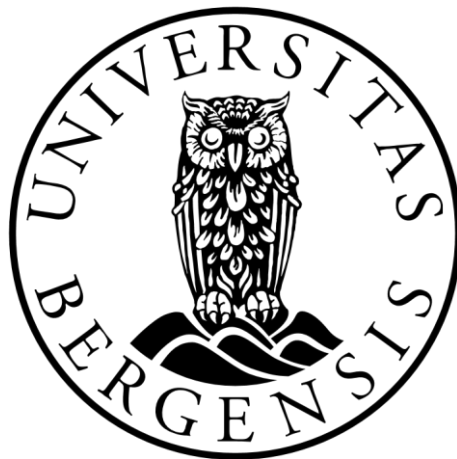# Perceptions and Challenges When Ethnic Minority parents and Child Welfare Workers Meet

## A scoping review

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MASTEROPPGAVE

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# Abstract

This thesis scopes the literature on the relationship between ethnic minority parents and child welfare agency professionals. With focus on potential aspects that encourage cooperation between them.

I chose to map empirical studies published between 2000 and 2021 to study the perceptions and experiences of ethnic minority parents and child welfare experts and how they relate to each other. The study intended to identify the characteristics of parent-child contact that are crucial in forming these viewpoints. Using Arksey and O'Malley's scoping review approach can be a helpful framework to develop an effective method for reviewing a large amount of information. the scoping study from available literature mapped the experience on ethnic minority parents with child protection agencies and child welfare personnel, only qualitative articles where mapped and collected from different databases such as Web of science, Psycinfo, and ProQuest. Eleven articles were included in this thesis.

According to the study's results, the link between child welfare and ethnic minorities is frequently related to distrust and conflict, which can lead to sentiments of dread, insecurity, and resentment. Significant barriers to cooperation have been identified as a lack of cultural competence among child welfare workers and a deep-seated fear of child welfare in ethnic minority communities. Because ethnic minority families are overrepresented in the child welfare system, the thesis emphasizes the need for improving collaboration among the different factors. The studies use qualitative methods such as interviews and targeted groups, focusing on countries such as the United States, Canada, Norway, Sweden, and England.

Finally, this review highlights the importance of improving collaboration between child welfare and ethnic minority families, focusing on improving cultural competency and

communication. It underlines the necessity of understanding and respecting cultural variations in parenting techniques and offering a tailored help to these families' specific needs.

# Sammendrag

Denne master oppgaven fokuserer på forholdet mellom etniske minoritetsforeldre og fagpersoner innen barnevernstjenesten. Studien ser på potensielle aspekter som kan oppmuntre til godt samarbeid mellom dem. Litteraturanalyse og intervjuer med etniske minoritetsforeldre og barnevernsarbeidere er en del av studien.

Jeg valgte å evaluere empiriske studier publisert mellom 2000 og 2021 for å studere oppfatningene og erfaringene til etniske minoritetsforeldre og barnevernseksperter om barnevern og hverandre. Studien hadde til hensikt å identifisere egenskapene ved foreldre-barn-kontakt som er avgjørende for å danne disse synspunktene. Ved å bruke Arksey og O'Malley's scoping review-paradigme for å konstruere en realistisk teknikk for å gjennomgå en stor mengde materiale, kartla den overordnede studien av tilgjengelig litteratur opplevelsene til etniske minoritetsforeldre med barnevern og barnevernspersonell. Kun kvalitative artikler ble kartlagt og samlet fra ulike databaser som Web of Science, Psycinfo og ProQuest. Elleve artikler ble inkludert i denne studien.

Ifølge studiens resultater er forholdet mellom barnevern og etniske minoriteter ofte preget av mistillit og konflikt, noe som kan føre til følelser av frykt, utrygghet og fiendtlighet. Betydelige barrierer for samarbeid er identifisert som mangel på kulturell kompetanse blant barnevernsarbeidere og en dyp frykt for barnevernet i etniske minoritetsamfunn. Fordi etniske minoritetsfamilier er overrepresentert i barnevernssystemet, legger avhandlingen vekt på å forbedre samarbeidet mellom dem.Til slutt understreker studien viktigheten av å forbedre samarbeidet mellom barnevern og etniske minoritetsfamilier, med fokus på å forbedre kulturell kompetanse og kommunikasjon. Den fremhever nødvendigheten av å forstå og respektere kulturelle forskjeller i foreldremetoder og tilby hjelp som er skreddersydd for disse familiene spesifikke behov.

Nøkkelord: Etniske minoriteter, barnevernsarbeidere, kulturell kompetanse, foreldreskap, akkulturasjonsteori, innvandrerfamilier, scoping review, mestringsstrategier, språklige barrierer.

# 1 Introduction:

## 1.1 Presentation and background for choice of topic:

This master's thesis investigates perceptions between ethnic minority parents and child welfare service workers when engaging with ethnic minority families and the Child Welfare Service. This research aims to improve communication and collaboration among these groups to provide culturally sensitive child welfare services.

The new Child Welfare Act highlights the significance of providing culturally sensitive services for ethnic minority families (Berg & Paulsen 2021, p. 25), emphasizing its necessity in practice by social workers. Social workers must develop greater cultural sensitivity in their work.

Critiques have raised concerns regarding child welfare services' interpretation of the "best interest of the child", suggesting that Western ethnocentrism influences it. Aadnesen (2015) states that Norwegian law has come under scrutiny for failing to consider cultural and religious diversity factors sufficiently, leading some to perceive majority values being used as an effective template for defining good parenting behavior - raising concerns that non-Western immigrant parents require an expanded understanding regarding parenting behavior as it applies in their multicultural society; child welfare services need to accommodate multiple viewpoints regarding what constitutes the best interest of children (Aadnesen 2015, p 236).

Interactions between child welfare services and families from minority backgrounds can be alarmingly intimidating, often leaving families feeling fearful and threatened due to implicit biases and detailed scrutiny of their competence as parents (Thrana & Fauske, 2013). Studies reveal that child welfare workers frequently encounter challenges when engaging with families from ethnic minority backgrounds resulting in feelings of unpreparedness for providing necessary support (Berg et al. 2017).

By exploring perceptions between ethnic minority parents and child welfare service workers, this thesis seeks to address challenges to communication and collaboration and help improve it. Furthermore, it explores potential barriers to providing effective child welfare services that respect cultural diversity and individual family circumstances.

This research is essential to my master's degree in child welfare from the University of Bergen. The topic was chosen with my interest in understanding and improving interactions among ethnic minority parents, child welfare service workers, and the Child Welfare Service in Norway's multicultural society characterized by varied coexistence and interaction presenting significant implications for social services, including child welfare agencies and workers who face language, communication, understanding, and value-related obstacles (Berg 2011).

Given their overrepresentation within child welfare services, improving collaboration between ethnic minority families and child welfare services is paramount. Understanding and accommodating their needs and perspectives are crucial for successful communication and cooperation.

Professional, ethical guidelines for social workers - child welfare educators, social workers, disability workers, and welfare professionals alike - emphasize values like respecting an individual's integrity; acknowledgment of diversity and non-discrimination; adopting an integrative approach to people; trust, openness, and honesty" (FO, 2019). These principles outline expected behaviour among social workers when engaging with ethnic minority individuals or families by emphasizing cultural sensitivity, empathy, and respect as key attributes in interactions between ethnic minorities and communities and those working to support them.

For families with a minority background, meeting with child welfare services can be an intimidating experience. Implicit biases, and often explicit questioning of the competence and the ability of the parents to ensure a good functioning in their families, this can cause feelings of fear, insecurity, and anger (Thrana & Fauske, 2013). Research shows that child welfare workers often experience several challenges during their interaction with families from ethnic minority backgrounds, this could lead to a feeling of being unprepared to provide and secure the appropriate level of support. (Berg et al., 2017).

Social work with ethnic minorities has received a lot of attention over time. In last years, Norway has experienced increased globalization and immigration, with over 209 nationalities having fled or migrated to Norway (SSB, 2022). As of today, the Norwegian Statistical Bureau reports that immigrants make up to 877,227 which represents around 18% of the total population living in Norway, this has resulted in an increase of different cultural traditions, values, greater diversity, and differences. Norway is therefore leaning towards a multicultural society, which has obviously resulted in increasing the need for professionals to enhance their multicultural competence (Brodtkorb & Rugkåsa, 2019, p. 211).

According to the research, immigrant parents' perspectives and experiences should be investigated and better understood. This adds to a lack of attention and awareness of various elements that might cause interaction challenges with child welfare services (Qureshi 2009, p.49). Close contact and collaboration with children and families is the main objective of child welfare services. A lack of understanding of each other's situations can lead to misunderstandings, distrust, conflicts and fear.

My research aims to investigate the potential factors that improve the cooperation between ethnic minority parents and child welfare service workers. I will conduct a comprehensive literature study that will synthesize and analyse existing research on the subject. My focus will

be on identifying the main causes for the negative perceptions that many ethnic minority parents have towards the child welfare system in general.

In my work, I had the opportunity to speak with several ethnic minority parents who had been in contact with the Child Welfare Service in the past. It became clear that many of them have developed negative unbiased views about the Child Welfare Service and the work they perform. These views were not limited to specific cases, but rather represented a general feeling of mistrust towards the child welfare system.

These findings inspired me to explore the main causes for these negative attitudes. I was eager to investigate the theme more closely and understand what factors contribute to the development of these attitudes. I believe that such an understanding is crucial for promoting positive outcomes for children and families and for improving the quality of child welfare services in general.

The relationship between child welfare and ethnic minorities is often characterized by distrust, and conflict. There is a lot of fear for child welfare in ethnic minority communities. Some research suggests that this fear is much deeper than expected.

In the autumn of 2016, a proposal for a new Child Welfare Act was presented, and the committee highlighted the need for child welfare workers to increase their "cultural competence" (Sørensen et al., 2016). This underscores the importance of addressing the challenges faced by ethnic minority families and child welfare workers in their interactions. By improving cultural competence, child welfare workers can ensure that their work is culturally sensitive and tailored to the unique needs of each family.

Child welfare services play a crucial role in providing help and support to children, young people, and families facing challenges in their home. While parents are primarily responsible for their children's care, child welfare services make sure that children and young people

receive the care, security, and developmental opportunities they need when their parents fail to provide that (Kapittel 1. Lovens formål og virkeområde. (§§ 1-1 - 1-7).

However, when it comes to ethnic minorities and migrant parents, it is essential to examine their experiences with child protection services. Such families may face additional challenges, including language barriers, cultural differences, and a lack of knowledge about their rights and the child welfare system. It is crucial to understand their experiences to ensure that child welfare services are culturally responsive and can provide appropriate support to these families.

In this thesis, I am doing a scoping review and focusing on the perceptions and challenges that arise during interactions between child welfare service workers and ethnic minority parents. Specifically, I will investigate how ethnic minority parents perceive their interactions with child welfare services, as well as how child welfare workers perceive their interactions with ethnic minority families. By mapping both perspectives, I aim to identify and map out the key concepts, main sources, possible trends and gaps in research related to the perceptions that ethnic minority parents and child welfare workers have on each other.

Social work is evolving to better operate in a culturally diverse world by calibrating its knowledge base and methods. To understand differences between cultures, we consider culture as an important factor to examine. Culture consists of collective ideas, beliefs, values, knowledge, and way of life that are shared among a group of people with a common historical, religious, racial, or linguistic background (Graham, et al 2010).

Culture could be considered as a fluid, related to racial, ethnic, geographic, gender and classes; it varies both over time and place between people, communities, and circumstances, (Graham, et al 2010). The child welfare service is a public service that owns a lot of power. The relationship between the professional and the user will be characterized by both structural and personal power, which can lead that the professionals' assessments being made are more

comprehensive and unbiased than people's own assessments of their life situation (Bunkholdt & Sandbæk, 2008)

In recent years, several media did focus on experiences and feedbacks from the meetings between minority families and child welfare services. Whether the Norwegian child welfare service safeguards ethnic minority children's needs and interests, has also been a topic among the academic community in research and international media (Eide et al., 2009; Skivenes, 2014). Children have become criticized for having too high intervention thresholds (Bredal, 2009). The opinions of representative Parents who often find that ethnic minority communities are not respected and understood by their children for value differences in upbringing. In addition, they highlight a widespread distrust of the child welfare service. (Paulsen et al. 2014)

## 1.2   The goal and the research question

In this study, I aim to examine the perceptions and challenges faced by both ethnic minority parents and child welfare workers. The objective is to scope existing research and gather new data to contribute to the body of knowledge on how minority parents experience their interactions with child welfare. The research question is divided into two parts, with the first part focused on collecting data from ethnic minority parents and the second is focused on collecting data about child welfare workers.

    a- What are the perceptions of ethnic minority parents about child welfare service?

    b- What are the perceptions of child welfare workers about ethnic minority parents?

I have two hypotheses regarding this topic:

    a) Hypothesis1:

Ethnic minority parents may face challenges such as language barriers, cultural differences, and mistrust of child welfare services.

b) Hypothesis 2:

Child welfare workers may face challenges such as lack of cultural competence, and difficulty communicating with parents from ethnic minority backgrounds, leading to misunderstandings and potentially harmful decisions.

I have narrowed down my assignment to the subject of ethnic minority parents and the child welfare workers and system. I wanted to delve deeper into the factors that are considered important in collaborating with ethnic minority families, and it seemed particularly interesting to investigate what could potentially promote good cooperation.

To gain a better understanding of what contribute to some parents that have experienced meeting and interacting with child welfare services, it can be useful to have an overview of existing research and findings related to this topic. (Arksey & O Malley, 2oo5)

The purpose of this project is first and foremost to gain more knowledge about parents and care giver with experience and perceptions about the child welfare services. There is some research in this area where it appears that most international studies have been conducted. Despite there is limited Scandinavian research that goes beyond ethnic minority parents' perception about the child welfare service. Drawing conclusions and making decisions based on the findings of individual studies can be difficult and the carry-over value can be unclear. However, a research summary takes a little more time and can help provide an overview of the relevant subject area while making the research and knowledge more accessible to different target groups.

## 1.3  Disposition of the assignment:

This introduction chapter is followed by description of theory and concepts. Here, I describe the choice of theory and explaining concepts of the study. Then it will be followed by methodology part where I will explain my choice of methodology and how I will perform the different steps to get my empirical data material, I conducted a scoping review. This chapter will also discuss sampling concerns, research ethics, and selection, thesis primary aspects and findings are summarized in the final chapter. a discussion of the methodological and limitations will follow.

# 2  Theory and Concepts:

The following chapter will outline the essential concepts and theories that framed the research. I have selected parenting, acculturation theory, cultural translation, because I consider them to be helpful in explaining the experiences and perceptions of ethnic minority parents in addition to the understanding of the child welfare context.

First, I analyse and define concepts: Culture, Parenting, and child welfare and ethnic minority.

## 2.1  Concepts:

### 2.1.1  Culture:

The concept of culture has a lot of emphasis in discussions around meetings between the immigrant population and the child welfare service workers. There is talk of cultural differences and the subsequent need for a culturally sensitive child welfare service. Across countries, child welfare is mandated to improve the lives of children and families facing adversity. Norwegian child welfare for instance provides a wide range of preventive in-home services for example: parent counselling, week-end homes, support people, and leisure time activities, as well as out-of-home placements for children perceived to be "at risk." Approximately 80% of families consent to the services provided, although many families

experience that their opportunity to reject interventions is limited. (Fylkesnes, et al 2018) and the child welfare system in the United States is recognized for its highly involved interventions to protect children who may be experiencing abuse, neglect, or abandonment. This is supported by various sources (Velazquez et al 2011). Children in the U.S. who are considered vulnerable are like those identified as vulnerable in other countries. This includes children from minority and indigenous groups, such as those from different ethnic and religious backgrounds. (Velazquez et al 2011). These include recognizing the strengths and challenges of immigrant families, issues within child welfare agencies,

In Multicultural societies, Immigrant culture can in no way be referred as one, but rather as a multi-cultures, through the countries and regions that is represented. Regardless of the cause of the immigrants' background, they all carry their own cultural background. As a resident of new land, immigrants or refugees must therefore handle a wider range of culture, such as its own original culture, its new culture as well as other cultures that are represented.

### 2.1.2 Parenting in multicultural society:

The idea that ideals parenting are not entirely natural or random is supported by research in social sciences. Parenting ideals are influenced by various factors such as culture, social norms, public policies, and personal beliefs. The works of Hays (1998) and Holloway et al. (2010) have explored the social construction of parenting ideals, particularly how they reflect state interests and various social identities.

The following section outlines the main characteristics of parenting in individualistic societies and parenting in collectivistic societies. Within and between these categories, there are a variety of parenting styles. Because perspectives differ across cultures and individuals, I do not intend

to imply that all parents in one country would behave in the same way (Ochocka & Janzen, 2008).

How children are raised is often influenced by cultural norms about parenting styles. These norms influence what beliefs and values parents instil in their children, what behaviours are appropriate, and how those values and behaviours are transmitted and perceived. How do cultural differences affect parenting? People from different cultural backgrounds have different relationships with their children. For example, some cultures expect children to be quiet and always respect their elders, while others encourage children to be outspoken and independent. Multicultural parenting means consciously teaching our children about the cultural differences, ideas, and traditions around them. Multicultural parenting is proactive in exposing our children to the world.

Parents normally organize and distribute their caregiving faithful to cultural belief systems and behaviour patterns. Indeed, culturally constructed beliefs can be so powerful that parents are known to act on them, setting aside what their senses might tell them about their own children. (Faircloth, et al 2013). However, 'intensive' parenting in a cross-cultural perspective. Several of the contributions looked at the experience of immigrant parents, who are forced to 'straddle' two competing cultures of parenting then they may compete different cultures that of their home and their host cultures (Faircloth, et al 2013).

The newly formed Migration and Child Welfare National Network has brought attention to the magnitude of the challenges and difficulties that immigrant families and the child welfare institutions that serve them face. Best practice recommendations consider a variety of characteristics and aspects of the child welfare system; they address research, data collection, policy, and training difficulties, as well as the ethical dilemma, these recommendations are

developed from evidence-based research and are intended to improve outcomes for children and families involved in the child welfare system (Finno, et al 2010).

### 2.1.3  Ethnic minority:

The term "ethnic minority" refers to individuals with a similar cultural identity that differs from the majority population in a particular culture. Ethnic minorities can be identified by their language, religion, race, or other cultural traits, and they frequently face social, economic, and political disadvantages because of their minority status.

Ethnicity can be defined in several ways. Consequently, "minority" reflects power structures and conflicts of interest social consequences for people who are categorized as "the others." Refugees, immigrants, and migrants are some examples of these categories (Jenkins, 2000; Rugksa, Ylvisaker, & Eide, 2017). Categories such as these legitimize various forms of difference policy. The concept of ethnic minority varies based on the context and the criteria used to identify minority status. In the United States, for example, ethnic minorities are frequently defined in terms of race, with Black and Hispanic populations designated minorities owing to their historically marginalized status (U.S. Census Bureau, 2020). In Europe, however, ethnic minority status is frequently defined as national or linguistic minority groups (European Union Agency for Fundamental Rights, 2018).

Regardless of the criteria, ethnic minorities frequently endure discrimination, prejudice, and marginalization in many aspects of life. This might include uneven access to school, work, housing, and healthcare, as well as insufficient political representation and cultural visibility (United Nations, 2021).

A holistic strategy is required to address these imbalances, including policies and initiatives that promote equality, diversity, and inclusion. It also necessitates the acknowledgment of

ethnic minority populations' distinct cultural identities and contributions and the safeguarding their rights and freedoms (Council of Europe, 2020).

Undeniably, ethnic minorities experience enormous social, economic, and political disadvantages, and overcoming these concerns would need a deliberate effort to promote equality, diversity, and inclusion.

In this thesis, the concept of "ethnic minority" refers to a social status that is imposed or attributed to persons.

## 2.2 Theory

### 2.2.1 Acculturation theory:

Acculturation theory is a framework for explaining the psychological and social changes that occur when people from various cultural origins interact. It entails a mutual impact and adaptation process in which dominant and minority cultures alter in reaction to the encounter. Acculturation theory has been widely researched in cultural psychology and utilized in various situations, including immigration, international business, and multicultural education.

Berry's (1980) four-fold model is one of the most important models of acculturation theory. (1980). According to this model, individuals or organizations can adopt one of four acculturation tactics: assimilation, integration, separation, or marginalization. Assimilation entails adopting the majority culture and rejecting the minority culture, whereas separation entails rejecting the dominant culture and retaining the minority culture. Integration entails accepting both cultures, whereas marginalization entails rejecting both civilizations. (Sam & Berry,2010).

The acculturation theory has revealed that the acculturation process may have beneficial and harmful consequences on people and organizations. Increased intercultural skills, social support, and psychological well-being are all positive effects.

Other acculturation theory in 2001, Hofstede published his two-dimensional model of acculturation, which claims that cultural differences may be quantified on two dimensions: individualism-collectivism and power distance. Bourhis et al.'s mutual adaptation model, published in 1997, suggests that to accomplish successful acculturation, both minority and majority groups in a cultural setting must adapt to each other. In 1997, Moise, Perreault, and Senécal established a mutual adaptation model emphasizing the necessity of communication and interaction between the two groups. Additional aspects like as power dynamics, intergroup connections, and individual variability in acculturation preferences are considered in these models.

Moving to a country that is inhabited by most people that have different cultural traditions the background facilitates the encounter of dissimilar cultures. Acculturation is the exchange of ideas and customs between two cultures. the processes of cultural and psychological evolution that occur when two or more cultures meet individuals from different cultures interact over a long period of time (Sam and Berry, 2010). Berry (1997) distinguished between cultural groups.

based on three characteristics: voluntariness, mobility, and permanence. Migrants, such as immigrants, are confronted with acculturation is a process of choosing to assimilate, in contrast, other groups like refugees or indigenous peoples are forced into assimilation. All of this is incorporated into it. Some groups have a limited period of acculturation, for example. international students or refugees who are ultimately expelled. For others, it's permanent (Berry, 1997).

According to their new theory of social and acculturation, acculturation describes how immigrants integrate into society, psychologically helping us to understand some of the experiences described by ethnic minority parents. Throughout acculturation, groups and their

members have a dynamic to influence each other. Discover the acculturation process, the essential characteristics of each culture, and the factors that must be considered in the relationship between them.

### 2.2.2 Acculturation's emotional, behavioural, and cognitive characteristics

Ward (2001, cited in Sam and Berry 2010) defines acculturation as a process encompassing emotional, behavioural, and cognitive components. The stress and coping framework focus on the emotional element of acculturation to improve psychological well-being and life satisfaction. Acculturation is a significant life event that results in substantial changes, and people who lack coping skills and social support may experience acculturative stress. The degree to which acculturative events elicit a stress reaction is governed by the individual's perception of the experiences and other factors, such as personal characteristics and readily available social support. The cultural learning method addresses the behavioural viewpoint on acculturation and the abilities required to interact with individuals of another culture, such as verbal and nonverbal communication skills and understanding of rules, customs, and norms.

When fundamental abilities are absent, daily social life and adaptability might be challenging (Sam & Berry, 2010).

Acculturation and cultural learning are essential for minority parents to participate in child welfare programs. Language and cultural issues may affect how these parents navigate the system and connect with child welfare workers. Language interpretation services, cultural competence training, and community participation can develop trust and enhance results for children from ethnic families.

### 2.2.3 Integration, assimilation, isolation, and marginalization

Cultural preservation and engagement with modern society can be balanced in various ways, resulting in multiple consequences. Immigrants may opt to retain their cultural identity or adapt to the cultural identity of their new culture to differing degrees. The degree to which immigrants maintain their culture is balanced against their degree of assimilation into the new culture. It is impacted not just by individual choices but also by governmental policies and the views of contemporary society's members. Discrimination has been found to influence immigrants' strategies (Sam & Berry, 2010).

Schwartz et al. (2017) emphasize four Acculturation techniques as vital to its process: Assimilation, Separation, Integration, and Marginalization. Each shows several strategies people or organizations can use to manage it effectively.

Assimilation entails embracing the cultural practices and values of the dominant culture while rejecting or undervaluing your distinctiveness. Separation means preserving one's cultural identity while avoiding involvement with the dominant culture; integration entails retaining one's cultural identity while accepting features of the dominant culture; and marginalization entails being excluded or ostracized from both groups.

According to the authors, the effectiveness of each acculturation approach in promoting favourable health outcomes varies based on an individual's or group's cultural background, environment, and adaptation conditions. They call for more nuanced acculturation research to investigate its health consequences, explore cultural identity in this process, and investigate long-term health impacts and moderating elements within social contexts.

# 3   Methodology

## 3.1   collection, selection, and important criteria

Through systematic literature research, I have investigated what are the perceptions and experience do the ethnic parents and child welfare workers have on child welfare and vice versa. As it appears from the different challenges, I have been concerned with how relational experiences of primary caregivers are used as explanatory factors when it concerns the development of perceptions, and I have looked more closely at what elements of child-parent relationship which is described as significant for the development of this perceptions.

As I am also making sure that this task should have a value for the field of child welfare, I tried to elaborate about what this knowledge can mean for intervention work in child welfare. This approach has been addressed directly through problem statement, at the same time as the elements of the parent-child welfare workers perceptions, documents constitute valuable indirect contributions of knowledge to be able to give an opinion about the intervention work of the child welfare service.

The literature has been reviewed according to where the empirical studies were published between 2000-2020. Aveyard (2014) in his practical guide for literature studies in health and social sciences, and Creswell (2012) developed his five-step procedure. This methodology, which is based on the Five-Step Procedure, literature studies, data collection, selection, and ethical considerations, are used as a guiding tool in this methodology during my research, I will elaborate my scientific approach that I have adopted during my study.

### 3.1.1   Scientific approach:

In this chapter I will explain all the methodological aspects of the study. The purpose of the study is to investigate which perceptions do ethnic minority have on child welfare and on the

other hand which perceptions do child welfare workers have on ethnic minority. Choosing a method depends, among other things, on the investigation objective, data collection methods and analysis (Creswell, 2014). Choice of method that I have adopted in this project is based on the study's research questions and purpose, it seemed both appropriate and interesting to go into a literature review to summarize existing research in this area

In addition, the technique of performing literature reviews in social work research is discussed in Kiteley and Stogdon (2014). The authors explain the significance of literature reviews in social work research and the processes required for a complete and productive check.

Literature reviews help identifying research gaps in addition to formulating research objectives and hypotheses Kiteley and Stogdon (2014). The authors also describe several methods for doing literature reviews, such as systematic reviews, narrative reviews, and scoping reviews, he does provide advice and recommendation on choosing and implementing these methods based on the study topic and objectives.

I considered the various approaches available for reviewing published literature and did land on undertaking a scoping review of the articles as the best method to map the experience of ethnic minority parents with the child protection services and experiences that have child welfare workers meeting ethnic minority parents, research trends over the last decade. Scoping review methodology is particularly useful for examining a broadly covered topic to map the literature and identify key concepts, theories, evidence, or research gaps comprehensively and systematically. (Arksey &, O'Malley 2005).

Scoping review aim to map rapidly the key concepts underpinning a research area and the main sources and types of evidence available, and can be undertaken as standalone projects, especially where an area is complex or has not been reviewed comprehensively before". (Arksey, & O'Malley, 2005).

A scoping review is research aiming to map the key concepts, main sources, and evidence accessible in a certain study field and domain. The search style presents a comprehensive overview of the study topic while identifying the essential concepts and theories that support it (Arksey & O'Malley, 2005; Peters et al., 2017). Scoping reviews are especially beneficial in complicated fields with several techniques or ideas lacking a complete assessment (Levac et al., 2010).

Scoping reviews can be conducted as separate projects and employ various methodologies, such as literature searches, expert consultation, or citation analysis (Arksey & O'Malley, 2005; Peters et al., 2017). The scoping review process has been widely used in many study sectors (Pham et al., 2014).

Overall, scoping reviews are a great technique for synthesizing information and identifying knowledge gaps, making them valuable tool for researchers and practitioners.

To create the protocol for my scoping review of articles, I used Arksey and O'Malley's influential work as well as more recent scoping review publications. Arksey and O'Malley's framework for scoping reviews includes five stages, which I discuss below. I made some adjustments to the framework to ensure that my approach was practical for reviewing a large amount of literature.

### 3.1.2 Scoping review:

The goal of this project is to gain an understanding of how ethnic minority parents and child welfare workers experience their meetings. The goal is to capture and summarize previous research, which helps creating an overall picture and deep understanding of the subject. In my exploration, I, therefore, chose the scoping review as the method.

According to Aveyard (2014), the literature review investigates a topic's existing literature in-depth. Grant and Booth (2009) have identified 14 different types of literature research, including the scoping review on which this study draws. The scoping review is different from the (comprehensive) systematic review that follows the production method of Cochrane Collaboration. Systematic reviews follow strict protocols. One of its purposes is to identify, critically evaluate and synthesize evidence from various studies to answer predetermined questions. Aveyard (2014) highlighted that good literature reviews constitute research in general since the literature review processes include a defined problem to be addressed with a predetermined methodology, which provides for searching for relevant literature, assessing the literature, and evaluating it.

Aveyard (2014) emphasizes the importance of systematic research and calls this type of literature review "system assessment.". There are different methods to be used in literature research. They are usually characterized by rich details and strive to identify all Available literature on a subject while describing a clear and comprehensive methodology.

A scoping study can examine the scope, reach, and research style on a specific subject. (Tricco, et al., 2018. Scoping reviews, as described by Mays et al. (2001), are literature review that swiftly maps the core concepts behind a study field and the main sources and categories of evidence available. In the scholarly community, this term is generally recognized and applied. Scoping reviews are frequently carried out as a preparatory step before a more in-depth systematic review or meta-analysis. Scoping review can be deemed an undertaking in and of itself, particularly for complicated or previously unexplored areas. It has the potential to be very pertinent to areas of study with emerging research. Scoping reviews can be useful for addressing issues other than those concerning intervention efficacy, producing findings that can supplement clinical trial results (Levac, et al 2010). The most successful treatments are not found, but the characteristics of research within a subject are mapped.

The truth is, there is no widely accepted definition of a scoping review and there are variations between definitions (Arksey & O'Malley, 2005; Levac et al., 2010). Arksey and O'Malley (2005) note that reviews are becoming more prevalent in research, and different terms are used to describe them. Scoping reviews can be classified as either systematic reviews or exploratory reviews.

Both have many parallels, but they also have some important differences. Scoping reviews are used to give a broad overview of results within a subject while ignoring study quality. For example, one can discover a subject for an upcoming systematic review. A systematic review examines the quality of previous research works in the area (Arksey & O'Malley, 2005).

When Arksey and O'Malley (2005) composed their report, there was little information available on how to perform a scoping review. As a result, they desired to create recommendations for the execution of such a constraint. Scoping reviews may be useful for four reasons (Arksey & O'Malley, 2005):

1. A scoping review may be suitable to examine the scope and style of research (Arksey & O'Malley, 2005). These reports do not go into depth about the findings, but they are helpful for mapping study areas where it is challenging to get an overview of the material accessible.

2. A scoping review may be suitable to decide whether a full systematic review is worthwhile (Arksey & O'Malley, 2005). In this type of scoping review, one wishes to perform a preliminary survey of the literature to determine whether a complete systematic review is possible and, if so, whether it is pertinent to carry out or has been done previously. The expenses of performing a systematic review are also considered.

3. Scoping evaluations may be useful in summarizing and disseminating study findings. This type of scoping review can describe findings and the research area within specific

disciplines, as well as summarize and disseminate research results to decision-makers, practitioners, and consumers who may not have the time or resources to do so themselves (Antman, et al 1992, cited in Arksey & O'Malley, 2005).

4. A scoping review can help identify gaps in the current literature, and this type of study goes one step further by drawing conclusions about the overall situation in the field based on existing literature (Arksey & O'Malley, 2005). The purpose of scoping reviews is to identify areas in the research that lack studies. However, because scoping reviews do not assess the quality of the studies, they cannot distinguish between gaps caused by low-quality studies and those resulting from the absence of high-quality ones.

Scoping studies have two initial purposes that are part of a larger investigative process. On the other hand, the last two purposes are unique techniques for conducting a scoping review, according to the definition given by Arksey and O'Malley in 2005.

Regardless of research design, a scoping review strives to identify all relevant literature (Arksey & O'Malley, 2005). The search criteria are likely to be revised as we gain a better understanding of the research topic and the literature. More sensitive searches in the literature are conducted gradually. The process is not linear but is repeated several times. The researcher reflects on each step taken and, if necessary, repeats the step to ensure that the literature is thoroughly covered.

The work in my thesis is a combination of the previous two elements. The thesis seeks to summarize and describe earlier study results, as well as identify gaps in the available literature.

The project's focus on summarizing and sharing research findings, which is also known as a scoping review. This type of review helps researchers quickly identify the fundamental concepts within a particular field of research, as well as the primary sources and types of available evidence. As Mays et al. (cited in Arksey & O'Malley, 2005, p21) explained, a

scoping review is a useful tool for mapping out a research field. The purpose of this master's thesis is mainly to explore the content reported in various studies and to provide essential descriptive information of the included articles based on the methodological framework of Arksey and O'Malley (2005) and the method of (Tricco et al. 2018) scoping review checklist to scooping review.

Through ProQuest, Web of Science, and PsycINFO databases, I have searched for empirical studies related to. I have in my literature review, identified all available literature on the topic. However, I have applied general principles and guidelines to this approach. Making sure that it would be possible to conduct a literature review using a systematic approach, selection, evaluation, and literature analysis.

# 4   Data collection:

## 4.1   Identification of key words and implementation of search strategy

Following these suggestions, I have been paying special attention to what are perceptions ethnic minority parents and child welfare workers have in relation while interacting. In the beginning my aim was to include just articles that search about ethnic minority parents but in the process, I have added the perceptions of the workers as well to more understand and have a broad and unbiased view.

More thoughts have gone into explaining important concepts that occur in my question. This was done in order to explain how different concepts should be elaborated (Aveyard, 2014). As the most important ideas of the problems, perceptions, ethnic minority (parents), and child welfare agency (workers) were chosen. and is included in Chapter 3 for further examination. Furthermore, I created it. Aveyard (2014) (2014) This term refers to an extensive search strategy. This has been augmented with suggestions based on Creswell's (2012) five-step

process, the first of which is to identify important ideas that can be used in literature searches, and the second of which is to locate literature on a subject using different databases. To pick literature, inclusion and exclusion criteria were developed.

Arksey and O'Malley (2005) outline five stages for carrying out a scoping review. Identifying research questions, identifying pertinent studies, locating research samples, mapping the data material, and sorting, summarizing, and reporting the results are the five stages. These five stages are now explained and illustrated.

### 4.1.1   Identifying research questions

The first stage is to formulate a research question. Scoping review questions are broad to evaluate the breadth of research results (Arksey & O'Malley, 2005). In this thesis, I have elaborated the question on the perceptions and views that both ethnic minority parents and child welfare workers have on each other? This question includes the entire scope of the study area. Furthermore, the terminology of the study topic and the parameters that should be used must be defined. (Levac, et al., 2010). Arksey and O'Malley (2005) propose relaxed criteria to include a variety of study species.

Decisions on inclusion and exclusion criteria can be made once the amount of study in the area is known.

### 4.1.2   Identifying pertinent studies

The goal of a scoping review is to be as thorough as possible in finding source studies and evaluations that are appropriate for addressing the research question (Arksey & O'Malley, 2005). The database search technique is derived from the research question and essential definitions of the research subject.

The planning phase entails considering all potential keywords and ideas that can encompass every element of the research topic. These considerations are crucial if one hopes to acquire a cover and an extensive literature scope. 2014 (Aveyard)

Relevant terms for the search filters were found through searches in various databases, pertinent literature, and reference lists, as well as suggestions and guidance from professors. Creswell (2012) outlines a five-step process for carrying out literature studies, with the first stage being to identify important ideas before beginning a search for relevant literature. In terms of my search approach and methodology, this has been extremely crucial. Creswell (2012) advises using just one or two words, or brief phrases, to condense the subject to a few key terms. Here, it's important that the chosen phrases in this case, capture the fundamental key of the research (Creswell, 2012)

Early research also revealed that most scientific papers on the thesis's subject are international, so the thesis will primarily focus on English literature. This was the case in this project, where themes, research questions, and inclusion and exclusion criteria all formed in accordance with my knowledge. In scoping reviews, the research question frequently becomes clearer as databases are searched by clarifying the base of criteria to the literature (Arksey & O'Malley, 2005).

The research question for scoping review Based on my main research question, my literature review cannot be considered a systematic review because my analysis does not include a quality evaluation of the individual articles' methodologies and theoretical framework, but instead confines myself to a synopsis and explanation of the theme major results that arise from these this is referred by Aveyard (2014). This does not mean that trade-offs have not been made in accordance with clear inclusion and exclusion criteria for assessing whether the studies are good and relevant to my research questions.

I identified four search words that form the core of the research question: parents, ethnic minority, perceptions, and child welfare. Each of these terms were used as separate search strings, where also words used synonymously with these or are similar in meaning to these were included. The use of synonym terms is essential in this process because comparable subjects and queries can be classified differently by various researchers (Aveyard, 2014).

In the first search string, "Parents" I included the keywords, Mother* OR father* OR Parent* OR caregiver* OR famil*. And Concepts Migrant* OR Immigra* OR Refuge* OR ethnic* OR Muslim* OR foreign* OR minorit* OR asylum Was used as keywords for "Ethnic minority". The third search string "Perceptions" the keywords where Perception* OR Opinion* OR View* OR Experience* OR qualitative* OR perspectives OR phenomen* OR hermeneutic OR "face to face interview" OR "depth interview" OR "depth-interview" OR "focus groups". And keyword "Child welfare" OR "child protection" OR "Social Protection" OR "Protection services" OR "Social services" OR "child protective services", where used for the last string which is Child welfare. All the search strings were combined in the end by using the word AND, the table below (4.1.1) provides an example of how combined strings can appear in the database.

It should also be noted that Thesaurus is available in the ProQuest and PsycINFO libraries. This is a numerically enumerated thesaurus that demonstrates connections between concepts, such as synonyms or similar concepts, and how specific concepts are stored in the database that is looked in. In this sense, Thesaurus functions as a keyword management lexicon (Aveyard, 2014). MESH (Medical Subject Heading) terms are used by ProQuest. This was used in the two databases that had the Thesaurus by verifying every single Keyword to see if it was listed under distinct keywords. This can help with more concentrated queries as well as avoiding "losing" essential information because certain keywords used may be indexed or otherwise

used in that suitable database. Only a small percentage of my terms were indexed as particular keywords.

> **Mother\* OR father\* OR Parent\* OR caregiver\* OR famil\* AND Migrant\* OR Immigra\* OR Refuge\* OR ethnic\* OR Muslim\* OR foreign\* OR minorit\* OR asylum AND Perception\* OR Opinion\* OR View\* OR Experience\* OR qualitative\* OR perspectives OR phenomen\* OR hermeneutic OR "face to face interview" OR "depth interview" OR "depth-interview" OR "focus groups" AND "Child welfare" OR "child protection" OR "Social Protection" OR "Protection services" OR "Social services" OR "child protective services"**

*Table 4.1-1 Example of Syntaxis used in a Database*

### 4.1.3    Databases and localization of literature

Following the identification of key terms and the execution of several test searches to determine whether these were clear and sufficient to capture the substance of my research question, the next stage in my search strategy was to apply these by beginning to locate literature (Creswell, 2012). Web of Science, ProQuest, and PsycINFO sources were used to collect primary studies. All these databases comprise multidisciplinary scholarly books and articles, they were selected for their expertise in child welfare, psychology, social studies, sociology, and social work.

Web Of Science Core Collection, BIOSIS Previews, Inspec, MEDLINE, SciELO Citation Index, and Zoological Record are the datasets included in Web of Science. Due to the topic's and thesis's focus, searches in this database are restricted to the Web of Science categories: social work or family studies or public administration or cultural studies or sociology or law or social issues or ethnic studies or women s studies and document Core Collection, which includes the Social Citation Index Expanded, the Social Sciences Citation Index, and the Arts & Humanities Citation Index. ProQuest includes 17 databases, and my queries were restricted to 12 of these due to relevance to the subject and focus of the thesis.

A scan of the entire PsycINFO (Ovid) database was performed using the search strings. Oria, has also led to the discovery of additional material, primarily academic works. This is a library database with an overview of books, periodicals, and academic institutions.

Furthermore, the search filters were applied in the search strategy, each with their own pertinent key and phrases. The database commands "OR" and "AND" were used to refine and consolidate the results. Using the "AND" command narrows the search by looking for documents that use numerous phrases at the same time, for example: both Parents AND ethnic minority. 2014 (Aveyard) The "OR" instruction, on the other hand, broadens the search by looking for papers that include the terms "migrant" or "ethnic". This search technique was first applied in each database with each simple search string, using the "OR" command. Then I used the "AND" command to combine the findings of each search criteria in each database to determine how many studies address subjects such as all parent, ethnic minority, perceptions, and child welfare.

The thesis contains only written papers. These were restricted to English and linguistics and were released between 2000 and 2020.

The time limit was established at 20 years from 2000 to 2020 to guarantee a literature volume that has been updated and reflects the most recent study. These constraints have helped to guide and concentrate your searching strategy. Aside from these factors, the papers had to have a

The focus of the study is to understand the perceptions of ethnic minority parents and child welfare workers towards each other. The study produced a total of 548 items. Out of these, there were 272 papers in the Web of Science, 91 articles in ProQuest, and 185 articles in PsycINFO. However, 17 articles duplicated and 306 were excluded for not being related for the aim of the study, this left a total of 225 records that underwent title and abstract screening.

Resulting in the exclusion of 178 records. The remaining 47 records that passed the title and abstract screening were assessed for eligibility through a full-text screening process evaluated they were based on summary content, where I searched for indications of whether the papers could add information about the perceptions of parents and child welfare workers based on the inclusion and exclusion criteria. Of these, a total of 36 full-text articles were excluded for not meeting the inclusion criteria of the scoping review. Finally, the analysis included a total of 11 studies that met the inclusion criteria and were relevant to the research question as shown in the flow diagram below (figure 4.1.1.) These 11 studies underwent data extraction, collation, and summary to identify key themes and trends in the literature.

Aveyard (2014) suggested that searching for information in other databases could produce similar results, indicating that the search strategy was focused and successfully obtained access to literature relevant to the study's topic.

Identification

Records identified in databases.
N=548

185PsycInfo; 272 WoS;
91Proquest)

Records excluded for
not being related to the
aim of the study and
duplicate: 17 duplicate
and N=306

Screening and Eligibility of the articles

Records screened.
based on title and abstracts only
N = 225

Record screened
excluded.
N = 178

Full-text studies assessed for
eligibility.
N = 47

Full-text articles
excluded.
N = 36

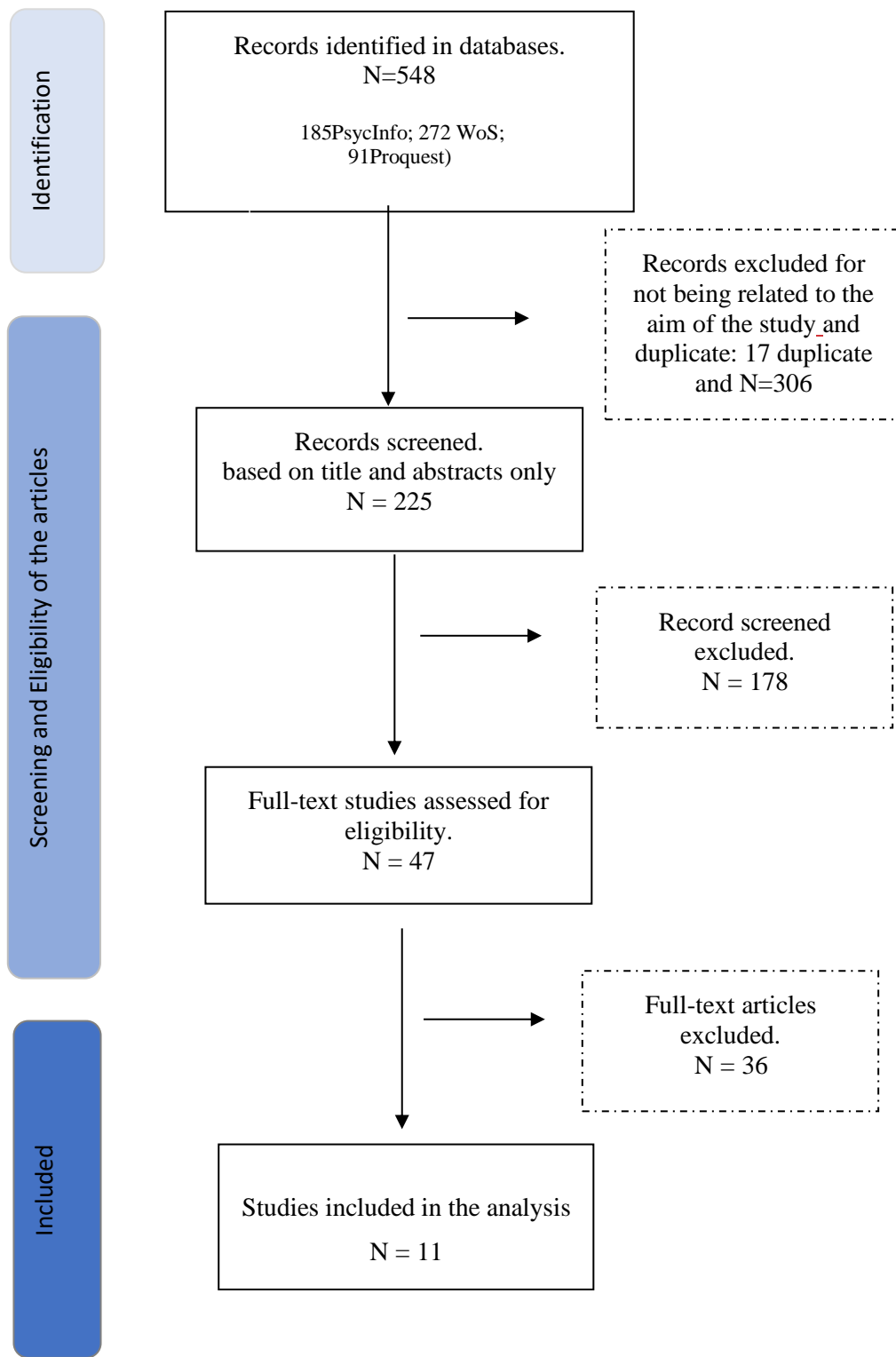Included

Studies included in the analysis
N = 11

*Figure 4.1-1 Flow Diagram of the study selection*

### 4.1.4 Inclusion and exclusion criteria

This scoping review included original peer-reviewed articles that met specific inclusion criteria and excluded articles that did not meet those criteria. The inclusion criteria included articles that were available online in full text and were published between 2000 and 2021. The studies needed to have qualitative or mixed method designs and focus on the perceptions of ethnic minority parents of child welfare services or child welfare service workers' perceptions of ethnic minority parents. The target population for these studies was ethnic minority parents and child welfare service workers, and the articles needed to be published in English.

On the other hand, the exclusion criteria included studies with quantitative designs, studies focused on children or men, reviews, conference proceedings, short papers, editorials, book chapters, and articles not available online in full text. Additionally, studies in languages other than English were excluded from this scoping review. Any articles published outside of the 2000–2021-time frame or those not available online in full text were also excluded as displayed in the table Table 4.1-2 Inclusion and Exclusion criteria for the included articles. By setting these specific inclusion and exclusion criteria, the scoping review was able to ensure that the articles selected were relevant to the research question and met a certain level of quality.

| | Inclusion | Exclusion |
|---|---|---|
| **Databases** | Web of Science, Psych INFO, ProQuest | All other databases |
| **Time frame** | 2000-2021 | All other time frame |
| **Publication types** | Peer-reviewed original articles available online in full text. | Articles not available online in full text. Reviews, conference proceedings, short papers, editorials, book's chapter |
| **Types of studies** | Studies with qualitative and mix method designs. | Studies with quantitative designs |
| **Focus** | - Studies focused ethnic minority parent's perceptions on child welfare service<br><br>-Child welfare service worker's perception on ethnic minority parents | - Studies focused on children on men |
| **Language** | English | Other languages |
| **Target population** | Ethnic minority parents and child welfare service workers. | Other, children |

*Table 4.1-2 Inclusion and Exclusion criteria for the included articles*

### 4.1.5  Mapping the data material

In Arksey and O'Malley's (2005) recommendations, the fourth stage is to map data by identifying major themes from original sources. Mapping entails understanding qualitative data by sifting through, mapping, and sorting material based on the project's research questions and key topics. Mapping may include author information, year of publication, research location, type of intervention, sample group, study goal, research methods, and important results. Arksey and O'Malley (2005). Levac et al. (2010) suggest that the research team construct a data table to clarify which subjects should be included to answer the research question. They suggest this be an iterative process in which academics constantly refresh the data table. This study's data was examined step by step. As previously stated, the title and summary were evaluated first. The entire piece was then perused to get a general impression. The complete article was then read again to find subjects pertinent to the survey and research query. A data table with topics pertinent to answering the study queries was created. The themes I have chosen are Author\year, title, and under Description we find purpose, method, Selection, size and Principal results.

This method employs inductive thinking, in which motifs and groups are found by carefully examining the data. Deductive thinking is also used in the process, which includes generating ideas or variables from theory or prior research. (Zhang & Wildemuth, 2009). The first coding in this thesis was founded on theory and relevant study. After reading through the articles, it finds new, pertinent codes from information that stuck out in the data material. (Zhang & Wildemuth, 2009).

Tags are used to categorize the content of the documents. A code can be added to any text length if it reflects a subject or is relevant to the research question. (Zhang & Wildemuth, 2009). It is essential to note that the regulations can change incrementally during the process, so go back and check for irregular inconsistent coding along the way. (Zhang & Wildemuth, 2009).

The next stage is to give the discovered themes or groups meaning. (Zhang & Wildemuth, 2009). It may entail investigating category characteristics, finding connections between categories, and identifying patterns. Finally, the results are presented. The relationship between description and perception should be maintained in reporting. (Zhang & Wildemuth, 2009).

### 4.1.6   Sorting, summarizing, and reporting the results.

The last stage in Arksey and O'Malley's (2005) recommendations is to sort, summarize, and report the findings. You want to give an overview of all the material that has been examined in a scoping review, so how you present this possibly large material is important. A scoping review should not evaluate the quality of the research and thus cannot show generalizable results (Arksey & O'Malley, 2005).

According to Levac et al. (2010), scoping reviews rarely provide precise details about how findings were obtained. As a result, they suggest three certain steps: data analysis, sharing of findings, and adding significance to the results. The results chart, as shown in figure 1 was

filled out for each piece to organize and analyse the data. In addition, the findings were summarized and published in a table (table 1) in result chapter. Finally, the results were compared to the acculturation theory to provide additional context in discussion chapter.

### 4.1.7  Validity and reliability

The assessment of qualitative validity entails determining if we assessed what we wanted to measure, whether the results are exact, and whether the necessary conclusions have been formed (Kvale & Brinkmann, 2015). Qualitative reliability, on the other hand, refers to the capacity of other researchers to repeat the discovery later (Kvale & Brinkmann, 2015). Creswell and Creswell (2018) and Kvale and Brinkmann (2015) have written about these ideas.Creswell (2018) describes various methods to increase validity.

To show results, detailed explanations should be used (Creswell & Creswell, 2018) so that the viewer can develop a better grasp of the situation, with comprehensive explanations of and viewpoints The outcomes of a subject become more realistic and richer. This method may improve the reliability of the results. There are comprehensive descriptions of the results found in the papers for each category in result chapter.

It may be necessary for another individual to review and question the qualitative study to ensure that the results are meaningful to people other than the researcher. (Creswell & Creswell, 2018). A scoping review should be conducted in a collaborative manner because there may be a lot of uncertainty about which studies should be included or omitted in the selection of papers. (Levac, et al., 2010). Teamwork in the process of selecting papers was not possible in this poll. However, if there was any doubt about whether an article should be excluded or included, it was addressed with the supervisor to obtain additional viewpoints.

A transparent process is essential for maintaining research reliability. The process should be documented with as many stages as feasible by the researcher. (Yin, 2009, referenced in Creswell & Creswell, 2018) This task includes a detailed search procedure so others can conduct the exact search. The factors for inclusion and exclusion are also explained earlier and illustrated in table one (inclusion and exclusion criteria). It is as a result; data should be compared to codes regularly. Continuously compare data with codes, and record keywords about each unique code used and its definition. (Gibbs, 2018) The codes' keywords and meanings were written, and the codes were continuously evaluated to ensure no gradual shift throughout the process. also, critical to ensure that the codes' definitions do not gradually alter during the procedure.

### 4.1.8   Research ethics

The project did not necessitate study ethical approval or the gathering of personal data. Nonetheless, ethical considerations will always be essential in a literature review. All scientific activities necessitate that researchers adhere to ethical standards that apply within the study group and with their surroundings. (Thagaard, 2013). According to Neuman (2014), ethics begins and concludes with the researcher; in this project, I try to have an ethical approach to all parts of the research. However, my previous knowledge and background can impact my comprehension of the subject and data interpretation; I have thus attempted to think on this throughout to be as impartial as possible in my work. Concerning scoping review as a technique, I have also been aware of the credibility of the articles, which means whether trustworthy sources are used, as well as the risk of misrepresentation. Ethical concerns were also considered when discussing the work of other academics. The study papers have been given honestly, and references to the work of other researchers have been made. (NESH, 2016)

Peer-reviewed papers help to ensure the dependability of the data's sources. I define misrepresentation as accurately reading the language and content of articles and reproducing what the writers communicate in the various articles without assigning a different meaning to the content. This is an essential ethical consideration that will determine the content of the master's thesis.

# 5 Results

11 articles were examined in this scoping review. Based on theory and pertinent study, as well as information that stood out in the data material, four categories were created: purpose, method, selection\size, and principal results. The outcomes of each category based on study paper are shown in the results Table 4.1-1 Summary table of the articles included in the analysis This chapter goes into greater depth about the findings from each area. My findings will address two different groups, ethnic minority parents and child welfare workers.

I conducted a scoping review on ethnic minority parents and child welfare, with studies conducted in 11 articles from across different countries: United States (3), Canada (3), Norway (3), England (2), and Sweden (1). These articles shed light on perceptions and challenges faced by minority ethnic families and child welfare workers as well as initiatives made to overcome them across contexts.

| Author, year | Tittle | Description | | | |
|---|---|---|---|---|---|
| | | purpose | method | Selection and size | Principal results |
| **Ayón, C. et al (2010)** | Learning How to Dance with the Public Child Welfare System: Mexican Parents' Efforts to Exercise Their Voice | The purpose of this article is to understand how Mexican parents perceive their voices (their concerns, dissatisfaction, and opinions) as integrated in child welfare cases and what factors hinder or promote this process. | In-depth semi-structured interview | 19 parents (16 mothers and 3 fathers) with open child welfare cases | 1) parental views of how workers heard their voices. 2) case circumstances, such as immigration status and dread of losing children; and 3) parental lack of information and comprehension of the child welfare case. |

| | | | | | |
|---|---|---|---|---|---|
| **Dumbrill, G. C. (2009)** | Your Policies, Our Children: Messages from Refugee Parents to Child Welfare Workers and Policymakers | In this research, refugee parents in Canada relate their experiences. perspectives of parenting and their encounters of Canadian child welfare agencies. | Focus groups | 11 participants (9 women and 2 men) | 1)understanding our children's aspirations and worries, 2) understanding our settling difficulties, and collaborating with us in creating child welfare policies and services. |
| **Earner, I. (2007)** | Immigrant families and public child welfare: Barriers to services and approaches for change | The goals of this study were to hear immigrant parents describe their experiences with child welfare services, to identify barriers to services that these parents encountered, and to advocate for policy, program, and practice changes | focus groups | two focus groups of immigrant parents composed of 11 immigrant parents | 1)Lack of knowledge about immigration status 2)Mutual cultural misunderstanding 3)Lack of language access |
| **Fylkesnes, M. K., et al (2018).** | Negotiating deficiency: Exploring ethnic minority parents' narratives about encountering child welfare services in Norway | to investigate institutional procedures in Norwegian child welfare services (CWS) through the viewpoints of ethnic minority parents. | narrative research. Semi structured interviews | 11 parents who were interviewed. | 1-Learning how to parent 2- Contesting expert knowledge 3- Learning how to "be a client |
| **Kriz, K., et al. (2010)** | Lost in Translation: How Child Welfare Workers in Norway and England Experience Language Difficulties when Working with Minority Ethnic Families. | This article explores the difficulties social workers in child welfare agencies in Norway and England face when dealing with minority ethnic families who do not speak the nation's language. | qualitative intervie ws | in-depth, semi-structured inter-views with a total of 53 social workers in Norway and England. | "The language barrier." lose knowledge, time, and confidence. |
| **Kriz, K., et al (2010).** | Knowing our society' and 'fighting against prejudices': How child welfare workers in Norway and England perceive the challenges of minority parents. | to investigate child welfare employees' views and classifications of black and minority ethnic parents. About their perceptions of and experiences working with minority families | in-depth intervie ws | 53 child welfare workers in Norway and England | 1-challenges related to cultural 2-differences, language issues 3-lack of system knowledge 4-parenting approaches. |

| Kriz, K., et al (2011). | How child welfare workers view their work with racial and ethnic minority families: The United States in contrast to England and Norway. | Child welfare employees in the United States, England, and Norway have worked with racial and ethnic minority parents. | in-depth, semi-structured interviews | 86 child welfare workers employed in public child welfare agencies in the United States, Norway, and England, | culture, poverty, racism and oppression, lack of entitlement, and language. |
|---|---|---|---|---|---|
| Lanesskog, D., et al (2020). | Language is not enough: Institutional supports for Spanish speaking client-worker engagement in child welfare. | The research investigated client-worker relationships and found institutional variables that aided and hindered these ties. | Semi-structured interview | 3 ethnic parents. (Spanish mothers living in California) 10 workers. bilingual (English and Spanish). All were women. | 1-the crucial role of language 2-the importance of culture. 3-client fear 4-an overwhelming workload 5-the need for supportive supervisors. |
| Maiter, S., et al (2017). | Trial and error: attending to language barriers in child welfare service provision from the perspective of frontline workers. | the experiences of child welfare employees in offering services to customers with low English proficiency to comprehend the processes of relationship formation and service supply that may add to improved practice | A mixed-method included focus groups, individual interviews and file reviews was conducted | 30 child welfare workers across six focus group | 1-Difficulties with use of interpreters 2-Benefits of use of interpreters 3-Structural barriers |
| Maiter, S., et al (2011). | South Asian immigrants' experience of child protection services: are we recognizing strengths and resilience? | The present study investigates the experiences of one ethno-racial group (South Asians) in Canada and their interactions with the child welfare system. | Qualitative (Long Interview Method) | 20 parents living in Canada (12 women and 8 men) | 1-Experience of intervention 2-Worker–client relationship 3-Cultural responsiveness 4-Accessing supports 5-Ways to improve services |
| Tembo, M. J., et al (2020). | Governing the family: immigrant parents' perceptions of the controlling power of the Norwegian welfare system. | The purpose of this research is to investigate immigrant parents' perceptions of the welfare system's controlling authority in parenting, both among parents who have interacted with CⁱWS and those who have not. | Qualitative interviews (Snowball sampling) | 15 immigrant parents in Norway. | 1-feeling controlled 2-feeling watched 3-feeling stigmatised 4-Altering the family hierarchy 5-Rumours and views of harmful assistance |

*Table 4.1-1 Summary table of the articles included in the analysis*

## 5.1 Purpose

This scoping review investigates the perspectives and challenges of minority parents and child welfare workers working within the child welfare system, specifically looking into any barriers minority families encounter when accessing child welfare services and child welfare workers' perspectives when working with these families.

Some articles have focus on the experiences of ethnic minority parents engaging with child welfare systems across various countries. Their purpose is to shed light on any challenges these parents encounter, such as language barriers, cultural differences, or systemic biases.

the authors want to gain more understanding from these experiences while suggesting ways of increasing minority parent participation in child welfare systems. For example Ayon et al. (2010) explore the experiences and strategies employed by Mexican parents involved with child welfare systems in the United States and their attempts to exercise their voices, while Dumbrill (2009) examines refugee parent messages to child welfare workers and policymakers in Canada, while Earner (2007) investigated immigrant families living in the US who faced barriers when accessing services; Fylkesnes et al. (2018) examine experiences from ethnic

minority parents encountering child welfare services while Kriz et al. (2010) explored language difficulties when working with minority ethnic families when working alongside child welfare workers both from Norway and England when working alongside minority ethnic families, while Kriz et al. (2010) conducted research which explored difficulties encountered when working with minority ethnic families while working alongside minority ethnic families while working alongside minority ethnic families in Norway/England when dealing with minority ethnic families when working alongside minority ethnic families.

## 5.2   Method and design:

The included publications on public child welfare and immigrant families were classified according to their methodologies and designs, which were classified as qualitative or mixed methods designs. This is due to the inclusion criteria.

Ayon et al. (2010), Earner (2007), and Dumbrill (2009) are among the qualitative studies, as are Fylkesnes et al. (2018), Kriz et al. (2010), and Kriz et al. (2011), as well as Maiter et al. (2011) and Tembo et al. (2020). In-depth interviews and theme analysis approaches were used in these studies to explore immigrant families' experiences in public child welfare systems and staff opinions on dealing with different families.

Ayon et al. (2010) interviewed 19 Mexican immigrant parents residing in the United States to learn about their experiences with public child welfare agencies. Language problems, cultural misunderstandings, and a lack of trust between participants and staff were among the themes and subthemes the researchers identified using thematic analysis.

Maiter et al. (2011) used in-depth interviews and theme analysis to investigate the experiences of South Asian immigrant parents with child protection agencies in Canada.

Lanesskog et al.'s (2020) mixed methods study investigated language obstacles to client worker participation in child welfare services in Sweden using questionnaires and in-depth interviews.

Descriptive statistics and thematic analysis were used to obtain parental and worker views on the barriers and facilitators of good communication and cooperation.

Finally, the articles use a variety of research approaches and strategies to analyze the experiences of minority ethnic families and child welfare professionals in Norway, England, and the United States. In-depth interviews and focus groups were frequently utilized to collect data, and theme analysis and grounded theory were employed to evaluate the findings.

## 5.3   Selection and size:

The number of informants varies based on the research design, research topic, and data collection methods utilized in these papers. Some research concentrated on a limited number of informants to gather in-depth and specific insights into their experiences. In contrast, others employed larger sample sizes to achieve a more generalizable knowledge of the phenomenon.

Ayón et al. (2010), for example, interviewed 19 Mexican parents to investigate their efforts to express their voice in the public child welfare system. Similarly, Maiter et al. (2011) interviewed 20 South Asian immigrants to learn about their experiences with child welfare agencies. In contrast, Fylkesnes et al. (2018) conducted focus group conversations with 11 ethnic minority parents in Norway to investigate their interactions with child welfare agencies.

Larger sample sizes were employed in several research to provide a more generalizable knowledge of the topic. Kriz et al. (2011), for example, polled 86 child welfare professionals from three countries (Norway, England, and the United States) to compare their perspectives on dealing with ethnic minority families. Similarly, kriz et al. (2010a and b) examined 53 child welfare workers in Norway and England.

In Canada, Dumbrill (2009) interviewed 11 refugee parents. This group was chosen for the study because they experienced cultural and linguistic hurdles while seeking child welfare assistance. Earner (2007) conducted interviews with 11 immigrant families and focus groups

with child welfare workers. The informants were chosen based on their previous involvement with child welfare agencies in the United States

As a result, the number of informants varied based on the research methodology and research topic in these papers. While some research employed a limited number of informants to gather in-depth insights into their experiences, others employed larger sample sizes to obtain a more generalizable knowledge of the phenomenon. the choice of informants was an essential part of the study design in these papers. The researchers picked informants who represented distinct communities and might give helpful information on their experiences with child welfare services. The researchers were able to acquire a better grasp of the issues encountered by ethnic minority families in the child welfare system by carefully choosing informants.

## 5.4   Principal results

In this section I will present the results of the articles which examine how immigrant and ethnic minority families interact with public child welfare systems in various nations. Despite differences in context and approach, the papers uncover numerous common themes about families' difficulties in obtaining and navigating child welfare services. Language obstacles such as Kriz et al. (2010a) and Lanesskog et al. (2020), Cultural differences were cited in Ayón et al. (2010) and Kriz et al. (2010b), Fear and distrust for example cited by Dumbrill (2009) Earner (2007) Lack of access to information for example Maiter et al. (2017), Tembo et al. (2020). Exclusion from decision-making: Fylkesnes et al. (2018) and Maiter et al. (2011) Stigmatization and discrimination by Kriz et al. (2011), Tembo et al. (2020).

 These articles provide insight into how these themes manifest in families' everyday lives and affect interactions with child welfare workers and institutions through interviews with parents. Furthermore, emphasizing these topics indicates that child-welfare professionals

should adopt more culturally sensitive procedures that honour family diversity while considering individual needs.

In Ayón and colleagues (2010) article, the main findings revealed that Mexican parents encountered difficulties accessing services and exercising their rights, including language challenges, a lack of knowledge, and a fear of reprisal. Despite these obstacles, parents continued to fight for their children and engage with child welfare specialists.

While in Dumbrill (2009), the main findings revealed that refugee parents frequently felt left out of decision-making processes and were unsatisfied with the level of services offered to their families. Furthermore, parents felt that child welfare personnel and authorities stigmatized and discriminated against them. The study emphasizes the need for child welfare professionals to engage with refugee parents and incorporate their viewpoints into policy and practice.

Earner, I. (2007) found that language hurdles, cultural differences, and fear of immigration enforcement were significant challenges for immigrant families accessing services. Furthermore, the study discovered that child welfare specialists frequently lacked cultural competency and were unaware of the requirements of immigrant families. The report advocates for more emphasis on cultural competency and the creation of measures to meet the unique needs of immigrant families.

M. K. Fylkesnes et al. main findings revealed that parents frequently felt judged and stigmatized by child welfare experts and experienced multiple difficulties seeking help. Furthermore, parents reported feeling misunderstood and ostracized due to cultural and linguistic challenges. The study underlines the need for child welfare workers to address cultural competency concerns and work to create trust and understanding with ethnic minority families.

There are some similar themes that run through those articles, which I shall outline below.

### 5.4.1.1    language barriers:

Parents have difficulty speaking with child welfare workers. This resulted in misconceptions and needing help getting services. Language has consistently been identified as a barrier for ethnic minority parents when accessing child welfare services. Lanesskog et al. (2020) reported that Spanish-speaking parents in the US experienced difficulty communicating with child welfare workers, leading to miscommunications and misunderstandings; similarly, Kriz et al. (2010a) revealed difficulties experienced by child welfare workers in Norway and England communicating effectively with ethnic minority families due to a lack of cultural nuances understanding needs to be displayed properly to them. To address this issue, some articles propose professional interpreters or translation materials provided as solutions to bridge language gaps between cultures such as in Kriz et al. (2010a), Lanesskog et al. (2020).

### 5.4.1.2    Cultural differences:

Immigrant and ethnic minority families frequently have cultural beliefs and practices that differ from those of child welfare experts. As a result, there were misconceptions and, in some cases, judgment or stigmatization of the families and they frequently face difficulty navigating child welfare systems that do not align with their cultural values and beliefs. Ayon et al. (2010) found that Mexican parents in the US struggled to navigate an individualistic child welfare system that prioritizes children over family members and community ties. Some parents thought that social workers needed to be more familiar with their cultural ideas and practices, such as the role of extended family members in childrearing (Ayón et al., 2010).

Fylkesnes et al. (2018) found that Norwegian child welfare workers often find it difficult to understand the cultural practices and beliefs of ethnic minority families, leading them to miscommunication with these families, which led to misinterpretations and negative outcomes.

To combat this issue, some articles such as Fylkesnes, et al (2018), Ayón, C. et al (2010) Lanesskog, D., et al (2020). suggest cultural sensitivity training for child welfare workers and engaging community members and leaders in the child welfare process.

### 5.4.1.3    Fear and mistrust:

Parents frequently felt fear and doubt of child welfare experts and institutions due to prior experiences or perceptions of being handled unfairly or criticized. Ethnic minority parents may have had poor contact with government institutions and may be apprehensive about participating with child welfare agencies. Dumbrill (2009) observed that refugee parents in Canada reported distrust of child welfare services because of immigration status worries or deportation fears; Earner (2007) discovered a similar hesitation among immigrant families in the United States. Some parents were concerned that contacting child welfare specialists might betray their immigrant status to authorities. Earner (2007).

In Fylkesnes et al., 2018 authors found that parents voiced distrust against child welfare experts, claiming their children were taken from them for no valid reason.

To address this issue, authors such as Maiter et al. (2011) have advised increasing trust of South Asian immigrant parents by recognizing and valuing their families' abilities and resilience. outreach initiatives or including community people in decision-making concerning child welfare processes.

### 5.4.1.4    Lack of access to information:

Parents expressed a lack of access to information about their rights and the resources that are accessible to them. This made it difficult for them to advocate for themselves and their children in the child welfare system. Fylkesnes et al. (2018) found that ethnic minority parents in

Norway reported feeling unclear about their rights and responsibilities within the child welfare system and on decisions being made regarding their children. Ayon et al. (2010) discovered that Mexican parents in the US struggled to navigate it due to limited knowledge about resources and services.

To solve this issue, multiple studies advise that minority parents need greater access to available and culturally relevant information. This may entail offering content in many languages with clear explanations, involving community leaders in the distribution process, and using culturally relevant brochures/videos to inform South Asian families about child safety services in Canada. Maiter et al. (2011) recommended employing culturally tailored brochures/videos to do this effectively.

### 5.4.1.5 Exclusion from decision-making:

Parents felt excluded from decision-making processes involving their children, which resulted in the sense of helplessness and dissatisfaction with the services offered.

Both Fylkesnes et al. (2018) and Maiter et al. (2011) explored exclusion from decision-making processes related to their children's welfare, finding that ethnic minority parents in Norway felt excluded from decision-making processes related to child welfare decisions, these parents reported feeling unheard and their perspectives not taken into consideration by child welfare professionals, resulting in frustration, distrust, and an overwhelming sense of powerlessness for the parents.

Maiter et al. (2011) discovered that South Asian immigrant parents in Canada felt excluded from decision-making processes related to their children's welfare. Child welfare workers frequently make decisions without consulting or considering these parents' cultural beliefs and practices, leaving them feeling marginalized and disrespected in decision-making processes.

According to Fylkesnes et al. (2018), child welfare experts should communicate meaningfully with parents, listen to their viewpoints, and include them in decision-making processes. Maiter et al. (2011) also advise child welfare workers to be culturally sensitive when involving parents in decision-making, considering cultural beliefs and practices.

### 5.4.1.6   *Stigmatization and discrimination:*

Some parents reported feeling stigmatized or discriminated against by child welfare professionals and systems because of their race, ethnicity, or immigration status.

According to Earner (2007), several parents stated that child welfare experts criticized or stigmatized them based on race or ethnicity, and Dumbrill (2009) observed that parents reported feeling discriminated against by child welfare professionals because of their status as refugees or immigrants.

These themes imply that child welfare professionals should develop cultural competency, create trust with families, and include parents in decision-making processes to enhance outcomes for children and families.

### 5.4.2   Articles focusing on child welfare workers.

The articles in this section include a wide range of topics concerning child welfare services and their interactions with ethnic minority families in Norway, England, and the United States. They emphasize the difficulties that child welfare professionals encounter when engaging with families from various language and cultural backgrounds and the influence of cultural disparities and prejudices on service delivery.

Kriz et al. conducted three research on the experiences of child welfare workers dealing with minority ethnic families in Norway, England, and the United States. Their study demonstrated that language hurdles and cultural differences might impede service delivery; cultural

competency training was emphasized as critical. Furthermore, each nation chose a distinct approach to service delivery different ways: for example, In the United States, child welfare workers often approach service delivery from a cultural competency perspective. This implies they thought it was critical to understand and respect the cultural values and beliefs of minority ethnic families to deliver successful services while also creating trust and relationships, listening carefully, and speaking properly.

While in England, child welfare professionals were more likely to approach service delivery with an anti-oppressive approach. They considered their role in structural and systemic factors such as racism and discrimination contributing to excluding minority ethnic families. They also highlighted opposing repressive behaviours and promoting social justice.

Workers in child welfare in Norway tended to focus on children. They accomplished this by prioritizing their needs and best interests over families' cultural or ethnic backgrounds while providing services and promoting family involvement in decision-making processes and collaborative problem-solving with them.

Lanesskog and colleagues (2020), explore the significance of institutional support in increasing client-worker participation in child welfare services for Spanish-speaking families. The report underlines the need for organizations to provide proper language access and cultural competence training to their employees.

In the first study by Maiter et al. (2011) investigate South Asian immigrants' experiences with child protection services in Canada. The study discovers that South Asian families confront several obstacles, including linguistic and cultural difficulties, and emphasizes the need for programs that respect immigrant families' strengths and resilience.

While in the second study by Maiter et al. (2017) investigate the experiences of frontline workers in addressing to language difficulties in child welfare service provision. According to

the study, professionals frequently rely on trial and error and informal translating procedures when engaging with non-English speaking families.

Finally, Tembo et al. (2020) investigates immigrant parents' assessments of the assistance system's regulating authority in Norway. The study discovers that immigrant parents frequently feel helpless and excluded due to the child welfare system's established dominance, highlighting the need for more culturally sensitive and responsive services.

When working with minority ethnic families in the child welfare system, the papers explored common themes of language barriers, cultural disparities, prejudices, power imbalances, and a lack of institutional assistance. Interviews with child welfare professionals and minority c families gave insights into people involved in the system's experiences and attitudes. There are common themes in these articles, I will cite them below.

A similar theme was also recognized as cultural disparities. The study by Maiter et al. (2011) emphasized the difficulties that child welfare professionals experience in comprehending the culture and customs of minority families. "They (child welfare workers) don't understand the culture, they don't understand the language, and they don't understand the traditions," one participant said. (p. 331). This lack of cultural knowledge might result in misunderstandings and inefficient service delivery. Lanesskog et al. (2020) discovered that when child welfare personnel do not understand their clients' language, they may overlook vital information that might impact the case result. Participants in Maiter et al.'s (2011) article remarked that child welfare workers frequently lack knowledge of the culture, language, and customs of minority families.

This study focuses on papers that show a link with the acculturation hypothesis. Acculturation is the process through which people or organizations absorb the culture of another civilization while keeping some of their own cultural identity. The studies discussed below look at how

this impacts ethnic minority families and child welfare professionals in various child welfare systems worldwide.

The findings indicate that language limitations, cultural disparities, and system mistrust pose obstacles for ethnic minority parents and child welfare professionals. Earner (2007) discovered that immigrant families in the United States might be reluctant to engage with child welfare services due to cultural differences and suspicion of its components; similarly, Maiter et al. (2011) discovered that South Asian immigrant families in Canada might be reluctant to seek help due to cultural and language differences. Studies reviewed in this research illuminate the intricate relationship between acculturation, cultural differences, and child welfare services. Their results underscore the necessity of providing culturally responsive services and training to child welfare professionals to achieve positive outcomes for children from diverse backgrounds.

Biases and power inequalities were also present in the research. According to Tembo et al.'s (2020) research, immigrant parents frequently feel they have no influence in decisions affecting their children and are hesitant to speak out. Biases held by child protection employees can increase this power disparity. According to Kriz et al. (2011), specific minority populations feel targeted and spied on by the child welfare system, which can foster distrust and impede efficient treatment provision.

the research underlined the need for institutional support and resources to meet the requirements of minority families. According to Lanesskog et al.'s (2020) research, child welfare workers require more help properly communicating with Spanish-speaking clients. According to Maiter et al. (2017), there is a shortage of formal training for child protection professionals who interact with clients who do not speak English. These findings imply that

institutional support and resources that identify and address the unique needs of minority families are required for effective child welfare services.

Finally, while working with minority ethnic families in the child welfare system, the papers found recurrent themes to be language hurdles, cultural disparities, prejudices, power imbalances, and a lack of institutional assistance. The interviews revealed important information on the experiences and attitudes of child welfare workers and minority families. The findings underscore the necessity of addressing power inequalities and prejudices within the system and the need for more culturally competent and linguistically adequate child welfare services.

### 5.4.3  Limitations:

The publications investigate minority families' experiences with the child welfare system in various circumstances. Still, they also have certain limitations that may impact the accuracy and dependability of their findings.

Firstly, many of these studies have small sample sizes, limiting their generalizability. Ayón et al. (2010), for example, Fylkesnes et al. (2018) held focus group talks with 11 ethnic minority parents in Norway. While these studies provide important insights into the experiences of these distinct individuals, their conclusions may not apply to other communities.

Secondly, some studies highlight a specific aspect of the child welfare system, such as language barriers (e.g., Kriz et al., 2010) or institutional supports (e.g., Lanesskog et al., 2020), while ignoring other factors that may be relevant to the experiences of minority families, such as racism and cultural differences.

Finally, some studies don't include the perspectives of child welfare professionals and politicians, who play a critical role in forming minority families' interactions with the system.

Dumbrill (2009), for example, focuses on the perspectives of immigrant parents in Canada but does not investigate the experiences of child welfare workers who come into contact with them.

These limitations may impact the accuracy and dependability of the results of this research since they may not completely represent the intricacies of minority families' interactions with the child welfare system. Nonetheless, these studies give important insights into the issues these families experience and suggestions for improvement in child welfare policy and practice.

# 6   Discussion:

To answer the question of what characterises research articles that deal with perceptions of ethnic minority parents and child welfare service workers have on each other; three topics will be discussed.

According to the literature on minority parents' experiences with child welfare service workers, their perceptions and those of child welfare workers frequently disagree considerably. Minority parents often feel marginalized and disempowered during interactions with child welfare workers who may perceive them as deficient or uncooperative; on the other hand, workers may become frustrated by what they perceive to be resistance or lack of engagement from minority parents, failing to understand cultural considerations surrounding their experiences.

Minority parents' and child welfare workers opinions on children's well-being and helping families in difficulty are comparable. Minority parents are often willing to cooperate with child welfare workers, and many child welfare workers attempt to build culturally appropriate techniques.

Communication and mutual understanding are two ways minority parents and child welfare workers may stay informed. This could include offering language services, training child welfare workers in cultural competency and anti-oppressive practices, actively incorporating minority parent perspectives into decision-making processes, or recognizing and building on minority families' strengths rather than focusing solely on deficits.

The literature highlights the need to recognize power dynamics and cultural differences that develop between minority parents and child welfare workers. Both groups may prioritize communication and collaboration to offer equitable and effective assistance to children and families.

The papers included in this scoping review offered insight into how ethnic minority families and child welfare workers perceive one another. Many studies have emphasized the significance of cultural differences and language barriers in contributing to misconceptions and wrong impressions. For example, Kriz et al. (2010a) discovered that when interacting with minority ethnic families, child welfare professionals in Norway and England face linguistic barriers, which can lead to emotions of frustration and impotence. According to Lanesskog et al. (2020), language problems can generate a power imbalance between Spanish-speaking customers and child protection personnel, leading to a lack of trust and a sense of alienation.

On the other hand, many studies have highlighted ethnic minority families' attitudes toward child welfare professionals. According to Maiter et al. (2011), South Asian immigrants in Canada saw child protection agencies as being overbearing and failing to recognize their qualities and resilience. Furthermore, Fylkesnes et al. (2018) discovered that ethnic minority parents in Norway evaluated child welfare services as inadequate and missing cultural sensitivity, resulting in emotions of dissatisfaction and disempowerment.

More studies are needed to thoroughly understand ethnic minority families and child welfare professionals' attitudes and develop effective techniques for creating positive connections and increasing results for all families such as Comparative studies can give insight into the experiences of ethnic minority families and child welfare professionals in other jurisdictions or nations, assisting in identifying common difficulties and successful solutions.

It is crucial to understand the study limitations covered in this review, such as their focus on certain ethnic minority groups and geographic locations. More research is needed to fully understand the experiences and views of ethnic minority families in the child welfare system and to create practical solutions for improving outcomes for all families.

Both Hypotheses 1 and 2 are supported by the studies included in this scoping review.

According to Hypothesis 1, ethnic minority parents may suffer linguistic hurdles, cultural disparities, and a lack of confidence in child welfare agencies. Numerous studies in the list demonstrate these challenges for immigrant and minority families within the child welfare system; Fylkesnes et al. (2018) discovered that Norwegian ethnic minority parents felt frustrated due to a perceived lack of cultural understanding by child welfare professionals; Maiter et al. (2017) and Ayon et al. (2010) both highlighted language barriers as significant barriers preventing accessing services or effectively communicating with child welfare professionals.

Hypothesis 2 contends that child welfare workers may have difficulties in cultural competency and effective communication with parents from ethnic minority backgrounds, resulting in miscommunication, misunderstandings, and potentially harmful decisions. The studies on the list also provide credence to this concept. Child welfare workers in Norway and England struggled with language issues when working with minority ethnic families, resulting in miscommunication and misunderstandings, according to Kriz et al. (2010a); Maiter et al.

(2011) highlighted the importance of recognizing South Asian immigrant families' strengths and resilience due to cultural incompetence issues among child welfare workers themselves.

The publications thoroughly examine ethnic minority parents' and child welfare professionals' opinions of one another. The studies emphasize both parties' difficulties when navigating the child welfare system, such as language limitations, cultural disparities, and unfavourable preconceptions. However, the papers offer chances for cooperation and good change, such as the necessity of trust building, recognizing, and embracing the assets of various families, and developing cultural sensitivity and responsiveness in child welfare practice. Overall, the papers highlight the need to establish good communication, mutual respect, and collaboration among ethnic minority parents and child welfare professionals to achieve the greatest outcomes for children and families.

## 6.1   How the articles are related to the chosen theory, the acculturation theory:

These studies illuminate the role of acculturation theory in understanding the dynamics of such relationships and provide insights into the issues that occur when dealing with families from varied cultural and language backgrounds.

The findings of the studies included are related to acculturation theory. Acculturation is the process through which people or groups embrace the culture of another civilization while retaining some characteristics of their cultural identity (Berry, 1997). The studies on this list look at the experiences of ethnic minority families and child welfare professionals in various child welfare systems worldwide; their findings show how acculturation affects these experiences.

Acculturation theory concerns how people from various cultural origins interact with and adapt to one another in a host culture. The studies I mentioned examine the interactions between child

welfare workers and minority families in Norway, England, and the United States. They emphasize the importance of cultural competence, effective communication skills, and culturally responsive services in ensuring successful interactions between child welfare workers and minority families.

According to acculturation theory, language ability, communication skills, cultural knowledge, and sensitivity are all important factors in effective intercultural relationships. According to my research, language obstacles, cultural differences, and communication challenges might make it difficult for child welfare professionals to connect successfully with minority families. The studies also emphasize the necessity of acknowledging minority families' strengths and resilience and the need for culturally appropriate assistance to support effective interactions.

Earner (2007) studied immigrant families in the United States and identified cultural differences and mistrust in child welfare as important barriers to seeking assistance. Similar findings were observed by Maiter et al. (2011) about South Asian immigrant families in Canada: cultural differences may limit interaction with child welfare services due to cultural or linguistic challenges.

This list of studies also emphasizes the importance of cultural knowledge and awareness in child welfare interventions. When dealing with ethnic minority families, Kriz et al. (2011) discovered variances in perception among child welfare professionals in the United States, England, and Norway, which may represent differences in cultural backdrop between nations. Lanesskog et al. (2020) emphasized the need for institutional assistance for Spanish-speaking clients in Norway's child protection system.

This collection of studies demonstrates the intricate relationships between acculturation, cultural variations, child welfare services, and child protection specialists. They also emphasize

the importance of culturally sensitive services and training for child welfare workers to ensure positive outcomes for children from varied origins and families.

Kriz et al.'s (2010, 2011) research focuses on child welfare workers' linguistic barriers while working with minority families. When dealing with families from varied origins, the writers emphasize the need for cultural competency and communication skills. They also stress the significance of properly training child protection professionals to promote good communication with families from various languages and cultural backgrounds. These findings support the acculturation theory, emphasizing the relevance of language competency and communication skills in effective international relationships.

Likewise, Lanesskog et al. (2020) emphasize the need for institutional assistance in supporting good communication between Spanish-speaking clients and child welfare personnel. To enhance communication between clients and workers, the authors underline the importance of bilingual staff and the usage of language interpreters. These findings are consistent with the acculturation idea, which holds that efficient communication is required for successful relationships between people from various cultures.

Maiter et al. (2017) researched the difficulties that frontline workers have while addressing language barriers in child welfare service providing. The authors underline the need for proper training and support for frontline workers to promote efficient communication with families from various languages and cultural backgrounds. These findings support the acculturation theory, which emphasizes the relevance of cultural competency and communication skills in effective international encounters.

Maiter et al. (2011) researched the experiences of South Asian immigrants with child protection agencies. The writers emphasize the need to acknowledge minority families' strengths and resilience and the need for culturally appropriate assistance. These findings are

consistent with acculturation theory, highlighting the relevance of cultural adaptability and cultural power in effective international encounters.

The publications mentioned are all connected to acculturation theory in that they all investigate how minority families adjust to the standards and practices of their respective nations' child welfare systems. Studies of ethnic minority families and child welfare workers, as they navigate child welfare systems in various countries, explore experiences from both families and workers as they experience cultural differences and acculturation effects on those experiences. Studies highlight challenges families and workers may encounter when reconciling cultural norms and expectations across cultural barriers; cultural competence and understanding play a critical role in providing effective services while investigating intersections of acculturation theory with child welfare systems provides insights into ways to support diverse families better while improving outcomes for both children and families impacted by child welfare services.

Acculturation techniques outlined in acculturation theory such as assimilation, separation, integration, and marginalisation, Schwartz, et al (2017), may also be utilized to comprehend minority families' strategies for navigating the child welfare system. Some families, for example, may take an assimilationist strategy, in which they strive to fit into and be accepted by adopting the norms and procedures of the child welfare system. Other families may take a separatist stance, preserving their cultural customs while resisting integration into the majority culture.

Several of the publications examined the integration strategy, in which minority families aim to preserve their cultural legacy while simultaneously adjusting to the norms and practices of the child welfare system. Ayón et al. (2010), for example, highlight how Mexican parents in Los Angeles employed various techniques to exercise their voice, such as collecting knowledge about the system, forming connections with social workers, and advocating for themselves and

their children. For example, some parents sought information on the design and available resources to understand better and manage the system. One parent want be informed of what are their rights and what they're entitled to, so that they can protect their children.

Similarly, Maiter et al. (2011) highlight how South Asian immigrant families in Canada used cultural assets and resilience to negotiate the child welfare system while conforming to the institution's norms and practices. These articles emphasize the significance of a culturally sensitive and responsive approach to child welfare policy and procedure, which acknowledges and values the cultural variety of families participating in the system. Some families, for example, utilized their extended family networks and community resources to help them through tough times. One parent assuming having a lot of support from their family and friends. That's the biggest thing that keeps them going. Maiter et al. (2011)

According to Dumbrill (2009), immigrant parents in Canada utilized a separationist strategy to avoid integration into the majority culture of the child welfare system. Some parents, for example, opposed the system's efforts to modify their parenting techniques and cultural ideas.

One parent claimed that he doesn't want child welfare to take his child and give him to someone else. He wants to keep his child with family and raise him the way he knows how. Dumbrill (2009)

These examples demonstrate how varied acculturation strategies are used by minority families to negotiate the child welfare system, depending on their cultural background and the unique obstacles they confront.

The articles in this study reflect minority families' experiences through the child welfare system in several nations. Also, show how acculturation theory may help us understand the strategies these families adopt to adjust to the norms and practices of the child welfare system via their experiences. Some families assimilate to fit in and be accepted, but others oppose

assimilation and keep their cultural customs. Others, on the other hand, choose an integration strategy, attempting to preserve their cultural heritage while simultaneously adjusting to the system's norms and practices.

In conclusion, the findings of the research I described show the significance of acculturation theory in comprehending the issues that occur when dealing with minority families in child welfare services. The results highlight the importance of cultural competency, good communication, and cultural adaptation in promoting successful interactions between child welfare professionals and minority families.

The concept of culture was discussed solely in all the key sections of the analysis, although in various ways. Several social workers stated that cultural differences were difficult in many relationships with ethnic minorities. Regardless of whether conditions were indicated that worked or did not work, the idea of a culture permeated the whole analysis for example in (Kriz & Skivenes, 2010p; Fylkesnes et al., 2018) articles.

When it comes to child welfare, ethnic minorities meet a lot of ambiguity. Although most child welfare workers have the best intentions, several factors can make collaboration difficult— the task aimed to give insight into what can foster excellent cooperation between ethnic minorities and child-welfare agencies.

The complication comes from social workers placing a high value on informing people about the child welfare mandate and function. Still, the reputation of the child welfare service is already marred by a flood of collective rumours in ethnic minority communities, making it difficult to secure funding.

### 6.1.1   Building on Existing Studies

Exploring New Avenues for Research in perceptions of child welfare and ethnic minority

the papers mentioned above give vital insights into the experiences of minority families in the child welfare system and the obstacles that child welfare workers encounter while serving these families. These studies emphasize the necessity of overcoming language and cultural barriers, acknowledging immigrant families' strengths and resilience, and providing institutional support to increase client-worker interaction.

However more study is required to understand the difficulties confronting minority families and child welfare workers. Comparative studies provide researchers with more detailed information about the experiences of minority families and child welfare workers; looking at different ethnic minority groups allows researchers to determine whether findings are universal; researchers should also seek to identify positive aspects of relationships between ethnic families and child welfare workers.

# 7   Conclusion

After conducting a scoping review of the articles listed, it is obvious that there is a strong need to address the experiences of minority families with public child welfare institutions. The studies illustrate the many challenges and problems that minority families encounter while accessing and participating in child welfare services.

However, the findings suggest potential solutions to these barriers, such as institutional support for language engagement, a strengths-based approach when working with minority families and incorporating minority families' perspectives and experiences into child welfare policies and practices.

Replicating similar research in other nations can assist in assessing whether the findings are consistent across varied cultural and political circumstances. Furthermore, additional studies might investigate the efficacy of proposed treatments and discover alternative solutions to the challenges experienced by minority families.

Overall, while designing and implementing child welfare policies and procedures, it is critical to highlight the experiences and viewpoints of minority families. This can contribute to developing a more fair and inclusive child welfare system that better addresses the needs of all families, regardless of cultural or ethnic origin.

this scoping review emphasizes the necessity of understanding ethnic minority families' experiences in the child welfare system. The papers in this review highlight the obstacles that ethnic minority families encounter when navigating the child welfare system, such as language hurdles, cultural disparities, and a lack of trust in the system.

Furthermore, the researchers have revealed the complicated and multidimensional perspectives of ethnic minority families and child welfare workers toward one another. More study is needed to thoroughly understand ethnic minority families and child welfare professionals' attitudes and develop effective techniques for creating positive connections and increasing results for all families.

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