national assessments of learning outcomes in social sciences. The data were gathered in 2011. Educational equality and equity is studied from the viewpoint of how the educational rights are realized in social sciences. As a conclusion, our results show that the educational rights of the pupils with immigrant background are not coming true when the level of knowledge and the grades of social sciences are compared to those of the Finnish or Swedish speaking pupils. Also pupils' attitudes towards the social sciences vary according to whether they have immigrant background or not. In the end of the article we discuss how the equity and equality of basic education is realized in terms of accessibility of education in social sciences.

Descriptors: assessment, evaluation, equality, equity, language, pupils with immigrant background, social sciences

Kirjavainen, Tanja – Pulkkinen, Jonna. 2017. Does a similar background guarantee similar competence? Differences in Finnish PISA 2012 results for native and immigrant students. *The Finnish Journal of Education* 48 (3), 189–202.

This study examined the test score gap between native and immigrant students in the Finnish PISA 2012 data across the whole range of performance distribution. The observed score gap was also broken down into effects caused by student background factors, returns to background and unobservables by using a method called Juhn-Murphy-Pierce decomposition. The results indicated that immigrant

students scored lower than native students across the whole distribution. Between first-generation immigrants and natives, the gap decreased steadily towards the higher end of the score range and the gap was explained almost entirely by student background factors. In contrast, the gap between second-generation immigrants and natives remained nearly constant across the score range. It was explained both by student factors and by lower returns or benefits from one's background. The effect of returns was larger for high performing students. The educational support provided in basic education seems to be fairly good for the first-generation immigrants but not for second generation immigrants since the latter group seems to gain less benefit from their background factors than natives.

Descriptors: immigrants, basic education, PISA, Juhn-Murphy-Pierce -decomposition

Holopainen, Johanna – Kalalahti, Mira – Varjo, Janne. 2017. 'I'm there to support, ask questions and walk beside' – School officials' experiences on the transitions of children with an immigrant background to secondary education. *The Finnish Journal of Education* 48 (3), 203–216.

The educational transitions of immigrant youth are considered challenging. In this article we analyze how school officials view the structural possibilities and obstacles, agency, and time perspective that frame the transitions of children with an immigrant background to secondary education. The study is based on ten thematic interviews with study counsellors, principals and education administration officials, which were analyzed using a phenomenographic approach. The theoretical setting consists of the concept of the Finnish universalistic transition regime, where individual educational paths are possible and study counselling is an institutionalized part of education. According to the results, different actors often guide the transitions from their own perspective, and the transition as a whole has not been thoroughly considered. The structural elements of the transitions rely on the assumption that students have attained the skills that the Finnish comprehensive school is expected to provide. Immigrant students' choices can, however, be restricted by their insufficient knowledge of the Finnish education system or limited proficiency in the Finnish language, for example. Furthermore, the counselling is focused around the short phase between the comprehensive school and upper secondary education, and is not built as a continuum from one institution to another. In order to enable smoother and more accessible educational pathways for immigrant youth, a more systematic consideration of their diverse needs is required in terms of the structures of the transition system as well as the possibilities and time perspectives involved.

Descriptors: immigrant youth, secondary education transition, education system, universalistic transition regime

Kilpi-Jakonen, Elina. 2017. Educational transitions of immigrants' children through secondary education and into tertiary education. *The Finnish Journal of Education* 48 (3), 217–231.

This article examines inequalities related to students' immigration background in the Finnish educational system. More specifically, it aims to explain the differences observed between different immigrant groups and generations in comparison to the native population in three educational transition phases: the transition from starting upper secondary education to its completion, from completing an upper secondary qualification to starting tertiary education, and from completing a general upper secondary qualification to starting at university. A longitudinal data set of young people who completed their basic education in the early 2000s, which has been obtained from Statistics Finland, is used for the analyses. Students' earlier school achievement and their social origin as measured by parental education are used as explanatory variables. In addition, the article examines whether earlier school achievement has the same effect for the transitions of immigrants' children as for the majority. The results show that earlier school achievement explains most of the differences between groups in their transition propensities to tertiary education and to university. However, the probability to complete upper secondary education is lower for children of immigrants compared to their majority peers and thus forms a bottleneck for the educational pathways of children of immigrants.

Descriptors: immigrant origin, upper secondary education, tertiary education, transition phase