



**NEW ZEALAND  
IMMIGRATION**

# The settlement outcomes of migrant youth:

A bibliography of New Zealand  
and international literature.



**MINISTRY OF BUSINESS,  
INNOVATION & EMPLOYMENT**  
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## **ABOUT THIS REPORT**

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# The settlement outcomes of migrant youth: A bibliography of New Zealand and international literature

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## INTRODUCTION

The New Zealand Migrant Settlement and Integration Strategy, approved by Cabinet in 2014, is the Government's approach to settle and integrate recent migrants in New Zealand so that they:

*"Make New Zealand their home, participate fully and contribute to all aspects of New Zealand life".*

The Strategy identifies five interconnected and measurable settlement and integration outcome areas. These are: Employment, Education and Training, English language, Inclusion, and Health and Wellbeing. The Government has a work programme which supports each of the Strategy outcomes for priority migrant groups.



### Migrant Youth Project

Migrant youth are a sub-set of recent migrants who may face particular settlement challenges related to their age and developmental stage. In addition to the challenges that may be experienced by all New Zealand youth in their transition to adulthood, migrant youth may face additional challenges related to settling in a new country and adapting to a new culture.

In 2016/17, the Ministry of Business, Innovation and Employment (MBIE) undertook a Migrant Youth Project to explore the characteristics of recent migrant youth in New Zealand, the barriers and challenges they face in successfully settling here, and the effectiveness of current services in addressing their needs.

The purpose of the Migrant Youth Project is to provide a source of information and advice to government departments and other organisations that work with migrant youth, and to inform settlement service delivery that supports recent migrant youth arrivals.

Migrant youth are defined as those aged 12 – 24 years who have been in New Zealand five years or less.

The Project has three components:

1. an annotated bibliography of research reports and other publications focused on the challenges facing migrant youth settling in New Zealand and in other migrant-receiving countries
2. a statistical profile of migrant youth based on Immigration New Zealand data and Statistics New Zealand data
3. a stocktake of current government-funded settlement services available to support migrant youth in each of the NZMSIS outcomes. The paper summarises the settlement-related challenges faced by recent migrant youth (as identified through consultation with key government agencies, local councils and community groups); highlights gaps in service provision; and proposes future steps to better support migrant youth.

### **The settlement outcomes of migrant youth: A bibliography of New Zealand and international literature**

The purpose of this bibliography is to summarise the New Zealand and international literature on the challenges faced by recent migrant youth, their needs, and the effectiveness of programmes designed to address these. It identifies evidence relating to factors that facilitate or act as barriers to the successful settlement of migrant youth.

It is intended to be used as an information tool by government departments and other organisations that work with migrant youth.

This bibliography is comprised of articles published over a five-year period from 2011 to 2016. A small number of earlier resources have also been included where they focus on topics and/or groups of migrant youth on which more recent literature is unavailable or relatively scarce, or are of particular relevance to New Zealand.

Research relating to international students has generally not been included, unless these students are included in studies of migrant youth.

### **How the bibliography is organised**

Part 1 of the bibliography includes publications that focus on migrant youth outcomes, challenges and opportunities in a broad sense (not focused on a specific outcome area).

Part 2 includes publications relevant to the specific NZMSIS outcome areas. The publications are organised by outcome area and by region (New Zealand, Australia, Canada, USA, UK and Europe).

Each publication reference includes an annotation which contains information on the research aim or focus.

Where possible, links to publications are provided with the annotations. Where the link is not provided you may have to approach your library staff for assistance to access the publication.

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## PART 1 – MIGRANT YOUTH SETTLEMENT OVERVIEW

*Part 1 presents resources focused on migrant youth settlement experiences across a range of NZMSIS Strategy outcomes.*

### International comparisons

#### Indicators of immigrant integration 2015: Settling in *OECD. (July 2015).*

This joint publication by the OECD and the European Commission presents the first broad international comparison across all EU and OECD countries of the outcomes for immigrants and their children, through 27 indicators organised around five areas: Employment, education and skills, social inclusion, civic engagement and social cohesion (Chapters 5 to 12). Three chapters present detailed contextual information (demographic and immigrant-specific) for immigrants and immigrant households (Chapters 2 to 4). Two special chapters are dedicated to specific groups - the first group is young people with an immigrant background, whose outcomes are often seen as the benchmark for the success or failure of integration; the second group are third-country nationals in the European Union, who are the target of EU integration policy.

[http://www.oecd-ilibrary.org/social-issues-migration-health/indicators-of-immigrant-integration-2015-settling-in\\_9789264234024-en](http://www.oecd-ilibrary.org/social-issues-migration-health/indicators-of-immigrant-integration-2015-settling-in_9789264234024-en)

See chapter: **Young people with a migrant background:**

[http://www.oecd-ilibrary.org/social-issues-migration-health/indicators-of-immigrant-integration-2015/young-people-with-a-migrant-background\\_9789264234024-16-en](http://www.oecd-ilibrary.org/social-issues-migration-health/indicators-of-immigrant-integration-2015/young-people-with-a-migrant-background_9789264234024-16-en)

#### Migration and Youth: Challenges and Opportunities *Global Migration Group (CMG). (2014).*

This thematic report offers a comprehensive overview of the many facets of youth migration, from contexts of rural marginalisation and environmental degradation, where many young migrants begin their journey, to the challenges they face in countries of destination, such as realising their rights, accessing decent work and social protection. It discusses a range of specific issues ranging from employment, gender and health to education and participation. The report is intended as an action-oriented contribution to the migration policy debate.

In addition to elaborating on perspectives of 12 UN bodies with GMG membership, it also includes chapters prepared by the OECD, scholars, and non-governmental organisations devoted to youth and migration issues.

<http://www.globalmigrationgroup.org/migrationandyouth>

#### World youth report, 2013: Youth and migration *New York: United Nations Publications.*

This report focuses on the topic of youth and migration. It delivers a synopsis of the basic facts on youth migration and development discussing who is migrating, where they are coming from, where they are going to and why. The report looks at the entire process involved in migration including the planning and preparations and the drivers behind the decisions that young people make. It examines the impact migration has on young people - those on the move as well as those who have been left behind – their experiences in transit and the lives of migrants in their destination countries and the challenges they face.

The report is aimed at youth-led organisations and young migrants as well as policy-makers, academia and the general public. First-hand experiences of youth are woven into the report, adding another dimension to the material covered.

<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=857666&site=eds-live>

<http://www.unworldyouthreport.org/images/docs/fullreport.pdf>

## Migrant youths and children of migrants in a globalized world

*Adserà, A. & Tienda, M. eds. (2012). The Annals of the American Academy of Political Science, 643.*

This volume looks at child migration through the lens of child development and the effects of changing patterns on migrant children and youth. It examines the challenges migrant youth face - new language, new social institutions - in terms of the factors affecting these challenges, such as:

- age
- whether they migrated with family
- similarity of the new country to their country of origin
- whether the new country is generally accepting of foreigners.

With the backdrop of changing migration patterns, it seeks to identify policies and institutions that can ensure that children who migrate integrate and succeed in their new homes.

- **Issue overview:** <http://www.princeton.edu/sites/default/files/content/docs/news/MigrationVolSummary-092412.pdf>
- **Full issue:** <http://ann.sagepub.com/content/643/1.toc>

## International migration in a globalizing world: The role of youth

*Population Division, United Nations. (2011). (Technical Paper No. 2011/1).*

This technical paper highlights the role of youth in international migration. While there is no universally accepted definition of youth, the United Nations defines youth, for statistical purposes, as persons aged 15 to 24 years. The paper shows that youth and young adults, that is, those aged 18 to 29, are the most mobile among people of all ages. The paper discusses the main reasons for the migration of youth and young adults, including employment, education, family formation and reunification as well as conflict and persecution. Unfortunately, much of the administrative data produced by immigration authorities on the reasons for migration are not disaggregated by age and sex, constraining the analysis of the migration of youth.

<http://www.un.org/esa/population/publications/technicalpapers/TP2011-1.pdf>

## Migrant youth settlement in New Zealand

### The Contribution of Non-Government Organisations to the Settlement of Refugees and Migrants in Aotearoa New Zealand

*Skyrme, G. (2008). National Association of ESOL Home Tutor Schemes.*

This study considers the work of nine NGOs providing settlement support to refugees and migrants in Aotearoa New Zealand. Through a document analysis of a range of material produced by the participant organisations, interviews of key personnel of the organisations, consultation of government documents relating to current approaches to settlement, and the wider literature concerned with immigration issues, the study outlines some of the functions and services provided to migrants and refugees in New Zealand. It considers:

- support of new comers at local level with access to information and services
- English language skills
- employment and pathways to employment
- volunteering
- emotional integration
- education of the host community.

It also looks at collaboration of organisations at a regional and national level.

<http://www.communityresearch.org.nz/research/the-contribution-of-non-government-organisations-to-the-settlement-of-refugees-and-migrants-in-aotearoa-new-zealand/>

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## Migrant youth settlement in Australia

### National Youth Settlement Framework: A national framework for supporting the settlement of young people from refugee and migrant backgrounds in Australia

*Multicultural Youth Advocacy Network (MYAN). (March 2016).*

One in four Australian young people are from a refugee or migrant background. This group of young people have enormous potential to be active participants in and contributors to Australian society. However, young people from refugee and migrant backgrounds often face particular challenges in accessing the support and opportunities they need to navigate the demands of settling in a new country. The settlement process is complex and can be highly stressful for individuals and families. For young people, the challenges of settlement are compounded by the developmental tasks of adolescence.

The National Youth Settlement Framework (NYSF) is the first national framework to guide youth settlement policy and service delivery in Australia. It is intended to have broad application across a diversity of sectors including settlement, health, education, training and employment, housing, justice and sport and recreation. The NYSF consists of four components:

- understanding the refugee and migration experience for adolescents
- understanding the Australian settlement context
- facilitating good settlement through active citizenship
- facilitating good practice in youth settlement.

[http://www.myan.org.au/file/file/MYAN\\_Youth\\_Settlement\\_Framework\\_April.pdf](http://www.myan.org.au/file/file/MYAN_Youth_Settlement_Framework_April.pdf)

See also: **Supplements to the NYSF:**

**National Youth Settlement Framework: Applying good practice capabilities**

This resource has been developed as a supplement to the MYAN Australia’s National Youth Settlement Framework (NYSF), providing a detailed description of each of the NYSF Good Practice Capabilities and how these are applied in practice. While it can be used as a standalone resource, it is best read in conjunction with the NYSF, in particular Part 4: Achieving active citizenship through good practice capabilities.

[http://www.myan.org.au/file/file/Applying%20Good%20Practice%20Capabilities%2031%20March%202016\(1\).pdf](http://www.myan.org.au/file/file/Applying%20Good%20Practice%20Capabilities%2031%20March%202016(1).pdf)

**National Youth Settlement Framework: Applying active citizenship indicators to practice**

This resource has been developed as a supplement to the MYAN Australia’s National Youth Settlement Framework (NYSF), providing a detailed description of each of the NYSF Key indicators for active citizenship and how these are applied in practice. It should be read in conjunction with the NYSF, in particular Part 3: Facilitating good youth settlement – active citizenship.

<http://www.myan.org.au/file/file/MYAN%20NYSF%20Applying%20Active%20Citizenship%20Indicators%20to%20Practice.pdf>

**National Youth Settlement Framework: Useful resources for supporting good practice in youth settlement**

This resource has been developed as a supplement to the MYAN Australia’s National Youth Settlement Framework (NYSF). It provides links to relevant websites, reports, practice guides and factsheets to support good practice in working with young people from refugee and migrant backgrounds. It can be used as a standalone resource or read in conjunction with the NYSF.

<http://www.myan.org.au/file/file/Useful%20Resources%20March%2031%202016.pdf>

**National Youth Settlement Framework: Young people from migrant and refugee backgrounds**

This information sheet provides a general overview of the key issues for young people from refugee and migrant backgrounds which have been identified by the MYAN Australia’s National Youth Settlement Framework (NYSF) through its national policy and advocacy work.

<http://www.myan.org.au/file/file/Young%20people%20from%20migrant%20and%20refugee%20backgrounds%2031%20March%202016.pdf>

**National Youth Settlement Framework: Humanitarian and migrant youth arrivals to Australia: A snapshot of the data July 2014 – June 2015**

This resource has been developed as a supplement to the MYAN Australia’s National Youth Settlement Framework (NYSF). It provides an overview of the settlement trends and basic

demographic data for young people from refugee backgrounds in Australia from July 2014 - June 2015.

It also includes a brief overview of some of the issues facing young people of migrant and refugee backgrounds during the settlement process. These issues have been identified by the MYAN Australia's NYSF through its national policy and advocacy work and further information can be found in the MYAN's NYSF Supplementary Resource: Young people from refugee and migrant backgrounds. It may also be read in conjunction with previous MYAN Humanitarian Youth Arrivals to Australia Information Sheets.

<http://www.myan.org.au/file/file/Humanitarian%20Migrant%20Youth%20Arrivals%20to%20Australia%2031%20March%202016.pdf>

## **Working with culturally and linguistically diverse (CALD) adolescents** *Australian Institute of Family Studies. (April 2015).*

This compilation of reports provides practitioners and policy-makers with broader contextual information regarding the issues facing CALD adolescents, as well as the latest national data. Local research examines some of the reasons why CALD and refugee families may enter the statutory child protection system and practice guidance outlines factors that support or inhibit professionals from working with CALD families and communities.

<https://aifs.gov.au/cfca/publications/working-culturally-and-linguistically-diverse-cald-adolescents/reports-policy-papers>

## **The CALD Youth Census Report 2014**

*Australian Population and Migration Research Centre, Geography, Environment and Population School of Social Sciences, University of Adelaide; Multicultural Youth Advocacy Network Australia (MYAN). (2014).*

For the first time in Australia, 'The CALD Youth Census Report 2014' uses the latest Australian Census data to shine a light on key issues for the culturally and linguistically diverse (CALD) youth population in Australia and where those issues are most likely to be felt. The report focuses on the education, employment and living arrangements of young people.

[http://www.cmy.net.au/sites/default/files/publication-documents/CALD%20Census%20Report\\_Digital.pdf](http://www.cmy.net.au/sites/default/files/publication-documents/CALD%20Census%20Report_Digital.pdf)

## **Culturally and linguistically diverse children and young people: A literature review**

*Lisa Roberts, Commissioner for Children and Young People. (October 2014).*

The Commissioner for Children and Young People WA is the independent advocate for all children and young people under 18 years of age in Western Australia. In performing the functions under the Commissioner for Children and Young People Act 2006, the Commissioner must give priority to, and have special regard to, the interests and needs of children and young people who are vulnerable or disadvantaged for any reason.

Evidence suggests that children and young people from migrant and refugee backgrounds (commonly referred to as 'culturally and linguistically diverse' backgrounds – CALD) experience poorer social development outcomes compared with their peers. This cohort group of children and young people experience particular marginalisation in relation to housing, health, education, employment and access to social and recreational opportunities.

This literature review draws upon a range of government and non-government data sources relevant to CALD children and young people to provide evidence of current research, policy and practice to inform the Commissioner's work.

<https://www.cyp.wa.gov.au/media/1410/literature-review-cald-children-and-young-people-october-2014.pdf>

## **Inquiry into Migration and Multiculturalism in Australia**

*Joint Standing Committee on Migration. (March 2013).*

This inquiry was commissioned by the Australian Committee on Migration and provides an extensive review of the multifaceted components of multiculturalism in the Australian context. The report addresses multiculturalism, anti-racism, religious diversity (with particular emphasis on Islam), national and social inclusion, settlement, productivity and employment. Recommendations are provided. Chapter 9 includes a section on youth.

[http://www.aph.gov.au/Parliamentary\\_Business/Committees/House\\_of\\_Representatives\\_Committees?url=mi/multiculturalism/report/fullreport.pdf](http://www.aph.gov.au/Parliamentary_Business/Committees/House_of_Representatives_Committees?url=mi/multiculturalism/report/fullreport.pdf)

## **The Changing Dynamics of the Australia/Asia-Pacific Migration System and its Implications for Australian International Migration Policy**

*Hugo, G. (July 2011). Department of Immigration and Citizenship.*

This paper seeks to explore the question: "Where does Australia fit in the rapidly changing global and regional international migration picture?" It initially provides a discussion of some of the global and regional developments that are driving, and will continue to drive international migration in the Asia-Pacific region, focusing especially on the demographic underpinnings of that movement. It then moves to a discussion of the most active areas of recent theoretical development in migration – transnationalism and the complex relationship between migration and development.

The paradigm shift in migration research away from a focus only on permanent settlement toward seeing migration as a complex, interacting system has led to a greater emphasis on such issues as diaspora, circular and return migration and the impact on origin countries, in addition to the traditional concern with adjustment and impact in destinations. Moreover, in the discussion relating to migration and development there has been increasing attention focused on the potential positive contributions that migration can make to origin communities as a balance to the traditional focus on brain drain losses of human resources in origin countries.

<http://www.border.gov.au/ReportsandPublications/Documents/research/changing-dynamics-migration-system.pdf>

## **Working with multicultural youth: Programs, strategies and future directions**

*Francis, Steve & Cornfoot, Sarah. (October 2007). Centre for Multicultural Youth Issues; Australian Research Alliance for Children & Youth.*

The Australian Research Alliance for Children and Youth commissioned the Centre for Multicultural Youth Issues to prepare two national papers in multicultural youth issues. These papers review and summarise the evidence on the needs of this group of young people and examine the current policy and program responses to these needs. This paper identifies successful strategies and programs operating across Australia; gaps in programs and their distribution and strategies and programs that offer solutions to these issues.

<http://cmy.net.au/sites/default/files/publication-documents/Programs,%20Strategies%20and%20Future%20Directions%202007.pdf>

## **Multicultural youth in Australia: Settlement and transition**

*Francis, Steve & Cornfoot, Sarah. (October 2007). Centre for Multicultural Youth Issues; Australian Research Alliance for Children & Youth.*

This paper addresses the particular issues facing multicultural youth, highlighting differences in experiences and needs among the groups of 'multicultural youth' - migrant, refugee and second generation young people from culturally and linguistically diverse backgrounds.

<http://www.cmy.net.au/sites/default/files/publication-documents/Multicultural%20Youth%20in%20Australia%202007.pdf>

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## **Migrant youth settlement in the USA**

### **Between two worlds: how young Latinos come of age in America**

*Pew Research Centre. (2009).*

Hispanics are the largest and youngest minority group in the United States. One-in-five schoolchildren is Hispanic. One-in-four newborns is Hispanic. Never before in this country's history has a minority ethnic group made up so large a share of the youngest Americans. By force of numbers alone, the kinds of adults these young Latinos become will help shape the kind of society America becomes in the 21st century.

This report explores the attitudes, values, social behaviours, family characteristics, economic well-being, educational attainment and labour force outcomes of these young Latinos. It is based on a new Pew Hispanic Center telephone survey of a nationally representative sample of 2,012 Latinos, supplemented by the Center's analysis of government demographic, economic, education and health data sets.

<http://www.pewhispanic.org/2009/12/11/between-two-worlds-how-young-latinos-come-of-age-in-america/>

## **BRYCS – Bridging Refugee Youth & Children’s Services (US)**

*Clearinghouse.*

The BRYCS Clearinghouse is an online collection of resources related to refugee and immigrant children and families. It is geared towards front-line workers, program planners and administrators as well as researchers and policy-makers.

[http://www.brycs.org/clearinghouse/search\\_resources.cfm](http://www.brycs.org/clearinghouse/search_resources.cfm)

See:

### **Promising Practices Database**

There are over 100 programs recorded in the BRYCS database from all over the United States covering a broad range of topics, refugee groups, and practices.

<http://www.brycs.org/promisingPractices/index.cfm>

**Youth mentoring section** <http://www.brycs.org/clearinghouse/Highlighted-Resources-Youth-Mentoring.cfm>:

## **Growing up in a New Country: A Positive Youth Development Toolkit for Working with Refugees and Immigrants**

*Schmidt, S, Morland, L, Rose, J. (June 2006, Rev March 2009).*

This "Toolkit" pulls together articles, resources and programs which can assist agencies in adopting a Positive Youth Development (PYD) approach to working with newcomer youth. Mainstream and newcomer service providers alike should benefit from these resources and examples of "promising practices" in youth programming.

<http://www.brycs.org/documents/upload/GrowingUpInANewCountry-Web.pdf>

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## **Migrant youth settlement in Europe**

### **Mobility trajectories of young lives (MO-TRAYL): Life chances of transnational youths in global South and North**

*CORDIS project. (2017-2021).*

The objective of MO-TRAYL is to develop a better understanding of the relationship between migration and young people’s life-chances by studying youth’s mobility trajectories. How the life chances of youths, defined as their educational performance, psychological well-being and transitions into adulthood, are impacted by migration are of relevance for European cities faced with a growing youth population with migrant background.

MO-TRAYL simultaneously studies youths in the Global South who have remained ‘at home’ and those who have migrated to Europe, by using unique new longitudinal data collected in the Global South and collecting

new data in the Global North that specifically traces the mobility trajectories, the resulting different family compositions along the way and how both affect life chances.

Through a transnational perspective in which family members and events spanning home and host countries are brought to bear on life chances, MO-TRAYL aims to re-conceptualise youth mobility and families and add a longitudinal dimension to the study of migration and life chance outcomes. The project focuses on Ghanaian children in Ghana, The Netherlands, Belgium and Germany.

[http://cordis.europa.eu/project/rcn/204754\\_en.html](http://cordis.europa.eu/project/rcn/204754_en.html)

## **Youth immigration from Southern Europe: A generation on the move**

*Grasso, D. & Ottaviani, J. (2015). VoxEurop.*

Launched by a group of European data journalists, the Generation E project collects the stories of thousands of young Southern Europeans who left their country in search of better job opportunities or education. We're at the starting point of a pan-European project that aims to collect data to help us understand this phenomenon - the who, where, when, how and why of this migration of young people from Southern Europe who are leaving, at least temporarily, their countries.

The survey, which collected thousands of stories from Portugal, Greece, Italy and Spain, reveals that the official sources (such as national and European institutes of statistics) underestimate the real number of young migrants who leave Southern Europe: nearly half of them are not recorded in the destination country. The main reasons cited for migration abroad are jobs, personal ambitions or education. While many youths chose to migrate, the vast majority of migrants hope to return to their mother country but don't know when they will be able to do so.

<http://www.voxeurop.eu/en/content/article/4965910-generation-move>



## PART 2 – MIGRANT YOUTH SETTLEMENT BY OUTCOME

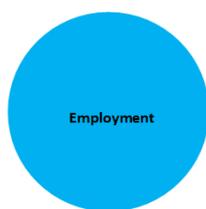
Part 2 presents resources covering migrant youth settlement experiences relevant to specific NZMSIS outcomes and regions.

### Navigation guide

References in this section are presented by outcome (Employment, Education and training, English language, Inclusion, Health & wellbeing) followed by region (New Zealand, Australia, Canada, USA, UK, Europe). To help you navigate this resource, the outcome and region is shown at the start of each section and in the header and footer of each page using the following symbols:

Outcomes	Regions	Navigation examples
		

## Outcome 1 – Employment



### Multi-nation reports

#### Mentoring Practices in Europe and North America: Strategies for improving immigrants' employment outcomes

*Milica Petrovic. (2015). Brussels: King Baudouin Foundation.*

Mentoring- an experienced individual coaching or advising a more junior partner or peer is increasingly recognised in Europe as a tool for advancing the labour market integration of disadvantaged individuals. However, the scope, methods and sustainability of mentoring efforts vary widely by national and local context and depend on a variety of actors and conditions. This report identifies promising mentoring and job-coaching practices across Europe and North America, with a case study of Belgium. This study centres on highly skilled





newcomers and youth with immigrant background – two groups that are particularly vulnerable on the labour market.

Overall, sustainable funding and harmonised multi-stakeholder collaboration are two main challenges to the effective use of mentoring initiatives to advance the labour market integration of immigrants. Having a generally shared political priority and goal can facilitate the creation and sustainability of such partnerships for mentoring.

<http://www.migrationpolicy.org/sites/default/files/publications/KBF-Mentoring%20Practices-FINAL.pdf>

## Youth, Employment and Migration

*Millennium Development Goals Achievement Fund (MDG-F).*

The MDG-F supported 15 programmes to improve young people's chances of securing decent work, self-employment and entrepreneurship opportunities, as well as promoting socially inclusive development and respect for youths' fundamental rights. Initiatives created community employment services, encouraged new job opportunities, promoted legal frameworks and tackled migration with new policies and awareness-raising campaigns.

<http://mdgfund.org/content/youthemploymentandmigration>

See also: **Reports:**

### **Youth, Employment and Migration: A Review of Practices from Joint Programmes of the United Nations (2013)**

The Youth Employment and Migration (YEM) thematic area of the United Nations (UN) Millennium Goals is aimed at supporting interventions to promote productive employment and decent work for young people at national and local levels. Since there is no common understanding for what constitutes a “good practice” in the field of youth employment and the management of youth migration, three features that characterise “promising practices” have been identified by examining programs across many developing countries. These interventions are those that have been shown to positively affect youth, can specify why it has been successful, and show the potential to be replicated across other countries and organisations.

Thirteen practices were identified that have the potential to contribute to the promotion of youth employment and good governance of youth migration. The practices are summarised and discussed in this report.

[http://www.mdgfund.org/sites/default/files/good-practices\\_lock.pdf](http://www.mdgfund.org/sites/default/files/good-practices_lock.pdf)

### **Youth, Employment and Migration: Review of MDG-F Joint Programmes Key Findings and Achievements (2013)**

This report captures the main achievements and experiences of the MDG-F's programmes in this thematic window and presents their impact on the lives of communities across five regions. Prepared by an independent expert, the study is based on extensive desk reviews, interviews with selected joint programmes and a thorough analysis and synthesis of inputs and contributions.





The report covers background information on youth employment and migration challenges, discusses the achievements and challenges of the MDG-F's programmes, discusses lessons learned and provides further recommendations.

[http://mdgfund.org/sites/all/themes/custom/undp\\_2/docs/thematic\\_studies/English/full/YEM\\_Thematic%20Study.pdf](http://mdgfund.org/sites/all/themes/custom/undp_2/docs/thematic_studies/English/full/YEM_Thematic%20Study.pdf)

## Knowledge Management Strategy on Youth, Employment and Migration

The MDG-F's Knowledge Management platform serves to collect, disseminate and permanently preserve the Fund's intellectual output in digital form. By extending access to the data and analyses, the MDG-F aimed to provide development practitioners, knowledge management specialists and policy makers with insight that will improve the impact of development programs across the globe.

See: **Reports:**

### **MDG-F Knowledge Management Plans: Final Report (2013)**

This is the final report of the MDG-F. The main achievements were:

- the development and dissemination of 10 products on YEM-related issues
- development and publishing of three gender-sensitive tools for managing youth employment and migration initiatives
- identification, systematization and dissemination of good practices implemented by the joint programmes
- collection, systematizing and dissemination of information and data on the implementation of the YEM joint programmes through the e-platforms
- provision of online assistance to programme managers and other staff of the JPs on key areas of work.

The methodological work, the products that were developed and the experience gained during the implementation of the Facility will continue to be relevant to future joint programming on youth employment and migration.

[http://mdgfund.org/sites/default/files/Terminal%20Report%20Project%20GLO\\_10\\_50\\_UND%20KMF%20on%20YEM\\_%20October%202013\\_GR.pdf](http://mdgfund.org/sites/default/files/Terminal%20Report%20Project%20GLO_10_50_UND%20KMF%20on%20YEM_%20October%202013_GR.pdf)

### **Project Documents**

This proposal will support the implementation of the fourteen joint programmes (JPs) on youth employment and migration in generating and sharing knowledge through a community of practice. It will establish a Knowledge Management System (KMS) to:

- support the collection and dissemination of data, information and tools generated by the joint programmes
- undertake research and studies on topics of common interest to the JPs
- organise thematic and global workshops to share experience, lessons learnt and good practice across the participating UN agencies and national partners.





<http://mdgfund.org/sites/default/files/ILOKM%20project%20docs.pdf>

**Documents for the Youth, Employment and Migration project**

<http://mdgfund.org/library?submit=search&focusarea=29>





## Employment / New Zealand

### **Migrants and their choice in volunteering: Auckland region**

*Cheryll Martin. Volunteering Auckland. (April 2016).*

This paper is an analytical and comparative report of people identifying as “migrants” who registered with Volunteering Auckland during 2012 and 2015. The paper focuses on and analyses the ethnicity of migrants against gender, age, labour status and preference for voluntary roles, geographic areas and non-governmental organisations (NGOs). It also goes into further detail on those migrants identifying as “youth” [10–19 years] and as “job seekers”.

All data was derived from Volunteering Auckland’s (VA) online Referral Database VACONNECT.

<https://volunteeringauckland.org.nz/docs/MigrantReportMay2015.pdf>

### **Stand up for what’s right: Listening to migrant worker experiences in the regions within the Archdiocese of Wellington 2016**

*Cathy Bi. Caritas Aotearoa. (September 2016).*

The purpose of this research was to listen to the experiences of migrant workers and the witness of support persons. It does not capture the extent or full extremity of the issues faced by migrant workers.

From these experiences, the writers wanted to learn how the New Zealand government, the Catholic community and the wider New Zealand public can better support and protect vulnerable migrant workers.

The authors conducted 14 anonymous 30-60 minute semi-structured interviews with migrant workers who have faced unfair treatment at work in New Zealand and those who supported migrants facing employment issues.

Based on the interview, the report highlights four main topics:

- Experiences of migrant workers faced with unfair treatment at work and exploitation
- Migrant worker vulnerabilities
- Seeking change and finding support
- Recommendations to the government and government agencies.

<http://www.caritas.org.nz/migrant-worker-research-report>

### **Vulnerable Temporary Migrant Workers: Hospitality Industry**

*Wendy Searle, Keith McLeod & Christopher Stichbury. (2015). MBIE.*





This report is the second phase of a two-part Ministry of Business, Innovation and Employment (MBIE) programme investigating vulnerable temporary migrant workers. The subjects of this report are temporary migrant workers in the hospitality sector. Parallel research of temporary migrant workers in the Canterbury construction sector is reported on separately.

The research shows that the hospitality industry is a significant employer of migrants on temporary visas, particularly working holidaymakers and international students. However, many migrants on Essential Skills, Study to Work (StW) and Family visas are also working in the industry. While very difficult to accurately determine the extent of exploitative practices, the research shows exploitative practices in the industry are a significant concern. Students, migrants on a pathway to residence (including former students) and migrants working for ethnic or migrant-owned businesses are considered particularly vulnerable.

<http://www.mbie.govt.nz/publications-research/research/migrants---settlement/vulnerable-temporary-migrant-workers-hospitality-industry-2015.pdf>

## Temporary Migrants as Vulnerable Workers: A Literature Review

*Sylvia Yuan, Trudie Cain & Paul Spoonley. (2014). MBIE.*

There is considerable and growing literature on immigration to New Zealand, from the nature of labour market flow composition through to the process of settlement and labour market outcomes for a variety of migrant groups. However, much of the focus has been on permanent migration and its outcomes.

This report reviews the available international and New Zealand research on the vulnerability and exploitation of temporary migrants in the workplace. In particular, the review highlights research gaps and whether there are effective interventions that mitigate the vulnerability of temporary migrant workers.

<http://www.mbie.govt.nz/publications-research/research/migrants---settlement/temporary-migrant-workers-literature-review-march2014.pdf>

## Employers' Role and Influence in Migration: A literature review

*Chen, E. & Ward, R. (2013). MBIE.*

This report provides an overview of the literature and research on the employer's role and influence in the employment of migrant workers (including refugees and asylum seekers, high- and low-skilled workers and permanent and temporary workers).

Much of the literature on migration naturally focuses on the migrant experience, migrant outcomes and impacts (economic, social and cultural) on receiving and sending nations. As such, there is a substantially smaller portion of literature devoted to the role and influence of employers in migration. However, researchers and governments are increasingly recognising that employers can have a significant role in improving labour market and settlement outcomes of migrants. In doing so, employer-focused research and literature has examined employer demand for migrant workers and what mediates that demand, and the challenges employers face in recruiting and retaining migrant workers.

<http://www.mbie.govt.nz/publications-research/research/migrants---settlement/employers%20role%20and%20influence%20in%20migration-lit-review.pdf>





## Language and Integration in New Zealand

*Office of Ethnic Affairs, Department of Internal Affairs. (2013).*

This report considers the role of language for integration outcomes of migrants in New Zealand. Increasingly, new migrants to New Zealand are arriving from countries where English is not the primary spoken language. In order to ensure that the skills and abilities of these migrants are well utilised in the economy, it is important that they receive support and assistance to effectively integrate into New Zealand society.

The findings of this report indicate that the employment rates and earning capacity of migrants are correlated with their English language proficiency. Migrants from North Asia are more likely to face employment barriers because of their English language ability than migrants from other regions. This is significant as China is the leading source for new migrants to New Zealand. A number of factors impacting English language acquisition are discussed and recommendations are offered to improve language ability as well as the importance of maintaining heritage languages within ethnic communities.

<http://ethniccommunities.govt.nz/sites/default/files/files/LanguageandIntegrationinNZ.pdf>

## Managed migration? The health and safety and human rights implications for student migrant labourers in the horticulture sector

*Anderson, D., Naidu, K., & Jamieson, S. (2012). AUT; Sydney University.*

This study raises questions around the exploitation of international students in New Zealand in the horticulture sector. The study outlines situations in which working students have been paid below the minimum wage, received little training and worked in poor conditions. About 25 per cent of international students are also workers earning a wage and salary, although the actual number of working students could be higher as some students are in informal work that may not be recorded by official statistics.

<http://ilera2012.wharton.upenn.edu/NonRefereedPapers/Anderson,%20Jamieson,%20Naidu.pdf>

## Specifically Pacific: Engaging Young Pacific Workers

*EEO Trust. (2011).*

This research provides initial and useful insights into the relatively unknown area of engaging young Pacific workers in New Zealand. It is important to better understand the factors impacting on and influencing the workplace engagement of young Pacific people, given that the proportion of young Pacific people in the workforce is increasing in the face of an overall declining labour force. The research begins to address this knowledge gap by providing more understanding of young Pacific employees' drivers for workforce participation, their career aspirations and expectations and the enablers and barriers to participation, progression and engagement in the workplace.

This research also explores the relationship between young Pacific workers and organisations by exploring employers' understanding of young Pacific workers' engagement, their expectations of young Pacific workers and their perceptions of the barriers and enablers to their engagement.

<http://www.mpp.govt.nz/assets/Uploads/Specifically-Pacific-Report.pdf>





## **Social networks and employment in study-work transitions for Asia-born New Zealand trained business graduates**

*McGrath, Terry; Anderson, Vivienne; Ching, Chze Pheng; Doi, Akira; Stock, Paul. (2011). Conference Proceedings of the 22nd ISANA International Education Conference, 29 November-2 December 2011, ISANA International Education Association.*

This longitudinal study was commissioned by the Asia New Zealand Foundation and is a part of an ongoing study identifying the importance of social networks in gaining access to the labour market in New Zealand and Asia. This paper reports from the findings at years two and three of the greater longitudinal study. These findings are related to the relationship of social networks and employment outcomes for Asia-born New Zealand-trained business graduates.

The paper describes the circuitous pathways that students take to obtain work relevant to their degree and where immigration outcomes are desired relevant to meet immigration requirements. Perceived barriers to limiting employment opportunities for Asia-born New Zealand-trained business graduates include:

- lack of work experience
- economic recession
- employer and wider community attitudes
- changes in immigration and government policies.

This paper briefly explores policy and practice implications for government and business agencies looking to successfully recruit Asia-born New Zealand-trained business graduates, in order to bolster New Zealand's declining labour market.

[http://isana.proceedings.com.au/docs/2011/paper\\_McGrath.pdf](http://isana.proceedings.com.au/docs/2011/paper_McGrath.pdf)

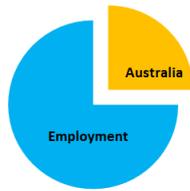
## **Youth labour market outcomes after the recession**

*Labour & Immigration Research Centre, Department of Labour. (2011).*

This report looks at whether there has been any change in the labour market outcomes for youth from December 2009 (ie, end of recession, beginning of recovery period) to March 2011.

[Contact your library for a copy.]





## Employment / Australia

### **Facilitating the Transition to Employment for Refugee Young People: A Data Update of recent Literature with a Focus on “What Works”?**

*Beadle, S. Centre for Multicultural Youth (CMY). (February 2014).*

Humanitarian migrants have the highest unemployment rate of all the migration categories. This is especially crucial, given that a significant proportion of refugees and humanitarian entrants are young people. It is critical that the right level of support is available and that appropriate systems are in place to facilitate young peoples' transition into Australia.

The purpose of this report is to guide the development of future programs, including those supported by philanthropy. The report reviews the recent data and literature to take stock of the current experiences of refugee young people in education and in their transition from education to employment. It also explores 'what works' in assisting young people to navigate a pathway between education and employment.

<http://www.cmy.net.au/publications/facilitating-transition-employment>

### **Preparing for the next step: a proposal to invest in AMEP Youth Programs**

*AMES Australia. (2014).*

AMES Youth Programs are conducted in several locations in Melbourne. This report documents AMES' approach to preparing young refugees and migrants for successful transitions to mainstream education or employment and subsequent successful settlement into Australian society. It also documents the value of the youth specific Adult Migrant English Program (AMEP) conducted by AMES in Victoria for newly arrived refugees and migrants between 16 and 25 years of age.

The report outlines specific ways in which additional funding has been and is effectively utilised to maximise outcomes for young new arrivals, prepare them for the transition from the AMEP to the next step in their education and employment pathways and increase participation in Australian society. Ensuring a successful transition between the AMEP and mainstream vocational training or work will maximise the benefits from government investment in the AMEP and subsequent investment in vocational training.

<http://www.ames.net.au/documents/research-projects/preparing-for-the-next-step-a-proposal-to-invest-in-amep-youth-programs>

[https://www.ames.net.au/files/file/Research/AMES\\_YOUTH\\_ResearchReport\\_LR\\_FA.pdf](https://www.ames.net.au/files/file/Research/AMES_YOUTH_ResearchReport_LR_FA.pdf)





## "Work stimulates you to think about your future": The importance of employment during social integration from the perspectives of young Somali men living in Australia and USA

*Omar, Y. S. (2013). New Zealand Journal of Employment Relations, 38(1), 42-54.*

This is a qualitative study investigating the importance of employment for young Somali men living in Australia and USA. The study, based on 30 young men participants, explores their experiences and perspectives about the role of employment during the transitional period of social integration into the receiving countries.

The paper also compares young men's experiences and perceptions of the importance of employment with their parents' experiences. Scholarly findings on refugee employment are compared to the observations discussed in this research. Some differences between the young participants and their parents have emerged, yet, most of the respondents shared similar views about the importance of employment.

[http://library.bsl.org.au/jspui/bitstream/1/3629/1/Work\\_stimulates\\_you\\_to\\_think\\_about\\_your\\_Future.pdf](http://library.bsl.org.au/jspui/bitstream/1/3629/1/Work_stimulates_you_to_think_about_your_Future.pdf)

## Employment and Multicultural Young People: A Report from the MYAN NSW Forum, November 2013

*Multicultural Youth Affairs Network (MYAN). NSW. (2013).*

In November 2013 MYAN NSW brought together a range of stakeholders from greater western Sydney to open up discussion around the particular experiences of young people of multicultural backgrounds in relation to seeking and finding work. Employment for multicultural young people has been identified as an issue of concern by the sector.

The forum was solution focused, providing information and space for discussion through sessions:

- good practice examples
- issues young people face when seeking employment and how this differs for refugee and asylum seeker young people as opposed to migrant young people (including those who are 2nd or 3rd generation multicultural young people).

This report serves as a record of the forum.

<http://www.myan.org.au/file/file/report.pdf>

## Obstacles Facing Young Muslim Jobseekers in Australia

*Nilan, P. (June 2011). Sociology Study, 1(1), 58-64.*

Immigration, whether formally organised or through refugee arrivals, remains a major source of population and workforce growth for Australia. This article undertakes a sociological analysis of the experiences of some young Muslim jobseekers in Australia. Some are recent migrants, some are refugees and others are second generation migrant Muslim youth. The Australian Government has identified Muslim youth as needing some special assistance to obtain paid employment.





The study reported here investigated some of the obstacles faced by 18 young Muslim jobseekers in Western Sydney in 2009. Interviews were conducted with young Muslims of both sexes who were actively looking for work. It is concluded that the apparent “religious” ostracism of young Muslim jobseekers results in a highly counter-productive form of “cultural unemployment” that impedes the logic of the flow of migration.

[Contact your library for a copy.]

## **Settling in and Finding Work: The experiences of people in the Adult Migrant English Program in Melbourne**

*AMES – 2011.*

This study about the experiences of Adult Migrant English Program (AMEP) clients was conducted when most (94%) had been in Australia for less than two years. The objectives of this study were to investigate the following overarching themes:

- How the AMEP impacts on the settlement of new migrants and refugees with low levels of English
- The early vocational and employment pathways for people participating in the AMEP.

The survey was conducted by interview, usually in the participant’s first language. The use of interviewers with bilingual skills and a shared refugee or migrant experience enabled us to gain insight into the settlement and employment experiences of a group of AMEP clients who do not speak a high level of English and are not often included in research of this nature. Since migrants and refugees come to Australia with different backgrounds and have different pressures on their early settlement, we have compared and contrasted the experiences of the two groups throughout this study. A variety of topics are reviewed and further recommendations have been offered.

[Note: Although this report talks about adults, the first age group in the study is 17-24 years.]

[http://www.ames.net.au/files/file/Research/Words\\_to\\_Work.pdf](http://www.ames.net.au/files/file/Research/Words_to_Work.pdf)





## Employment / Canada

### Living through our children: exploring the education and career 'choices' of racialized immigrant youth in Canada

*Taylor, A. & Krahn, H. (December 2013). Journal of Youth Studies, 16(8).*

The purpose of this paper is to explore the links between the experiences of parents and youth within racialised immigrant families to gain a better appreciation of intergenerational dynamics. Drawing on interviews and pre-interview surveys with 47 immigrant youth and their parents, a thematic analysis of data explores:

- the diversity of families' immigration experiences
- labour market challenges for parents
- shared family discourses of sacrifice and opportunity
- differences in youth responses to the high expectations of parents.

The paper concludes that the life course transitions experienced by parents have important consequences for their children, immigrant youth feel a strong sense of intergenerational obligation and this obligation is problematic for a significant minority of youth.

These qualitative findings temper the optimistic picture of these youth presented in large-scale studies of their aspirations and attainment.

<http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=91735409&site=ehost-live>

### Immigrant Youth and Employment: Lessons Learned from the Analysis of LSIC and 82 Lived Stories

*Lauer, S., Wilkinson, L., Yan, M.C., Sin, R. & Tsang, A.K.T. (February 2012). Journal of International Migration and Integration, 13(1):1-19.*

Finding a job has become a critical challenge to many youth. Immigrant youth, who have been a key part of the global migrants, are particularly vulnerable when entering the job market of the host country due to various structural barriers. However, in both public policy discourse and research, their labour market experience tends to be overlooked.

This paper reports on the employment experience of recently arrived immigrant youth based on an analysis of the Longitudinal Survey of Immigrants to Canada (LSIC) and findings of in-depth interviews of 82 immigrant youth in four cities in Canada. The results reveal that recently arrived immigrant youth:

- tend to work in lower-skilled employment
- experience significant delays in finding employment
- have difficulties with foreign credential recognition
- have fewer means to access to job markets.





<http://search.proquest.com/docview/915058609/6E7107199FAD470APQ/1?accountid=32056>

## Comparisons of the success of racial minority immigrant offspring in the United States, Canada and Australia

*Reitz, J.G., Zhang, H. & Hawkins, N. (July 2011). Social Science Research, 40, 1051-1066.*

The educational, occupational and income success of the racial minority immigrant offspring is very similar for many immigrant origin groups in the United States, Canada and Australia.

An analysis based on merged files of Current Population Surveys for the United States (for the period 1995–2007) and the 2001 Censuses of Canada and Australia, taking into account urban areas of immigrant settlement, reveals common patterns of high achievement for the Chinese and South Asian second generation, less for other Asian origins and still less for those of Afro-Caribbean black origins. Relatively lower entry statuses for these immigrant groups in the US are eliminated for the second generation, indicating they experience stronger upward inter-generational mobility. ‘Segmented assimilation’, suggesting downward assimilation of Afro-Caribbean immigrants into an urban underclass in the US, also receives little support.

<http://munkschool.utoronto.ca/ethnicstudies/files/2013/02/Reitz-Zhang-Hawkins-Comparisons-of-2nd-gen-success-SSR-40-2011.pdf>

## Profile of Economic and Labour Market Integration among Immigrants in Canada

*Jill Bucklaschuk & Lori Wilkinson. University of Manitoba. (June 2011).*

Immigration is a significant component of labour market, economic and demographic growth in Canada. Currently, the work and investments made by immigrants contributes to over 70% of the labour market growth in Canada and is projected to contribute to nearly 100% of the growth in the coming years.

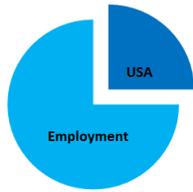
Given that nearly 60% of the newcomers to Canada arrive prior to their 30th birthday, a majority will spend a large part of their lives in the labour force. From a social and economic standpoint, understanding the integration of immigrants into the labour market is key to the long-term economic sustainability of the nation.

The purpose of this paper is to report on findings from immigration-related studies that have used Statistics Canada data and are available in the RDC database, with particular relevance to the Economic and Labour Market Domain of the National Metropolis Project in Canada. Several themes regarding the economic and labour market experience of newcomers to Canada are summarised. These themes represent some of the predominant debates and discussions in the academic literature on migration.

See: **Section 6 The Second-Generation and Section 7 Immigrant Youth**

[https://sites.ualberta.ca/~pcerii/final%20reports/RDC%20review%20paper%20FINAL%20July%2015\[1\].pdf](https://sites.ualberta.ca/~pcerii/final%20reports/RDC%20review%20paper%20FINAL%20July%2015[1].pdf)





## Employment / USA

### America's invisible workers: a study of migrant out-of-school youth [Thesis]

*Tillman, J.G. (2010). University of Missouri-Columbia.*

The steady stream of new immigrant labour into the Midwest has clearly begun to change the very fabric of rural life. Mostly male, Latino, single, childless, highly mobile, and with limited education, migrant out-of-school youth (OSY) between the ages of 18 through 21 face a whole host of economic and social obstacles that often hide and isolate them from the mainstream society. The concentration of migrants into a few jobs, such as agriculture, is a direct result of the demand for a particular skill set that is not dependent on the worker's English language ability.

The target population for this study is migrant OSY in southwestern Kansas. Seventy-five migrant youth were identified between 1 January and 30 April of 2008. The plight of migrant agricultural workers is well documented. However, very little research has been done on the perceptions or expressed needs of migrant youth. While migrant youth are willing to do the jobs rejected by natives, many often aspire to achieve something greater than their present condition.

According to the study's data, the majority of migrant youth indicated they would like to receive their general educational development (GED), learn English, secure a better job and develop additional life skills. If programs of support such as the federally funded Migrant Education Program do not provide migrant OSY with educational opportunities that will enable them to achieve and give them access to higher paying jobs, they will be relegated to the unskilled, low-paying jobs of previous immigrant generations.

<https://mospace.umsystem.edu/xmlui/handle/10355/8871>

### Children without borders: a mapping of the literature on unaccompanied migrant children to the United States

*Chavez, L. & Menjivar, C. (2010). Migraciones Internacionales, 5(3).*

In this article, the authors seek to map out what they know concerning unaccompanied migrant minors, focussing on unaccompanied migrant children coming to the United States. The review is based on research and reports documenting the migration of Mexican and Central American children.

In contrast to reports that focus on only the receiving end, this article takes a broader approach to shedding light on the different facets of the unaccompanied children's migration, covering the following areas:

- the migration processes (initiation, transit, arrival, and integration in both Mexico and the United States)
- the institutions (shelters and detention centres) involved in unaccompanied minors' migration
- the *glocal polity* (local, national and international laws) that have a profound impact on this migration.





<http://www.redalyc.org/html/151/15112895003/>

## **A drought of summer jobs: immigration and the long-term decline in employment among US-born teenagers**

*Zeigler, K. & Camarota, S.A. (2010). Center for Immigration Studies.*

The summer of 2010 is shaping up to be worst summer ever for the employment of US-born teenagers (16 to 19 years old). But even before the current recession, the share of US-born teens in the labour force – working or looking for work – was declining.

A new report from the Center for Immigration Studies finds that competition with immigrants (legal and illegal) explains a significant share of this decline. The fall in teen employment is worrisome because a large body of research shows that those who do not hold jobs as teenagers often fail to develop the work habits necessary to function in the labour market, creating significant negative consequences for them later in life.

<http://www.cis.org/teen-unemployment>

## **California's Out-of-School Immigrant Youth: A Vulnerable Minority**

*Public Policy Institute of California. (2007). (Research Brief; 117).*

Largely hidden from public view, a subset of California's population is also one of its most vulnerable. These are immigrant youth, mainly from Mexico and Central America, who are not receiving any kind of education or schooling. Some of these 'out-of-school immigrant youth' have dropped out of US schools, whereas others have never dropped in. Many must work to support families and have poor English language skills, high poverty rates and low rates of health insurance— in short, few prospects for a better life. Although little noticed, their situation could have reverberations for the future of the entire state. The persistent low educational attainment of these young people, many of whom have or will have children born into similar circumstances, could exacerbate the projected shortage of educated workers.

Using data from the federal education program's Migrant Education Program (MEP) and the US census, the authors find that few educational services that might help these young out-of-school immigrants appear to be reaching them. They suggest that to improve the futures of these youth, policymakers need to look beyond traditional schools and teaching methods.

[http://www.ppic.org/content/pubs/rb/RB\\_407LHRB.pdf](http://www.ppic.org/content/pubs/rb/RB_407LHRB.pdf)





## Employment / UK

### The labour market experiences and strategies of young undocumented migrants

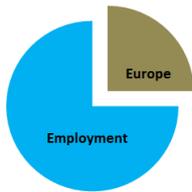
*Bloch, A. (2013). Work Employment & Society, 27(2), p. 272-287.*

The article draws on data from in-depth interviews and testimonies with 75 young undocumented migrants from Brazil, China, Kurds from Turkey, Ukraine and Zimbabwe living in England. The article provides a detailed qualitative understanding of the working lives and decision-making of undocumented migrants, a group about which little is known. Sectors of employment and working conditions are explored alongside job-seeking strategies and the role and use of social capital in job seeking.

Variations in employment experiences between undocumented migrants, particularly in relation to work within or outside of the ethnic enclave, are evident from the data. Moreover, the role of narrow, usually co-ethnic and often undocumented social networks in finding work, and the intersections between job-seeking strategies and being undocumented, is clear throughout the narratives.

<http://wes.sagepub.com/content/27/2/272.short>





## Employment / Europe

### **YMOBILITY - Youth mobility: maximising opportunities for individuals, labour markets and regions in Europe**

*CORDIS project. (2015-2018 – ongoing).*

Research on international youth mobility has been fragmented, mostly based on relatively small samples and case studies. YMOBILITY develops a comprehensive research programme which addresses the identification and quantifying of international youth mobility in the EU. By doing so YMOBILITY seeks to understand what determines which individuals participate in international mobility and the different personal and professional development strategies employed by these individuals. Both individual (eg skills and competencies) and territorial (eg economic, demographic and cultural) outcomes are reviewed, along with implications for policies in migration, education, economic and housing.

The research will utilise existing secondary data for the whole of the EU but mainly rely on primary quantitative data (large-scale surveys to be undertaken by polling agency) and qualitative data (interviews with migrants and returned migrants).

The study will focus on nine countries representing different contexts for youth mobility:

- Romania, Slovakia and Latvia as sources of emigration and return
- the UK and Sweden as destinations for migrants
- Germany, Italy, Ireland and Spain as both major destinations and countries of origin.

The policy analysis will be informed by interviews undertaken with key informants, such as migrant associations and policy-makers. Experimental methods will be used to assess how individuals will respond to different scenarios of future economic and social change.

[http://cordis.europa.eu/project/rcn/194588\\_en.html](http://cordis.europa.eu/project/rcn/194588_en.html)

### **The causal effect of age at migration on youth educational attainment**

*Dominique Lemmermann & Regina T. Riphahn. University of Erlangen-Nürnberg, Nurnberg, Germany. (June 2016).*

This paper investigates the causal effect of youths' age at immigration on subsequent educational attainment in the destination country. To identify the causal effect, the authors compare the educational attainment of siblings at age 21, exploiting the fact that they typically migrate at different ages within a given family, while also considering outcomes as being conditional on family fixed effects. The authors use detailed data from the German Socioeconomic Panel, which entails an oversample of immigrants.

Significant effects were found for age at migration on educational attainment, with a critical age of migration being approximately six years of age. Different patterns for male and female immigrants were identified,





where the educational attainment of females appears to respond more strongly to late immigration than that of males.

[https://www.cesifo-group.de/de/dms/ifodoc/docs/Akad\\_Conf/CFP\\_CONF/CFP\\_CONF\\_2016/cemir16\\_Poutvaara/papers/Lemmermann\\_2016/Lemmermann.pdf](https://www.cesifo-group.de/de/dms/ifodoc/docs/Akad_Conf/CFP_CONF/CFP_CONF_2016/cemir16_Poutvaara/papers/Lemmermann_2016/Lemmermann.pdf)

## Five Characteristics of Youth Unemployment in Europe: Flexibility, Education, Migration, Family Legacies, and EU Policy

*Jacqueline O'Reilly, et al. (2015). Sage Open, Jan-Mar, 1-19.*

Current levels of youth unemployment need to be understood in the context of increased labour market flexibility, an expansion of higher education, youth migration and family legacies of long-term unemployment. Compared with previous recessions, European-wide policies and investments have significantly increased with attempts to support national policies.

By mapping these developments and debates, the authors illustrate the different factors shaping the future of European labour markets. They argue that understanding youth unemployment requires a holistic approach that combines an analysis of changes in the economic sphere around labour market flexibility, skills attainment and employer demand, as well as understanding the impact of family legacies affecting increasingly polarised trajectories for young people today. The success of EU policy initiatives and investments will be shaped by the ability of national actors to implement these effectively.

<http://sgo.sagepub.com/content/spsgo/5/1/2158244015574962.full.pdf>

## Ensuring Labour Market Success for Ethnic Minority and Immigrant Youth

*Froy, F. & Pyne, L. (June 2011). OECD Local Economic and Employment Development (LEED) Working Papers, 2011/09. OECD publishing.*

Young people are more likely to be unemployed than adults while young people of migrant origin are even more likely to experience unemployment than their non-migrant peers. The rise in unemployment during the recession has been higher among the foreign-born population than among the native-born in almost all OECD countries. These employment outcomes are far from homogeneous however, and vary significantly depending on a wide range of factors such as country of origin, country of destination, gender and length of time in the country.

Local approaches can be important in matching local populations with the local labour market and in bringing together diverse partners to tackle complex barriers in what is a very sensitive policy area. Different approaches are also required for working with youth born in the host country in more established minority communities, as compared with recent migrants.

This learning manual serves as a practical guide for local policy makers on ways to design and implement policy measures that can support better employment outcomes for minority youth and young immigrants. It also serves as a reference for national policy makers seeking to improve local outcomes in this important policy area. The manual offers a synthesis of project findings and good practice, and provides criteria and checklists





for local activity. It builds on previous Local Economic and Employment Development (LEED) work to support the integration of immigrants and disadvantaged groups into the labour market and increase workforce skills.

<http://www.oecd.org/cfe/leed/50473547.pdf>

## **EEO Review: Youth Employment Measures 2010 – Germany**

*Kurt Vogler-Ludwig & Luisa Stock. European Employment Observatory. (October 2010).*

Germany is facing serious demographic challenges due to declining young generations, rising shares of migrant populations and continuous ageing. At the same time, the economy is threatened by skills shortages as the usual inflow of trained workers from the dual apprenticeship system is becoming weaker. All of these factors have resulted in the prioritization of youth measures which are now at the top of the political agenda.

Germany is well known for its dual apprenticeship training, which vocationally trains two thirds of young people. Nevertheless, youth integration still has to overcome serious obstacles as the dominant approaches are losing their power. The persistently high share of young people without training is difficult to reduce as long as there is no principal reform of lower secondary education. The rising share of migrant youth requires the development of new concepts in both general education and vocational training.

The substantial educational gap includes the risk of deepening the social divide, prompting this investigation into the knowledge base of the disadvantaged youth. Current trends and recommendations are provided.

<http://ec.europa.eu/social/BlobServlet?docId=12338&langId=en>



## Outcome 2 – Education and training



### Multi-nation reports

#### **Migrant Youths' Educational Achievement: The Role of Institutions**

*Deborah A. Cobb-Clark, Mathias Sinning & Steven Stillman. (2011). IZA.*

The 2009 Programme of International Student Assessment (PISA) data was used to link institutional arrangements in OECD countries to the disparity in reading, maths and science test scores for migrant and native-born students. We find that achievement gaps are larger for those migrant youths who arrive later and for those who do not speak the test language at home. Institutional arrangements often serve to mitigate the achievement gaps of some migrant students while leaving unaffected or exacerbating those of others. For example, earlier school starting ages help migrant youths in some cases but by no means in all.

Limited tracking on ability appears beneficial for migrants' relative achievement, while complete tracking and a large private school sector appear detrimental. Migrant students' achievement relative to their native-born peers suffers as educational spending and teachers' salaries increase, but is improved when examination is a component of the process for evaluating teachers.

<http://ftp.iza.org/dp6150.pdf>



## Education and training / New Zealand

### Immigrant students' academic performance in Australia, New Zealand, Canada and Singapore

*Akther, A. & Robinson, J. (2014). Paper from Joint AARE-NZARE Conference, Brisbane 2014.*

Immigrants to the USA and Western Europe show a disadvantage in academic achievement that persists into the second generation. In contrast, an immigrant advantage is often seen in countries with selective immigration policies.

This paper examines:

- whether four countries with selective migration policies continue to show an academic advantage in data from the Programme for International Assessment (PISA) 2012
- whether the advantage applies equally across reading, mathematics and science, and
- whether any advantage can be attributed to greater access to three personal resources (school belonging, attitude towards school learning activities, attitude to school learning outcomes) and two teacher-related academic resources (student-teacher relationship and teacher support).

Three groups (first generation immigrant; second generation immigrant; native-born) of 15-year-old students were compared in Australia, New Zealand, Canada and Singapore. In Australia and Singapore, first and second generation immigrant students showed an advantage in all three subjects. In New Zealand and Canada, there was no evidence of a consistent immigrant disadvantage. The five academic resources were related to individual differences in PISA scores but did not account for differences between migrant and native students.

[http://www.aare.edu.au/data/2014\\_Conference/Full\\_papers/AKATHER\\_14.pdf](http://www.aare.edu.au/data/2014_Conference/Full_papers/AKATHER_14.pdf)

### Academic difficulties encountered by East Asian international university students in New Zealand

*Lee, B., Farruggia, S.P. & Brown, G. (2013). Higher Education Research & Development, 32(6).*

This study focused on learning difficulties experienced by East Asian International (EAI) students. Participants were 117 EAI students undertaking tertiary study at a major university. All were surveyed and 21 students were interviewed.

The findings suggest that language limitations, academic content and learning styles were associated with difficulties in their learning. Difficulties with academic content appeared to act as the major barrier to their academic performance rather than English language. This is contrary to earlier findings, where Asian students often experienced difficulties in tasks that are particularly related to language proficiency. The study also contradicted the popular belief that Asian students are only surface learners.





<https://researchspace.auckland.ac.nz/bitstream/handle/2292/23382/2013%20Lee%2c%20Farruggia%20%26%20Brown%20EI%20author%20version.pdf?sequence=5>

## Pacific Youth Connecting through Poly

*Tagaloatele Peggy Fairburn-Dunlop. (2013). Chapter 28 from Ron Crocombe E Toa! Pacific writings to celebrate his life and work - edited by Crow, L., Tuainekore, L., Crocombe, M. & Dixon, R.*

The educational achievement of Pacific youth is a growing concern in New Zealand today. Despite high retention levels, Pacific students “are doing ‘just enough’ to pass their exams and certificate endorsement at all levels drags behind other groups”.

Many factors contribute to this situation. However, despite many interventions to address these and other concerns, Pacific students, and males especially, are not connecting with schooling. It has been argued that privileging Western knowledge in schooling has negatively affected non-Western students’ feelings of self-esteem, identity, security and, in turn, their motivation for school learning.

This book chapter covers research focused on:

- whether and how schools could create spaces where cultural knowledge and identity were promoted and enriched
- what was happening in those spaces, and
- how secure identity might contribute to Pacific students connecting more strongly with schooling and thus lead to better educational outcomes.

<http://aut.researchgateway.ac.nz/bitstream/handle/10292/8298/Pacific%20youth%20connecting%20through%20Poly.pdf?sequence=5>

## Stories of Young Migrants' Cross-Cultural Educational Transitions [Thesis]

*Robertson, S. (2012). Victoria University of Wellington.*

Given that Aotearoa/New Zealand is becoming increasingly multicultural, it is important that the education system meets the needs of migrants and makes them feel that they are included. The purpose of this research was to contribute to our understandings of migrants’ transitions into the New Zealand education system.

Seven young migrants who moved to New Zealand when they were secondary school age took part in this research. The participants were from countries in South East Asia, East Asia and the Pacific Islands. Their stories were gathered through narrative interviews.

The study suggests that, in order to tell new stories, migrants need opportunities to interact with other New Zealanders to create and practise new storylines. Furthermore, New Zealanders also need to be able to tell new stories about themselves and find ways to connect with migrants in order to promote a culture of belonging. It is suggested that it would be beneficial if spaces within the education system were created in order to allow new possible storylines to emerge which support a culture of belonging.

<http://researcharchive.vuw.ac.nz/handle/10063/2405>





## Education and training / Australia

### Opening the School Gates: Engaging Migrant and Refugee Families: A Resource for Victorian Schools

*Centre for Multicultural Youth. (2016).*

Opening the School Gate is a resource kit that provides teachers and school staff with a range of strategies to encourage parents and families from migrant and refugee backgrounds to fully participate in the educational experience of their children at school.

<http://www.cmy.net.au/publications/opening-school-gates>

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[http://www.aare.edu.au/data/2014\\_Conference/Full\\_papers/AKATHER\\_14.pdf](http://www.aare.edu.au/data/2014_Conference/Full_papers/AKATHER_14.pdf)





## **Going to university: Pacific Island migrant perspectives: underlying factors constraining access to higher education for young people from low socio-economic backgrounds in Australia: Pacific Island migrant perspectives**

*Cuthill, M., & Scull, S. (February 2011). Australian Universities' Review, 53(1), 5.*

In recent years large numbers of Pacific Island migrants have moved to the South East Queensland region in Australia. However, the precise number of migrants in the region is unclear. Despite extensive and on-going efforts, people from a low socio-economic background continue to be significantly under-represented in Australian higher education. In response to this situation, a two year action research project explored the broad issue of higher education access for young people from low socio-economic backgrounds in South East Queensland, Australia. This paper focuses on one specific aspect of that project and reports on the underlying factors that constrain access to higher education access for one cultural community in Australia.

Analysis is based on interview data from young people and parents from this community and presents a rich description of their lived experiences. Enhanced understanding of the perspectives of young people and their families relating to higher education access provides a solid foundation for developing informed and culturally appropriate higher education access initiatives.

<http://search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.251535188&site=eds-live>

## **Community Connections: a programme to enhance domestic and international students' educational experience**

*Gresham, R. & Clayton, V. (August 2011). Journal of Higher Education Policy and Management, 33(4).*

It has been widely acknowledged that an important indicator of a successful sojourn for international students is social integration into the host community. Despite seemingly regular opportunities to integrate, many international students report that their interactions with local residents remain superficial. The Community Connections programme at The University of Newcastle in Australia has aimed to address this issue over the past 13 years by engaging a broad range of volunteers from the host community to welcome, befriend and support international students.

In 2009, the opportunity arose to conduct a small pilot project within Community Connections. The aim was to focus specifically on facilitating relationships between international and domestic students. Thirty domestic students and a similar number of international students volunteered to participate in this pilot project.

This paper describes the steps involved to develop this project, outlines the evaluation process and discusses the impact of participation in the programme on student experience.

<http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=62609847&site=ehost-live>





## Mapping employment and education among Muslim Australians

*Gary D. Bouma & Rachel Woodlock. (2009). Centre for Muslim Minorities & Islam Policy Studies, School of Political and Social Inquiry, Faculty of Arts, Monash University.*

The issue of Muslims living successfully in Western countries has come under scrutiny with events such as the London bombings in 2005. There is evidence that unfulfilled expectations – a sense of ‘blocked progress’ – are a critical cause for the alienation and radicalisation of some Muslim youth. The present report is an analysis of the views and opinions of Muslims living in greater metropolitan Melbourne in regard to their social and political involvement in Australian life, with a focus on their educational and professional achievements.

A questionnaire was distributed with 501 responses from Muslims located in Melbourne. It covered the topics of:

- satisfaction with national wellbeing
- education and training
- employment and income
- attitudes to living in Australia
- political and social activities.

Analysis of the data resulted in a mixed picture emerging. On the one hand, the Muslims surveyed were very optimistic about the economic and social potential of Muslims in Australia. They were keen to take up educational and professional opportunities and were relatively engaged in social and political processes. However, there was also a strong perception of the existence of prejudice and anti-Muslim bias in the Australian media and government, particularly in regard to issues of foreign policy and national security. Consequently, frustration arising from this perception does contribute to a sense of blocked progress, which varies from individual to individual. This is a finding that requires further research and needs addressing to promote and strengthen Australia’s societal harmony.

[https://www.dss.gov.au/sites/default/files/documents/01\\_2014/muslim-mapping-report\\_access.pdf](https://www.dss.gov.au/sites/default/files/documents/01_2014/muslim-mapping-report_access.pdf)





## Education and training / Canada

### Including the Excluded: De-Marginalizing Immigrant/Refugee and Racialized Students

*Sefa Dai, G.J. & Rummens, J.A. (2016). Education Canada, Summer.*

Youth's personal and social identities affect how our young people see themselves, how they are perceived by educators and school peers, how they engage with schooling and how they produce knowledge about everyday experiences. This article looks at how social exclusion based on shared identities disproportionately affects youth whose "otherness" is most apparent. It reviews background literature on social exclusion and offers recommendations to address the challenges faced by young migrant and refugees in Canada.

<https://www.edcan.ca/articles/including-the-excluded-de-marginalizing-immigrantrefugee-and-racialized-students/>

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[http://www.aare.edu.au/data/2014\\_Conference/Full\\_papers/AK\\_THER\\_14.pdf](http://www.aare.edu.au/data/2014_Conference/Full_papers/AK_THER_14.pdf)





## Transition of Newcomer Youth in Ontario Educational Policies: A Critical Discourse Analysis

*Scott, C. (2014). University of Western Ontario.*

Transition in school is an inherent function of each student's educational experience. However, newcomer youth face unique transitional challenges. This qualitative study was conducted to answer how Ontario educational policies shape the transition of newcomer youth.

A critical discourse analysis was used to analyse practical guides and policy texts, framed through critical policy sociology and critical pedagogy. Findings illustrated that a fractured policy landscape exists where there is a heavy emphasis on literacy, language development and language acquisition for newcomer youth, but there remains a lack of policies to support a more holistic transition. Dominant policy discourses serve to construct newcomer youth through policy definitions of newcomers and power structures. The resulting thesis includes suggestions for policymakers, administration, schools and teachers.

This research contributes insight into how current policies reproduce socio-economic and cultural norms and illustrates the importance of moving beyond English language learner curriculum to targeted transition policy for newcomer youth.

<http://ir.lib.uwo.ca/cgi/viewcontent.cgi?article=3184&context=etd>

## Intergenerational Education Mobility among the Children of Canadian Immigrants

*Aydemir, A., Chen, W.H. & Corak, M. (2013). Canadian Public Policy, 39, Special Supplement on Income, Inequality, and Immigration, May, p. S107-S122.*

The schooling of immigrant children is often cited as an important outcome related to their capacities to succeed in the labour market and to adapt to the values of the mainstream. The research summarised in this paper explores this topic by using a growing literature on generational mobility of earnings and education as its frame of reference. By examining the strength of the tie between the situation of immigrants and the adult outcomes of their children, the so-called second generation, this literature has come to complement the large number of studies on the social and economic position of immigrants.

The findings show that:

- the education outcomes of children born in Canada to immigrants are only weakly associated with education levels of their parents. The intergenerational association in schooling levels is about three times as strong for the general population
- the intergenerational transmission of education has changed across the birth cohorts of the post-war period
- upward mobility of educational attainment is more likely among second-generation Canadians raised by immigrant parents, with low education among Canadians with native-born parents.

This overall positive view of mobility across the generations among immigrants is tempered by the fact that some children, particularly boys from certain communities, face significant challenges in making progress.

[http://www.jstor.org/stable/pdf/23594760.pdf?\\_id=1470798601982](http://www.jstor.org/stable/pdf/23594760.pdf?_id=1470798601982)





## Transnational youth transitions: becoming adults between Vancouver and Hong Kong

*Tse, J.H. & Waters, J.L. (2013). Global Networks, 13(4), 535-550.*

In the context of the academic interest shown in the enduring transnationalism of contemporary migrants and the modes of transitions to adulthood in different global settings, this article examines the transnational lives of adolescents moving between Vancouver (Canada) and Hong Kong. While there is a lot of literature on the parents' political and economic calculations, there is very little on how adolescents in these situations articulate their geographical sensibilities.

The authors draw on three periods of fieldwork, undertaken in 2002, 2008 and 2010, during which they employed a transnational methodology to interview young people in Vancouver and Hong Kong. They argue that becoming an adult involves a process in which, in their discussions about the geographical and emotional distance between themselves and their families, young people articulate their own complex emotions towards specific places in their transnational social field. Their families sporadically interrupt the adolescents' otherwise independent lives with fragmented modes of supervision.

By examining the complex intentions and emotions behind circular migration from the perspective of transnational youth in a community of split families, the authors advance the discussion on transnational geographies, particularly of the family in the context of a flexible global economy.

<http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=90096996&site=ehost-live>

## Immigrant Postsecondary Education: A Comparison of Canada and Switzerland

*Picot, G. & Hou, F. (2012). Economic Insights, no. 013, July.*

This article in the Economic Insights series examines differences in postsecondary-participation rates between students with and without immigrant backgrounds in Canada and Switzerland. The comparison, which is based on comparable data from the two countries, highlights general patterns of educational outcomes among immigrant youth in North America and Europe. It is based on the working paper Immigrant Status, Early Skill Development, and Postsecondary Participation: A Comparison of Canada and Switzerland.

<http://www.statcan.gc.ca/pub/11-626-x/11-626-x2012013-eng.pdf>





## Education and training / USA

### Age at immigration and the educational attainment of foreign-born children in the United States: The confounding effects of parental education

*Clarke, A. (2015). Office of Population Research, Princeton University.*

A substantial empirical literature confirms an educational disadvantage for foreign-born children that arrive in their host countries at older ages. However, parental characteristics are not randomly distributed across the age at immigration distribution. In the presence of a negative correlation between parental education and age at immigration, estimates of the educational attainment-age at immigration gradient, neglecting controls for parental education, will tend to over-estimate this disadvantage.

Exploiting the large sample size in the 2000 census, the results indicate a considerable over-estimation (up to almost 28%) of the disadvantage for immigrant children that arrive at older ages, consistent with a negative correlation between parental education and age at immigration. Moreover, the results presented in the paper provide two additional insights:

1. a considerable portion (66%) of the educational advantage for early arrivals arises from the self-selection of immigrant parents reflecting their favourable unobserved characteristics, relative to their peers in their source country
2. the educational disadvantage for late arriving immigrant children might be eliminated, provided their immigrant parents achieve sufficiently high levels of educational attainment.

[http://fbe.unimelb.edu.au/\\_data/assets/pdf\\_file/0009/1505736/2013unimelb\\_wp\\_clarkeaj\\_august42015.pdf](http://fbe.unimelb.edu.au/_data/assets/pdf_file/0009/1505736/2013unimelb_wp_clarkeaj_august42015.pdf)

### Missing in action: job-driven educational pathways for unauthorized youth and adults

*Unruh, R. & Bergson-Shilcock, A. (2015). National Skills Coalition.*

There are an estimated 11.4 million unauthorised immigrants in the United States, representing more than 1 out of every 4 immigrants overall. Immigration policies aimed at deferring action on deportations – and even more so, those aimed at creating a path to citizenship – have tremendous economic potential for individuals and the nation as a whole.

Without immigrants, the United States workforce will not be sufficient to replace the workers expected to retire from the labour force between 2010 and 2030. Most federal immigration policy proposals – whether administrative or congressional – require immigrant applicants to attain credentials, thus facilitating their full economic integration. These educational requirements – if supported by adequate policy infrastructure and investments – increase the likelihood of positive economic outcomes for individual immigrants and our economy as a whole. However, some credential requirements have not lined up with what the labour market





actually demands, and to date, no policy has included the investments or infrastructure needed to support job driven educational pathways for unauthorised youth and adults.

This report reviews the Development, Relief and Education for Alien Minors Act (DREAM Act), a policy proposal that would create an avenue to citizenship for a certain set of unauthorised youth and young adults.

[http://www.nationalskillscoalition.org/documents/2015-02-NSC\\_Missing-In-Action\\_Job-Driven-Educational-Pathways-for-Unauthorized-Youth-and-Adults.pdf](http://www.nationalskillscoalition.org/documents/2015-02-NSC_Missing-In-Action_Job-Driven-Educational-Pathways-for-Unauthorized-Youth-and-Adults.pdf)

## Education reform in a changing Georgia: promoting high school and college success for immigrant youth

*Hooker, S., Fix, M. & McHugh, M. (2014). Migration Policy Institute.*

Georgia has experienced one of the fastest rates of growth in immigration in the United States over the past two decades and immigration has profoundly altered the makeup of the state's educational institutions. These young immigrants stand to play a decisive role in the current and future workforce competitiveness of the state. However, these first- and second-generation young Georgians - particularly those who are English Language Learners (ELLs)—lag considerably behind their non-immigrant peers in terms of high school graduation, college access and postsecondary degree completion.

This report describes the hurdles faced by young immigrants and shows that Georgia's recent education reform efforts—while ambitious in scope—often do not address the unique needs of Georgia's immigrant youth, and particularly those who are ELLs. The report analyses the educational experiences and outcomes of immigrant youth aged 16 to 26 across the education systems in Georgia, encompassing K-12, adult education and postsecondary education. By examining these separate-but-interconnected elements of Georgia's education system together, the analysis offers a set of linked strategies for advancing the educational attainment of Georgia's immigrant youth.

The findings draw from qualitative fieldwork including site visits and interviews in Georgia's educational institutions and quantitative analyses of the most recently available data from the US Census Bureau and state education agencies.

<http://www.migrationpolicy.org/research/education-reform-changing-georgia-promoting-high-school-and-college-success-immigrant-youth>

## The transition from school to work for children of immigrants with lower-level educational credentials in the United States and France

*Lutz, A., Brinbaum, Y. & Abdelhady, D. (2014). Comparative Migration Studies, 2 (2): p. 227-254.*

This paper compares the transition from school to work among Mexican-origin youth in the United States and North African-origin youth in France, relative to the native-majority youth with similar low-level credentials. The goal is to understand the extent to which these groups experience ethnic penalties in the labour market not explained by social class, low-level credentials or other characteristics.

The patterns of employment for second-generation minorities play out differently in the two contexts. In France, lack of access to jobs is a source of disadvantage for North African children of immigrants, while in the





United States, second-generation Mexicans do not suffer from a lack of employment. Indeed, the Mexican second-generation shows a uniquely high level of employment.

The authors argue that high levels of youth unemployment in the society, as is the case in France, means greater ethnic penalties for second-generation minorities.

<https://www.imiscoe.org/journal-cms-2/comparative-migration-studies-2014-2/69-6-lutz-a-brinbaum-y-abdelhady-d-2014-the-transition-from-school-to-work-for-children-of-immigrants-with-lower-level-educational-credentials-in-the-united-states-and-france/file>

## Evidence-based interventions for immigrant students experiencing behavioural and academic problems: a systematic review of the literature

*Bal, A., & Perzigian, A.B.T. (2013). Education & Treatment of Children, 36(4).*

The purpose of this research review is to identify effective, high quality school-based interventions for immigrant students with disabilities or academic and behavioural problems. A systematic review of the literature was conducted to synthesise international research studies.

Initial and criteria-based selection processes yielded six intervention studies published between 1975 and 2010. Two of the studies are academic interventions while four are behavioural interventions. Three studies were conducted in the United States while the remaining three in Israel, Canada and Norway. The identified studies were evaluated against the quality indicators of special education research. Three experimental studies met the minimum criteria for acceptable methodological rigor. The results show an urgent need for methodologically robust intervention studies in the field of special education for immigrant students. Implications for research and practice are discussed.

[https://www.researchgate.net/publication/298828399\\_Evidence-based\\_Interventions\\_for\\_Immigrant\\_Students\\_Experiencing\\_Behavioral\\_and\\_Academic\\_Problems\\_A\\_Systematic\\_Review\\_of\\_the\\_Literature](https://www.researchgate.net/publication/298828399_Evidence-based_Interventions_for_Immigrant_Students_Experiencing_Behavioral_and_Academic_Problems_A_Systematic_Review_of_the_Literature)

## Shaping our futures: the educational and career success of Washington State's immigrant youth

*Hooker, S., McHugh, M., Fix, M. & Capps, R. (2013). Migration Policy Institute.*

Young adults who are immigrants or the children of immigrants have a mixed record of success in Washington State, with the performance of many English language learners lagging behind state averages even as the state's immigrant youth have a relatively high level of college-degree attainment compared to other immigrants nationwide.

This report examines the high school completion, college access and postsecondary success of immigrant youth (ages 16 to 26) in Washington State—where one in four young adults is an immigrant or child of an immigrant. The report provides cross-system analyses of the educational experiences of first-generation (foreign-born) and second-generation (US-born with immigrant parents) youth in the state.

The report shows that the performance of many of the state's 89,000 English Language Learners (ELLs) lags behind state averages. Only 53 percent of ELLs graduate from high school in four years, compared to 77





percent of all students. While this is not ideal, Washington State school districts have demonstrated substantial progress in developing curricula and training teachers to meet the educational needs of immigrant youth.

<http://www.migrationpolicy.org/research/shaping-our-futures-educational-and-career-success-washington-states-immigrant-youth>

## **Achieving the DREAM: the effect of IRCA on immigrant youth postsecondary educational access**

*Cortes, K. E. (2013). American Economic Review, 103(3), 428-432.*

In 1982, the landmark US Supreme Court ruling in *Plyler v. Doe* granted undocumented immigrant students access to free public schooling. However, the ruling did not address post-secondary education. Federal laws have prevented undocumented students from receiving financial benefits to attend college, creating financial and legal barriers between students and the American dream. To date, more than ten states have enacted laws that qualify undocumented students for in-state tuition fees rather than the higher fees non-residents pay. While the number of states to have passed such laws is growing, only a handful of studies have analysed the effects of these state policies on the educational attainment of undocumented immigrant youth.

This paper contributes to the existing literature on the effect of legal status on educational access among immigrant youth in the United States. Using a difference-in-differences framework, the effect of this large amnesty program on immigrant youths' post-secondary educational access is analysed. The main finding shows that immigrant youths who were granted amnesty under the Immigration Reform and Control Act (IRCA) are more likely to enrol in post-secondary education.

<http://users.nber.org/~cortes/aer2013.pdf>

## **Migration processes, familial characteristics, and schooling dropout among black youths**

*Thomas, K. (2012). Demography, 49(2), 477-498.*

This study uses data from the 2000 US census to examine whether the schooling advantage of the children of black immigrants found in previous studies is robust. According to the results, the advantage associated with having migrant parents is not restricted to children of immigrants. Black migrant parents, regardless of foreign-born status, have children with favourable schooling outcomes. Such parental-level influences, however, seem stronger among some immigrant groups than among native internal migrants.

The study also suggests that the collective advantage of the children of immigrants is driven by positive migrant selectivity. Accordingly, comparisons between the children of native migrants and children in various immigrant groups reveal that the immigrant advantage is not robust. In fact, the results suggest that when immigrant ethnicity is considered, some children of immigrants may be disadvantaged relative to the children of native migrants. Among recent migrants, the children of native internal migrants also have more favourable outcomes than the children of immigrants, although these differences disappear after background factors are controlled. Further, internal-migrant and immigrant households are less likely to have characteristics that adversely affect schooling than non-migrant households. Unsurprisingly, the children of non-migrants have the worst outcomes among black youths.





<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4115283/>

## Literacy, capital, and education: a view from immigrant youth

*Stevens, L. P. (2011). Theory into Practice, 50(2).*

From conservative estimates, as many as one in every five schoolchildren is an immigrant. Through both sheer numbers and qualitatively different migration practices, these populations have productively created an opportunity and necessity for educational practice to redefine its assumptions, practices and relevancy. In this article, the author presents snapshots of young immigrants navigating schooling and society, and more specifically, shows how these snapshots can productively influence how literacy educators understand and undertake their work.

The article uses case studies of two recently arrived immigrant students to examine:

- how classroom practices and educational policies position these students
- how literacy pedagogy follows from that framing, and
- how those frames obscure the complicated ways that textual practices reflect and structure societal experiences for immigrant youth.

It provides recommendations for how educators can revamp their work to create educational experiences considerate of and responsive to, first and foremost, these students' lived realities.

[http://www.academia.edu/947604/Literacy\\_capital\\_and\\_education\\_A\\_view\\_from\\_immigrant\\_youth](http://www.academia.edu/947604/Literacy_capital_and_education_A_view_from_immigrant_youth)

## A model for migrant youth and adults to undertake transnational lifelong learning and develop 21st century skills

*Kissam, E., Intili, J. & Martínez, J. (2010). WKF Giving Fund.*

Worldwide, some 200 million global migrants have left their home villages to join the global migrant labour force. The contemporary reality is that for these migrants, family and community life is transnational. For Mexico, migrants' life in a transnational world is a particularly important issue due to the ever present reality of cross-border family networks and community life. Most Mexican migrants to the US are limited in English and schooling and about one out of three is a teenager or young adult (< 22 years old) or younger. Without access to opportunities to develop 21st century skills via lifelong learning their earning power will not keep up with inflation.

This paper discusses a model for addressing the challenges faced by young migrants. A binational educational initiative, the project is currently under development as a result of the combined efforts of state officials in Michoacán, Mexico and applied researchers/activists concerned with civic engagement and adult education and committed to exploring how best to effectively collaborate transnationally. The program is structured to provide participants with opportunities in a non-formal learning venue and a way to more completely understand and successfully explore career options available at home. It does this by building their analytic, problem-solving and communication skills and providing them structured experience in teamwork. As part of this process they will learn how the "foundation skills" that schooling is meant to develop, which seem to most of them abstract and irrelevant, boring or tedious, can be deployed to get ahead in life.

<http://www.wkfamilyfund.org/docs/je/Transnational-Lifelong-Learning.pdf>





## "I feel like I'm safe again:" A discussion of middle grades organizational structures from the perspective of immigrant youth and their teachers

*Brinegar, K. (2010). Research in Middle Level Education Online, 33(9), 1-14.*

As the number of immigrants and refugees grows in the United States, the linguistic and cultural diversity that comprises the middle grades classroom continues to increase. Given the need for resources and specific attention to linguistic and cultural strategies for these populations, this three-year ethnographic study examined the schooling experiences of young adolescent immigrant and refugee students in a small town located in a rural state. Historically a homogeneous area, in the last decade this community became a multilingual/multicultural setting. The study documents the schooling experiences of participants using ethnographic methods including participant observation, interviews and document analysis.

The research presented uses the perspectives of both immigrant students and their teachers to answer two questions related to middle grades organizational structures:

- What are the experiences of a group of immigrant young adolescents and their teachers with the middle level organisational structures, such as teaming and multi-age grouping, that exist in their school?
- 2. Do students and teachers perceive that organizational structures serve to accomplish for immigrant students their intended purpose—to provide a positive schooling experience, devoted to democratic principles, and taking the unique needs of its students into consideration?

The data describe how immigrant and refugee students internalised middle grades organisational structures, such as teaming and multi-age grouping. The findings suggest much variability among the students' experiences. Implications for researchers centre on expanding the current research base in middle grades practice to include a new set of voices, while implications for practitioners focus on creating a safe environment in which immigrants can express themselves and feel comfortable asking for the level of support needed.

[https://www.amle.org/portals/0/pdf/rmle/rmle\\_vol33\\_no9.pdf](https://www.amle.org/portals/0/pdf/rmle/rmle_vol33_no9.pdf)

## Evaluation of a school-based internship program for Chinese immigrant adolescents in the United States

*Ching, A. M., Yeh, C. J., Siu, W.Y., Wu, K. A., & Okubo, Y. (2009).. Adolescence, 44(175), 601-620.*

In this article, the experiences of five Chinese immigrant adolescents who became participatory action researchers (PAR) through a school-based internship program in the United States are analysed and presented. Evaluation of the project was conducted using content analysis of student researchers' journal entries. Discovery Oriented Approach analysis was implemented and revealed the following main domains:

- Learning and Growth
- Program Evaluation
- Adjustment and Coping
- Identity Development and Social Role
- Pride, Social Support, Empathy and Group Process.





Implications for conducting PAR with ethnic minority populations are discussed in the context of the participants' experiences with cultural adjustment.

[https://www.researchgate.net/publication/40043971\\_Evaluation\\_of\\_a\\_school-based\\_internship\\_program\\_for\\_Chinese\\_immigrant\\_adolescents\\_in\\_the\\_United\\_States](https://www.researchgate.net/publication/40043971_Evaluation_of_a_school-based_internship_program_for_Chinese_immigrant_adolescents_in_the_United_States)

## Notes on immigration, youth, and ethnographic silence

*Cruz, C. (2008). Theory into Practice, 47(1).*

The experiences of lesbian, gay, bisexual, transgender and queer (LGBTQ) migrant youth are often found in between narratives, complicated by the current political climate that makes it difficult for migrant students to disclose information about their lives. In this two-year ethnography of a public school that serves LGBTQ young people, the author suggests that teachers and education practitioners must learn to not only recognise the subtext of student narratives - the recognition of ethnographic silence and to listen for what is not being said - but also to create safe spaces in schools where LGBTQ migrant students feel comfortable to reveal identities without fear of reprisal.

[http://www.academia.edu/2072422/Notes\\_on\\_Immigration\\_Youth\\_and\\_Ethnographic\\_Silence](http://www.academia.edu/2072422/Notes_on_Immigration_Youth_and_Ethnographic_Silence)

## Beyond lily-pads and bananas: a case study of a cohort of Chinese and Vietnamese adolescents' school experiences

*Ma, W. (2006). New England Reading Association Journal, 42(1), 19-25.*

In recent years the immigration surge in the United States has triggered a renewed concern by teachers, researchers and the public about educating students from diverse backgrounds in public schools and helping them pick up the needed cultural and linguistic knowledge to fit into the new sociocultural environment. Yet relatively little is known about the complexity and diversity of Asian immigrant students' educational experiences.

The purpose of this study was to explore a cohort of Chinese and Vietnamese adolescents' self-articulated learning experiences. Using the ethnographic case study design, data was obtained from six Chinese and Vietnamese immigrant high school students in the Northeast US, which detailed Asian youths' views on their learning experiences. Central themes are discussed that highlight the commonality and uniqueness of these students' experiences, underscoring the risks of what has been previously identified as "ethnic lumping", ie equating one Asian ethnic group's experience with another.

<http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=507854083&site=eds-live&scope=site>





## Education and training / UK

### The lure of London: a comparative study of recent graduate migration from Germany, Italy and Latvia

*King, R., Lulle, A., Conti, F., Mueller, D. & Scotto, G. (2014). University of Sussex.*

This paper is explicitly comparative and examines the motivations and characteristics of the recent migration to the UK of three highly educated young-adult national groups – from Germany, Italy and Latvia. The paper is based on research that draws on four doctoral theses focused, wholly or in part, on the emigration of graduates to the UK, mainly the London area.

Theoretically, the paper links to core-periphery dynamics within Europe and to the trope of ‘crisis’ – economic, structural and personal – to help explain the many reasons why young graduates from these three countries migrate to the UK. Each of the three nationalities represents a different regional economic and geopolitical positioning within Europe.

Based on 125 in-depth interviews, the paper teases out the main narrative differences and similarities between the three groups.

[https://www.researchgate.net/publication/263889893\\_The\\_Lure\\_of\\_London\\_A\\_Comparative\\_Study\\_of\\_Recent\\_Graduate\\_Migration\\_from\\_Germany\\_Italy\\_and\\_Latvia](https://www.researchgate.net/publication/263889893_The_Lure_of_London_A_Comparative_Study_of_Recent_Graduate_Migration_from_Germany_Italy_and_Latvia)





## Education and training / Europe

### Equal opportunities for migrant youth in educational systems with high levels of social and ethnic segregation: assessing the impact of school team resources

*CORDIS project – European Research Council. (2012-2017 – ongoing project).*

Although a gap in educational performance of migrant children compared to children without a migration background can be observed in most industrialised countries, it is particularly big in countries like Belgium, Germany, Austria and the Netherlands, as has been attested by the Programme for International Student Assessment (PISA) data. Social and ethnic segregation, which is particularly high in these educational systems, seems to be one of the important explanatory factors.

This project wants to disentangle what are the crucial factors by which this high level of segregation impacts on unequal opportunities for immigrant children. It is hypothesised that better skilled and more positively oriented teachers are overrepresented in schools with an 'easier' school population, while so-called 'difficult' schools (populated by working-class immigrant children) have difficulty in attracting, and especially keeping, competent and motivated staff.

In order to examine this hypothesis a mixed methods approach will be used, combining quantitative statistical analysis of new and existing data, for example multi-level analysis of the PISA data set and other eligible datasets, qualitative case studies and focus groups. Secondary analysis of existing data-sets (PISA, TIMMS, PIRLS) will be undertaken and new data will be collected, taking the Flemish and Francophone educational systems in Belgium as case-studies.

[http://cordis.europa.eu/project/rcn/100788\\_en.html](http://cordis.europa.eu/project/rcn/100788_en.html)

### Improving Education for Migrant-Background Students: A Transatlantic Comparison of School Funding

*Julie Sugarman, Simon Morris-Lange & Margie McHugh. (2016). Migration Policy Institute; Expert Council of German Foundations.*

The educational needs of migrant-background students in primary and secondary schools pose a growing challenge for policymakers and educators around the world. For policymakers, school funding designs are an important means of influencing how schools and school districts serve their students who are immigrants or the children of immigrants.

In a joint report, the US-based Migration Policy Institute and the Expert Council's Research Unit shed light on supplementary funding mechanisms targeted to migrant-background students and some of the key challenges and strategies decision-makers are wrestling with as they attempt to ensure that additional resources are used effectively.





The study concludes that there are several top-line lessons and implications for policy makers:

- Identification of target needs and students plays a central role in system design and integrity
- Funding designs must manage the tension between flexibility and accountability
- Creation and collection of robust data are necessary to understand student needs and effectively direct funds
- Funding mechanisms should be subject to regular review in order to respond to changed circumstances, new information and evolving needs.

[http://www.svr-migration.de/wp-content/uploads/2016/06/MPI-SVR-FB\\_2016\\_Improving-Education-for-Migrant-Background-Student.pdf](http://www.svr-migration.de/wp-content/uploads/2016/06/MPI-SVR-FB_2016_Improving-Education-for-Migrant-Background-Student.pdf)

## **Doubly Disadvantaged? Children and Young People with a Migration Background in the German Education System**

*Expert Council of German Foundations - May 2016*

The Expert Council's Research Unit (ECRU) shows in this expert report that children and young people from immigrant families are doubly disadvantaged over their entire educational careers as a result of their immigrant background, but even more importantly due to their social origin. This is the result of an in-depth analysis of the current research on the double disadvantage conducted by the ECRU. Based on the analysis, the expert report provides recommendations for policy and practice as well as for future research.

<http://www.svr-migration.de/en/publications/doubly-disadvantaged-children-and-young-people-with-a-migration-background-in-the-german-education-system/>

## **Reducing the risk that youth with a migrant background in Europe will leave school early**

*Nouwen, W., Clycq, N. & Uličná, D. (2015). Migration Policy Institute Policy Brief.*

While most young people in the European Union attain at least an upper secondary level of education, a significant number of students leave school early—nearly 12 percent across the 28 EU Member States in 2013. These numbers, however, conceal important differences related to socioeconomic status and migration background. In 2012, the early school leaving rate of young people born outside of the European Union was, on average, more than double that of natives (25.4 percent compared to 11.5 percent). Along with male youth in general, students with a migrant background have become one of two groups targeted by EU policy recommendations to reduce early school leaving.

This policy brief discusses empirical findings, theoretical insights and promising measures that may inform further policy action to address the disproportionately high level of early school leaving among youth with a migrant background. The brief strongly recommends a holistic approach that includes institutional-level support and structural reforms to improve the graduation rates of migrant pupils from upper secondary schools. Such an approach should also build on the social and cultural capital available in migrant communities, rather than only seeking to compensate for (presumed) deficiencies in migrant households.

<http://www.migrationpolicy.org/research/reducing-risk-youth-migrant-background-europe-will-leave-school-early>





## Enhancing EU education policy: building a framework to help young people of migrant background succeed

*Essomba, M.A. (2014). Migration Policy Institute Policy Brief.*

While many countries in Europe have high-quality, well-established education systems, socioeconomically disadvantaged communities across the continent suffer from inequality of access and lower-quality education. Children from these groups, including children with a migrant background—those who are immigrants themselves or have immigrant parents—tend to underperform in the classroom compared with their native peers. Children from a migrant background (defined here as from countries outside the European Union) have particular educational needs that mainstream education policy does not always meet, including overcoming language barriers and discrimination.

Recognising the importance of education in allowing countries to realise their potential, the European Commission has developed a series of goals in the form of the Education and Training Strategy (ET 2020) to help Member States reduce school dropout and increase rates of tertiary education completion.

This policy brief discusses how to improve education policies for migrant children at the European Union level as well as within EU Member States. It sketches how children with a migrant background face the most urgent needs in Europe's education systems. Rates of youth unemployment and young people "Not in Education, Employment or Training" (NEET) are significantly higher for first- and second-generation migrants than for their native peers in most EU Member States. The brief examines a number of proposals for ways that local, national and regional institutions can help educational systems become more community-centred, systemic and inclusive in order to close the school achievement gap between native and immigrant students.

<http://www.migrationpolicy.org/research/enhancing-eu-education-policy-building-framework-help-young-people-migrant-background>

## Polish migrant youth in Scottish schools: conflicted identity and family capital

*Moskal, M. (2014). Journal of Youth Studies, 17(2).*

The perspectives of migrant children and young people have been largely omitted in youth studies. Existing literature focuses predominantly on young people born to migrant parents in the host country, while the problems of first generation of migrant youth have received limited attention.

This paper focuses on first-generation Polish migrants and their experiences in relation to school transition, new language learning and the changing family relationships in the new social environment. It draws on ethnographic research, including in-depth interviews collected from 17 young people (aged 12–17) and their parents, as well as participant observation within homes and schools.

Exploring the concept of family capital, the paper builds on Bourdieu's theory of cultural and social capital and Coleman's theory of social capital. It examines:

- family support and cultural values
- the transferability of family capital from one country to another in terms of educational success, and
- social mobility and the capacity of young people to draw on their family capital and to develop their own social capital in a host country.





The findings are discussed with reference to the existing literature and the possible ways of supporting young people through the development of policies and school practices.

<http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=93595046&site=ehost-live>

## Young people - migration and socioeconomic situation

*Eurostat. (2014).*

Migration is changing Europe and lies at the core of many debates in the context of globalisation, EU enlargement and the demographic and economic changes which the European Union is facing. Young people are a particularly vulnerable and over-represented group among migrants. This article analysis the current socioeconomic status of young persons examined by their country of birth through existing Zaragoza indicators on social inclusion, together with some proposed new ones on education, employment and social inclusion of young people by country of birth.

[http://ec.europa.eu/eurostat/statistics-explained/index.php/Young\\_people\\_-\\_migration\\_and\\_socioeconomic\\_situation](http://ec.europa.eu/eurostat/statistics-explained/index.php/Young_people_-_migration_and_socioeconomic_situation)

## The Transition from School to Work for Children of Immigrants with Lower-Level Educational Credentials in the United States and France

*Lutz, A., Brinbaum, Y. & Abdelhady, D. (2014). Comparative Migration Studies, 2(2).*

This paper compares the transition from school to work among Mexican-origin youth in the United States and North African-origin youth in France, relative to the native-majority youth with similar low-level credentials. The goal is to understand the extent to which these groups experience ethnic penalties in the labour market not explained by social class, low-level credentials or other characteristics.

The patterns of employment for second-generation minorities play out differently in the two contexts. In France, lack of access to jobs is a source of disadvantage for North African children of immigrants, while in the United States, second-generation Mexicans do not suffer from a lack of employment. Indeed, the Mexican second-generation shows a uniquely high level of employment. We argue that high levels of youth unemployment in the society, as is the case in France, means greater ethnic penalties for second-generation minorities.

[http://download.springer.com/static/pdf/856/art%253A10.5117%252FCMS2014.2.LUTZ.pdf?originUrl=http%3A%2F%2Flink.springer.com%2Farticle%2F10.5117%2FCMS2014.2.LUTZ&token2=exp=1470863762~acl=%2Fstatic%2Fpdf%2F856%2Fart%25253A10.5117%25252FCMS2014.2.LUTZ.pdf%3ForiginUrl%3Dhttp%253A%252F%252Flink.springer.com%252Farticle%252F10.5117%252FCMS2014.2.LUTZ\\*~hmac=9baa6ea406c753efc03467280bc0f9bd8fa799029a5545b9acd38432d190f794](http://download.springer.com/static/pdf/856/art%253A10.5117%252FCMS2014.2.LUTZ.pdf?originUrl=http%3A%2F%2Flink.springer.com%2Farticle%2F10.5117%2FCMS2014.2.LUTZ&token2=exp=1470863762~acl=%2Fstatic%2Fpdf%2F856%2Fart%25253A10.5117%25252FCMS2014.2.LUTZ.pdf%3ForiginUrl%3Dhttp%253A%252F%252Flink.springer.com%252Farticle%252F10.5117%252FCMS2014.2.LUTZ*~hmac=9baa6ea406c753efc03467280bc0f9bd8fa799029a5545b9acd38432d190f794)

## A Clear Agenda for Migrant Education in Europe

*SIRIUS Network. (November 2014).*

While European countries have well-established education systems, there exists a strong inequality of access to schooling and quality of education for socio-economically disadvantaged communities across the continent,





in particular for migrants coming from a low socio-economic background. The SIRIUS Network on the education of children and young people with a migrant background has spent the past three years debating policy priorities for migrant education and inclusion.

This Agenda and additional Recommendations summarise the policies that prove to be effective in promoting equal access to high quality education and training for all. It also suggests additional support mechanisms for learners with a migrant background where necessary.

[http://www.sirius-migrationeducation.org/wp-content/uploads/2014/11/Agenda-and-Recommendations-for-Migrant-Education\\_04112014.pdf](http://www.sirius-migrationeducation.org/wp-content/uploads/2014/11/Agenda-and-Recommendations-for-Migrant-Education_04112014.pdf)

## **Discrimination on the Training Market: Extent, Causes and Recommended Actions**

*Expert Council of German Foundations. (March 2014).*

Young people with a migration background have much worse odds of securing a training position even with the same qualifications. This is shown by a national correspondence test, which was conducted by the Expert Council's Research Unit as part of this study. The study examines the mechanisms of discrimination and issues recommendations for how companies, schools, civil society and policymakers can foster equal opportunity on the training market. One of the key issues is how diversity is handled in training companies which can be furthered by offering a "Cross-Cultural Skills" module in the professional qualification for trainers.

<http://www.svr-migration.de/en/publications/discrimination-on-the-training-market-extent-causes-and-recommended-actions/>

## **How immigrant adolescents' self-views in school and family context relate to academic success in Germany**

*Hannover, B., Morf, C. C., Neuhaus, J., Rau, M., Wolfgramm, C., & Zander-Musić, L. (2013). Journal of Applied Social Psychology, 43(1), 175-189.*

Immigrants' sense of self can be derived both from being members of their ethnic in-group and their country of residence. This article examines how immigrant adolescents integrate these self-views in relation to academic success in German schools.

Students describe themselves at school and when with family. Using a standardised literacy performance test, analyses revealed that immigrants whose school-related self-view did not include Germany were less successful: Students who described their self as including both aspects of their ethnic group and Germany, and students who saw themselves predominantly as German, outperformed students with purely ethnic school-related selves. As expected, though, an ethnic family-related self-view did not have a negative impact on scholastic achievements.

<http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=85029767&site=eds-live>





## Pure Ethnic Gaps in Educational Attainment and School to Work Transitions: When Do They Arise?

*Baert, S. & Cockx, B. (2013). Working paper 2013/832, Faculty of Economics and Business Administration, Ghent University, Ghent.*

This article breaks down the observed gaps in educational attainment and school-to-work transitions, between grandchildren of natives and immigrants in Belgium, into:

- differences in observed family endowments, and
- a residual “pure ethnic gap”.

It explicitly takes into account delays in educational attainment by identifying the moments at which the pure ethnic gaps arise, disentangling the decision to continue schooling at the end of a school year from the achievement within a particular grade, and integrating the language spoken at home among observed family endowments.

The pure ethnic gap in educational attainment is found to be small if delays are neglected, but substantial if not, and [the same] for school to-work transitions. It is shown that more than 20% of the pure ethnic gap in graduating from secondary school without delay originates in tenth grade. Language usage explains only part of the gap in school-to-work transitions for low educated.

<http://ftp.iza.org/dp7262.pdf>

## Integrating immigrant youth: transatlantic perspectives

*Ziolek-Skrzypczak, M. (2013). Migration Information Source.*

Over the past two decades, the integration of immigrant youth has emerged as a pressing yet controversial issue in public debates around the world. Riots that shook many European cities—Paris in 2005, Athens in 2008, London in 2011, and Stockholm in 2013—may be partially traced back to a growing generation of frustrated immigrant youth wishing to call attention to their daily struggles with discrimination, economic marginalisation and social exclusion. Civil society and national and city governments on both sides of the Atlantic have mobilised since the beginning of the economic recession to reach out to what many are calling a “lost generation”—one at risk for long-lasting economic damage—although the efforts have not been uniform.

This article examines common challenges and factors influencing the development of local labour-market integration initiatives targeting immigrant youth. It is based on the author's recently published study which drew from expert interviews conducted in 2008-09 with representatives of local governments and community organisations in four European and US cities:

- Munich, Germany
- Warsaw, Poland
- Phoenix, Arizona, and
- San Diego, California.

<http://www.migrationpolicy.org/article/integrating-immigrant-youth-transatlantic-perspectives>





## The children of immigrants at school: a comparative look at Integration in the United States and Western Europe [BOOK]

*Richard Alba & Jennifer Holdaway, eds. New York University Press. (2013).*

The Children of Immigrants at School explores the 21st-century consequences of immigration through an examination of how the so-called second generation is faring educationally in six countries: France, Great Britain, the Netherlands, Spain, Sweden and the United States.

<http://nyupress.org/books/9780814760253/>

## Educational achievement of immigrant adolescents in Spain: do gender and region of origin matter?

*Vaquera, E., & Kao, G. (2012). Child Development, 83(5), 1560-1576.*

This study explores the educational achievement of immigrant youth in Spain employing data from three waves of the Longitudinal Study of Families and Childhood (Pànel de Famílies i Infància), a representative sample of children in Catalonia first interviewed at ages 13-16 in 2006 ( N = 2,710).

Results suggest consistent disadvantage in achievement among first-generation students. Differences in achievement between the second and third generations are apparent in bivariate analyses, but are explained by observable characteristics in multivariate analyses. Gender-specific analyses uncover a large achievement gap between first-generation girls and their third-generation counterparts, but no equivalent gap for boys. Region-of-origin differences are modest, with the exception of Latin American adolescents who exhibit the lowest educational outcomes. The significance of perceptions about school achievement are discussed.

<http://onlinelibrary.wiley.com/doi/10.1111/j.1467->

[8624.2012.01791.x/abstract;jsessionid=23A99DE35C81D914099057706571C1A0.f03t04?systemMessage=WOL+Usage+report+download+page+will+be+unavailable+on+Friday+27th+January+2017+at+23%3A00+GMT%2F+18%3A00+EST%2F+07%3A00+SGT+%28Saturday+28th+Jan+for+SGT%29++for+up+to+2+hours+due+to+essential+server+maintenance.+Apologies+for+the+inconvenience](http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2012.01791.x/abstract;jsessionid=23A99DE35C81D914099057706571C1A0.f03t04?systemMessage=WOL+Usage+report+download+page+will+be+unavailable+on+Friday+27th+January+2017+at+23%3A00+GMT%2F+18%3A00+EST%2F+07%3A00+SGT+%28Saturday+28th+Jan+for+SGT%29++for+up+to+2+hours+due+to+essential+server+maintenance.+Apologies+for+the+inconvenience)

## Social justice education in Italy: a qualitative study of migrant students from a capability approach perspective

*Ghirotto, L. (2012). Da Encyclopaideia, 34.*

Education is both a basic social right and inherent to the “right” personal development. Here, the case of migrant students attending Italian schools serves as an example of how education is a critical right. The migrant students discussed here do not have the same starting point as Italian students; the issue of language is central to their unequal starting points. This calls into question the issue of social justice in terms of one’s capabilities.

Amartya Sen’s theory of a person’s capability [of] the “freedom to achieve” is an issue of social justice (“Capability Approach”) that maximises the meaning of the social right to education. The article discusses the results of a qualitative project that used Grounded Theory to illustrate how the process of welcoming and giving access to migrant students in Italian schools is an example of Capability Approach and Social Justice Education.





[https://www.academia.edu/6468939/Social\\_Justice\\_Education\\_in\\_Italy\\_A\\_Qualitative\\_Study\\_of\\_Migrant\\_Students\\_from\\_a\\_Capability\\_Approach\\_Perspective](https://www.academia.edu/6468939/Social_Justice_Education_in_Italy_A_Qualitative_Study_of_Migrant_Students_from_a_Capability_Approach_Perspective)

## National identity and the education of immigrant youth in Spain

*Mautner, K.C. (2012). Scripps College.*

Within the past 20 years, Spain has transformed from a country of emigration into one of immigration. In 1996, approximately 1,000,000 individuals residing in Spain were foreign-born, which amounted to 2.6 percent of the country's population. While this is still a substantially larger proportion than 10 years prior, the percentage of immigrants as a function of the country's total population continued to expand: in 2008, Spain's foreign-born population had grown to about 6,000,000 individuals, or 13.1% of the country's total population.

With a significant influx of immigrants arriving in the country, Spain's autonomous communities have responded by implementing certain educational policies in order to respond to the specific needs of those populations. Despite the attempts at educational policies to respond to the needs of immigrants in Spanish classrooms, there remains a significant educational disparity between native-born Spanish students and immigrant students.

This thesis looks at how Spain's autonomous communities attempted to resolve the increasing educational inequities between native-born and immigrant students, and what factors have contributed to the solutions pursued by the autonomous communities.

[http://scholarship.claremont.edu/cgi/viewcontent.cgi?article=1067&context=scripps\\_theses](http://scholarship.claremont.edu/cgi/viewcontent.cgi?article=1067&context=scripps_theses)

## Tracking identity: academic performance and ethnic identity among Ecuadorian immigrant teenagers in Madrid

*Lucko, J. (2011). Anthropology & Education Quarterly, 42(3), 213-229.*

This article examines the attempts of Ecuadorian students to contest immigrant stereotypes and redefine their social identities in Madrid, Spain. It argues that academic tracking plays a pivotal role in the trajectory of students' emergent ethnic identity. To illustrate this process, it focusses on students who abandon their academic and professional ambitions as they are tracked into low-achieving classrooms and in the process participate in social and cultural practices that represent dominant stereotypes of Latino immigrants.

<http://onlinelibrary.wiley.com/doi/10.1111/j.1548-1492.2011.01128.x/abstract?systemMessage=WOL+Usage+report+download+page+will+be+unavailable+on+Friday+27th+January+2017+at+23%3A00+GMT%2F+18%3A00+EST%2F+07%3A00+SGT+%28Saturday+28th+Jan+for+SGT%29+for+up+to+2+hours+due+to+essential+server+maintenance.+Apologies+for+the+inconvenience.>

## Newcomers in Educational System: The Case of French-Speaking Part of Belgium

*Manco, A.A. & Alen, P. (2011). Sociology Mind, 2(1), 116-126.*

According to the Lisbon strategy for a knowledge society, entering school plays a significant role for any young immigrant. In Belgium, this issue is very worrying, as equity between native born students and those of foreign





origin seems to be lacking. This paper aims to explore the strategies in place to welcome and integrate these children. It portrays specific guidance devices for young newcomers and analyses possible correlations between them and the rate of academic success.

The method of analysis and synthesis of available information includes both quantitative and qualitative data. The report identifies some key elements of the context of schooling for young newcomers and offers brief elements of understanding of the history of immigration in this region. Specific and general practices for integration and schooling of young migrants, including accompanied or unaccompanied minor asylum seekers, are described. Finally, these elements are analysed in terms of:

- accessibility standards to school education
- criteria for adequacy of such education to the specificity of immigrant children
- criteria for system effectiveness.

Practical tracks are also proposed.

[http://file.scirp.org/pdf/SM20120100015\\_47966023.pdf](http://file.scirp.org/pdf/SM20120100015_47966023.pdf)

## **Ethnic differences in education and diverging prospects for urban youth in an enlarged Europe**

*CORDIS project. (2008-2011 – closed project).*

The three year research project EDUMIGROM aims to study how ethnic differences in education contribute to the diverging prospects for minority ethnic youth and their peers in urban settings. Through a comparative endeavour involving nine countries from among old and new member states of the European Union, EDUMIGROM explored how far existing educational policies, practices and experiences in markedly different welfare regimes protect minority ethnic youth against marginalisation and eventual social exclusion.

EDUMIGROM investigates how schools operate in their roles of socialisation and knowledge distribution, and how they influence young people's identity formation. It also explores how schools contribute to reducing, maintaining or deepening inequalities in young people's access to the labour market, further education and training and different domains of social, cultural and political participation.

[http://cordis.europa.eu/project/rcn/87811\\_en.html](http://cordis.europa.eu/project/rcn/87811_en.html)

## **SIRIUS**

In 2011, the European Commission launched the SIRIUS Policy Network on the Education of Children and Youngsters with a Migrant Background to study and propose ways that EU countries can address the needs of disadvantaged groups while working to meet the goals outlined in ET 2020. The network facilitates the ability of experts, policymakers and practitioners to gather and share policy ideas and practices to improve outcomes for these children.

<http://www.sirius-migrationeducation.org/sirius-policy-briefs-recommendations-for-successful-policies-on-migrant-education/>

## **OECD Reviews of Migrant Education**

*(2010)*





How school systems respond to migration has an enormous impact on the economic and social wellbeing of all members of the communities they serve, whether they have an immigrant background or not. This begins with ensuring that immigrant children succeed academically. It extends to preparing all students for a world in which people are willing and able to collaborate with others of diverse cultural origins and appreciate different ideas, perspectives and values. And it ends with making school a place where all children feel they belong.

This report pulls together available data and policy pointers in this area to establish the foundation for a much wider set of activities. The OECD offers its support to countries who want to build on this foundation to meet the needs of immigrants and refugees and to give their children the best chance of fulfilling their potential. This series of reviews, some on specific countries and some on specific issues related to migrant education, examine best practices and make recommendations. Countries include Norway, Austria, Denmark, Netherlands and Sweden.

[http://www.oecd-ilibrary.org/education/oecd-reviews-of-migrant-education\\_20776829](http://www.oecd-ilibrary.org/education/oecd-reviews-of-migrant-education_20776829)

See articles:

## Immigrant Students at School: Easing the Journey towards Integration

How school systems respond to immigration has an enormous impact on the economic and social well-being of all members of the communities they serve, whether they have an immigrant background or not. *Immigrant Students at School: Easing the Journey towards Integration* reveals some of the difficulties immigrant students encounter – and some of the contributions they offer – as they settle into their new communities and new schools.

Results from the OECD Programme for International Student Assessment (PISA) indicate that students with an immigrant background tend to perform worse in school than students without an immigrant background. Several factors are associated with this disparity, including the concentration of disadvantage in the schools immigrant students attend, language barriers and certain school policies, like grade repetition and tracking, that can hinder immigrant students' progress through school.

But successful integration is measured in more than academic achievement; immigrant students' well-being and hopes for the future are just as telling. This report examines not only immigrant students' aspirations and sense of belonging at school, but also recent trends in Europeans' receptiveness to welcoming immigrants into their own countries – the context that could make all the difference in how well immigrant students integrate into their new communities.

The report includes a special section on refugees and education and an extensive discussion on education policy responses to immigration.

<http://dx.doi.org/10.1787/9789264249509-en>

## OECD Reviews of Migrant Education: Norway 2010

*OECD, Miho Taguma, Claire Shewbridge, Jana Huttova, Nancy Hoffman. (21 April 2010).*

By international standards, Norway has an inclusive education system. However, immigrant students, on average, have weaker education outcomes than their native peers at all levels of education.





Norway is undertaking universal and targeted measures to improve the situation of immigrant students.

There is scope to:

- improve access to quality early childhood education and care, especially for immigrant children
- enhance capacities of teachers and school leaders to be more responsive to the growing linguistic and cultural diversity of students
- mainstream language support into curriculum, teacher education and research
- provide more support in vocational education programmes, such as technical language acquisition and career guidance
- compensate for the gaps in learning environments at home through extending school hours, assisting with homework, providing mentors from immigrant backgrounds and supporting migrant parents
- manage regional variations by strengthening accountability of schools and promoting knowledge sharing, and
- monitor progress and use formative evaluation at all levels.

<http://dx.doi.org/10.1787/9789264084070-en>

## OECD Reviews of Migrant Education: Austria 2010

*Deborah Nusche, Claire Shewbridge, Christian Lamhauge Rasmussen. (21 April 2010).*

OECD's comprehensive review of migrant education in Austria finds that, compared to their native Austrian peers, immigrant students on average have weaker education outcomes at all levels of education. Austria has introduced measures to promote equity and support the language development of immigrant students in German and their mother tongues.

There is scope to:

- improve the quality of the educational and language support offered in early childhood education and care
- strengthen and structure the language support offered in compulsory education; provide diversity training to teachers and school leaders
- and reinforce co-operation between schools and immigrant parents and communities.

For migrant education policies to be effective and sustainable, it is essential to:

- clarify responsibilities for implementation of national strategies and ensure that the different levels of education co-operate
- increase the inclusiveness of the education system by overcoming the early sorting of students
- and further develop the culture of evaluation in the education system to monitor student progress.

<http://dx.doi.org/10.1787/9789264086180-en>





## OECD Reviews of Migrant Education: Denmark 2010

*Deborah Nusche, Gregory Wurzburg, Breda Naughton. (21 April 2010).*

The immigrant population in Denmark is one of the smallest in Western Europe but is made up of highly diverse groups coming from about 200 different countries. Compared to their native Danish peers, immigrant students, on average, leave compulsory education with significantly weaker performance levels in reading, mathematics and science. Immigrant students are more likely to go to the vocational education and training (VET) sector, which qualifies primarily for access to the labour market.

There is scope to:

- develop the capacities of leaders and teachers in schools and VET colleges
- build on the existing framework for teaching Danish as a Second Language by standardising structure and mainstreaming the language support offered across all municipalities and school types
- involve immigrants' parents and communities as partners in children's education
- strengthen monitoring and evaluation at all levels of the system to ensure migrant education policies are implemented and effective.

<http://dx.doi.org/10.1787/9789264086197-en>

## OECD Reviews of Migrant Education: Ireland 2010

*Miho Taguma, Moonhee Kim, Gregory Wurzburg, Frances Kelly, 21 April 2010*

By international standards, immigrant students in Ireland, on average, perform as well as their native peers at age 15. However, non-English speaking immigrants face particular challenges and do less well. Ireland is undertaking measures with a focus on language support and intercultural education.

There is scope to:

- improve access to quality early childhood education and care for all, especially for immigrant children
- strengthen learning opportunities for language support teachers
- concentrate efforts on mainstreaming language support and intercultural education into regular curriculum, teacher education and research
- enhance capacities of teachers and school leaders to be more responsive to the growing linguistic and cultural diversity of students
- ensure access to school, home and community liaison services for immigrant families
- collect better data to further encourage schools to adopt diversity and inclusive education
- set up a framework for continuous feedback embedded in policy evaluation and school inspection.

<http://dx.doi.org/10.1787/9789264086203-en>





## OECD Reviews of Migrant Education: Netherlands 2010

*Claire Shewbridge, Moonhee Kim, Gregory Wurzburg, Gaby Hostens. (21 April 2010).*

International evidence shows marked average performance differences at age 15 between immigrant students and native Dutch students. National evidence reveals that the greatest challenges are for students with non-Western immigrant background. The Netherlands emphasises universal policies to improve education for disadvantaged students, with few policies targeting immigrant students specifically.

There is scope to:

- raise the quality of under-performing schools and enhance immigrant families' means to exercise school choice
- strengthen the use of monitoring and evaluation practices within schools
- support efforts to promote the enrolment of young children with non-Western immigrant background in high quality preschool and early childhood education
- prioritise the recruitment of high quality teachers to schools in disadvantaged areas
- prioritise educational and career support to students in vocational programmes
- and enhance immigrant parent participation in official school/parent partnerships.

<http://dx.doi.org/10.1787/9789264086210-en>

## OECD Reviews of Migrant Education: Sweden 2010

*Miho Taguma, Moonhee Kim, Satya Brink, Janna Teltemann. (21 April 2010).*

By international standards, Sweden has an inclusive, democratic education system. However, immigrant students, on average, have weaker education outcomes than their native peers at all levels of education. The toughest challenges appear to be access to national programmes and completion in upper secondary education. Sweden is undertaking universal and targeted measures to improve the situation of immigrant students.

There is scope to:

- prioritise training of all teachers to be more responsive to the linguistic and cultural diversity of students
- provide leadership training for school leaders to implement a "whole-school approach" to migrant education
- strengthen induction programmes for the newly arrived students
- support capacity building of municipality leaders so they can successfully exercise autonomy and innovation in migrant education in local contexts
- prioritise alleviating negative effects of concentration on schooling outcomes with the whole-of government approach
- and better use the available data to advance evidence-based policy and practice.

<http://dx.doi.org/10.1787/9789264086234-en>





## Closing the Gap for Immigrant Students

*Policies, Practice and Performance, OECD. (24 March 2010).*

OECD has conducted policy reviews of migrant education in Austria, Denmark, Ireland, the Netherlands, Norway, and Sweden and has examined the migrant education experience in many countries. This book offers comparative data on access, participation and performance of immigrant students and their native peers and identifies a set of policy options based on solid evidence of what works.

<http://dx.doi.org/10.1787/9789264075788-en>

## The linguistic and educational integration of children and adolescents from migrant backgrounds – concept paper

*Little, D. (November 2010). Council of Europe.*

From the perspective of social inclusion and social cohesion, the integration and education of children and adolescents from migrant backgrounds is one of the most urgent challenges facing Council of Europe member states. The challenge takes more than one form. Migrant children and adolescents who are already of school-going age when they arrive in the host country are likely to be beginners in the language of schooling, whereas those who were born in the host country or arrived before starting school may be conversationally fluent in the language of schooling but find it difficult to access the academic language that is a precondition for educational success. Member states also face the challenge of maintaining and developing the first language proficiency of migrant children and adolescents, including the acquisition of literacy.

The Language Policy Division's project Languages in Education/Languages for Education (LE) 1 believes that these challenges are transversal. Any adequate attempt to respond to them must take account of the full range of curricula and all varieties of linguistic competence and communication that those curricula require pupils to master. The present document aims to provide a point of entry to the project and its tools from the perspective of the needs of children and adolescents from migrant backgrounds.

[https://www.coe.int/t/dg4/linguistic/Source/Source2010\\_ForumGeneva/MigrantChildrenConceptPaper\\_EN.pdf](https://www.coe.int/t/dg4/linguistic/Source/Source2010_ForumGeneva/MigrantChildrenConceptPaper_EN.pdf)

## Young migrants' transition from school to work: Obstacles and opportunities

*Kaj Lamy Jens van Zenderen. (2010).*

There is ongoing concern in the Netherlands about the position of second generation migrant youth. This worry is fed by two rather persistent phenomena: their educational disadvantage and the high youth unemployment levels. This thesis focuses on the socio-economic integration of migrant youngsters, ie their unfavourable educational and labour market position. Central to the thesis is the school-work transition that is hindered by early school leaving and youth unemployment. Attention is hereby given to the trend towards increased polarisation among and within migrant groups. The aim of the thesis is twofold:

1. to gain an understanding of migrants' schoolwork transition by looking at their school careers, their experiences with internships and labour market entry, and the strategies they have developed to deal with these situations





2. to examine what is and can be done to prevent dropout and/or unemployment, or to help dropouts or unemployed return either to school or work so that migrant youngsters can participate fully, both socially and economically, in society.

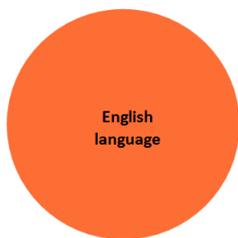
This requires an evaluative examination of national policies and projects and initiatives as provided in the young migrants' local context. Decentralisation of responsibilities for policy execution means that the local context is where the policies are actually put into practice. Theoretical and policy implications are discussed.

[http://www.verbeteronderzoek.nl/uploaded\\_files/regular/ProefschriftKajvanZenderenSIGRVO.pdf](http://www.verbeteronderzoek.nl/uploaded_files/regular/ProefschriftKajvanZenderenSIGRVO.pdf)





## Outcome 3 – English <sup>1</sup> language



### Multi-nation reports

#### **Bilingual Youth: Spanish in English-speaking Societies [BOOK]**

*Rothman, J., & Potowski, K. (2011). Amsterdam: John Benjamins Publishing Co.*

This book includes a variety of portraits of what happens when families attempt to raise children in Spanish while living in English-speaking societies. Assisted by the foregrounding chapter by Suzanne Romaine about language and identity, and the afterword by Carol Klee that ties together many issues brought up throughout the collection, the reader gains a more complete understanding of the variables that contribute to Spanish bilingualism in English-speaking societies, and, by extension, a more complete understanding of the dynamic nature of bilingualism in general.

The first of its kind, this book brings together an impressive array of sociolinguistic environments while keeping the two languages constant. The authors hope it marks the beginning of comparative analyses of bilingualism, acquisition outcomes and identity construction across environments that share the same languages, but where important disparities exist in the sociolinguistic landscapes.

The book includes chapters on Canada, Australia and New Zealand.

<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=360233&site=eds-live&scope=site>

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<sup>1</sup> Where the source country does not have English as its official language, or has more than one official language, items under 'English language' will be about migrant youth acquiring skills in the relevant official language(s) of the country.





## English language / New Zealand

### Language and Integration in New Zealand

*Office of Ethnic Affairs, Department of Internal Affairs. (2013).*

This report considers the role of language for integration outcomes of migrants in New Zealand. Increasingly, new migrants to New Zealand are arriving from countries where English is not the primary spoken language. In order to ensure that the skills and abilities of these migrants are well utilised in the economy, it is important that they receive support and assistance to effectively integrate into New Zealand society.

The findings of this report indicate that the employment rates and earning capacity of migrants are correlated with their English language proficiency. Migrants from North Asia are more likely to face employment barriers because of their English language ability than migrants from other regions. This is significant as China is the leading source for new migrants to New Zealand. A number of factors impacting English language acquisition are discussed and recommendations are offered to improve language ability as well as the importance of maintaining heritage languages within ethnic communities.

<http://ethniccommunities.govt.nz/sites/default/files/files/LanguageandIntegrationinNZ.pdf>

See also:

#### **Linguist's concern at heritage language report**

[http://www.massey.ac.nz/massey/about-massey/news/article.cfm?mnarticle\\_uid=F67E3975-DFE5-6B18-FBBA-90548C253935](http://www.massey.ac.nz/massey/about-massey/news/article.cfm?mnarticle_uid=F67E3975-DFE5-6B18-FBBA-90548C253935)

### Willingness to communicate in English as a second language as a stable trait or context-influenced variable: case studies of Iranian migrants to New Zealand

*Cameron, D. (2013). Australian Review of Applied Linguistics, 36(2), p. 177-196.*

Whether Willingness to Communicate (WTC) is a permanent trait or is modified by situational context has previously been investigated in various studies. However, most research into WTC has been quantitative or conducted in the English as a Foreign Language (EFL) or Study Abroad situation in countries such as Canada, Japan, Korea and China. This article reports on the qualitative component of an exploratory mixed methods study in a New Zealand (NZ) university with participants who are permanent migrants from Iran. These students completed a questionnaire and participated in further in-depth semi-structured interviews. The article provides an overview of previous research into WTC and motivation in Iran and NZ as the context for these three case studies.





In this study, six factors, both trait and situational, were identified as having an effect on these students' WTC in both countries:

- self-perceived competence
- personality
- anxiety
- motivation
- the importance of English
- the learning context.

Finally, this article discusses the contribution of this study to the WTC field of research, identifying the implications of these results for teachers of English in the English as a Second Language or migrant (ESL) context and possible avenues for future research.

[https://www.researchgate.net/publication/289329463\\_Willingness\\_to\\_communicate\\_in\\_English\\_as\\_a\\_second\\_language\\_as\\_a\\_stable\\_trait\\_or\\_context-influenced\\_variable\\_Case\\_studies\\_of\\_Iranian\\_migrants\\_to\\_New\\_Zealand](https://www.researchgate.net/publication/289329463_Willingness_to_communicate_in_English_as_a_second_language_as_a_stable_trait_or_context-influenced_variable_Case_studies_of_Iranian_migrants_to_New_Zealand)





## English language / Australia

### The Influence of Language Difficulties on the Wellbeing of International Students: An Interpretive Phenomenological Analysis

*Garwiri, G. (2015). Inquiries Journal, 7(5).*

Language difficulties are cited as the most critical issue facing international students today. This study looks into the influence of language difficulties on the wellbeing of international students. The study was conducted at a student accommodation in Melbourne, Australia using an Interpretive Phenomenological Approach (IPA). This explored the subjective experiences of five international students from Colombia, Mongolia, China, Brazil and Saudi Arabia.

Results were organised into six themes, all of which supported the hypothesis that language difficulties influence the level of psychological wellbeing among international students. Language was the superordinate theme that held all the other sub themes together.

These findings support the conclusion that the higher the level of English language proficiency, the lower the levels of cultural stress, academic difficulties and negative emotions among international students.

<http://www.inquiriesjournal.com/articles/1042/the-influence-of-language-difficulties-on-the-wellbeing-of-international-students-an-interpretive-phenomenological-analysis>

### Adult Migrant English Programme (AMEP) Evaluation Report

*ACIL Allen Consulting. (May 2015).*

To ensure the AMEP continues to meet the Australian Government's objectives, the Australian Government commissioned an independent evaluation of the programme and the potential synergies and strategic alignment with the Skills for Education and Employment (SEE) programme in 2014. These evaluations examined current funding arrangements and the quality of programme outcomes, as well as programme appropriateness, effectiveness and efficiency.

Stakeholder consultation and feedback, obtained through surveys, focus groups and in-depth interviews, played a vital role in informing the outcomes of the evaluation. The evaluation found that overall the AMEP is a valued programme that is providing substantial assistance to eligible adult migrants and humanitarian entrants in promoting and supporting the acquisition of English language skills necessary for successful settlement in Australia. In developing English language skills, it also is providing a strong focal point for drawing together a range of humanitarian and other related settlement services.

The evaluation makes 12 recommendations which are further discussed.

[https://docs.education.gov.au/system/files/doc/other/amep\\_evaluation\\_report\\_-\\_for\\_public\\_release.pdf](https://docs.education.gov.au/system/files/doc/other/amep_evaluation_report_-_for_public_release.pdf)

See also:





## SEE Programme Evaluation

The SEE programme commenced in 2013 as the continuation of the Language, Literacy and Numeracy Programme (LLNP). SEE is the Australian Government's primary programme for helping eligible job seekers to improve their language, literacy and numeracy (LLN) skills with the expectation that such improvements will enable them to participate more effectively in training or in the labour force and lead to greater long-term gains for the economy and the community more broadly.

The evaluation has been designed around a set of research questions examining the appropriateness, effectiveness, efficiency and performance management of the SEE programme. The research questions are broad ranging, covering the design of the programme, its systems for tracking against achievement of programme objectives, as well as operational monitoring and reporting and its performance in delivering services to meet client needs.

The evaluation sought evidence from multiple sources and involved a scan of programme documentation, analysis of programme administrative and operational data, and extensive consultation with stakeholders across all states and territories comprising interviews, focus groups, surveys and a public submission process.

The evaluation findings indicate that, overall, the SEE programme is valued and provides assistance to improve eligible job seekers' LLN skills, with the expectation that such improvements will enable them to participate more effectively in training or in the labour force. SEE is the only national programme to assist eligible job seekers with their LLN learning needs, with the articulated goal of helping them acquire the LLN skills needed by employers.

The evaluation makes 11 recommendations which are further discussed.

[https://docs.education.gov.au/system/files/doc/other/see\\_programme\\_evaluation\\_report.pdf](https://docs.education.gov.au/system/files/doc/other/see_programme_evaluation_report.pdf)

## AMEP and SEE Programme Alignment Report

[https://docs.education.gov.au/system/files/doc/other/see-amep\\_alignment\\_report.pdf](https://docs.education.gov.au/system/files/doc/other/see-amep_alignment_report.pdf)

## It's not only English: Effects of other individual factors on English language learning and academic learning of ESL international students in Australia

*Phakiti, A., Hirsh, D. & Woodrow, L. (2013). Journal of Research in International Education, 12(3) 239–258.*

Geographic mobility and favourable educational policies have resulted in a rapid expansion in international education in recent decades. International education not only provides significant economic benefits and intellectual progression at the national level but also equips individuals with a good understanding of the educational, linguistic, social and cultural diversities that characterise our world. For international students, being successful academically and socially requires more than just a high level of English language proficiency. Personal factors such as motivation, self-efficacy, personal values and self-regulation are also significant factors in student success.





This article addresses the importance of such personal factors, using a structural equation modelling approach that allows the authors to examine the complex relationship between personal factors, students' English language proficiency and academic achievement.

<http://journals.sagepub.com/doi/abs/10.1177/1475240913513520?journalCode=jria>

## Evidence of English language proficiency and academic achievement of non-English-speaking background students

*Oliver, R., Vanderford, S. & Grote, E. (2012). Higher Education Research & Development, 31(4).*

The increasing number of international students enrolled in Australian universities over the last decade has met with a corresponding concern that many non-English-speaking background (NESB) students experience considerable difficulty in their courses. Consequently, concerns about admission procedures have been raised regarding how English language proficiency (ELP) is determined for NESB students, both domestic and international. In addition to standardised ELP tests, some universities accept other forms of evidence, such as the completion of English-medium courses.

This large-scale quantitative study analysed data on 5675 undergraduate and postgraduate students available from one university's database over a three-year period to find out if its ELP requirements were sufficient to ensure the academic progress of adequate numbers of these students. The best evidence for potential academic success was found to be standardised tests, while students submitting other forms of ELP evidence tended to have more difficulties.

<https://espace.curtin.edu.au/handle/20.500.11937/46844>

## Multiculturalism and Integration: A Harmonious Relationship

*James Jupp & Michael Clyne. (2011). ANU.*

Multiculturalism has been the official policy of all Australian governments (Commonwealth and State) since the 1970s. It has recently been criticised, both in Australia and elsewhere. Integration has been suggested as a better term and policy. Critics suggest it is a reversion to assimilation. However, integration has not been rigorously defined and may simply be another form of multiculturalism, which the authors believe to have been vital in sustaining social harmony.

See - **Chapter 3: Multilingualism, Multiculturalism and Integration**

<http://press-files.anu.edu.au/downloads/press/p113381/pdf/ch032.pdf>

## Language Anxiety in International Students: How can it be overcome?

*Humphries, R. (2011). Griffith Working Papers in Pragmatics and Intercultural Communication 4, 1/2, 65-77.*

The ability to communicate in more than one language is widely recognised as a desirable skill, whether to further a career or merely for personal use. Consequently, thousands worldwide study second languages. However, many factors hinder the learner's progress and level of proficiency in their target language.





This study explores language anxiety, which has shown to have a substantially negative impact on performance. This paper argues that while it has been widely studied, the focus of the vast majority of studies are classroom-based and focus on the instructors' role in lowering students' anxiety.

The study focuses on a largely uninvestigated aspect of language anxiety: how students can reduce their anxiety outside the classroom in a target-language speaking environment without instructors' intervention. The study looks at a group of five Chinese students of English and:

- assesses their levels of anxiety upon entering Australia
- asks whether or not this has changed over time
- investigates whether there were any strategies they employed that helped to alleviate the initial anxiety they felt when speaking to native speakers of English.

The findings indicate that forming friendships helps to diminish the stress experienced by second language students outside the language classroom, because between friends, the fear of negative evaluation is reduced and the level of confidence increased.

[https://www.griffith.edu.au/data/assets/pdf\\_file/0004/384061/Humphries-language-anxiety.pdf](https://www.griffith.edu.au/data/assets/pdf_file/0004/384061/Humphries-language-anxiety.pdf)





## English language / Canada

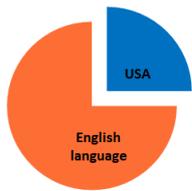
### Transnational Identity and Migrant Language Learners: The Promise of Digital Storytelling

*Darvin, R. & Norton, B. (2014). Education Matters, 2(1).*

As technology enables migrant learners to maintain multi-stranded connections with their countries of origin and settlement, they engage with the world with transnational identities that negotiate a complex network of values, ideologies and cultures. How teachers and peers recognise that migrants come with specific histories, knowledges and competencies shapes migrant learners' investment in learning. By building on their transnational literacies, the language learning classroom can be a Third Space that acknowledges and affirms their fluid, multidimensional identities. Digital storytelling, by allowing them to share their personal histories, their stories of migration and assimilation and the material conditions of their lived experiences, holds great potential for enabling migrant learners to be fully invested in their transnational identities and to claim their right to speak.

<http://em.journalhosting.ucalgary.ca/index.php/em/article/viewFile/56/28>





## English language / USA

### Students with limited or interrupted formal education in US classrooms

*DeCapua, A., & Marshall, H. W. (2010). Urban Review, 42(2), 159-173.*

Considerable attention has focused on the challenges of English language learners without age-appropriate formal education and first language literacy. They are viewed here as students with high-context learning experiences and expectations and a collectivistic orientation, with a pragmatic rather than academic way of looking at the world, who are marginalised and disoriented in US classrooms.

Building on Ibarra's Beyond affirmative action: Reframing the context of higher education - The University of Wisconsin Press, Madison's "cultural dissonance" construct - the two learning paradigms are contrasted and a third, the mutually adaptive learning paradigm, is suggested as a pathway to academic success for this population.

[https://www.researchgate.net/publication/225526939\\_Students\\_with\\_Limited\\_or\\_Interrupted\\_Formal\\_Education\\_in\\_US\\_Classrooms](https://www.researchgate.net/publication/225526939_Students_with_Limited_or_Interrupted_Formal_Education_in_US_Classrooms)





## English language<sup>2</sup> / Europe

### Migrant Integration Programs: The Case of Germany

*Hubschmann, Z. (2015). Global Migration Centre.*

In the last decade, European governments started introducing migrant integration programs. As positive externalities arise from migrant integration, and market failures have been witnessed when integration is not achieved, strong arguments can be made for government intervention as it can benefit both migrants and society as a whole. Germany has had the most extensive migrant integration program in Europe, with more than a million participants since 2005. Its program focuses mainly on language acquisition, with elements of cultural, historical and political instruction. The program caters to various special-needs groups and since its conception has made multiple improvements.

This study examines Germany's program, its origins, implementation, outcomes and underlying assumptions, drawing lessons for other countries seeking to address migrant integration. Since official integration programs are fairly new, there exists a substantial gap of knowledge regarding their merits and outcomes. This report hopes to help fill that gap and contributes to the general knowledge of migrant integration and European policies that foster it.

[http://graduateinstitute.ch/files/live/sites/iheid/files/sites/globalmigration/shared/Publications/GMPRS\\_N11\\_Hubschmann.pdf](http://graduateinstitute.ch/files/live/sites/iheid/files/sites/globalmigration/shared/Publications/GMPRS_N11_Hubschmann.pdf)

### Constructing social identity through language: the case of Chinese migrant youth schooled in Prato (Italy) [Thesis]

*Paciocco, A.E. (2015). Monash University.*

This thesis explores the social identity of Chinese migrant youth schooled in Prato, a provincial town located near Florence in Italy. Chinese labour migrants began arriving in Prato in the early 1990s and have had a significant demographic, economic and social impact on the town. In just two decades, the number of Chinese in Prato has increased from about 500 to well over 12,000. This study contributes to the research on Chinese migrant youth identity construction.

The social identity of Italian-schooled Chinese-Pratese youth is explored through an analysis of their linguistic repertoire, language practice and discursively constructed identities. An interdisciplinary theoretical framework is used to analyse data drawing on the sociocultural linguistic view that social identities are revealed through language and are intersubjectively produced by hierarchically ordered culture and society. Data was taken from questionnaire responses, semi-structured interviews and informal talk among informants. Informants were mixed generation, 18+ year-old males and females in attendance at senior secondary schools in Prato.

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<sup>2</sup> Where the source country does not have English as its official language, or has more than one official language, items under 'English language' will be about migrant youth acquiring skills in the relevant official language(s) of the country.





The study revealed that second and 1.75 generation Chinese migrant youth have layered, hybrid Chinese-Italian social identities. Chinese identities are locally produced and comprise Chinese diasporic identity, Chinese identity ascribed by the dominant group and an identity that seeks affiliation with China as a global economic superpower. Italian social identities are also locally produced. However, they are self-ascribed and not ascribed by the dominant cultural group. Other identity positions are also nested within Italian-schooled Chinese migrant youth hybrid identities. Interestingly, the identities of study participants' are not particularly marked by their parents' cultural heritage. This study also reveals the presence of other Chinese migrant youth groups in Prato.

[https://figshare.com/articles/Constructing\\_social\\_identity\\_through\\_language\\_the\\_case\\_of\\_Chinese\\_migrant\\_youth\\_schooled\\_in\\_Prato\\_Italy\\_/4679293](https://figshare.com/articles/Constructing_social_identity_through_language_the_case_of_Chinese_migrant_youth_schooled_in_Prato_Italy_/4679293)

## Language support for youth with a migrant background: Policies that effectively promote inclusion

*Siarova, H. & Essomba, M.A. (2014). SIRIUS Network Policy Brief Series, No. 4.*

This policy brief is based on the research outputs produced by the SIRIUS Network and discussions during the third SIRIUS thematic workshop on multilingualism. The aim of this policy brief is to provide a synthesised overview of language support policies available to immigrant students in Europe and identify gaps in their implementation. This summary provides key points and good practice examples on what comprehensive language support might look like and acknowledges the possibility of multiple solutions to the linguistic needs of immigrant students.

The brief recommends actions and directions to take when developing national language strategies to address immigrant students' needs, from school-level practices on state-language and mother-tongue instruction to community-based approaches and professionalisation of all relevant stakeholders. It also emphasises the importance of adjusting every policy recommendation and good practice to the realities of particular context.

- [http://www.sirius-migrationeducation.org/wp-content/uploads/2014/11/Polciy-Brief-4\\_Language-Support.pdf](http://www.sirius-migrationeducation.org/wp-content/uploads/2014/11/Polciy-Brief-4_Language-Support.pdf)
- <http://www.migrationpolicy.org/research/language-support-youth-migrant-background-policies-effectively-promote-inclusion>

## International Student Security and English Language Proficiency

*Erlenawati Sawir, Simon Marginson, Helen Forbes-Mewett, Chris Nyland & Gaby Ramia. (2012). Journal of Studies in International Education, 16(5)*

"International student security" refers to the international student's maintenance of a stable capacity for self-determining human agency. This article focuses on the role of English-language proficiency in the security of students from English as Foreign Language countries, drawing on evidence from a program of semi-structured interviews with 200 international students.

The interviews show that language proficiency is a pervasive factor in the human security of the international students in all domains inside and outside the classroom. There is a strong link between language proficiency and the capacity for active human agency. Both findings confirm prior research literature. The article concludes with implications for practice and further research.





<http://profilesarts.wpengine.netdna-cdn.com/helen-forbes-mewett/files/2012/08/international-student-security-and-english-language-proficiency.pdf>



## Outcome 4 – Inclusion



### Multi-nation reports

#### Immigrant youth: Acculturation, identity and adaptation

*Berry, J.W., Phinney, J.S.; Sam, D.L. & Vedder, P. (2012). Deutsches Institut für Internationale Pädagogische Forschung (Zeitschrift für Pädagogik, Beiheft; 55)*

Considerable research has been devoted to the understanding of immigration, acculturation and adaptation of adults, but much less has addressed these phenomena among youth. This lack of research stimulated this study. A key issue is to determine whether the findings from research with adult immigrants can apply to youth.

This paper uses data from a large international study of immigrant youth in 13 immigrant-receiving countries to address three key issues:

- how do immigrant youth live within and between two cultures
- how well are immigrant youth adapting to their acculturation experience
- whether the variable ways of acculturating are related to differing levels of adaptation.

Using a structured questionnaire, 7,997 adolescents, including 5,366 immigrant youth and 2,631 national youth (ages 13 to 18; mean age = 15 years and 4 months for both groups), were assessed over a wide range of variables related to acculturation and adaptation. Results and implications are discussed.

[Note: The title page and contents is in German; content is in English.]

[http://www.pedocs.de/volltexte/2012/6943/pdf/Berry\\_Phinney\\_Sam\\_Vedder\\_Immigrant\\_youth.pdf](http://www.pedocs.de/volltexte/2012/6943/pdf/Berry_Phinney_Sam_Vedder_Immigrant_youth.pdf)



## Inclusion / New Zealand

### Superdiversity Stocktake: Implications for Business, Government & New Zealand

*Mai Chen. (2015). Superdiversity Centre.*

There is currently a gap in analysing the legal and policy challenges of superdiversity and the implications for business. The Superdiversity Stocktake is designed to help us adapt to a superdiverse New Zealand and make sure we are fit for the future. We cannot gain the benefits of superdiversity without understanding and addressing the challenges that come with the diversity dividend and investing in social capital to keep financial capital high.

See section 2: Superdiversity and Youth: Ethnic and Migrant Youth and the 1.5 Generation (p. 62-64)

<http://www.chenpalmer.com/superdiversity/reports/superdiversity-stocktake-implications-business-government-new-zealand/>

### Transnational Migration and Identity Negotiation: Sport and Leisure in the Lives of South Korean Immigrants to New Zealand [Thesis]

*Chang, I. Y. (2014). University of Otago.*

Despite the fact that sport and leisure, as part of the new migratory flow based on lifestyle, has increasingly been of concern to scholars, there has been little empirical research examining the phenomena. Drawing upon key concepts, including risk society, lifestyle migration, in-betweenness of the 1.5 generation, and the return visit, this thesis examines the role of sport and leisure, both in migration decision-making and in identity negotiation during and after settlement. More specifically, it focuses on South Korean migration to New Zealand because of its distinct transnational features and the increasing number of migrants.

The study uses a multi-method approach, which includes socio-historical, contextual analysis, document analysis, interviews and participant observation, to examine four empirically-based case studies:

- why do South Koreans decide to migrate?
- why do they choose New Zealand?
- how do migrants adapt to their new country
- why do they sometimes return to their original homeland?

Collectively, these four case studies illustrate that sport and leisure can be theorised as key factors that may influence migration decisions in the new migratory flow based on lifestyle. Moreover, sport and leisure play a crucial role as social and cultural spaces where South Korean migrants can effectively perform and negotiate Korean, Korean-kiwi and/or New Zealand identities, highlighting the flexible and fluid nature of identity across transnational social contexts.





<https://ourarchive.otago.ac.nz/handle/10523/4717>

## Pathways to Positive Development for Muslim Immigration Youth in Western Contexts

*Stuart, J. (2012). Victoria University of Wellington.*

Muslim youth growing up in Western contexts face a complex set of issues as a result of meeting the various, and often incongruent, expectations placed upon them by their family, religion, ethnic community and host national society. This group of young people is often thought to face high risks of maladaptation as they potentially experience the negative effects of acculturation more so than host nationals or other immigrant youth. Recent research, however, has suggested that many Muslim migrant young people are successfully negotiating their experiences of cultural transition in Western societies. Therefore, the major aim of this thesis was to obtain systematic data on young Muslim migrant's "pathways to positive development", or how these young people achieve successful adaptation in the face of adversity.

To examine the complexities of Muslim migrant youth acculturation fully, it is necessary to have a comprehensive understanding of their lived experiences within and across contexts. In order to achieve this, four studies were conducted utilising mixed methodologies and drawing on a range of psychological and sociological theories, predominantly focusing on acculturation, development and religiosity.

The findings of this thesis contribute novel perspectives to acculturation and development research as well as cross-cultural psychology more generally. Using multiple methods in the study of psychological phenomena enables a move beyond traditional descriptions of acculturation processes, as situated predominantly within one cultural setting, and advances our understanding of how Muslim youth fare in a global context.

<http://researcharchive.vuw.ac.nz/handle/10063/2036>

## Here, There, and Back Again: A New Zealand Case Study of Chinese Circulatory Transmigration

*Ip, M. (2012). Migration Information Source, 24 January.*

There have been significant outflows and returns of Chinese migrants from various homelands in the past two to three decades. This article examines the contemporary transmigration of Chinese migrants who arrived in New Zealand during the last two decades. It includes a brief discussion of Chinese migration to New Zealand and the current literature on transnationalism, as well as an analysis of empirical data derived from multisite interviews and focus group meetings conducted in New Zealand, in the countries of origin of new Chinese migrants and their relatives and in Australia.

The most salient feature is the interviewees' strong sense of Chinese identity. Even more significant is the fact that this Chinese identity is in fact stronger among the younger age group. On the other hand, the sense of home is more flexible and ambiguous than the sense of identity. Interviewees often felt that they had two homes, claiming that they felt "at home" in both the Chinese home regions and in New Zealand. The most noteworthy finding is that no factor has any direct bearing on whether the migrants will stay on or move back to the country of origin. The deciding factor is not the sense of identity or the image of home, but likely the pragmatic consideration of changing family needs.





<http://www.migrationpolicy.org/article/here-there-and-back-again-new-zealand-case-study-chinese-circulatory-transmigration>

## My second life: a survey of Chinese immigrants in New Zealand

*Yeung, D. (2012). Journal of Diversity Management, 7 (1). p. 47-56.*

The purpose of this study was to identify the reasons for Chinese immigrants coming to New Zealand; the things that they enjoyed and disliked while they lived here and their future intentions. A face-to-face in-depth interview method with open-ended questions was used with a snow-ball sample of sixty.

- The main reason for Chinese immigrant respondents' first coming to New Zealand was to study
- The main reason for deciding to stay was the natural environment and friendly people
- Minor racism was experienced by many respondents
- Young Chinese professionals were planning to go back to China or move to other Western countries for better career opportunities or higher quality tertiary education.

The findings are useful for potential Chinese immigrants' decision making, government social service agencies and strategic planning for education institutes.

<http://researcharchive.wintec.ac.nz/2082/>

## Predictors of Ethno-Cultural Identity Conflict among South Asian Immigrant Youth in New Zealand

*Stuart, J. & Ward, C. (2011). Applied Developmental Science, 15(3).*

Achieving a positive and coherent identity has long been viewed as a critical part of adolescent psychological development within developmental theory. However, it is only recently that normative identity development has been considered in conjunction with changes that occur as a result of immigration for adolescents. One of the first steps in building a complete picture of immigrant youth development, therefore, is to understand how young people go about negotiating multiple cultural identities.

This study tested a predictive model of ethno-cultural identity conflict (EIC) in a sample of 262 first-generation South Asian youth (aged 16–26, M = 19.4) in New Zealand. Hierarchical multiple regression was used to investigate the influence of:

- attachment styles (preoccupied, dismissive, secure, and fearful)
- family relations (intergenerational conflict and family cohesion)
- ethnic (belonging, centrality, and exploration) and national identities, and
- interactions between the components of ethnic and national identity.

Results indicated that a preoccupied attachment style and experiences of acculturative intergenerational conflict exacerbated EIC, whereas family cohesion, ethnic identity centrality and ethnic group belonging protected against EIC. It was also found that national identity moderated the effects of ethnic identity on EIC.

Overall, these findings suggest positive self-regard, family cohesion and integrated achieved identities should be promoted for immigrant youth.

<http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=62610516&site=ehost-live>





## Question of Balance: Exploring the Acculturation, Integration and Adaptation of Muslim Immigrant Youth

*Stuart, J. & Ward, C. (2011). Psychosocial Intervention, 20(3).*

The paper addresses criticisms of contemporary acculturation research by adopting a mixed method approach (open-ended survey responses, interviews, focus groups and projective techniques) to the study of the acculturation experiences of Muslim youth in New Zealand.

The research explores:

- the meaning, definition and achievement of success
- the process of negotiating multiple social identities
- the graphic representation of identity.

Thematic analysis indicated that young Muslims aspire to achieve success in personal, social, material and religious domains and that they seek to balance potentially competing demands from family, friends, the Muslim community and the wider society. At the same time, they aspire to balance multiple identities, retaining religious and cultural elements in the definition of self while endeavouring to integrate into the wider society. The process of achieving this balance is characterised by three strategies: alternating orientations, blending orientations and minimizing differences.

The findings are discussed in relation to advancing our understanding of integration as an acculturation option and the community-based policy implications for multicultural societies are considered.

<http://www.sciencedirect.com/science/article/pii/S1132055911700515>

## Mindful identity negotiations: The acculturation of young Assyrian women in New Zealand

*Collie, P., Kindon, S., Liu, J., & Podsiadlowski, A. (2010). International Journal of Intercultural Relations, 34(3), 208–220.*

In recent decades many Assyrians have fled their homeland in Iraq to escape religious and ethnic persecution. This study explored how young Assyrian women in New Zealand manage and negotiate identity dilemmas in everyday situations. It was informed by:

- 400 h of participatory action research-inspired ethnographic work with 60 young women (between 16 and 25 years) and 72 Assyrian adults (53 women and 19 men)
- six interviews and a series of five focus groups with young Assyrian women
- four interviews with Assyrian parents and two interviews with teachers of Assyrian students.

A thematic analysis was employed to analyse transcripts and field notes. Participants conveyed complex feelings about their attachment to Iraq, New Zealand and the Assyrian community and attempted to attain optimal inclusion in these in-groups by carefully positioning themselves in a manner that intercultural communication theorists describe as 'mindful identity negotiation' (Ting-Toomey, 2005). This highlights the contested and negotiated nature of the acculturation process, which is rarely illustrated in quantitative studies focusing on acculturation orientations.

<http://www.sciencedirect.com/science/article/pii/S0147176709000935>





<https://www.infona.pl/resource/bwmeta1.element.elsevier-42d10e84-ef29-3dd2-a07a-a6eb584fe824>

## Home on the Move – New Chinese Immigrants to New Zealand as Transnationals (PhD)

*Liu, L. (2010). University of Auckland.*

One of the most salient features of new Chinese migrants in recent years is transnational migration. The overall aim of this research is to investigate and understand Chinese transnational migration, based on a New Zealand context. The research focuses on new Chinese migrants from the People's Republic of China (PRC).

This study takes a longitudinal perspective to study PRC migrants' transnational movements and looks at their transnational migratory movements as a progressive and dynamic process. It examines:

- PRC migrants' initial motives for immigrating to New Zealand
- the driving forces behind their adoption of a transnational lifestyle, which includes leaving New Zealand to return to the PRC, moving to a third country or commuting across borders
- family-related considerations
- their future movement intentions.

This research offers some important implications. Firstly, migration studies should take a long-term perspective by looking at migration as an on-going process, a continuation of an initial moving away from a homeland. Thus, a flexible and more inclusive research framework can be formed. Secondly, the exploration of migrants' conceptualisation of “home” may open up an unconventional way of exploring how migrants' identity is constructed, and may provide valuable theoretical grounding for the understanding of the dynamic process of transnational migration. Lastly, this research tells how powerful some traditional migration theories are in interpreting some aspects of PRC migrants' transnational movements.

<https://researchspace.auckland.ac.nz/handle/2292/6976>

## Youth Voices, Youth Choices: Identity, Integration and Social Cohesion in Culturally Diverse Aotearoa/New Zealand

*Colleen Ward, James Liu, Tagaloa Peggy Fairbairn-Dunlop & April K. Henderson. (2010). Centre for Applied Cross-Cultural Research, Victoria University.*

To date, New Zealand has fared relatively well in maintaining racial and religious harmony in the face of rapid social change. However, there are risks as well as benefits to our increasing ethnic, cultural and religious diversity. Without a “whole of government” approach to strengthening the relations within and between our diverse communities, the core elements of social cohesion - belonging, participation, inclusion, recognition and legitimacy - may be undermined, and the risks associated with diversity - particularly discrimination, isolation and exclusion - are likely to increase.

In light of New Zealand's changing demographics, this project aims to identify the indicators and determinants of participation and success in Chinese, Pacific and Muslim youth in culturally and religiously diverse Aotearoa/New Zealand.





<http://www.victoria.ac.nz/cacr/research/youth-family/youth-voices,-youth-choices/Youth-Voices-Youth-Choices-report.pdf>

## **Sport and Cultural Diversity: Responding to the Sports and Leisure Needs of Immigrants and Ethnic Minorities in Auckland**

*Paul Spoonley & Catherine Taiapa. (2009). Integration of Immigrants Programme, Massey University; Auckland Regional Physical Activity and Sport Strategy.*

The aim of this research was to gather material on the sporting and leisure needs of Auckland's immigrant and ethnic communities and to assess how these needs are being met by various Regional Sporting Organisations.

Three questions were addressed:

- How responsive have sporting organisations been to this new and enhanced cultural diversity?
- What have they done to respond to these new immigrants and what might be required of them in the future?
- What do the communities themselves see as necessary and desirable?

In order to gain information on what is happening and to outline future challenges, key administrators, members of ethnic formed sports organizations and members of ethnic communities were interviewed. Results and recommendations are discussed.

[http://newsettlers.massey.ac.nz/publications\\_pdfs/ARPASS%20final%20report%20inc%20cover%2020%20Nov%2009%20-%20sml\\_2.pdf](http://newsettlers.massey.ac.nz/publications_pdfs/ARPASS%20final%20report%20inc%20cover%2020%20Nov%2009%20-%20sml_2.pdf)

## **The Experiences of Migrant Youth: A Generational Analysis**

*Colleen Ward - Department of Labour, 2008 (Migrant and Refugee Youth Settlement and Social Inclusion Series)*

This research provides a generational analysis of the experiences of migrant youth in New Zealand and, when appropriate, makes comparisons between migrant and national youth. The project examines a range of intracultural and intercultural variables, such as:

- ethnic and English language proficiency and use
- peer contacts
- identity
- acculturation attitudes
- family values
- perceived discrimination
- psychological (life satisfaction and psychological symptoms) and social (school adjustment and behavioural problems) domains of adaptation.

The project also concerns itself with the relationship between intercultural factors and adaptation outcomes.

This research is part of a larger international project, the International Comparative Study of Ethno-cultural Youth, undertaken in 13 countries with almost 8,000 adolescents and young adults. This report is based on a





subset of the New Zealand data (1,226 New Zealand adolescents and young adults; that is, 744 migrants and 482 nationals) and provides a generational analysis of the experiences of migrant youth and, where appropriate, comparisons between migrant and national youth.

The findings converge to suggest that a view to the future should consider ways in which participation can be encouraged without threat to cultural maintenance in migrant communities. This is in line with the government's objective of promoting social cohesion in culturally diverse Aotearoa/New Zealand.

<http://thehub.superu.govt.nz/sites/default/files/The%20Experiences%20of%20Migrant%20Youth.pdf>

See also: **Summary:**

<http://www.victoria.ac.nz/cacr/research/youth-family/the-experiences-of-migrant-youth>

## Survey of key informants for a study of migrant and refugee youth settlement and social inclusion in New Zealand: final report

*Amritha Sobrun-Maharaj, Samson Tse, Ekramul Hoque & Fiona Rossen. (2008). Centre for Asian Health Research and Evaluation, Auckland UniServices Limited, University of Auckland. Prepared for the Department of Labour.*

The migrant population of Aotearoa New Zealand has increased significantly over recent years. This rise in ethnic minority populations, especially from non-English countries, has significant social implications for the country. Both anecdotal and empirical evidence show that many youth from ethnic minority migrant and refugee backgrounds are not as socially included as their less visible, English speaking migrant counterparts, or achieving as well as this group or their New Zealand born counterparts. This compromises their ability to settle successfully in New Zealand, with negative psychological and behavioural consequences.

The overall aim of the study is to ascertain the current picture of the settlement and social inclusion of youth from migrant and refugee backgrounds in New Zealand by examining factors that facilitate or act as barriers to their settlement and social inclusion.

Findings emerging from the study reveal that key informants feel that most migrant and refugee youth generally do not feel settled and socially included in New Zealand. Key informants suggest that some of these youth may suffer psychological and social consequences due to this condition. Significant issues are discussed and further recommendations are provided.

[https://www.fmhs.auckland.ac.nz/assets/fmhs/soph/sch/cahre/docs/Final\\_Migrant\\_and\\_Refugee\\_Youth\\_Report.pdf](https://www.fmhs.auckland.ac.nz/assets/fmhs/soph/sch/cahre/docs/Final_Migrant_and_Refugee_Youth_Report.pdf)





## Inclusion / Australia

### **The People They Make Us Welcome: A sense of belonging for newly arrived young people**

*Centre for Multicultural Youth. (March 2016).*

Australia has a long history as a settlement destination for migrants and refugees. Our population is now one of the most culturally and linguistically diverse in the world. This paper explores how well newly arrived young people are settling by exploring their sense of belonging in the Australian community.

The findings in this paper come from surveys with 15 young people, focus groups of 25 young people and interviews with three service providers that were conducted in late 2014. They indicate that newly arrived young people are fairly positive about their experiences of belonging in Australia, though it's not without its challenges.

<http://www.cmy.net.au/publications/people-they-make-us-welcome>

### **Home Away from Home: International Students and their Identity-Based Social Networks in Australia**

*Gomes, C., Berry, M., Alzougool, B. & Chang, S. (2014). Journal of International Students, 4(1), 2-15.*

This paper explores the role of identity in helping international students form social networks at an Australian institution and how these networks contribute to creating a sense of home away. The findings suggest that international students form distinct social networks that are not necessarily solely made up of fellow students from their home countries. Rather, international students form a mixture of social networks that are based on the complex individual identities of each student centred on a variety of common factors, such as: course of study, place of work, neighbourhood, culture, religion and personal interests (hobbies). Hence many students are part of social groups that consist of international students from their specific region and beyond, as well as local (Anglo and non-Anglo) students. These locally based social networks complement existing home-based networks, which are maintained virtually through social media to create a home away from home.

<http://files.eric.ed.gov/fulltext/EJ1054774.pdf>

### **Migrant & Refugee Young People Negotiating Adolescence in Australia**

*Centre for Multicultural Youth. (February 2014).*

Adolescence is a significant time for young people helping to inform their development and sense of identity. For many migrant and refugee young people, parents and families this occurs while also negotiating a new cultural, social and legal context. This creates additional complexities for migrant and refugee young people and their families. While this process of negotiating cultural values and norms can be positive, allowing for





new perspectives to be developed, at the extreme it can also lead to conflict and family breakdown. This is particularly the case for families that experience multiple and complex settlement barriers, such as changes in family dynamics, adjusting to new cultural norms and economic disadvantage.

This paper explores, from a young person's perspective, how these issues impact on family relationships. It highlights the need to involve family and communities in developing a service response that acknowledges where young people and families are coming from.

[http://www.cmy.net.au/sites/default/files/publication-documents/Negotiating%20Adolescence%20in%20Australia\\_0.pdf](http://www.cmy.net.au/sites/default/files/publication-documents/Negotiating%20Adolescence%20in%20Australia_0.pdf)

## Introduction to the special issue "Migrant youth, intercultural relations and the challenges of social inclusion"

*Mansouri, F. & Halafoff, A. (2014). Social Inclusion, 2.2.*

This Special Issue on "Migrant Youth, Intercultural Relations and the Challenges of Social Inclusion" reports recent cutting edge research into the complex nature of migrant youth settlement in multicultural emigre societies. Drawing on multidisciplinary research, it explores the latest intersecting theories on cultural diversity, intercultural relations and multiculturalism in the context of globalised cities where access to and sharing of public spaces is becoming a highly contested issue.

The articles in this volume are based on empirical findings from recent research into migrant youth and everyday multiculturalism, providing nuanced analyses of multifaceted connections, practices and adaptations. They incorporate both local approaches to social inclusion of young migrants in culturally diverse social milieus and global insights into their transnational practices and movements and the ways these connections impact upon notions of identity and local attachment. The articles contribute to developing a greater understanding of the many challenges that young migrants and refugees face when settling in a new society, as well as their strategies for coping with this transition.

Featured articles:

- **Minority youth and social transformation in Australia: identities, belonging and cultural capital**  
Andrew Jakubowicz, Jock Collins, Carol Reid, and Wafa Chafic  
- The authors argue that the moral panic over the participation of minority youth obscures the underlying issues facing young migrants
- **Social engagement among migrant youth: attitudes and meanings**  
Liudmila Kirpitchenko and Fethi Mansouri  
- This article focuses on migrant youths' motives for, as well as perceived barriers to, their social engagement [Article listed separately below]
- **Crossing boundaries: acts of citizenship among migrant youth in Melbourne**  
Fethi Mansouri and Masa Mikola  
- This article focuses on migrant youth from Muslim and Arabic-speaking backgrounds and investigates how they negotiate cross-cultural engagements and tensions between family, community and the greater society
- **The mosque and social networks: the case of Muslim youth in Brisbane**  
Ameera Karimshah, Melinda Chiment, and Zlatko Skrbis  
- The authors challenge common misconceptions and fears around Mosques, which are often envisaged as places that are conservative, gender-exclusive and socially restrictive. Instead, they





examine how Mosques serve as centrepieces of social networking, reflexivity and participation for young Muslims in Brisbane.

[http://go.galegroup.com/ps/i.do?p=AONE&sw=w&u=per\\_mbie&v=2.1&it=r&id=GALE%7CA409833655&sid=eb\\_sco&asid=272a9d855f580e2784b48811bcb93b4a](http://go.galegroup.com/ps/i.do?p=AONE&sw=w&u=per_mbie&v=2.1&it=r&id=GALE%7CA409833655&sid=eb_sco&asid=272a9d855f580e2784b48811bcb93b4a)

from:

[http://go.galegroup.com/ps/i.do?dblist=AONE&st=T002&qt=PU%22Social+Inclusion%22~DA~120140401~U~%222%22~VO~2&sw=w&ty=as&it=search&p=AONE&s=RELEVANCE&u=per\\_mbie&v=2.1&asid=37ec9cfdee22a4111a07e6c376aec5b6](http://go.galegroup.com/ps/i.do?dblist=AONE&st=T002&qt=PU%22Social+Inclusion%22~DA~120140401~U~%222%22~VO~2&sw=w&ty=as&it=search&p=AONE&s=RELEVANCE&u=per_mbie&v=2.1&asid=37ec9cfdee22a4111a07e6c376aec5b6)

## Social Engagement among Migrant Youth: Attitudes and Meanings

*Kirpitchenko, L. & Mansouri, F. (2014). Social Inclusion, 2(2), p. 17-27.*

This article explores migrant young people's engagement, participation and involvement in socially meaningful activities, events and experiences. This type of social participation is approached in the social inclusion literature using the notions of social capital and active citizenship. A key objective, therefore, is to explore the attitudes, values and perceptions associated with social participation for young people.

The article focuses on both the motives for being actively engaged as well as perceived barriers to social engagement. It is based on a large study conducted among migrant young people of African, Arabic-speaking and Pacific Islander backgrounds in Melbourne and Brisbane. It presents both quantitative and qualitative (discursive) snapshots from the overall findings, based on interviews and focus groups. While many studies have centred on the management of migration and migrants, this article draws attention to the individuals' active position in negotiating, interpreting and appropriating the conditions of social inclusion. Accounting for the multidimensional and multi-layered nature of social inclusion, the paper highlights the heuristic role of social engagement in fostering the feelings of belonging and personal growth for migrant youth.

<http://www.cogitatiopress.com/ojs/index.php/socialinclusion/article/viewFile/163/163>

## Perceptions of Australia – past, present and future: Literature Review and Survey Findings

*AMES. (May 2014).*

The aim of this report is to gain an understanding of the past, present and future issues new migrants have in Australia. This report is based on a survey that was administered to 506 students undertaking the Adult Migrant English Program (AMEP) at AMES. The survey results are supported by an extensive literature review that describes how migrants transition to a new life in their adopted country drawing upon their past experience. It demonstrates that most migrants are not passive bystanders but actively use their agency to forge a new life demonstrating a high level of ingenuity and resilience. Generally speaking, new migrants aspire to become full social, economic and cultural participants in Australia.

[Note: More than half the respondents were aged 24 to 44 years.]

[http://www.ames.net.au/files/file/Research/Report\\_perceptions-of-australia\\_survey-final.pdf](http://www.ames.net.au/files/file/Research/Report_perceptions-of-australia_survey-final.pdf)





## **Migrant Youth in Australia: Social Networks, Belonging and Active Citizenship**

*Centre for Multicultural Youth. (November 2013).*

This report presents research findings from the Australian Research Council (ARC) Linkage Project “Social Networks, Belonging and Active Citizenship Among Migrant Youth in Melbourne and Brisbane”, conducted over a four-year period from 2009 to 2012. The overarching aim of this project was to investigate the extent to which young people use formal (eg government agencies and non-government support services) and informal (eg family) networks to develop a sense of social connectedness and belonging in a multicultural society.

Central themes of this report include:

- attitudes towards and types of social networks
- trends
- belonging and engagement
- barriers
- volunteering
- leadership, and
- access to services and network participation.

Research for this report was undertaken by The Centre for Citizenship and Globalisation (CCG), Deakin University and Monash University in partnership with CMY and Australian Red Cross. The results and recommendations are discussed.

[http://www.deakin.edu.au/\\_data/assets/pdf\\_file/0012/271002/Social-networks-report.pdf](http://www.deakin.edu.au/_data/assets/pdf_file/0012/271002/Social-networks-report.pdf)

<http://www.cmy.net.au/publications/migrant-youth-australia>

## **Moving across East and West: physical activity, health and physical education and school sport in the lives of Chinese young people in Australia (PhD Thesis)**

*Pang, B. (2013). University of Queensland.*

In recent years the Australian government has targeted those who are from culturally and linguistically diverse communities in physical activity and health promotion, as data has suggested that Asian ethnic groups are physically inactive. In addition, Asian populations have often been described as academic “high achievers” and uninterested in sport. This thesis examines Chinese young people’s narratives of their lives, in particular their engagement with and perspectives about Health and Physical Education (HPE), school sport and physical activity.

Twelve Chinese young people and eight Anglo-Celtic HPE teachers participated in this study. Semi-structured interviews, observations, drawings and diaries were used to elicit a rich description of these young people’s engagement and perspectives of physical activity, HPE and school sport in Australia and overseas.

The young people negotiated their “Chineseness” and their physical activity according to these two, at times contradictory, structural forces. Many young people had highly organised weekdays and weekend activities,





such as musical instrument practices/lessons and Chinese/academic tutorial classes. Despite these, young people intended to engage in the diverse range of sport clubs the schools offered but did not have enough leisure time to do so. Gender differences and family structures were also factors that influenced the young people's physical activity patterns.

<http://espace.library.uq.edu.au/view/UQ:291951>

## Words to Work - Settling In and Finding Work Longitudinal study of students in the AMEP

*(April 2012).*

This study about the experiences of Adult Migrant English Program (AMEP) clients was conducted when most (94%) had been in Australia for less than two years. The introductory quote from one of the participants was in response to a question about their overall experience of settling in Australia. It expresses the sentiments of many that they are generally happy with their new lives in Australia and with the support and services offered to them. It demonstrates their optimism despite the difficulties and challenges of settling in a new country. However, there were times when people also spoke about their ongoing struggle to balance the immediate need to learn English with finding work and managing their family responsibilities.

The Words to Work report is based on a major longitudinal research project undertaken by the AMES Research and Policy Unit from 2008 - 2011. The study collected data from approximately 200 AMEP students during this period and was designed to provide concrete evidence to improve service delivery approaches. The project also aimed to inform policy and funding decisions around services which assist in settlement of newly arrived migrants and refugees.

<http://www.ames.net.au/documents/research-projects/words-to-work-settling-in-and-finding-work-longitudinal-study-of-students-in-the-amep>

## Voices Shaping the Perspectives of Young Muslim Australians

*Jock Collins, Andrew Jakubowicz, Wafa Chafic, Kais Al-momani, Jamila Hussain, Devleena Ghosh, David Cole, Alastair Pennycook. (2011). Cosmopolitan Civil Societies Research Centre University of Technology, Sydney.*

This is the final report on the research project 'Voices Shaping the Perspectives of Young Muslim Australians Today' for the Department of Immigration and Citizenship (DIAC). The aims of this research project are to:

- provide a social ecology of the voices that inspire young Muslims, the voices they hear including their own, their peers' and the official voices of the society and government
- review the relevant literature in Australia and comparable nations
- identify the plurality of voices of influence and the various ways in which young Muslim Australians mobilise religious and political symbols, and language around cultural, social and political issues
- identify the relevant sources and voices of influence important for shaping the experience, attitudes, beliefs and opinions of young Muslims in Australia
- provide an assessment of current practical measures that support and facilitate voices and to identify consistent gaps in government, non-government and individual approaches in this regard.





Key findings discussed relate to diversity, acceptance, identity, values, discrimination and Islamophobia.

[https://www.dss.gov.au/sites/default/files/documents/01\\_2014/voices\\_access.pdf](https://www.dss.gov.au/sites/default/files/documents/01_2014/voices_access.pdf)

## **Identities, Aspirations and Belonging of Cosmopolitan Youth in Australia**

*Jock Collins, Carol Reid & Charlotte Fabiansson. (2011). Cosmopolitan Civil Societies Journal, 3(3).*

This article presents the results of a survey of the attitudes, aspirations and belonging of mainly immigrant minority youth living in western and south western Sydney, conducted in 2007 to provide some evidence to contest the populist view of immigrant youth as being a threat to Australian society. Rather, the survey points to the very positive aspirations of Sydney's immigrant youth, their strong sense of having a positive future role in Australian society, their sense of belonging and ownership of their neighbourhood. They live connected lives with multicultural friendship networks rather than living their lives parallel to and separate from other youth.

Only one in three surveyed identify as 'Australian', with most offering some hybrid-Australian identity. The paper argues that a more cosmopolitan approach to multiculturalism would assist in valuing the globalised, fluid, hybrid identities of immigrant youth and assist in relieving the nationalist anxieties about Australian cultural, linguistic and cultural diversity.

<https://opus.lib.uts.edu.au/bitstream/10453/18975/1/20110042700K.pdf>

## **Understanding the coping strategies of international students: A qualitative approach**

*Nigar G. Khawaja & Helen Stallman. (2011). Australian Journal of Guidance and Counselling, 21(2), pp. 203-224.*

International students encounter a range of additional challenges as a part of their tertiary study experience. A qualitative approach was used to understand the challenges faced by international students, coping strategies that promoted their personal resilience and advice they have for future international students.

Twenty-two international students from an Australian university participated in four focus groups. The challenges identified by students included adjustment, social isolation, English language skills, academic difficulties, unmet expectations, employment, culture shock and psychological distress. Participants shared their own personal experiences and strategies used by them to cope and identified strategies that future students could use prior to leaving their home country and whilst in Australia to improve their adjustment. Uses of international student stories in prevention interventions are discussed.

<http://eprints.gut.edu.au/46641/1/46641S.pdf>

## **Meeting the Needs of Australian Muslim Families: Exploring Marginalisation, Family Issues and 'Best Practice' in Service Provision**

*Rogelia Pe-Pua, Sandra Gendera, Ilan Katz & Alison O'Connor. Social Policy Research Centre. (2010).*





This research had two primary aims, to

- enhance understanding of the needs of marginalised Muslim families, and
- develop best practice for addressing these needs.

These aims were achieved by addressing the following research questions:

- What are the main issues relating to marginalisation that concern Muslim families in Australia? What is the nature of marginalisation that they experience?
- What are the enablers - the factors that promote resilience within Muslim families and their positive engagement in Australian society and help them avoid marginalisation?
- What are the factors that negatively influence intra-family relations and hinder their full and active participation in Australian society?
- How do marginalised families cope and deal with marginalisation (formal or informal support mechanisms)? What works and what are the gaps in these mechanisms, especially in government and non-government services?
- What are the elements of best practice to meet the needs of marginalised Muslim families?

The central findings from this research are grouped under the following themes:

- social belonging and marginalisation
- intra-family relations: issues and needs
- accessing informal support and formal services
- good practice case studies
- best practice guidelines.

See **Chapter 6 - Good Practice Case Studies:**

[https://www.dss.gov.au/sites/default/files/documents/01\\_2014/meeting-needs-muslim-families\\_access.pdf](https://www.dss.gov.au/sites/default/files/documents/01_2014/meeting-needs-muslim-families_access.pdf)

## Digital stories and emerging citizens' media practices by migrant youth in Western Sydney

*Juan Francisco Salazar. (2010). Journal of Community, Citizen's & Third Sector Media, 7.*

This article provides a critical examination of community media practices by young recently arrived African refugees and Cambodian young migrants in Western Sydney, Australia. Against the backdrop of contemporary cultural politics of migration in Australia the article is grounded on a recent participatory community media research project conducted in 2008-2009, which aimed to conceptualise the emerging spaces for claiming new forms of citizen agency and contest the general representations of newly arrived migrants in the mainstream media.

[https://www.researchgate.net/publication/250306138\\_Digital\\_stories\\_and\\_emerging\\_citizens\\_media\\_practices\\_by\\_migrant\\_youth\\_in\\_Western\\_Sydney](https://www.researchgate.net/publication/250306138_Digital_stories_and_emerging_citizens_media_practices_by_migrant_youth_in_Western_Sydney)





## Culturally appropriate mentoring for Horn of African young people in Australia

*Griffiths, M., Sawrikar, P. & Muir, K. (2009). Youth Studies Australia, 28(2), 32-40.*

Over recent years there has been a significant increase in the number of young people from the Horn of Africa entering Australia. These young people face unique challenges as a result of their age, ethnicity, migration and direct/indirect trauma experience. Although governments are using mentoring as one source of support to help Horn of African young people, little is known about how to appropriately adapt mentoring programs for this group of young people.

Using research with policymakers, mentoring providers and Horn of African young people, this paper aims to help mentoring providers appropriately tailor programs for Horn of African young people.

<http://search.ebscohost.com/login.aspx?direct=true&db=anh&AN=42733967&site=eds-live>





## Inclusion / Canada

### Immigrant and Refugee Youth Settlement Experiences: “A New Kind of War”

*Rossiter, M.J., Hatami, S., Ripley, D. & Rossiter, K.R. (2015). International Journal of Child, Youth & Family Studies, 6(4-1).*

The settlement and adaptation of immigrant and refugee youth in receiving countries is a long-term process with many challenges. This study explores factors that influenced the settlement experiences of 14 immigrant and refugee youth who arrived in Canada as adolescents. The interviewees (9 male, 5 female) ranged in age from 19 to 32 years and represented 10 source countries.

Analyses of the semi-structured interview transcripts revealed that their settlement and adaptation was negatively influenced by:

- pre-migration experiences
- difficult socioeconomic circumstances in Canada
- lack of knowledge of Canadian laws and legal sanctions
- challenging educational experiences
- racism and discrimination, and
- cultural identity issues.

However, several factors exerted a positive influence on participants’ settlement experiences or served to mitigate the negative influences in their lives, in particular, strong support networks and involvement in prosocial community programs as participants and/or leaders.

The authors make recommendations for facilitating the integration process in school settings and in the wider community.

<https://journals.uvic.ca/index.php/ijcyfs/article/view/15056>

### The Integration Challenge: Connecting International Students with their Canadian Peers

*Knight-Grofe, J. & Deacon, L. (2015). CBIE Research in Brief, 2.*

This research report is part of the “A World of Learning report”. From the perspective of international students themselves, this paper identifies both internal and external barriers that impede the formation of friendships between international students and their Canadian counterparts across Canada’s post-secondary campuses.

<http://cbie.ca/wp-content/uploads/2016/04/CBIE-Research-in-Brief-2-The-Integration-Challenge-EN.pdf>





## Acculturation, Gender, and Mental Health of Southeast Asian Immigrant Youth in Canada

Hilario, C.T., Vo, D.X., Johnson, J.L. et al. (2014). *Journal of Immigrant and Minority Health*, 16(6) 1121-1129.

The relationships between mental health, protective factors and acculturation among Southeast Asian youth were examined in this study using a gender-based analysis. Population-based data from the 2008 British Columbia Adolescent Health Survey were used to examine differences in extreme stress and despair by acculturation.

<http://link.springer.com/article/10.1007/s10903-014-9978-x>

## A Study of the Information Practices of Afghan Newcomer Youth in the Contexts of Leisure and Settlement [Thesis]

(2014).

This exploratory, qualitative study examines the information seeking, sharing and use of young Afghan newcomers to Canada. Through in-depth interviews with seven youth, supplemented by key informant interviews and extensive participant observation, the author examined the information practices of youth in the contexts of leisure and settlement. The findings point to the challenges youth faced in meeting their information needs and the complexity, nuance and tension youth found in their leisure pursuits.

[https://tspace.library.utoronto.ca/bitstream/1807/68406/1/Quirke\\_Lisa\\_C\\_201411\\_PhD\\_thesis.pdf](https://tspace.library.utoronto.ca/bitstream/1807/68406/1/Quirke_Lisa_C_201411_PhD_thesis.pdf)

## Excluded and Avoided: Racial Microaggressions Targeting Asian International Students in Canada

Houshmand, S., Spanierman, L. & Tafarodi, R.W. (2014). *Cultural Diversity and Ethnic Minority Psychology*, 20(3).

This qualitative study explored the experiences of 12 East and South Asian international students with racial microaggressions at one Canadian university. Data were collected through unstructured, individual interviews.

Using a modified version of the consensual qualitative research method (Hill, Thompson, & Williams, 1997), the authors identified six racial microaggressions themes:

- excluded and avoided
- ridiculed for accent
- rendered invisible
- disregarded international values and needs
- ascription of intelligence, and
- environmental microaggressions (structural barriers on campus).

The authors used the same approach to identify themes pertaining to the ways in which students coped with racial microaggressions:

- engaging with own racial and cultural groups





- withdrawing from academic spheres, and
- seeking comfort in the surrounding multicultural milieu.

Microaggressions and coping themes differed based on country of origin and language proficiency. Implications for research and practice are discussed.

[https://www.researchgate.net/publication/264092379\\_Excluded\\_and\\_Avoided\\_Racial\\_Microaggressions\\_Targuing\\_Asian\\_International\\_Students\\_in\\_Canada](https://www.researchgate.net/publication/264092379_Excluded_and_Avoided_Racial_Microaggressions_Targuing_Asian_International_Students_in_Canada)

## Understanding Intergenerational Social Mobility: Filipino Youth in Canada

*Kelly, P. (2014). IRPP Study, No 45.*

Canadian research on intergenerational social mobility has shown there is considerable upward mobility among the children of immigrants. However, there are some groups that are exceptions to the overall pattern. This study examines the situation of one such group - the children of immigrants from the Philippines.

In aggregate, Filipino youth present a double anomaly - they are less likely to hold a degree than either their parents or their peers in other racialised groups. The reasons for this need to be understood, particularly given that the Philippines is currently one of Canada's leading source countries for new immigrants.

<http://irpp.org/research-studies/study-no45/>

## "I Am Canadian": Challenging Stereotypes about Young Somali Canadians

*Rima Berns-McGown. IRPP. (January 2013).*

This study challenges the perceptions that:

- the Somali Canadian community has failed to an unusual degree to integrate into the wider society
- that this is the fault of the community itself, and
- that this supposed failure represents a threat to Canadian security because of suggestions that some Somali Canadian youth have been lured to the radical extremism of the al-Qaeda-linked al-Shabaab movement in southern Somalia and some have become involved in drug trafficking and street violence.

A sample of young Somali Canadians (N = 40) were interviewed and asked about their perceptions of identity and belonging. Based on the interviews, the author concludes that social cohesion would be much better served by addressing the specific challenges Somali Canadians continue to face, rather than stigmatising the community and contributing to the criminalisation of its youth. She offers proposals for school boards, law-enforcement agencies, federal and provincial governments and the media. Among them are targeted supports for Somali Canadian youth and ways to address institutional barriers and stereotyping. According to Berns-McGown, these measures could both enhance the inclusion of Somali Canadians in the wider society and foster a balanced approach to public safety issues within the diverse, diasporic space that is Canada.

<http://irpp.org/research-studies/study-no38/>





## Transitions to Adulthood Among First Generation Sub-Saharan African Immigrant Adolescents in Canada: Evidence from a Qualitative Study in Montreal

*Mondain, N., & Lardoux, S. (2013). Journal of International Migration & Integration, 14(2), 307.*

In industrialised societies a large number of studies have addressed the various patterns of adolescent transitions to adulthood. While most studies on migration have examined aspects of migrants' integration into host societies, few researches have dealt with the intersection of these two topics - the experiences and problems encountered by immigrant adolescents.

This research focuses on the transition to adulthood among sub-Saharan African youth who live in Montreal, Canada. This group is still poorly known in Canada and the few studies that exist on sub-Saharan Africans in Canada showed that they are among the most discriminated groups socially and economically. Both immigrant youth and their parents/families experience a transition to adapt to a new place, and these respective experiences may affect their relationships.

<https://link.springer.com/article/10.1007/s12134-012-0240-x>

## Integrating Young Canadians of Minority Backgrounds into Mainstream Canadian Society: the Case of Somali Youth

*Naji, L. (2012). Metropolis Project.*

Over 80% of the Somali-Canadian community, one of Canada's largest African minority groups, is under 30 years of age. Having been born in Canada or immigrated at a young age, a number of Somali youth are experiencing difficulty integrating into mainstream Canadian society. Why, despite their upbringing in Canada and access to social institutions, are some Somali-Canadian youth exhibiting relatively poor societal outcomes?

This report describes the major recurring themes of the Metropolis Conversation on Somali youth, including the initial settlement experience of Somali-Canadians, youth identity construction and the public perception of Somalis in Canada. The report concludes with a note on refugee re-settlement and recommendations suggested by the participants.

<http://www.metropolis.net/pdfs/Conversation%20Report%20Somali%20Youth%20Final.pdf>

## Walk with me

*Po-chee Ko, G. (2010). Canadian Social Work, 12(1), 101.*

Youngsters who came to Canada with their families do not integrate into the mainstream society as naturally as they would like. When their parents have to face issues in career entry, restricted advancement and lower wages due to language insufficiency, as well as lack of social networks and qualifications not being recognised, young adult immigrants are often channelled into the same vicious cycle due to lack of role modelling and networking. This article attempts to address these challenges by reporting on a pilot mentoring program among ethnic Chinese in Vancouver that aims to empower well-adjusted mid-life immigrants to walk with young adult immigrants for a crucial period in their life transition.





The social worker plays an important role in recruiting, screening, training and monitoring the entire mentoring process, and ensuring successful and ethical practice. The project shows that when both mentors and mentees are ready to commit and be available, open and trustful, mentees can be helped by the caring and insightful experience. At the same time, mentors also gained from the opportunity of helping others and having a chance to crystallise their own experiences.

<http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=62092915&site=eds-live>

## **Listening for spaces of ordinariness: Filipino-Canadian youths' transnational lives**

*Pratt, G. (2010). Children's Geographies, 8(4), 343-352.*

This study considers the different ways Filipino-Canadian immigrant youths and their mothers tell their stories of their transnational experiences. Second-generation youths tell of coming into Filipino identity in their teens and developing a strong sense of transnational identification. Filipino youths who have migrated recently to Canada through their mothers' involvement in the Live-in Caregiver Program provide a less fulsome picture of their transnational experiences. It is reasoned that their experiences are more difficult to talk about because they involve revealing intimate details of family life, and because children often have little agency or information about family migration plans. Beyond this, there is the possibility that the author failed to understand what they were saying because of the manner in which it was said. They do not construct their experiences in narrative form. Instead they tell of their experience in fragments, in what the author calls – following Berlant, spaces of ordinariness.

Practical and political implications of listening for different forms of agency and subjecthood are considered.

<http://search.ebscohost.com/login.aspx?direct=true&db=asx&AN=54643520&site=eds-live>

## **Acculturation, discrimination, and adaptation among second generation immigrant youth in Montreal and Paris**

*Berry, J.W. & Sabatier, C. (2010). International Journal of Intercultural Relations, 34, p. 191-207.*

Research with immigrant youth has shown that they have a variety of orientations to their acculturation process. These different paths (“acculturation strategies”) have been described in terms of assimilation, integration, marginalisation and separation (AIMS). This research has also shown that there are variable adaptations or outcomes to acculturation.

Of greatest importance is the finding that these variations in adaptation are usually related to the acculturation strategies that youth use. Generally, those who involve themselves in both their heritage culture and that of the national society (by way of integration) have the most positive psychological well-being and are most adjusted in school and in the community. In contrast, those who are minimally involved with either culture (the marginalisation course) are least well-adapted. Those who are primarily oriented towards one or the other culture (assimilation or separation) generally fall in between these two adaptation poles.

This study examines the generality of this pattern by comparing samples from two societies that have very different policies and practices with respect to immigration and acculturation: Canada and France.





<http://www.sciencedirect.com/science/article/pii/S0147176709001254>

## **Immigrant Children, Youth and Families: A Qualitative Analysis of the Challenges of Integration**

*Social Planning Council of Ottawa. (2010).*

The present report focuses on immigrant and refugee children, youth and families. Immigrant and refugee families are an important and growing percentage of Ottawa families but experience distinct challenges. The aim is to increase understanding of their challenges and of the supports they need to improve their integration into Canadian society.

For the purpose of this report, the analysis focuses on the social and cultural integration of immigrant families. Information on key economic factors affecting these two focus areas is provided in the analysis. On each area, the negative impact of exclusion on immigrant families is addressed with a view of opening a discussion and generating a more inclusive process of integration.

<http://www.spcottawa.on.ca/sites/all/files/pdf/2010/Publications/Immigrant-Family-Report-English.pdf>

## **Diamonds in the Rough: Bridging Gaps in Supports for At-Risk Immigrant and Refugee Youth**

*Rossiter, M.J. & Rossiter, K.R. (2009). Journal of International Migration and Integration, 10(4).*

Immigrant youth come to Canada with enormous potential to make a significant, positive contribution to the future of their adopted country. In many cases, this potential is realised; in others, it is not. The ease with which immigrant youth and their families integrate into Canadian society has strong impact on their futures; those who become marginalised during this process risk becoming alienated or involved with the criminal justice system.

Interviews were conducted with 12 stakeholders (including representatives from social service agencies, community groups and the criminal justice and forensic mental health systems) who frequently come into contact with immigrant and refugee youth involved in criminal and/or gang activity. Based on the family, individual, peer, school and community risk and protective factors reported to have an influence on immigrant and refugee youth, recommendations are made for bridging gaps in programming and policy initiatives to support at-risk youth.

<https://link.springer.com/article/10.1007/s12134-009-0110-3>

## **Engaging the Canadian Diaspora: Youth social identities in a Canadian border city**

*Dlamini, S.N., Wolfe, B., Anucha, U. & Yan, M.C. (2009). McGill Journal of Education, 44(3) p. 405-434.*

This paper is based on qualitative interviews undertaken with immigrant youth of African descent in Windsor, Ontario; it describes their sojourner lives across geographic borders and their final settlement in Windsor. The





paper also offers narrations of the activities that enabled them to formulate friendships and the barriers and facilitators to the development of friendships across races.

Critical findings reported in this paper reveal the ways that youth use resources in their travels to construct and negotiate their identities and to formulate new friendships. An important resource used by the majority of the youth was that of an imagined homeland, which consequently impacted on how they viewed and acted on the racial boundary critical in the formation of friendships in the Diaspora.

<http://mje.mcgill.ca/index.php/MJE/article/download/1054/3982>





## Inclusion / USA

### **Pathways to opportunities: promising practices for immigrant children, youth & their families**

*Suarez-Orozco, C., Suarez-Orozco, M. & Teranishi, R. (2016). Institute for Immigration, Globalization, & Education.*

This report considers promising practices for addressing the challenge of integrating immigrant children, youth and their families into their new societies. Mass migration is touching every corner of the earth. For some countries, the story of immigration is as old as their founding; for others, the experience of receiving large numbers of foreigners is entirely novel.

Immigrant populations vary dramatically across countries in their number and proportion and in their geographical, national, ethnic, religious and linguistic origins. At the same time, there is a convergence of experience among various nation-states as the steady flow of migrants across borders and into the institutional and social structures of society demands a public response. Developing and sharing best practices to meet the needs of immigrant families and their children and to support their successful integration into their new societies is no longer an option but is essential for economic development and social cohesion.

<http://ige.gseis.ucla.edu/PromisingPracticesWhitePaper4.25.16/>

### **Hope as a crucial factor in integration among unaccompanied immigrant youth in the USA: a pilot project**

*Jani, J., Underwood, D., & Ranweiler, J. (2016). Journal of International Migration and Integration, 17(4), p. 1195-1209.*

In 2014, 53,518 unaccompanied immigrant youth, predominantly from Central America, arrived in the USA. By mid-2015, over 12,000 had already arrived. Despite experiencing a myriad of risk factors and challenges, these children display remarkable resilience. An important component of this resilience, which in turn enhances the well-being of these populations, is the maintenance of hope.

This paper reports on a study conducted in spring 2013 on the presence of hope among 138 unaccompanied immigrant children, ages 9-18, receiving services from 20 affiliates of a family reunification program in 12 states in the USA. The study found that children reported a high level of hope on the Children's Hope Scale. This article reports on these findings and discusses their implications for policy, practice and research.

[https://www.researchgate.net/publication/282893375\\_Hope\\_as\\_a\\_Crucial\\_Factor\\_in\\_Integration\\_Among\\_Unaccompanied\\_Immigrant\\_Youth\\_in\\_the\\_USA\\_A\\_Pilot\\_Project](https://www.researchgate.net/publication/282893375_Hope_as_a_Crucial_Factor_in_Integration_Among_Unaccompanied_Immigrant_Youth_in_the_USA_A_Pilot_Project)





## **Vietnamese Immigrant Youth and Citizenship: How Race, Ethnicity, and Culture Shape Sense of Belonging [BOOK]**

*Nguyen, D. T. (2012). El Paso: LFB Scholarly Publishing.*

Nguyen focuses on the connections between immigrant youth and the role that schools play in shaping their citizenship. Drawing on data from an ethnographic study that took place in an urban high school, Nguyen examines the processes that recent immigrant youth underwent as they transitioned to their new school contexts and engaged with issues of race, ethnicity, culture, gender, language and citizenship.

The findings help to illuminate how immigrant youth constructed meaningful citizenship and forged a sense of belonging while other social processes – cultural maintenance, racialisation, assimilative ideology, and exclusionary practices – were acting on them.

<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=520558&site=eds-live&scope=site>

## **Cape Verdean Immigrants in America: The Socialization of Young Men in an Urban Environment [BOOK]**

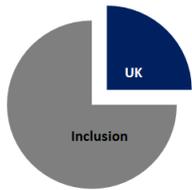
*Lima, A. H. (2012). El Paso: LFB Scholarly Publishing LLC.*

Lima studies the socialisation of young male Cape Verdean immigrants. Families, schools and neighbourhoods play an important role. The fact that many parents did not speak English and could not “read” their society, led the young men to become cultural and language brokers at home. Those who found social support in school were those who eventually graduated. Those who did not do well academically could trace their failure to early negative experiences in school.

Lima's work supports the idea that what immigrant families bring from the home country and what they find in their host country plays an important role in their acculturation.

<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=520552&site=eds-live&scope=site>





## Inclusion / UK

### **In the front line of integration: young people managing migration to Ireland**

*Gilligan, R. et al. (2010). Children's Research Centre, Trinity College*

This research aimed to find out what life is like for young people aged 15 to 18 who have migrated to Ireland. 169 migrant young people selected from sites across the county took part in open-ended focus group discussions.

Although not formally representative, the results give us a flavour of the views that may be found among migrant youth living in Ireland today. It is the first national study of its kind. The young people spoken to faced many challenges dealing with differences between life in Ireland and the life they had known prior to migration. These differences existed in many areas, such as how older and younger generations are expected to relate, rules and expectations for students in school and how people interact with one another socially. Each young person had to find their own way, day in day out, of adjusting to these challenges.

<http://www.tara.tcd.ie/bitstream/handle/2262/36886/In%20the%20Front%20Line%20of%20Integration%20-%20Young%20people%20managing%20migration%20to%20Ireland.pdf?sequence=1&isAllowed=y>

### **MIGRANT CHILDREN - Children's and young people's experiences of immigration and integration in Irish society**

*Cordis project. (2005-2009).*

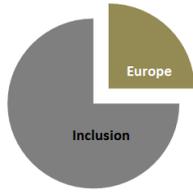
The period since the mid-1990s has seen an unprecedented increase in immigration to Ireland, as in other EU countries. Research has documented the experiences of migrants in different contexts, as part of a broad concern with issues of social integration and inclusion. Many migrant groups include a significant population of children and young people, but very little research has focused specifically on their experiences of integration.

This research programme seeks to map the social worlds of migrant children and youth at the local level in different contexts. It will produce in-depth analysis of the nature and extent of integration, drawing on current ideas of transnationalism, citizenship and geographies of childhood, and propose recommendations. The research programme will be interdisciplinary in nature, primarily qualitative and will involve four interrelated strands:

1. labour migrants
2. EU citizens
3. asylum-seekers and refugees
4. Irish return migrants.

[http://cordis.europa.eu/project/rcn/73039\\_en.html](http://cordis.europa.eu/project/rcn/73039_en.html)





## Inclusion / Europe

### Contested bodies, contested cities: (Post) migrant youth, contingent citizenship and the politics of Capoeira and Parkour in Turin, Italy

*Nicola De Martini Ugolotti. (2016). Paper from International Conference - Contested Cities to Global Urban Justice.*

Urban spaces in contemporary Italy are currently contested sites where competing images of society, politics and citizenship are constructed and negotiated. While at a national level widespread xenophobic discourses classify migration as a security and public order problem and define immigrants and their children as alien bodies in Italian cities, at a local level the leadership and cultural entrepreneurs of Turin based the city urban renewal on an image of multiculturalism and inclusiveness with the aim to attract visitors and capital investments. As the intersection of such discourses shape the many ways through which (post)migrant bodies become represented, perceived and addressed in contemporary Turin, this paper will address how such dynamics are negotiated by groups of migrant children between 16 and 21 years old practicing capoeira [a Brazilian form of martial arts] and parkour [a type of obstacle course] in Turin public spaces.

The focus on capoeira and parkour, two lifestyle sports carried out in public spaces, enabled this study to highlight how groups of (post)migrant youth used these practices to negotiate spaces and processes of inclusion and exclusion in Turin's cityscape. Both disciplines are abundantly endorsed by public-private events celebrating Turin's renewal, vibrancy and diversity. However, the participants' engagement with capoeira and parkour in Turin's regenerating cityscape highlights the shifting meaning of citizenship in the context of research.

<http://contested-cities.net/working-papers/2016/concon-tested-bodies-contested-cities-tested-bodies-contested-cities-tested-bodies-contested-cities-tested-bodies-contested-cities-tested-bodies-contested-cities-te/>

### Immigrant Integration and Youth Mental Health in Four European Countries

*Mood, C., Jonsson, J.O. & Låftman, S.B. (2016). European Sociological Review, 1-14.*

The mental health of children of immigrant background compared to their majority peers is an important indicator of integration. In this article, the authors analyse internalising and externalising problems in 14–15-year-olds from England, Germany, the Netherlands and Sweden (n = 18,716) using new comparative data (Children of Immigrants Longitudinal Survey in Four European Countries).

Studying more than 30 different origin countries, the authors find that despite potential problems with acculturation and social stress, children of immigrants—particularly from geographically and culturally distant countries—report systematically fewer internalising and externalising problems than the majority population.





This supports the 'immigrant health paradox' found in some studies. However, this minority advantage does not change with time in the destination country. Externalising problems are most prevalent in the English sample, and overall Swedish adolescents show the least mental health problems.

A plausible account of these results is that there is a positive selection of immigrants on some persistent and intergenerationally transferable characteristic that invokes resilience in children.

<http://esr.oxfordjournals.org/content/early/2016/06/01/esr.jcw027.full>

## **Native Friends and Host Country Identification among Adolescent Immigrants in Germany: The Role of Ethnic Boundaries**

*Schulz, B. & Leszczensky, L. (2016). International Migration Review, 50(1), 163-196.*

Many studies find that high shares of native friends are positively related to immigrant youths' identification with the host country. By examining various immigrant groups together, these studies imply that having native friends matters in the same way for the national identification in different immigrant groups. In contrast, the authors argue that the extent to which having native friends affects immigrants' national identification depends on both immigrant group characteristics and the receiving context, especially on ethnic boundaries and related group differences in perceived discrimination and the compatibility of ethnic and national identities.

Analyses based on data from the National Educational Panel Study in Germany, representative of 15-year-old adolescents in secondary schools, reveals pronounced group differences: While national identification of ethnic German repatriates as well as of adolescents of former Yugoslavian and Southern European origin is related to the share of native friends, as hypothesised, the authors do not find this association for immigrants of Turkish and Polish origin. This finding underlines the importance of theoretically as well as empirically accounting for group differences.

<http://onlinelibrary.wiley.com/doi/10.1111/imre.12163/epdf>

## **PIDOP – Enabling increased political and civic participation**

*CORDIS project.*

This EU-funded transnational research project explored the processes and factors facilitating and/or inhibiting civic and political engagement and participation. The study focused on nine European countries. Researchers from the PIDOP project ('Processes influencing democratic ownership and participation') had two main goals:

1. advance the state-of-the art in the field of political and civic participation
2. provide evidence-based information and guidance to help inform the development of policy, practice and interventions for boosting political and civic participation.

With an emphasis on youth, women, minorities and migrants, PIDOP's investigations were specific to Belgium, the Czech Republic, Germany, Italy, Portugal, Sweden, Turkey and the UK (England and Northern Ireland). Relevant phenomena at local, national and EU levels also received particular attention.





The main findings for each area of project work are available on the website, as is a comprehensive report on the final policy recommendations addressing issues of concern for stakeholders at all three levels. Specifically, the report outlines 61 recommendations for concrete actions that can be taken by social and political actors and institutions. Results from the theoretical and empirical work undertaken have produced new knowledge and can be used to enhance participation and engagement in both the political and civic domains.

[http://cordis.europa.eu/result/rcn/92921\\_en.html](http://cordis.europa.eu/result/rcn/92921_en.html)

## **Migrant Integration Programs: The Case of Germany**

*Hubschmann, Z. (2015). Global Migration Centre (Global Migration Research Paper; No. 11).*

In the last decade, European governments started introducing migrant integration programs. As positive externalities arise from migrant integration, and market failures have been witnessed when integration is not achieved, strong arguments can be made for government intervention as it can benefit both migrants and society as a whole. Germany has had the most extensive migrant integration program in Europe, with more than a million participants since 2005. Its program focuses mainly on language acquisition, with elements of cultural, historical and political instruction. The program caters to various special-needs groups and since its conception has made multiple improvements.

This study examines Germany's program, its origins, implementation, outcomes and underlying assumptions, drawing lessons for other countries seeking to address migrant integration. Since official integration programs are fairly new, there exists a substantial gap of knowledge regarding their merits and outcomes. This report hopes to help fill that gap and contributes to the general knowledge of migrant integration and European policies that foster it.

[http://graduateinstitute.ch/files/live/sites/iheid/files/sites/globalmigration/shared/Publications/GMPRS\\_N11\\_Hubschmann.pdf](http://graduateinstitute.ch/files/live/sites/iheid/files/sites/globalmigration/shared/Publications/GMPRS_N11_Hubschmann.pdf)

## **Predictors of civic and political participation among native and migrant youth in Italy: the role of organizational membership, sense of community and perceived social well being**

*Albanesi, C., Mazzoni, D., Cicognani, E. & Zani, B. (2015). In M. Barrett & B. Zani (Eds.), Political and Civic Engagement: Multidisciplinary Perspectives (p. 268-291). London: Routledge.*

Explaining youth's political (dis)engagement is currently a key research endeavour for different disciplines, including political science, sociology and social developmental psychology. In this reading, the authors present data from the Italian sample of the (Processes Influencing Democratic Ownership and Participation (PIDOP) project, focusing on:

- the explanatory role of organisational membership, and
- how the quality of participation in such organisations affects youth civic and political participation.





More importantly, they test two possible mediating factors of the association between organisational membership and civic political participation, drawn from theoretical perspectives in community psychology - sense of community and social well-being.

The authors include data on both native and migrant adolescents and young adults; the latter are an understudied population in Italy still experiencing forms of institutional discrimination as far as citizenship rights are concerned. This will prove an important test for the role of (legal and perceived) institutional and community inclusion in promoting civic and political engagement.

<https://www.researchgate.net/publication/270113652> Predictors of civic and political participation among native and migrant youth in Italy The role of organizational membership sense of community and perceived social well being

## Political and Civic Engagement: Multidisciplinary Perspectives [BOOK]

*Barrett, M. & Zani, B. eds. (2015). London: Routledge.*

Based upon a three-year multi-disciplinary international research project, this book examines the interplay of factors affecting civic and political engagement and participation across different generations, nations and ethnic groups, and the shifting variety of forms that participation can take.

The book draws upon an extensive body of data to answer the following key questions:

- Why do many citizens fail to vote in elections?
- Why are young people turning increasingly to street demonstrations, charitable activities, consumer activism and social media to express their political and civic views?
- What are the barriers which hinder political participation by women, ethnic minorities and migrants?
- How can greater levels of engagement with public issues be encouraged among all citizens?

Together, the chapters provide a comprehensive overview of current understandings of the factors and processes which influence citizens' patterns of political and civic engagement. They also present a set of evidence-based recommendations for policy, practice and intervention that can be used by political and civil society actors to enhance levels of engagement, particularly among youth, women, ethnic minorities and migrants.

Countries examined include Belgium, Sweden, Italy and Portugal.

<https://www.routledge.com/Political-and-Civic-Engagement-Multidisciplinary-perspectives/Barrett-Zani/p/book/9780415704687>

## LOCALYOUTH - Re-linking suburban youths in Madrid and Paris. The "new localism" and the role of social and ethnic networks in the integration of youth from immigrant origin

*CORDIS project. (2013- 2015 - closed project).*





In global European cities, immigrant origin youth who live in disadvantaged areas are disconnected from the networks likely to offer them educational and work opportunities. However, in these poor areas the negative structural conditions contrast with the capacity of action led by the social networks. We are witnessing the rebirth of localism as a way of condemning the weakening of the Welfare State. There are no comparative studies among North-western and Southern European countries that focus on the principal role played by the civil society in the socialisation of youngsters in peripheral neighbourhoods. LOCALYOUTH fills a need for comparing the situation of youths between 16 and 29 years in Paris and Madrid by taking into account the collective action taken in these environments at a grassroots level.

The methodology combined case studies, comparative-historical perspective and sociological intervention. Participation observation in associations was carried out and combined with interviews of people with a long life history in local areas and focus groups with social educators, leaders of associations and policy makers involved in the projects selected for the analysis.

In summary, LOCALYOUTH offers new keys of analysis to understand and demonstrate a shift towards a new localism and identify the elements (inside the ethnic and local community) that help or limit the upward mobility of youth from immigrant origin.

[http://cordis.europa.eu/project/rcn/108781\\_en.html](http://cordis.europa.eu/project/rcn/108781_en.html)

## Europe as a beacon of democracy? Citizenship policies relating to youth and migrants in Portugal

*Ribeiro, N., Malafaia, C., Fernandes-Jesus, M., Neves, T., & Menezes, I. (2014). Journal of Civil Society, 10(1), 51.*

This article aims to compare discourses about national and European policies on active citizenship and democratic participation, with a particular focus on youth and migrants. The authors analysed official documents of public institutions and nongovernmental organisations (NGOs) in order to assess how the process of Europeanisation has influenced national policies with regard to increasing political participation and citizens' civic awareness. They also conducted interviews with policy makers and NGO leaders in order to integrate and compare different levels of discourse and thus identify potential dissonances.

Analysis of the documents shows that there is a strong concern to match national policy priorities with those established by international organisations. Notwithstanding positive perceptions, NGO leaders and policy makers criticise the ways policies have been implemented, stressing the need to adopt a strategy that bridges the gap between the prescribed and the real and the importance of overcoming the hegemony of economic factors in policy decisions. In this regard, NGO leaders criticise the cynicism of political leaders and policies motivated by demographic and economic concerns. In relation to European identity and integration, NGO leaders argue that Europe must be collectively constructed; yet policy makers stress that the failure of the Constitutional Treaty in 2005 resulted from a deficit in the negotiation process.

In summary, this article suggests that it is necessary to promote greater involvement of civil society in the design and implementation of policies which, in turn, may contribute to the strengthening of shared democratic principles.

[https://www.researchgate.net/publication/262867854\\_Europe\\_as\\_a\\_Beacon\\_of\\_Democracy\\_Citizenship\\_Policies\\_Relating\\_to\\_Youth\\_and\\_Migrants\\_in\\_Portugal](https://www.researchgate.net/publication/262867854_Europe_as_a_Beacon_of_Democracy_Citizenship_Policies_Relating_to_Youth_and_Migrants_in_Portugal)





## Coordinating Immigrant Integration in Germany: Mainstreaming at the Federal and Local Level

*Bendel, Petra. Migration Policy Institute. (August 2014).*

This report explores the history and recent trends of integration policy in Germany, focusing on the past 15 years when immigrant integration became an important issue. Aside from matters of nationality, freedom of movement and passports, which are the exclusive domain of the federal government, and matters of education, which are up to the Länder (state-level governments) to decide, integration has consisted of a tangled web of overlapping and unclear legislative jurisdiction. Integration policy, which cuts across areas such as education, labour and urban development, also suffers from a lack of horizontal coordination across various governmental departments and across states.

The report also examines various integration measures taken by the federal, Länder and local governments as well as civil-society actors, including those that have attempted to reach the general population and those targeted at specific groups. Young people have been a particular focus of many projects in a country where one-fourth of the estimated 15.6 million people with an immigrant background are under the age of 25.

<http://www.migrationpolicy.org/research/coordinating-immigrant-integration-germany-mainstreaming-federal-and-local-levels>

## Mainstreaming Immigrant Integration Policy in France: Education, Employment, and Social Cohesion Initiatives

*Escafré-Dublet, A. Migration Policy Institute. (2014).*

In France, where integration initiatives are limited to an immigrant's first five years in the country, "mainstreaming"—the practice of reaching people with a migration background through social programming and policies that address the needs of the general population—is an intrinsic characteristic of integration policy. This report traces the history and recent developments of integration of immigrant youth in France.

The nation has primarily focused on integration initiatives that target youth in three key areas: education, employment, and social cohesion. A recent reorganisation of the institutions responsible for implementing integration policy has effectively mainstreamed those programs. In addition, a new area-based approach to solving problems of inequality has taken precedence over initiatives that tackle issues specific to immigrant youth, including discrimination. The ability to address the specific needs of immigrant youth depends on how actors cope with their institutional constraints. Service providers and administrative officials need to do more to understand the challenge of discrimination experienced by immigrant youth—and the institutional mechanisms that are effective in overcoming this challenge.

<http://www.migrationpolicy.org/research/mainstreaming-immigrant-integration-policy-france-education-employment-and-social-cohesion>

## Global Perspectives on Well-Being in Immigrant Families [BOOK]

*Dimitrova, R., Bender, M. & van de Vijver, F., eds. (2014). New York: Springer.*

This book addresses how immigrant families and their children cope with the demands of a new country in relation to psychological well-being, adjustment and cultural maintenance. It identifies cultural and contextual





factors that contribute to well-being during a family's migratory transition to ensure successful outcomes for children and youth. In addition, the findings presented outline issues for future policy and practice, including preventive practices that might allow for early intervention and increased cultural sensitivity among practitioners, school staff and researchers.

<http://www.springer.com/gp/book/9781461491286>

## **Immigrant youth in Germany: Psychological and sociocultural adaptation**

*Frankenberg, E., Kupper, K., Wagner, R. & Bongard, S. (2013). European Psychologist, 8(3), 158-168.*

This paper reviews research on young migrants in Germany. Particular attention is given to the question of how Germany's history of migration, immigration policies and public attitude toward migrants influence the transcultural adaptation of children and adolescents from different ethnic backgrounds. The authors combine past research with the results of new empirical studies in order to shed light on migrants' psychological and sociocultural adaptation.

Studies comparing young migrants and their German peers in terms of psychological well-being, life satisfaction and mental health outcome suggest higher rates of emotional and behavioural problems among migrants of most age groups. With regard to adolescent populations between the ages of 14 and 17 years, however, the existence of differences between migrants and natives appears to be less clear. Research has also yielded inconsistent findings regarding the time trajectory of transcultural adaptation among adolescents.

<http://econtent.hogrefe.com/doi/full/10.1027/1016-9040/a000154>

[https://www.researchgate.net/publication/263924649\\_Immigrant\\_Youth\\_in\\_Germany\\_Psychological\\_and\\_Sociocultural\\_Adaptation](https://www.researchgate.net/publication/263924649_Immigrant_Youth_in_Germany_Psychological_and_Sociocultural_Adaptation)

## **The Children of Immigrants at School: A Comparative Look at Integration in the United States and Western Europe [BOOK]**

*Holdaway, J., & Alba, R. D. (2013). New York: NYU Press.*

This book explores the 21st-century consequences of immigration through an examination of how the so-called second generation is faring educationally in six countries: France, Great Britain, the Netherlands, Spain, Sweden and the United States. In this insightful volume, Richard Alba and Jennifer Holdaway bring together a team of renowned social science researchers from around the globe to compare the educational achievements of children from low-status immigrant groups to those of mainstream populations in these countries, asking what we can learn from one system that can be usefully applied in another.

Working from the results of a five-year, multi-national study, the contributors conclude that educational processes do, in fact, play a part in creating unequal status for immigrant groups in these societies. In most countries, the youth coming from the most numerous immigrant populations lag substantially behind their mainstream peers, implying that they will not be able to integrate economically and civically as traditional mainstream populations shrink. Despite this fact, the comparisons highlight features of each system that hinder the educational advance of immigrant-origin children, allowing the contributors to identify a number of policy solutions to help fix the problem.





A comprehensive look at a growing global issue, *The Children of Immigrants at School* represents a major achievement in the fields of education and immigration studies.

<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=647184&site=eds-live&scope=site>

## **Making sense of migration: young Turks' experiences in the United Kingdom**

*Bahar, T. (2012). Journal of Youth Studies, 15(6).*

Family-related migration is one of the most dominant and legitimised forms of movement into the European Union, and young people constitute a large proportion of migration flows. The aim of this study was to gain insight into how young migrants, who have no right to stay in the UK independent of their adult family members, make sense of crossing borders and transitioning to a new land. Specifically, it aimed to provide insight into the meaning of 'migrating' and 'adapting' to life in the UK using the personal histories of 12 young Turkish migrants' (6 male and 6 female) between 16 and 21 years old.

Semi-structured interviews were conducted with the 12 participants and a narrative-based qualitative method was used to analyse their migration accounts. The findings are discussed under the following themes:

- parents' reasons for migration and decision making
- encountering an English-speaking world
- relationships with parents after migration.

The findings are discussed with reference to the relevant literature, policy-making and possible means of supporting young migrants.

<http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=94376491&site=ehost-live>

## **Realizing the potential of immigrant youth [BOOK]**

*Masten, A.S., Liebkind, K. & Hernandez, D.J. (2012). Cambridge University Press.*

The well-being and productivity of immigrant youth has become one of the most important global issues of our times as a result of mass migration and resettlement. In this unique volume, leading scholars from multiple nations and disciplines provide a state-of-the-art overview of contemporary research on immigrant youth and delineate the most promising future directions for research on their success, suggesting implications for policy and interventions that will benefit host societies as well as immigrant youth. The contributors include many of the leading international experts on migration, acculturation, intergroup issues and immigrant youth development, with contributions from the fields of child development, demography, economics, education, immigrant mental health, social psychology and sociology.

<https://www.researchgate.net/publication/298047087> Realizing the potential of immigrant youth

## **Inclusion of Migrants in and Through Sports: A Guide to Good Practice**

*Vienna Institute for International Dialogue and Cooperation. (2012).*





This Guide gathers good practice examples on the inclusion of migrants and ethnic minorities in and through sport. It is based on country studies of eight member states of the European Union, including Austria, Finland, Germany, Italy, Ireland, Portugal, Hungary and the United Kingdom. It presents examples of corporal strategies for inclusion in and through sport on the national or regional level and displays how sport helps facilitate intercultural interaction and foster improved outcomes for local and migrant communities.

[http://www.dge.mec.pt/sites/default/files/Projetos/Agenda\\_Europeia\\_Migracoes/Documentos/inclusion\\_in\\_sport\\_guidelines.pdf](http://www.dge.mec.pt/sites/default/files/Projetos/Agenda_Europeia_Migracoes/Documentos/inclusion_in_sport_guidelines.pdf)

## **iYouth: Models for Integration and Prevention of Exclusion: Empowering Migrant Youth**

*International Organization for Migration (IOM)*

The iYouth project, which was implemented in Austria, Belgium, Czech Republic, Finland, France and Poland from July 2011 to December 2012, aimed to empower migrant youth organisations to facilitate integration and strengthen prevention of exclusion of fellow young migrants. Through peer reviews of policies and practices in iYouth partner countries, the project developed new integration models for migrant youth work. The project set out to empower migrant youth organisations as integration facilitators through three main activities:

- First, develop models and training materials on integration and prevention of exclusion
- Next, foster the capacity-building capabilities of migrant youth organisations
- Thirdly, the program was designed to raise awareness and disseminate the results of their efforts.

These models served as the basis for training materials delivered through an online training platform and capacity building workshops for (migrant) youth organisations. The project also emphasised the importance of raising awareness on migrant youth organisations' work and aimed to increase networking among various integration and youth work stakeholders on local, national and EU-levels.

<http://www.iomvienna.at/en/iyouth-models-integration-and-prevention-exclusion-empowering-migrant-youth>

## **EUMARGINS - On the margins of the European Community Young adult immigrants in seven European countries**

*CORDIS project. (2008-2011 - closed project).*

For young migrant adults living in the EU there exists a wide range of factors that impact social inclusion. The principal aim of EUMARGINS is to identify and prioritise the factors that matter the most for specific groups of young adults within unique cultural contexts and to lay a foundation of recommendations that can assist the transitions to greater inclusion – particularly within the realm of employment and education.

Based on a combination of biographical and ethnographical data-collection, EUMARGINS focuses on the experiences of social inclusion and exclusion among young adults with immigrant backgrounds living in Oslo, Gothenburg, London, Genoa, Metz, Barcelona and Tallinn.

[http://cordis.europa.eu/project/rcn/87809\\_en.html](http://cordis.europa.eu/project/rcn/87809_en.html)





## Filipino migrant youth in Rome, Italy — a view of their issues and concerns

*Liamzon, C.M. (2011). In, In De Olde Worlde: Views of Filipino Migrants in Europe. Hoegsholm, F.M. (ed). QC: Philippine Social Science Council; Philippine Migration Research Network.*

Despite the expanding number of migrant youth, including Filipino migrant youth in Italy, no systematic study has been undertaken on this phenomenon. The aim of this study was to present a more complete picture of the social, religious, cultural and economic realities of Filipino youth in Rome and the magnitude of their problems and concerns. It sought to provide specific recommendations to various stakeholders to respond to the issues and problems identified and generate commitment to develop and implement a plan of action.

<http://unesdoc.unesco.org/images/0015/001530/153056e.pdf> (See from page 160)

## Young Migrants: Exclusion and Belonging in Europe

*Fangen, K., Johansson, T. & Hammarén, N. (2011). Palgrave.*

While the figure of 'the immigrant' has become a topic of moral and political concern in Europe, little is known about how young adult migrants or descendants experience the complex processes of inclusion and exclusion in different life arenas. This book is the result of a multi-sited ethnographical study of the EU funded project EUMARGINS, which brings to the fore the voices of young adult immigrants and descendants of diverse backgrounds in seven different European countries (Norway, the United Kingdom, Spain, France, Italy, Estonia, and Sweden). By focusing on different life arenas, such as work, school, neighbourhood, family and peer groups, the authors reveal how young adults experience being excluded in some settings while being included in other settings. They highlight how individual factors such as class background, country of origin and gender interact with the different legal, political, socio-economic [?] of the various host societies and affect these experiences of inclusion and exclusion.

This book gives a complex and varied picture of how young immigrants construct identities, navigate through different social and cultural landscapes and relate to a number of different national, cultural and local contexts.

<http://www.palgrave.com/br/book/9780230298873>

<http://www.sv.uio.no/iss/english/research/projects/eumargins/publications/books/palgrave-book-publication.html>

## Inclusion and exclusion of young adult migrants in Europe: barriers and bridges [BOOK]

*Fangen, K., Fossan, K. & Mohn, F.A., eds. (2010). Routledge.*

This book presents analyses of research carried out during the course of the EUMARGINS research project, exploring the inclusion and exclusion of young adult immigrants across a range national contexts, including the Nordic welfare states, old colonial countries, Southern European nations and the Eastern European region. Scrutinising legal, policy and historical sources, as well as participation in labour market and education





systems, this volume engages with multiple social arenas and spheres to integrate research and provide a cohesive investigation of the dynamics of each national setting.

In addition to the chapters focused on individual national contexts (Estonia, France, Italy, Norway, Spain, Sweden and the UK), it also provides a comprehensive transnational analysis, developing a comparative perspective and explaining the overarching research framework.

A carefully organised and comprehensive exploration of the exclusion and inclusion of young adult migrants in Europe, this book will appeal to social scientists with interests in migration, population change, integration and exclusion.

<https://books.google.co.nz/books?id=7DE3DAAAQBAJ&pg=PR4&dq=Inclusion+and+Exclusion+of+Young+Adult+Migrants+in+Europe:+Barriers+and+Bridges&hl=en&sa=X&ved=0ahUKewi605C8y5jQAhUBpJQKHVDZDcAQ6AEIGzAA#v=onepage&q=Inclusion%20and%20Exclusion%20of%20Young%20Adult%20Migrants%20in%20Europe%3A%20Barriers%20and%20Bridges&f=false>

## **Satisfaction with life among Portuguese and Indian adolescents from immigrant families in Portugal**

*da Conceição Pinto, M. & Neto, F. (2008). International Journal of Developmental and Educational Psychology, 1(4).*

This study examined the level of satisfaction with life among adolescents whose families are from India, in comparison with Portuguese adolescents who did not go through an acculturation process, and the sociodemographic and mental health factors that allowed the prediction of the satisfaction level among them. There were 542 adolescent participants – 366 were Portuguese and 175 belonged to families from India. The participants completed the Revised UCLA 'Loneliness, the Satisfaction With Life Scale' and a short biographical form.

The hypotheses were supported. Indian adolescents and Portuguese adolescents who did not go through an acculturation process did not differ significantly on satisfaction with life. Psychological constructs were more important in the prediction of satisfaction with life than the sociodemographic variables.

[http://infad.eu/RevistaINFAD/2008/n1/volumen4/INFAD\\_010420\\_531-540.pdf](http://infad.eu/RevistaINFAD/2008/n1/volumen4/INFAD_010420_531-540.pdf)

## **Policy paper on youth & migration**

*European Youth Forum. (2008).*

Through this Policy Paper, the European Youth Forum is proposing an approach to migration that is based on rights and the integration of migrants into European societies. It includes the issues that are particularly relevant to young people, proposes actions for governments and outlines the important role youth organisations play in the process of supporting integration.

[https://www.jugendpolitikeneuropa.de/downloads/4-20-2492/1069-07\\_Migration\\_FINAL.pdf](https://www.jugendpolitikeneuropa.de/downloads/4-20-2492/1069-07_Migration_FINAL.pdf)

## **TRESEGY - What makes migrant youth feel at home?**

*CORDIS project.*





TRESEGY aimed to explore the life experiences of second generation migrated teenagers in nine different local urban localities within six national contexts across Europe. Participants were asked to reflect on their perceptions about degree of inclusion and/or belonging to their receiving societies. Their perceptions were further explored and compared from a European perspective and in relation to EU oriented values and principles to better understand how the youngsters perceive and access resources, both material and non-material, available in the public sphere.

All research teams applied a mixed methodology. Quantitative and qualitative approaches were brought together with theoretical and methodological models borrowed from statistics, sociology and anthropology.

The final result is a feature length documentary (57 minutes) entitled 'In between - nine takes from the European scene'. In it, the nine locations are featured through one or more individual and respective communities and the individuals express, in their own terms, their main concerns and perspectives on the issues tackled by TRESEGY during the project.

[http://cordis.europa.eu/result/rcn/87691\\_en.html](http://cordis.europa.eu/result/rcn/87691_en.html)



## Outcome 5 – Health and wellbeing



### Health and wellbeing / New Zealand

#### **What Works: Going digital to deliver wellbeing services to young people? Insights from e-tools supporting youth mental health and parenting**

*Social Policy Evaluation and Research Unit - June 2016 (What Works)*

This publication provides an insight into the emerging field of digitised services designed to support the mental health and wellbeing of young people. The research based information provided outlines the current strengths, weaknesses and gaps in e-tools supporting youth mental health and parenting. Programmes and technologies available to mental health practitioners, parents and young adults are reviewed.

From online programmes to serious games, video teleconferencing and text counselling, digital platforms lend themselves to providing preventive and self-managed care options. Commonly cited benefits include consumer empowerment, scalability, possible efficiency gains, reduced burden and social cost, standardisation of programmes and access to usage data. But how confident are we that such initiatives actually work?

This publication draws out high-level findings on the most established types of digital tools for delivering wellbeing support, then digs deeper to learn about good practices from particular cases.

It looks at:

- intended users
- questions of safety and support
- design forms and processes
- challenges in implementation, uptake, and quality assurance.

The authors conclude there is a lot of potential for going digital in delivering services, if done the right way.

[http://www.superu.govt.nz/sites/default/files/What%20Works%20Going%20Digital\\_0.pdf](http://www.superu.govt.nz/sites/default/files/What%20Works%20Going%20Digital_0.pdf)

#### **Asian Health in Aotearoa in 2011 - 2013: trends since 2002-2003 and 2006-2007**

*Scragg, R. (2016). Auckland: Northern Regional Alliance Ltd.*

The Asian population in New Zealand has almost doubled from 6% in 2002-03 to 11% in 2011-13, with increases in all three Asian groups. Asian populations are increasing rapidly and particularly in Auckland, where close to a quarter of the population is Asian.

This report provides an overview of the health status of the main Asian communities - Chinese, Indian and 'Other Asian' groups – and compares the Asian groups with Māori, Pacific and European/Other New Zealand populations. Participants were randomly selected and completed health surveys which were conducted across three time points: 2002-2003 (N = 1,217), 2006-2007 (N = 2,193) and 2011-2013 (N = 34,645).

The survey contained four sections:

- socio-demographics (age, time lived in NZ, education and income, experience with ethnic discrimination)
- lifestyle (nutrition, physical activity, tobacco and alcohol consumption, gambling, body size, acculturation)
- chronic disease
- health service utilisation.

The results indicate a large number of inequities exist in relation to health services as well as identifying types and prevalence of ethnic discrimination towards Asian peoples.

<http://www.ecald.com/assets/Resources/Asian-Health-Aotearoa-2011.pdf>

## Literature and research on suicide and Pasifika people

*LeVa.*

Le Va's aim is to build solid foundations for effective suicide prevention and share this information with everyone. Le Va is gathering, funding, translating and disseminating information, knowledge, research and best practice relevant to suicide and suicide prevention for Pasifika communities in New Zealand.

<http://www.leva.co.nz/suicide-prevention/pacific-stats-facts-and-research/pasifika-literature-and-research#>

See:

### **Risk and protective factors for suicidal behaviours among Pacific youth in New Zealand**

*Teevale, T., Lee, A. C.-L., Tiatia-Seath, J., Clark, T. C., Denny, S., Bullen, P., Peiris-John, R. J. (2016).*

New Zealand has the second highest youth suicide rate in the OECD and particularly among Pacific New Zealanders, who have a threefold higher risk of suicide attempt compared with the general population. This study assessed protective and risk factors for suicide attempts among New Zealand Pacific adolescents using data from Youth'12, an adolescent health and well-being survey. The randomly selected nationally representative sample of New Zealand secondary school students included 1,445 Pacific high school students aged 12–17 years.

The study showed that one in 10 (11.6%) Pacific adolescents reported attempting suicide. Risk factors for suicide included:

- being female
- household food insecurity
- low levels of family connections and family monitoring
- life dissatisfaction
- having a religious affiliation
- previous suicide by a family member or friend.

Of those who had made a suicide attempt, 71% also experienced both suicide ideation and self-harm.

This study suggests that, given the high rates of suicide ideation and attempts among Pacific young people, targeted trials for new ways of support should be prioritised for this high-risk group. The Pacific family environment, which continues to be the critical space for intervening, and the school environment, as a provider of health services, were both protective of suicide attempt.

<https://www.ncbi.nlm.nih.gov/pubmed/27278568>

## **Suicide prevention for Tongan youth in New Zealand - Report to the Health Research Council of New Zealand and Ministry of Health for the Pacific Partnership Programme**

*Tiatia-Seath, J. (2015).*

In response to recent patterns of Tongan youth suicides in Auckland, a research project was formed on the initiative of Dr Sitaleki Finau, co-investigator (CI) and Dr Jemaima Tiatia-Seath, principal investigator (PI), who considered that Tongan-specific analyses were needed to account for Tongan social, cultural and contextual factors. The primary aim of this research was to engage Tongan communities in order to provide an evidence base and ethnic-specific approach to understanding and addressing suicide prevention for Tongan youth in New Zealand.

The research methodology included *fakalotofale'ia* research methodology, face-to-face informal engagement and one-on-one interviews with 13 families bereaved by suicide. Thematic narrative analysis was used and interview data was entered in to NVivo 10 for coding and the arrangement of content of interest.

<http://www.tonganz.net/home/wp-content/uploads/2015/11/Tiatia-Seath-Tongan-Youth-Suicide-Study-Final-Report.pdf>

## **Support for Māori, Pacific and Asian Family, whānau, and significant others who have been bereaved by suicide: findings of a literature search**

*Wellington: Ministry of Youth Development, Henare, K., & Ehrhardt, P. (2004).*

<http://www.supportingfamilies.org.nz/Libraries/Documents/bereavedbysuicide-litreview-maoripacificasian.sflb.ashx>

## Organisation and dynamics of family relations and implications for the wellbeing of Samoan youth in Aotearoa, New Zealand

*Fa'alau, F. (2011), Unpublished doctoral thesis. Auckland: Sociology, Massey University.*

Family plays a fundamental role in the wellbeing of Samoan young people. The ways in which families are structured and organised influences the levels of wellbeing for Samoan young people. In New Zealand and migrant enclaves, Samoan families have experienced major transformations that affect family structure and organisation due to social and economic influences. These transformations can have both positive and negative effects on the wellbeing of Samoan families.

This thesis presents the voices of 45 Samoan young people attending secondary school in Auckland, Aotearoa New Zealand. The young people shared their experiences on how various elements of their family relationships influenced their wellbeing. It uses a mixed method approach, using qualitative and quantitative methods to investigate the connection between wellbeing and family from a variety of sources. The methodology, *o le tele o sulu e maua ai figota*, literally translated as “the more torches used the more shellfish found” refers to the different perspectives, methods and theoretical frameworks used in this study to gain more knowledge and understanding of the connection between wellbeing and family.

The findings from this research emphasise that there are both positive and negative connections between wellbeing and family. European theorists proposed that positive relationships are protective factors for the wellbeing of young people. This study extends this notion by stating that positive collective, balanced relationships which consist of mutual understanding, respect, trust and support in families are protective factors for Samoan young people. The findings from this research suggest important areas warrant further investigation and future consideration for Samoan people.

<https://mro.massey.ac.nz/handle/10179/2880>

## Stakeholder views on factors influencing the wellbeing and health sector engagement of young Asian New Zealanders

*Peiris-John, R., Wong, A., Sobrun-Maharaj, A., Ameratunga, S. (2016). Journal of Primary Health Care, 8(1), 35– 43.*

In New Zealand, while the term “Asians” in popular discourse means East and South-east Asian peoples, Statistics New Zealand’s definition includes people of many nationalities from East, South and South-east Asia, all with quite different cultural norms, taboos and degrees of conservatism. In a context where “Asian” youth data are typically presented in aggregate form, there are noticeable gaps in knowledge regarding the contextual determinants of health in this highly heterogeneous group. This qualitative study explored key stakeholder views on issues that would be most useful to explore on the health and wellbeing of Asian youth and processes that would foster engagement of Asian youth in health research.

Interviews were conducted with six key stakeholders whose professional activities were largely focused on the wellbeing of Asian people. The general inductive approach was used to identify and analyse themes in the qualitative text data. Six broad themes were identified from the key stakeholder interviews framed as priority areas that need further exploration:

- cultural identity, integration and acculturation
- barriers to help-seeking
- aspects to consider when engaging Asian youth in research (youth voice, empowerment and participatory approach to research)
- parental influence and involvement in health research
- confidentiality and anonymity
- capacity building and informing policy.

<https://researchspace.auckland.ac.nz/handle/2292/29599>

<http://www.ecald.com/resources/publications/stakeholder-views-on-factors-influencing-the-wellbeing-and-health-sector-engagement-of-young-asian-new-zealanders-2016/>

## The influence of family climate on stress and adaptation for Muslim immigrant young adults in two Western countries

*Stuart, J., Ward, C. & Robinson, L. (2016). International Perspectives in Psychology: Research, Practice, Consultation, 5(1), Jan, 1-17.*

This research examined the influence of family climate on acculturative stress and adaptation for Muslim emerging adults in New Zealand (n = 155) and the United Kingdom (n = 147). A path model was proposed with family climate (congruence and obligations) as predictors of acculturative stress and having both direct and indirect (via stress) effects on life satisfaction and behavioural problems. The model was tested in order to determine if paths varied significantly as a function of national context.

Although New Zealand Muslims had better adaptation outcomes and lower levels of stress than their British peers, there were very few differences in the family climate-stress-adaptation pathways. Acculturative stress predicted decrements in life satisfaction and greater behavioural problems, and obligations predicted fewer behavioural problems in both cultural contexts. Also, in both countries, the structural pathways in the model were not significantly different across cultures, with the exception of the positive relationship between obligations and life satisfaction, which was only evident in the New Zealand sample. For Muslim emerging adults, family obligations functioned as a protective factor, exerting direct effects on adaptation (increased life satisfaction and decreased behavioural problems), although they also posed risks, predicting poorer adaptation via heightened acculturative stress.

The results are discussed in terms of the positive and negative influences of family in the acculturation process for emerging adults.

<https://www.researchgate.net/publication/288684450> The influence of family climate on stress and adaptation for Muslim immigrant young adults in two Western countries

## Intersections of Culture, Migration and Intimate Partner Violence as Told by Migrant Youth

*Mayeda, D.T. & Vijaykumar, R. (2015). International Journal of Criminology and Sociology, 4.*

Like many other western nations, New Zealand has experienced significant migration since the mid-1980s. According to the most recent census, roughly one out of every four persons living in New Zealand is foreign born. The significant number of migrants to New Zealand of Asian and Middle Eastern ancestries has led to the development of rich and diverse ethnic enclaves. However, young people from these communities experience significant pressures to assimilate into western culture, which sometimes clash with parental desires to perpetuate cultural traditions.

Drawing on 10 small group interviews conducted with 11 adolescent and 16 young adult female interviewees of Asian and Middle Eastern backgrounds in Auckland, New Zealand, this study examines how participants traverse culturally prescribed gender roles as they relate to intimate partner violence (IPV). Emergent themes from the study address participants' conceptualization of IPV, processes of learning IPV and pressures to follow rigid gender-roles tied to IPV that are culturally embedded. The article closes with discussion on interpretation of research findings without perpetuating an Orientalist framework.

<http://lifescienceglobal.com/pms/index.php/ijcs/article/download/3391/1973>

## **Priorities and approaches to investigating Asian youth health: perspectives of young Asian New Zealanders**

*Agnes Wong, Roshini Peiris-John, Amritha Sobrun-Maharaj & Shanathi Ameratunga. (2015). Journal of Primary Health Care, 7(4) December.*

The proportion of young people in New Zealand identifying with Asian ethnicities has increased considerably. Despite some prevalent health concerns, Asian youth are less likely than non-Asian peers to seek help. As preparatory research towards a more nuanced approach to service delivery and public policy, this qualitative study aimed to identify young Asian New Zealanders' perspectives on best approaches to investigate health issues of priority concern to them.

Three semi-structured focus group discussions were conducted with 15 Asian youth leaders aged 18–24 years. Using an inductive approach for thematic analysis, key themes were identified and analysed. The research found that study participants considered ethno-cultural identity, racism and challenges in integration to play significant roles influencing the health of Asian youth (especially mental health) and their access to health services. While emphasising the importance of engaging young Asians in research and service development so that their needs and aspirations are met, participants also highlighted the need for approaches that are cognisant of the cultural, contextual and intergenerational dimensions of issues involved in promoting youth participation. Results are further discussed.

<http://www.ecald.com/resources/publications/priorities-and-approaches-to-investigating-asian-youth-health-perspectives-of-young-asian-new-zealanders-2015/>

<https://researchspace.auckland.ac.nz/bitstream/handle/2292/29599/Peiris-John,%202016.pdf?sequence=6>

## **The Tuvalu Community in Auckland: A focus on health and migration**

*Sagaa Malua. (2014). Anthropology, School of Social Sciences, the University of Auckland (Transnational Pacific Health through the Lens of Tuberculosis Research Group; Report No. 4).*

This report on the Tuvalu community in Auckland, New Zealand, was prepared for the Transnational Pacific Health through the Lens of Tuberculosis project, funded by the Health Research Council of New Zealand. It focuses on immigration and discusses:

- immigration schemes that are accessed by Tuvaluan migrants
- the settling and organisation of the Tuvalu community in Auckland (including the island cultural practices being observed)
- the Church and its role
- education and health.

Drawing particularly on ethnographic fieldwork with members of the Tuvaluan community, the report examines the difficulties and support networks met by Tuvaluans as they settle in Auckland and the linkages between immigration and healthcare experiences. Some of the questions asked relate to Tuvaluans' experiences with authorities, such as immigration officers and healthcare professionals, as they try to settle permanently in New Zealand. The report also examines how key institutions - namely churches, Tuvalu community organisations, island communities and families - are involved in the health and well-being of Tuvaluans in Auckland.

[https://cdn.auckland.ac.nz/assets/arts/subjects/anthropology/Malua%20Report%202014%20\(23%20Jan\).pdf](https://cdn.auckland.ac.nz/assets/arts/subjects/anthropology/Malua%20Report%202014%20(23%20Jan).pdf)

## **“Moving On”: Structural Violence and Age(ncy) in Young South Asian Women’s Lifeworlds Post-Family Violence in Aotearoa/New Zealand [Thesis]**

*Mengzhu Fu. (2014). University of Auckland.*

Family violence is a serious social problem across various communities in Aotearoa/New Zealand. This feminist ethnography centres the stories of diasporic South Asian young women living in Aotearoa, their experiences of migration, violence, Shakti refuge life and moving on. Shakti is a feminist organisation that advocates for Asian, Middle Eastern and African women survivors of family violence.

The author argues that age and immigration status significantly informs relations of power and discrimination, from survivors’ experiences of family violence to their lives after crisis. Shakti intervention services provided a transitional space and a key source of support for youth survivors. A sense of *communitas* [camaraderie] was built with other survivors in the refuge like other kinds of rites of passage. Shakti youth survivors continued to struggle with immigration; employment issues; mental health and reflected on feelings of both hope and despair in their lives post-crisis. Their strategies often involve mobility as part of a process of moving on, seeking social connections and places of belonging. They invested in cultural and economic capital to rebuild their lives.

Structural violence is deeply intertwined with family violence in survivor’s stories. The author argues that feminist politics for liberation and social change need to challenge the entanglement of social hierarchies with political economy.

[https://www.academia.edu/11299395/Moving\\_On\\_Structural\\_Violence\\_and\\_Age\\_ncy\\_in\\_Young\\_South\\_Asi\\_an\\_Womens\\_Lifeworlds\\_Post-Family\\_Violence\\_in\\_Aotearoa\\_New\\_Zealand](https://www.academia.edu/11299395/Moving_On_Structural_Violence_and_Age_ncy_in_Young_South_Asi_an_Womens_Lifeworlds_Post-Family_Violence_in_Aotearoa_New_Zealand)

## Religious coping, stress, and quality of life of Muslim university students in New Zealand

*Timothy Gardner, Christian Krägeloh & Marcus Henning. (2014). Mental Health, Religion & Culture, 17(4).*

Most of the research on religious coping has been conducted with Christian participants from Western cultures, although in recent years increasingly more studies have been conducted with Muslim participants. For university students in Muslim countries, religiosity is positively correlated with a variety of indices of mental health and psychological well-being, but only a small number of studies investigated coping in Muslims living and studying in a non-Muslim country. This study explored the relationship between perceived stress, quality of life (QOL) and religious coping in a sample of 114 Muslim university students in New Zealand.

International Muslim students had higher levels of spirituality/religiousness than domestic Muslim students and used more positive and negative religious coping methods. For international students, positive religious coping was positively related to QOL and lack of stress, while, for domestic students, negative religious coping was negatively related to the QOL and increased stress. This different pattern may relate to the ethnic background of the participants. The results of the present study thus highlight that Muslims studying at universities overseas can certainly not be considered as a homogenous group.

<http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=94318186&site=ehost-live>

## AfricaNZ Care: A Report on Knowledge, Attitudes, Behaviours and Beliefs about HIV Among Black Africans Living in New Zealand

*Mark Henrickson, Nigel Dickson, Fungai Mhlanga & Adrian Ludlam. (2013) Report completed for the Health Research Council of New Zealand and the Ministry of Health (Contract 11/965).*

This report is the second and final report for the project HIV Risks and Concerns among African Communities in New Zealand. The aim of the AfricaNZ project is to explore HIV risks in African communities in New Zealand with a view to informing HIV infection prevention and health promotion programmes.

In all, 131 people (41 percent male, 58 percent female) participated in 23 different focus groups around the country. Focus group discussions were focused around the following themes:

- settlement in New Zealand
- age for sexual activity
- interracial sexual activity
- same sex activity and relationships
- multiple sexual partners
- condom use
- HIV testing
- disclosure of HIV
- HIV education and awareness
- African cultural understandings of HIV.

Results indicate that many young people maintain practices of their home culture and discrimination is a key challenge to successful adaptation. Education in safe sex practices, HIV, and accessing health care is in great need.

<http://www.ecald.com/resources/publications/africanz-care-a-report-on-knowledge-attitudes-behaviours-and-beliefs-about-hiv-among-black-africans-living-in-nz-2013/>

[http://www.massey.ac.nz/massey/fms/AfricaNZ%20HIV%20Research%20Project/AfricaNZ%20Care%20Full%20\(2\).pdf](http://www.massey.ac.nz/massey/fms/AfricaNZ%20HIV%20Research%20Project/AfricaNZ%20Care%20Full%20(2).pdf)

## Encountering Auckland and Seoul: Youth, travel and micro-politics of Korea-New Zealand relations

*Collins, F. (2013). New Zealand Journal of Asian Studies, 15(2).*

Travel and mobility form an increasingly important dimension of the lives of young people in many parts of the world. Whether for study, career or migration there is a certain ubiquity to the discourses, if not always the reality, of travel and mobility and the benefits of experience as part of the process of growing up. The increased mobility that goes with such an emphasis also presents multiple opportunities for encounters across national borders and cultural differences that will contribute to future relations between individuals, communities and nation-states.

This article examines these propositions in the context of mobility between South Korea and New Zealand, focusing on the mobility of young Koreans to New Zealand for language study and the mobility of young New Zealanders to South Korea to teach English. In particular, it examines the different sorts of encounters that these mobile young people have in the cities of Auckland and Seoul and considers what sort of contribution the micro-politics of these experiences are likely to have for the future of Korea-New Zealand relations.

[http://www.nzasia.org.nz/journal/jas\\_dec2013\\_collins.pdf](http://www.nzasia.org.nz/journal/jas_dec2013_collins.pdf)

## Breaking the silence but keeping secrets: What young people want to address sexual violence

*Alex Woodley, Rebecca Davis & Nadine Metzger. (2013). Point Research.*

Teen sexual assault and abuse in New Zealand is a significant problem, with nearly one in five New Zealand teens reporting unwanted sexual touching or being made to do sexual things that they did not want to. Statistically, young people aged 15-24 years are at the highest risk of sexual assault in any age group. This research aims to identify the needs of young people who have experienced sexual abuse or assault in order to support improvements to services for sexual abuse victims/survivors.

Two hundred and twenty two Pakeha, Māori, Pasifika, Asian, Indian, Middle Eastern and 'other' young people (aged 13-18 years) participated in focus groups, hui, and fono [councils or meetings] of young people. For young people who took part in this research, the lack of awareness of services appears to be compounded by other factors such as a deep distrust of professionals, which is fuelled by fears of loss of confidentiality and may be impacted by cultural and religious factors, particularly in cultures where stigma around sex, sexuality and abuse is high. This research also found that young people have their own vision of a service which is tailored to the needs of young people. Findings and further recommendations are discussed.

<http://helpauckland.org.nz/wp-content/uploads/2012/08/Breaking-The-Silence-FINAL-FINAL.pdf>

## Occupational Health and Safety of Migrant Sex Workers in New Zealand

*Roguski, M. (2013). New Zealand Prostitutes' Collective.*

This research examined issues relating to migrant sex workers in New Zealand and their occupational safety and health. There were three parts to the research:

- key informant interviews
- self-administered questionnaires
- a review of anonymised clinical data comparing migrant and non-migrant sex workers.

The research found there were some legislative and unique vulnerabilities affecting migrant sex workers. Legislative vulnerabilities included, for example, the need for an amendment to the Prostitution Reform Act (2003) to remove the prohibition for migrant sex workers to engage in commercial sexual services in NZ to combat underground prostitution. Unique vulnerabilities included, for example, English language deficits and health considerations.

<http://www.communityresearch.org.nz/research/occupational-safety-and-health-of-migrant-sex-workers-in-new-zealand/>

## An investigation of Pasefika access to the Child and Adolescent Mental Health Service within Counties Manukau District Health Board - the influence of health beliefs and attitudes

*Vaeau, F. (2013). AUT University.*

Pasefika rates of access to Counties Manukau District Health Board's (CMDHB) Child and Adolescent Mental Health Services (CAMHS) are below the 3% per annum expectation set by the Ministry of Health. CMDHB established a Pasefika specific CAMHS in 2008 - Vaka Toa (VT). Since the establishment of VT, clinical experience identifies that self-referral by Pasefika is unusual, and often when introducing the service to referred Pasefika young people and their family the family will respond with, "our [young person] is not mental". The questions raised from these experiences are:

- what are Pasefika beliefs and attitudes in relation to child and adolescent mental health, and
- how do these beliefs and attitudes influence decisions to access CAMHS?

A mixed model method consisting of descriptive statistics and semi-structured interviews was used to capture Pasefika health beliefs and attitudes. Findings indicate:

- the Pasefika holistic health belief model that clinicians are introduced to as a basis for cultural competence is not readily recognised by Pasefika of the 1.5 and subsequent generations
- the term mental health is synonymous with mental illness
- stigma remains a significant barrier to mental health service access.

In order to increase Pasefika awareness of child and adolescent mental health issues, messages need to be in accessible language that describes behaviours and reflects parental concerns in conjunction with the promotion of CAMHS as an everyday aspect of overall health care similar to a GP.

<http://aut.researchgateway.ac.nz/handle/10292/5984>

## **Family influences on Asian youth smoking in the context of culture and migration to New Zealand [Thesis]**

*Wong, G. (2013). AUT University.*

The government has an aspirational goal for a smokefree New Zealand by 2025. Low smoking rates among New Zealand Asian youth must be maintained to protect the future health of this growing subpopulation and to contribute to achieving the goal. Family risk and protective factors for smoking among New Zealand Asian youth and Asian families' perceptions of tobacco control initiatives have not been investigated. Therefore, the aim of the study was to identify family drivers for low smoking rates among New Zealand Asian youth.

An ecological perspective and mixed methods research design were used. Findings from an exploratory quantitative descriptive analysis of baseline data from the school-based Keeping Kids Smokefree study were followed up with qualitative descriptive research with Asian students and families.

The study found that the key driver for smokefree Asian children was socialisation into their families' cultural and religious values. These included the primacy of family, respect for elders and education, and valuing children. Family care included teaching about smoking and control in the form of monitoring whereabouts, friends and money. Migration had a minor influence on Asian family socialisation of young adolescent children about smoking. Future directions and recommendations for interventions are discussed.

<http://aut.researchgateway.ac.nz/handle/10292/7222>

## **Kiwi Friends? The Expectations and Experiences of International Students at a Secondary School in Auckland, New Zealand, of Social Relationships with Local Domestic Students and of 'Buddies' or 'Peer Pairing'**

*Tracy Evans. (2011). Conference Proceedings of the 22nd ISANA International Education Conference, 29 November-2 December 2011, ISANA International Education Association.*

A study of 69 international students, 37 of whom had been peer-paired with a 'buddy', finds they are generally welcoming of interventions to facilitate social interaction with local students at the school. The students valued many aspects of peer support and most reported having established friendships with both local and international students. There were indications that students who benefitted from the support of a 'buddy' had a more positive response to the school staff and environment.

The survey results highlighted the importance of particular aspects of peer support, such as having someone to sit with at school lunchtime. These findings contribute to a background of research evidence describing the benefits of assisting international students to integrate with local students and the wider community.

[http://isana.proceedings.com.au/docs/2011/paper\\_Evans.pdf](http://isana.proceedings.com.au/docs/2011/paper_Evans.pdf)

## **Immigrant status and acculturation influence substance use among New Zealand youth**

*Di Cosmo, C., Milfont, T. L., Robinson, E., Denny, S. J., Ward, C., Crengle, S., & Ameratunga, S. N. (2011). Australian and New Zealand Journal Of Public Health, (5), 434.*

The objective of this research was to investigate the associations between generational status, acculturation and substance use among immigrant and non-immigrant secondary school students in New Zealand. A nationally representative sample (N = 8,999) of secondary school students in New Zealand was selected. Of the students in the sample, 23.81% were first-generation immigrants and 20.90% were second-generation immigrants; the remaining 55.29% students are collectively referred to as 'non-immigrant' peers.

First and second-generation immigrants showed significantly lower risks of smoking cigarettes compared with their non-immigrant peers. Similar trends were apparent for consuming alcohol and marijuana weekly. The inclusion of some characteristics suggestive of acculturation in multivariable models did not influence the relationship between generational status and smoking cigarettes, but attenuated the apparent protective effect of being a first-generation immigrant with regard to alcohol and marijuana use.

The study shows the lower likelihood of substance use among newer immigrants in a nationally representative sample of New Zealand youth. Policies and health programs that build on this positive profile and reduce the risk of adverse changes over time require attention.

<http://search.ebscohost.com/login.aspx?direct=true&db=edsggo&AN=edsgcl.271512013&site=eds-live>

## **The land of the long white unknown: The experiences of children and young people with a refugee or migrant background in Aotearoa New Zealand**

*María Perez-y-Perez, Luisa Marin, Deepthy Joseph, and Nikki Evans. (2011). Te Awatea Review, 9(1/2).*

Children and young people from families with a refugee or migrant background who come to settle in Aotearoa New Zealand have little access to support or the information necessary to adjust to and understand the New Zealand culture. Nine young people from refugee and migrant backgrounds (age 16- 20 years) participated in focus groups where they were encouraged to describe their experiences migrating to New Zealand.

This study suggests that schools have opportunities to provide access to resources during the resettlement process, such as language skills and knowledge of cultural practices. The study also highlights young people's experiences of discrimination and bullying within the school environment.

[http://www.vrc.canterbury.ac.nz/docs/Review\\_December\\_2011\\_Vol9\\_Nos\\_1and2.pdf](http://www.vrc.canterbury.ac.nz/docs/Review_December_2011_Vol9_Nos_1and2.pdf)

## Organisation and Dynamics of Family Relations and Implications for the Wellbeing of Samoan Youth in Aotearoa, New Zealand [Thesis]

*Fa'alau, F. (2011). Massey University.*

Family plays a fundamental role in the wellbeing of Samoan young people. The ways in which families are structured and organised influences the levels of wellbeing for Samoan young people. In New Zealand and migrant enclaves, Samoan families have experienced major transformations that affect family structure and organisation due to social and economic influences. These transformations can have both positive and negative effects on the wellbeing of Samoan families.

This thesis presents the voices of 45 Samoan young people attending secondary school in Auckland, Aotearoa New Zealand. The young people shared their experiences on how various elements of their family relationships influenced their wellbeing. It uses a mixed method approach, using qualitative and quantitative methods to investigate the connection between wellbeing and family from a variety of sources.

The findings emphasise that there are both positive and negative connections between wellbeing and family. European theorists proposed that positive relationships are protective factors for the wellbeing of young people. This study extends this notion by stating that positive collective, balanced relationships which consist of mutual understanding, respect, trust and support in families are protective factors for Samoan young people.

[http://mro.massey.ac.nz/xmlui/bitstream/handle/10179/2880/01\\_front.pdf?sequence=2&isAllowed=y](http://mro.massey.ac.nz/xmlui/bitstream/handle/10179/2880/01_front.pdf?sequence=2&isAllowed=y)

## Improving the Transition: Reducing Social and Psychological Morbidity During Adolescence: A report from the Prime Minister's Chief Science Advisor

*Office of the Prime Minister's Science Advisory Committee. (2011).*

Adolescents in New Zealand relative to those in other developed countries have a high rate of social morbidity. While most adolescents are resilient to the complexities of the social milieu in which they live, at least 20% of young New Zealanders will exhibit behaviours and emotions or have experiences that lead to long-term consequences affecting the rest of their lives. An extensive and unbiased review of the relevant scientific literature has been undertaken by a multidisciplinary panel of experts.

One dominant message comes through – that application of the international and domestic evidence base to policy formation and programme development in this area will lead to better outcomes for our young people. This research suggests that many programmes have been introduced, albeit with good intent, that are unlikely to succeed as they are not supported by the evidence base, whereas other approaches likely to be effective have not been implemented.

See chapters:

- 12 Pasifika child and youth well-being: roots and wings – Philip Siataga
- 13 - 'Asian' and immigrant minority youth in Aotearoa/New Zealand – Shanti Ameratunga & Jed Horner

<http://www.pmcsa.org.nz/wp-content/uploads/Improving-the-Transition-report.pdf>

## Health needs assessment of Middle Eastern, Latin American and African people living in the Auckland region

*Perumal, L. (2011). Auckland District Health Board.*

This report presents population health trends for Middle Eastern, Latin American and African (MELAA) living in the Auckland region. The MELAA ethnicity grouping consists of extremely diverse cultural, linguistic and religious groups. In the 2006 census, 1% of the New Zealand population identified as MELAA and half resided in the Auckland region. Today, 28,637 people in Auckland identify as being MELAA; approximately 14,000 are Middle Eastern, 3000 are Latin American and 11,000 are African. This group is one of the fastest growing population groups and has unique health needs.

The report provides demographic information, socio-economic determinants of health, population health status and health status inequalities, and patterns of health service utilisation. It identifies areas of unmet health needs of Middle Eastern, Latin American and African populations residing in the Auckland region.

<http://www.adhb.govt.nz/healthneeds/Document/MELAAHealthNeedsAssessment.pdf>

<http://www.ecald.com/resources/publications/health-needs-assessment-of-middle-eastern-latin-american-and-african-people-living-in-the-auckland-region-2011/>

## Therapies for refugees, asylum seekers and new migrants: Best and promising practice guide for mental health and addiction services

*Auckland: Te Pou o te Whakaaro Nui. (2010)*

This guide aims to provide a concise overview of recent patterns of immigration to New Zealand and cover some of the challenges and issues that may affect refugees, asylum seekers and new migrants. It summarises some of the knowledge and skills that health practitioners require if they are to work in more culturally responsive ways to better meet the needs of these groups. The guide addresses some of the important principles for engagement and includes some practical tips and helpful links to further resources.

<https://www.mentalhealth.org.nz/assets/ResourceFinder/Talking-Therapies-for-Refugees-Asylum-Seekers-and-New-Migrants.pdf>

## Best health outcomes for Pacific peoples: practice implications

*Medical Council of New Zealand; Mauri Ora Associates. (2010).*

This resource booklet offers guidance on the cultural diversity of and cultural preferences for Pacific peoples in New Zealand. It is designed to assist branch advisory bodies and help doctors to meet the cultural competence requirements of the Health Practitioners Competence Assurance Act 2003 (HPCAA) and to improve the health outcomes of all Pacific peoples.

The booklet complements the Council's *Statement on Cultural Competence* and the *Best Health Outcomes for Māori: Practice Implications* resource. It provides a wide variety of information including:

- background evidence
- approaches to treatment
- cultural competence insights

- key concepts
- guidance for preferences
- special topic considerations (eg maternal and child health, elder care, gender issues, addiction, and pain).

<https://www.mcnz.org.nz/assets/News-and-Publications/Statements/Best-health-outcomes-for-Pacific-Peoples.pdf>



## Health and wellbeing / Australia

### Immigrant Health Service [Literature review]

*Royal Children's Hospital Melbourne.*

The Royal Children's Hospital Melbourne has compiled a literature review focusing on health research in Australia in the following areas:

- Adolescence
- Child protection
- Development
- Education - Adults
- Education - Children / Young people

These pages are updated systematically in May each year with the assistance of their research librarian, and also reviewed regularly.

[http://www.rch.org.au/immigranthealth/research/Research\\_resources/](http://www.rch.org.au/immigranthealth/research/Research_resources/)

### Coping Behaviour of International Late Adolescent Students in Selected Australian Educational Institutions

*Shahrill, M. & Mundia, L. (2014). Global Journal of Health Science, 6(1).*

Each year, Australia's universities, institutes, colleges and schools have witnessed an increasing number in international student enrolment. Despite the increased number of international students enrolled in Australian institutions, there has not been much research done to explore the international adolescent students' coping experiences during their sojourn in Australia. This study surveyed 45 randomly selected foreign adolescents in Australian schools using the Adolescent Coping Scale, ACS (Frydenberg & Lewis, 1993).

The coping strategies used most by the participants were:

- focus on solving the problem
- seeking relaxing diversions
- focusing on the positive
- seeking social support
- worry
- seeking to belong
- investing in close friends
- wishful thinking
- keep to self.

The most widely used coping styles were productive coping followed by non-productive coping. The least used coping style was reference to others.





The four coping strategies used most often by both genders were:

- work hard to achieve
- seeking relaxing diversions
- focus on solving the problem
- focus on the positive.

The most noticeable gender difference was the use of the physical recreation coping strategy, in which male students engaged more. The use of four coping strategies (solving problem, work hard, focus on positive, social support) was higher for students who have been away from family more than once compared to those who have been away once only, while the use of seeking relaxing diversions was higher for the first timers.

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4825368/>

## **International Students' Social Engagement and Social Wellbeing in an Australian Regional Area**

*Yue, Y. & Le, Quynh. (2013). International Journal of Health, Wellness and Society, 2.*

The extent of social engagement with the local community is closely related to international students' sociocultural and psychological well-being, but the relevant literature shows that most students have inadequate or poor engagement with the host society. This study, in the context of a university in an Australian regional area, examines various factors related to engagement of these students with the local community and society.

Both quantitative and qualitative data were collected respectively by questionnaires and semi-structured interviews. The findings show that cultural differences, inadequate language competency, intercultural understanding, religion, psychological worries and racial discrimination are six significant barriers obstructing international students' positive and effective social interaction. The limited contact with the local community is significantly associated with the international students' negative emotions, including homesickness, loneliness, anxiety and depression. Demographic factors, such as age and gender, are not significantly related to their social engagement, but length of stay and English proficiency in the host country have a significant impact.

[https://www.researchgate.net/publication/270703502\\_International\\_Students'\\_Social\\_Engagement\\_and\\_Social\\_Well-being\\_in\\_an\\_Australian\\_Regional\\_Area](https://www.researchgate.net/publication/270703502_International_Students'_Social_Engagement_and_Social_Well-being_in_an_Australian_Regional_Area)

## **International Students' Health and Wellbeing - Health Lens Project SA Health.**

For international students, good health and wellbeing is critical to the successful completion of study. While many international students face issues similar to domestic students, they often lack the social support and resources to access the health care system. Much of the existing literature on the wellbeing of international students focuses on the University sector. The lack of studies into the vocational education and training (VET) sector is a significant gap in the literature. It is important to understand the issues faced by international students in the VET sector because of the different profile of the students in each sector.





This project found that international students, like domestic students, face a number of challenges associated with starting a new phase of their life (eg seeking accommodation, financial pressures, seeking employment, transportation, physical/mental health issues associated with adjustment to study requirements). However, unlike domestic students, it was identified that international students lack the social networks and support systems most domestic students enjoy. In addition, international students are faced with a new environment and cultural context very different to the one they are used to, and with interacting in this environment in a language other than their own. Lastly, international students may face unfair or discriminatory treatment in some of these areas. All or any of these factors can negatively affect their health and wellbeing, which in turn may reduce their academic performance.

**International Student Health and Wellbeing: A Health Lens Project: Final report – March 2013:**

<http://www.sahealth.sa.gov.au/wps/wcm/connect/c6a74e00408cbd439e18be222b2948cf/International+Students+Health+Lens+Project-Final+Report-PHCS-HiAP-20130730.pdf?MOD=AJPERES&CACHEID=c6a74e00408cbd439e18be222b2948cf>

**The Health and Wellbeing of International Students: Literature Review – Summary:**

<http://www.sahealth.sa.gov.au/wps/wcm/connect/842959804ecc8e73af53efdceff86b3/International+Students-Lit+Review+Summary-PH%26CS-HiAP-20130215.pdf?MOD=AJPERES>

**Overseas Students Health Lens Project: Improving the health and wellbeing of overseas students undertaking post-secondary study in SA in the VET Sector (Martha Augoustinos, Christine Beasley & Scott Hanson-Easey - Fay Gale Centre for Research on Gender, 2011)**

<http://www.sahealth.sa.gov.au/wps/wcm/connect/ccafe2804ecc8b14ae85eedcceff86b3/International+Students+Research+Report-PH%26CS-HiAP-20130213.pdf?MOD=AJPERES&CACHEID=ccafe2804ecc8b14ae85eedcceff86b3>

## Health and wellbeing of international students in an Australian tertiary context (PhD)

*Yue, Y (2012). University of Tasmania.*

Due to the transition to an unfamiliar environment, most international students have experienced various degrees of physical and psychological adjustments. How to help these students maintain a good state of health and improve their psychological wellbeing has become a very important issue worthy to be studied. This study aimed to investigate international tertiary students' health and wellbeing in an Australian regional area.

A mix of quantitative and qualitative research method was used to gain deeper insights into the issue. A total of 341 international students in the University of Tasmania were recruited to complete questionnaires, while 20 international students and 5 university staff in the same university participated in semi-structured interviews to explore their perceptions of the issue in an in-depth manner.

The findings indicate that academic issues, basic living conditions, financial worries, social contact and racial discrimination are factors significantly influencing international students' physical health as well as their psychological and social wellbeing in the new environment. Demographic variables including age, gender, length of stay in Tasmania and English proficiency are also influential factors. There are eight coping strategies frequently used by the students. Family, friends, university and community are identified as four main sources



of support. Lastly, this study also provides some recommendations for enhancing international students' health and wellbeing in their acculturation into a new social and cultural context.

<http://eprints.utas.edu.au/15009/>

## **Crime prevention programs for culturally and linguistically diverse communities in Australia**

*Bartels, L. Australian Institute of Criminology. (June 2011). Research in practice; No. 18.*

It is generally recognised that people from culturally and linguistically diverse (CALD) communities may face a range of complex issues, including discrimination and prejudice, social isolation and disenfranchisement and difficulties in assimilating within the broader Australian culture and/or in maintaining a sense of identification with the culture of origin. In addition, refugees or people who have migrated to Australia as a result of adversity may be suffering from undiagnosed or untreated trauma. All of these factors may impact on involvement in and engagement with the criminal justice system.

In this paper, the key criminal justice issues in relation to CALD communities are reviewed and a summary of relevant protective and risk factors provided. Some CALD-specific crime prevention programs, which serve to promote resiliency and protective factors and/or inhibit risk factors, are then presented. In order to ensure relevance and currency, the paper is primarily limited to Australian research from 2006 onwards.

<http://aic.gov.au/publications/current%20series/rip/1-10/18.html>

## **Korean International Students' Coping Resources and Psychological Adjustment in Australia**

*Mak, A.S. & Kim, I. (2011). OMNES: The Journal of Multicultural Society, 2(1), 56-84.*

Despite a large and increasing number of Korean international students in Australia, there has been limited research on their cross-cultural psychological experiences. This study aimed to examine the relative contributions of various coping resources to explain the variation in depressive symptoms - an indicator of psychological adjustment - among Korean students in Australia. It was hypothesised that lower levels of English proficiency, social support, intercultural social self-efficacy, academic self-efficacy and social connectedness would be predictive of more depressive symptoms.

The participants were 185 Korean international tertiary students (99 males, 85 females and one unknown) in Sydney and Canberra. One hundred and eighteen participants completed a self-report questionnaire in Sydney and 67 participants completed it in Canberra.

The results showed that lower levels of social support, intercultural social self-efficacy, academic self-efficacy and social connectedness predicted more depressive symptoms, but English proficiency was not associated with depressive symptoms. Regression analysis revealed that low levels of social connectedness and academic self-efficacy were the best predictors of Korean students' depressive symptoms. Mediating analyses showed the relationships between social support and depressive symptoms, and intercultural social self-efficacy and depressive symptoms, were fully mediated by social connectedness.

[https://www.researchgate.net/publication/236592514\\_Korean\\_International\\_Students%27\\_Coping\\_Resources\\_and\\_Psychological\\_Adjustment\\_in\\_Australia](https://www.researchgate.net/publication/236592514_Korean_International_Students%27_Coping_Resources_and_Psychological_Adjustment_in_Australia)

<https://core.ac.uk/download/pdf/30345065.pdf>

## **Mental Health Issues amongst International Students in Australia: Perspectives from Professionals at the Coal-face**

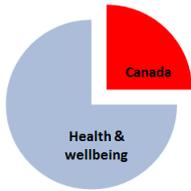
*Forbes-Mewett, H. & Sawyer, A. (2011). Paper from The Australian Sociological Association Conference - Local Lives/Global Networks, University of Newcastle, NSW, 29 November–2 December.*

The 2011 National Summit on the Mental Health of Tertiary Students draws attention to an increasing incidence of mental health problems amongst this population. Media reports also reflect growing concern over student mental health and adjustment issues. Within this context, the authors note that Australia is host to many thousands of international students of an age when mental illnesses are most likely to surface. The issue of international student mental health, however, has been the subject of very few Australian studies. This study contributes to this area of research by reporting on issues relating to the mental health of international students at an Australian university.

Interviews with 16 professionals working at the coal-face provide insights into the factors believed to contribute to the increased incidence and severity of mental health problems encountered by this group of students. Three main sets of factors that appear to heighten the stresses and strains experienced by international students were identified:

- the experience of new and often unfamiliar academic practices
- the broad range of knowledge and practical skills needed to manage day-to-day living in Australia
- the tendency to delay professional help-seeking for mental health problems.

<http://www.campusreview.com.au/wp-content/uploads/2011/11/Mental-Health-Issues-among-International-Students-in-Australia.pdf>



## Health and wellbeing / Canada

### Predictors of immigrant children's mental health in Canada: selection, settlement contingencies, culture, or all of the above?

*Beiser, M. Goodwill, A.M., Albanese, P, McShane, K. & Nowakowski, M. (2014). Social Psychiatry and Psychiatric Epidemiology, 49(5), p. 743-756.*

A previous publication from the New Canadian Children and Youth Study, a national study of immigrant children and youth in Canada, showed a gradient of levels of emotional distress, with children from Hong Kong (HK) at the most severe end, Filipino children at the least severe, and children from the People's Republic of China (PRC) in between. Based on the premise that country of origin can be regarded as an index for differing immigration trajectories, the current study examines the extent to which arrival characteristics, resettlement contingencies and cultural factors account for country of origin variations in immigrant children's mental health.

A national survey of 2,031 families with at least one child between the ages of 4 and 6 or 11 and 13 from HK, the PRC and the Philippines was conducted with the Person Most Knowledgeable (PMK) in snowball-generated samples in 6 different cities across Canada. Predictors of the dependent variable, emotional problems (EP), were examined and the results are further discussed.

<http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=96064824&site=ehost-live>

### Effective Community Response to Immigrant Youth Gang Crime

*Public Safety Canada – 2011*

Several community studies conducted over the past five to six years have described and called attention to the issues of criminal gang involvement among immigrant youth, and consultations with immigrant youth, families, probation, police, researchers and community workers have confirmed the seriousness and escalation of the involvement of immigrant youth in gangs. The Effective Community Response to Immigrant Youth Gang Crime Prevention Project is a response to this growing community awareness and the desire for action to address the needs of immigrant youth and find ways to divert them from youth gang criminal involvement.

The project works with young immigrant adults aged 18-27 who are currently involved in gangs; immigrant youth aged 12-17 who are at high risk of joining gangs; and young immigrant adults aged 18-27 who have been incarcerated on gang related offenses and are no longer under correctional jurisdiction. The project provides a comprehensive approach to understanding and reducing the involvement of immigrant youth in gang criminal activity in Calgary. Key elements of the program include:

- community mobilisation
- provision of social intervention and opportunities
- suppression
- social control



- organisational development and change.

<http://www.publicsafety.gc.ca/cnt/rsrscs/pblctns/ffctv-cmmnt-rspns/index-en.aspx>

## Undocumented Migrants in Canada: A scope literature review on health, access to services, and working conditions

*Magalhaes, L., Carrasco, C. & Gastaldo, D. (2011). Journal of Immigrant and Minor Health, 12(1) 132-151.*

It is estimated that there are 30 to 40 million undocumented workers worldwide. Although undocumented migration has become an issue of high international relevance, it has been strikingly understudied in Canada, especially with respect to its impact on health. The purpose of this study is to explore the concept of undocumentedness in Canada through a scoping review of peer-reviewed and grey literature written in English, French, Portuguese and Spanish between 2002 and 2008. The specific aims are to:

- summarise and disseminate current academic and community-based findings on the health, service access and working conditions of undocumented migrants in Canada
- examine the sources and use of evidence
- identify significant gaps in existing knowledge
- set recommendations for policy and research, including considerations on transnationalism, ethics, interdisciplinary approaches, gender differences, resilience and impact on the children of non-status parents.

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3084189/>

## Immigrant Health and the Children and Youth of Canada: Are We Doing Enough?

*Barozzino, T. (2010). Healthcare Quarterly, 14(Sp), October, p. 52-59.*

This article outlines the challenges in addressing the health and well-being of immigrants (many of whom struggle with English language proficiency) in Canada. Immigration statistics are reviewed along with the health status of migrant adults and youth. Challenges and opportunities are discussed.

<https://www.ncbi.nlm.nih.gov/pubmed/20959747>

## Chinese Immigrant Youth and the Justice System in Canada

*Siu-Ming, K., & Dora Mei-ying, T. (2010). Canadian Social Work, 12(1), 114.*

This article presents part of the findings of a qualitative study relating to the experience of 36 Chinese immigrant youth in the Canadian criminal justice system. The findings show that perceived blocked opportunities, cultural values, crime involvement and support systems are all structural contexts for their experiences in the criminal justice system. These findings support the policy formulation and service delivery for this population, which should address systemic discrimination, include family in the prevention and intervention initiatives and enhance service providers' cultural competency and knowledge of Chinese gangs.

<http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=62092917&site=eds-live>



## Intersection of Health, Immigration, and Youth: A Systematic Literature Review

*Salehi, R. (2010). Journal of Immigrant and Minority Health, 12(5).*

The goal of this literature review is to provide a critical overview of existing research on the health of immigrant youth within the last decade. Although the review focuses primarily on Canada, the findings have implications for public health planning, policy, and settlement/immigration services in other immigrant-receiving countries.

The main objectives are to:

- locate relevant literature written in the past 10 years (January 1998–January 2008)
- undertake a critical review of retrieved studies
- highlight gaps in the current state of our knowledge and make recommendations for future research directions.

The review focuses on the influence of migration experience on health of youth.

<https://link.springer.com/article/10.1007/s10903-009-9247-6>

## Immigration and Youthful Illegalities in a Global Edge City

*Dinovitzer, R., Hagan, J., & Levi, R. (2009). Social Forces (University Of North Carolina Press), 88(1), 337-372.*

This research focuses on immigration and youthful illegalities in the Toronto area, one of the world's most ethnically diverse global cities. While current research documents a negative relationship between crime and immigration, there is little attention to individual-level mechanisms that explain the paths through which immigrant youth refrain from illegalities.

Through a study of two cohorts of adolescents across two generations (1976, 1999), the authors describe a process model that is generic over both generations and in which measures of bonds to parents and schools, commitments to education and dispositions of risk adversity mediate youth involvement in illegalities. By focusing on a period when non-European immigration to Toronto increased dramatically, they then identify a compositional effect through which the more recent cohort is engaged in fewer illegalities.

<http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=508083711&site=eds-live>





## Health and wellbeing / USA

### No place to belong: contextualizing concepts of mental health among undocumented immigrant youth in the United States

*Gonzales, R. G., Suarez-Orozco, C., & Dedios-Sanguineti, M. C. (2013). American Behavioral Scientist, 57 (8). p. 1174.*

This article examines the consequences of undocumented immigration status for those who grow up in the United States. The aim is to examine the relationship between undocumented immigrant status and mental and emotional health. Our efforts focus on undocumented immigrants who arrive as children and spend most of their formative years in the United States.

The experiences of these undocumented members of the 1.5 generation are quite different from those who migrate as adults. We are interested in better understanding the effects confusing and conflicting experiences of inclusion and exclusion have on their mental and emotional health as well as the protective factors that may shape resilience. While previous scholarship has drawn some important implications to experiences of stress among undocumented youth and young adults, to our knowledge, no work has been done to explicitly draw the link to mental and emotional health.

The article concludes with some suggestions for future research on the topic.

<http://journals.sagepub.com/doi/pdf/10.1177/0002764213487349>

### Thriving, managing, and struggling: a mixed methods study of adolescent African refugees' psychosocial adjustment

*Merrill Weine, S. et al. (2013). Adolescent Psychiatry (Hilversum), 3(1): 72–81.*

The purpose of this mixed method study was to characterise the patterns of psychosocial adjustment among adolescent African refugees in US resettlement. Protective resources identified were the family and community capacities that can promote youth psychosocial adjustment through:

- Finances for necessities
- English proficiency
- Social support networks
- Engaged parenting
- Family cohesion
- Cultural adherence and guidance
- Educational support, and
- Faith and religious involvement.

The researchers inductively identified 19 thriving, 29 managing and 25 struggling youths based on review of cases.





- Univariate analyses indicated significant associations with country of origin, parental education and parental employment
- Multiple regressions indicated that better psychosocial adjustment was associated with Liberians and living with both parents
- Logistic regressions showed that thriving was associated with Liberians and higher parental education, managing with more parental education, and struggling with Burundians and living parents
- Qualitative analysis identified how these factors were proxy indicators for protective resources in families and communities.

These three trajectories of psychosocial adjustment and six domains of protective resources could assist in developing targeted prevention programs and policies for refugee youth. Further rigorous longitudinal mixed-methods study of adolescent refugees in US resettlement are needed.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3816789/>





## Health and wellbeing / UK

### Promoting the well-being of immigrant youth

*Nolan, B. (March 2010). University College Dublin.*

The well-being of immigrant youth — of the first or second generation — is intimately tied up with their socio-economic status and success; in turn, their success and how immigrant youth relate to the society around them are important elements of social cohesion and well-being for those societies. Institutional settings, in relation to immigrants and to Welfare State structures more broadly, as well as the policies adopted within those settings, vary greatly from one developed country to the next. This opens up the potential for studying key outcomes for immigrant youth in a comparative perspective and learning about which settings and policies appear to be more versus less effective in promoting their well-being and capitalising on their potential.

This thesis sets out a framework for such an analytical exercise, drawing on recent research and monitoring efforts in the related areas of multidimensional well-being, social inclusion/exclusion and child well-being. It then seeks to place some key findings from the disparate social science research literature on immigration and youth (principally drawing on economics and sociology) within that framework. This serves to bring out both the potential and the difficulties associated with this approach to teasing out “what works” for immigrant youth. In conclusion, the paper points to the major gaps in knowledge and what is required to make progress in learning from disparate country experiences about how best to promote the well-being on immigrant youth.

<http://irserver.ucd.ie/handle/10197/2689>





## Health and wellbeing / Europe

### Quality of life of Portuguese and Spanish adolescents: a comparative study between natives and immigrants

*Nunes, C., Hernando, Á., Lemos, I., Ayala-Nunes, L., Oliva, C.R. & Coronado, C.M. (2016). *Ciência & Saúde Coletiva*, 21(4), 1137-1144.*

The aim of this study was to analyse differences in quality of life (QOL) between Spanish and Portuguese immigrant and native adolescents. In total, 475 native and immigrant adolescents (52% boys) from Algarve (Portugal) and Huelva (Spain), aged between 12 and 17 years old, were assessed with the KIDSCREEN-52.

QOL dimensions were not related to most academic variables, with the exception of number of school failures, Financial Resources and Social Support from Peers. Multivariate analysis of variance (MANOVA) was used to examine statistical differences in adolescents' QOL. Immigrant and native adolescents had similar levels of perceived QOL and overall, it seems that in both countries the living contexts for immigrant and native adolescents are fairly homogeneous.

[http://www.scielo.org/scielo.php?script=sci\\_arttext&pid=S1413-81232016000401137](http://www.scielo.org/scielo.php?script=sci_arttext&pid=S1413-81232016000401137)

### A comparative study on the health and well-being of adolescent immigrants in Spain and Portugal: Saúde e bem-estar nos adolescentes imigrantes em Espanha e Portugal: um estudo comparativo

*Hernando, A., Nunes, C., Torres, C., Lemos, I. & Valadas, S. (2013). *Saúde e Sociedade*, 22(2).*

The terms on which the integration of new generations of immigrants into Portuguese and Spanish societies happens will have a decisive influence in the future of both countries. Therefore, promoting their health, well-being and psychosocial adaptation is a matter of strategic interest.

This paper analyses psychosocial factors associated with well-being and psychological adjustment on a sample of 108 adolescents (55 males and 53 females), children of immigrants from Huelva (Spain) and Algarve (Portugal), aged between 10 and 17 years. Adolescents were assessed for demographic characteristics and perceived well-being. The authors used the "KIDSCREEN-5", a self-report questionnaire that yields detailed profile information for children aged 8 to 18 years for the following ten dimensions:

- Physical well-being
- Psychological well-being
- Moods and emotions
- Self-perception
- Autonomy

- Parental relationships and home life
- Financial resources
- Social support and peers
- School environment, and
- Social acceptance (Bullying).

Overall, significant differences were found between the Spanish and Portuguese samples on physical well-being, psychological well-being, mood, financial resources and social acceptance (bullying). Boys perceived themselves as having a better physical well-being than girls. Mothers' educational level was associated with psychological well-being and mood. Results also suggested that residence location and other socio-demographical variables were not associated with the adolescents' well-being and psychological adjustment.

[http://www.scielo.br/scielo.php?script=sci\\_arttext&pid=S0104-12902013000200007](http://www.scielo.br/scielo.php?script=sci_arttext&pid=S0104-12902013000200007)

## Immigrants or Adolescents? The Interplay of Development and Acculturation

*Peter F. Titzmann. (2013). Observer.*

Adolescent immigrants not only confront normative age-related psychological, social and biological changes, they also face acculturation-related challenges related to their immigrant status. Disentangling these two sources of intra- and inter-individual variation has become a growing field of research on immigrants. Knowing whether developmental outcomes are mainly driven by general processes, similar to those in the majority population, or by immigrant-specific mechanisms is vital for researchers seeking to develop preventions and interventions aimed at the needs of immigrant or ethnic groups.

The aim of this overview is to present ideas about the link between normative development and immigration using the example of delinquent behaviour in adolescence. Delinquency is chosen as a sample outcome because it can have far-reaching consequences, such as poorer school adjustment or more depressive symptoms. The current literature suggests at least three links between immigration situation and delinquency that offer an explanation for ethnic differences in levels and rates of delinquency:

- the extent to which individuals from ethnic groups are exposed to risk factors for delinquency
- situational buffers that block the negative consequences of risk factors
- the immigration-specific stress or strain that is often discussed as a cause for delinquency among immigrants.

These links are discussed in greater detail.

<http://www.psychologicalscience.org/index.php/publications/observer/2013/march-13/immigrants-or-adolescents.html>

## Determinants of health in recently arrived young migrants and refugees: a review of the literature

*Pfarrwaller, E. & Sutris, J.C. (2012). Italian Journal of Public Health, 9(3).*

Adolescent migrants are in a state of double vulnerability because of their age and migration experience. The purpose of this review was to identify risk and protective factors serving as a base for health promotion of



young recent migrants. The authors assessed 95 papers identified through a MEDLINE search. Thirty-five papers were retained for review and analysed within the following themes: general health, mental health, cigarette smoking and sexual health.

Young migrants' health was considered good at arrival, but deteriorated with length of stay due to factors linked to migration. Mental health was determined by pre-migration factors, such as violence, and was strongly related to post-migration factors, such as asylum procedures, discrimination and low socio-economic status. Social support and family cohesion were identified as protective factors. The authors found a lack in epidemiologic data about tobacco use and sexual health issues. Results from North America indicated less frequent smoking in certain groups of immigrants. Some data suggested more frequent teenage pregnancies and abortions in young refugee women compared to the host population. There was also some evidence about increased risk of sexually transmitted infections and HIV/AIDS in certain immigrant populations.

Migrant adolescents are generally healthy at arrival. The migration process and social inequalities after arrival influence their long-term health. A comprehensive approach to health promotion is necessary, taking into account risk and protective factors. More research is needed, in order to obtain more specific epidemiologic data about adolescent migrants, as well as longitudinal and qualitative data.

<http://ijphjournal.it/article/download/7529/6788>

## **The access to mental health care in children: Portuguese speaking families living in a multicultural context in Europe**

*Gonçalves, M. & Oliveira Käppler, C. (2010). Interamerican Journal of Psychology, 44(3), p. 523-532.*

Migrant and ethnic minority youth find themselves in a situation of greater difficulty in terms of access to mental health care. The main objective of this study was therefore to explore possible barriers to access to professional assistance in mental health from the perspective of immigrant families.

This paper presents a case study based on the qualitative phase and selected results of the quantitative phase of the project. The results indicate the involvement of the patient's perspective as one of the most valuable sources of information for improving access to mental health care. Overall, the results suggest several trends for intervention projects in order to improve access to mental health care.

<http://www.redalyc.org/pdf/284/28420658015.pdf>

## **Well-being of Migrant Children and Migrant Youth in Europe**

*Kenneth Harttgen & Stephan Klasen - University of Göttingen, Germany. (2008).*

Children and young people play very important roles in international migration because they comprise a large share of all migrants. Typically, children and the youth affected by migration are the group that is most vulnerable to risks resulting from the movement. Children and the youth are affected when they are left behind by one or both parents, when migrating with the family or when moving alone. If the migration and settlement process goes well for young people, they may enjoy great opportunities for economic and social advancement, often more than that of their parents. Thus, the well-being of migrant children and youth has





both intrinsic importance, as their well-being is strongly affected by migration, and instrumental importance due to the contribution they can make to both sending and receiving countries.

This paper provides an overview of approaches and results on well-being interventions for migrant youth and children in Europe, and open questions on how migration influences the well-being of migrant children and migrant youth in European countries.

<http://globalnetwork.princeton.edu/bellagio/harttgen%20klasen%20final.pdf>



## APPENDIX

### Sources and search terms

<i>Sources</i>	<i>Search terms</i>
<ul style="list-style-type: none"> <li>• ARACY</li> <li>• Community Research database</li> <li>• Directory of Open Access Journals</li> <li>• EBSCO Discovery Service</li> <li>• EBSCO Discovery Service</li> <li>• eCALD</li> <li>• EduResearch</li> <li>• Google</li> <li>• Google Scholar</li> <li>• International Migration Review</li> <li>• Journal of Ethnic &amp; Migration Studies</li> <li>• Journal of International Migration and Integration</li> <li>• JSTOR</li> <li>• JSTOR</li> <li>• MBIE library catalogue</li> <li>• NBER</li> <li>• NZResearch</li> <li>• Proquest</li> <li>• ProQuest – Social Science</li> <li>• RefSeek</li> <li>• Settlement and Multicultural Affairs, Department of Social Services</li> <li>• Social Care Online</li> <li>• Superu – The Hub</li> <li>• VOCEDplus</li> </ul>	<ul style="list-style-type: none"> <li>• teens, teenagers, young people, adolescents, youth</li> <li>• DE "emigration &amp; immigration" AND (DE youth OR DE teenagers)</li> <li>• DE Teenage immigrants AND Canada</li> <li>• (migrant OR immigrants) AND (youth OR "young people" OR "young adults" OR teenagers OR adolescents) AND Australia</li> <li>• Migrant labour</li> <li>• Labour market</li> <li>• Youth—employment</li> <li>• “international students”</li> <li>• Effective (programs OR programmes OR interventions OR services)</li> </ul>

