



The German-Canadian Conference on  
Migration & Integration:  
Young (Forced) Migrants and Their Families

Conference Booklet

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## Welcome Address of the Conference Organizers

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Dear participants,

The Organizing Committee of the German-Canadian Conference on Migration & Integration: Young (Forced) Migrants and Their Families welcomes you to Osnabrück. This conference brings together migration scholars from Germany and Canada to discuss findings of, and methodological and conceptual issues associated with, research on young (forced) migrants and their families. The event will cover topics such as:

- educational biographies in the migration process, and the integration of newcomers in school systems;
- the influence of household conditions, family constellations, and local environments on integration processes;
- refugee-oriented policies; and
- a methods-oriented review of empirical literature in the field.

We are happy that so many national and international researchers have responded to our conference call. This allows us to offer a broad and diverse conference program. The conference program reflects the wide and interdisciplinary focus of migration and integration research in Germany and Canada. In particular, the contributions based on recent refugee data will offer first insights into the integration processes in the two countries. The conference not only provides the opportunity to learn more about the aforementioned topics but also seeks to enable networking, and thus to prepare the ground for future joint research activities.

We cordially invite you to enjoy this exciting event with us.

Dr. [Débora B. Maehler](#)<sup>1</sup>, Prof. [Ulrike Krause](#)<sup>2</sup>, and Dr. [Steffen Pötzschke](#)<sup>1</sup>

(<sup>1</sup>GESIS – Leibniz Institute for the Social Sciences; <sup>2</sup>Institute for Migration Research and Intercultural Studies (IMIS), Osnabrück University)

The German-Canadian Conference on Migration & Integration is

sponsored by the [Jacobs Foundation](#)



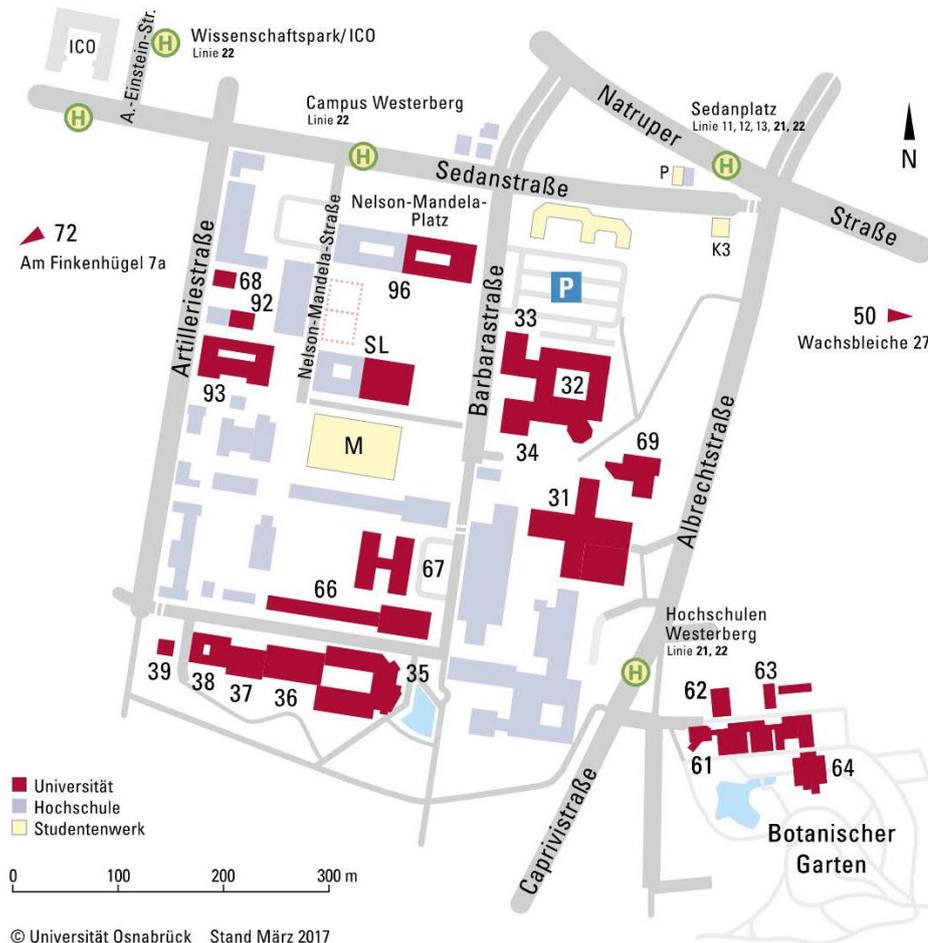
and organized in cooperation with [Engagement Global](#)



Mit Mitteln des



## Campus Westerberg



[Osnabrück University](https://www.osnabrueck-university.de/)

Room: Helikoniensaal (Building no. 64)

Albrechtstrasse 29

49076 Osnabrück, Germany

Bus routes (*Linien*): 21 & 22 (bus stop: Hochschulen Westerberg)

Email: [mig-conf@gesis.org](mailto:mig-conf@gesis.org)

### **Registration**

The on-site registration desk will be open as follows:

Monday, November 11, 2019 9:30 – 10:30

Tuesday, November 12, 2019 8:30 – 9:00

### **Internet availability**

Free internet access will be available via eduroam during the whole conference.

### **Informal get-together**

The informal get-together will be held at the Helikoniensaal at [Osnabrück University](#) on Monday, November 11 from 9:30 to 10:30. We would be happy if you would join us for coffee or tea.

### **Coffee breaks and lunch**

Coffee, tea, water, and snacks will be available during coffee breaks; they will be served right next to the Helikoniensaal.

<b>Monday,</b> November 11	Osnabrück University ( <i>Helikoniensaal</i> )
09:30 – 10:00	Registration and informal get-together
10:00 – 10:30	Welcome address
10:30 – 12:00	Session A: Synthesis of Research on Young Refugees
12:00 – 13:00	Lunch
13:00 – 14:30	Session B: Integrating Recently Settled Refugees and Migrants into the Education System and Society: Current Data and Results in Germany
14:30 – 15:00	Coffee break
15:00 – 16:30	Session C: Between Hardships and Coping – Migrants and Refugees Worldwide

<b>Tuesday,</b> November 12	Osnabrück University ( <i>Helikoniensaal</i> )
09:00 – 11:00	Session D: Trajectories of Integration and (Onward) Migration
11:00 – 11:30	Coffee break
11:30 – 12:30	Session E: Economic Conditions and Labor Market Integration of Recently Settled Refugees: Current Data and Results in Germany and Canada
12:30 – 13:30	Lunch
13:30 – 15:00	Session F: Refugee Policy
15:00 – 16:30	Final Discussion: Young Migrants and Refugees: Current Developments and Challenges

Welcome Address

Monday, November 11, 2019, 10:00 – 10:30

## German-Canadian Conference on Migration & Integration: Young (Forced) Migrants and Their Families

Institute for Migration Research and Intercultural Studies (IMIS) at Osnabrück University  
[Helen Schwenken](#) (*Deputy Director of IMIS*)

### Conference Organizers

[Débora B. Maehler](#) (*GESIS – Leibniz Institute for the Social Sciences*)

[Ulrike Krause](#) (*IMIS, Osnabrück University*)

[Steffen Pötzschke](#) (*GESIS – Leibniz Institute for the Social Sciences*)

### Description

The idea for the present conference emerged from the German-Canadian research project entitled "The Integration of Refugee Children and Youth: A Systematic Review and Meta-Analyses," which is funded by the Jacobs Foundation. Work on this interdisciplinary project will be presented in the first session (Session A) of the conference. As the results show, we need more, high quality data to understand and support the integration of newcomer children and youth in host societies. Therefore, in the context of the present conference, which is jointly organized by GESIS researchers involved in the aforementioned project and colleagues from the Institute for Migration Research and Intercultural Studies (IMIS), we would like to review the research work, data, and discussions on the topic emerging in the two countries.

The Canadian and German colleagues who have been invited to present their current research findings and data work in diverse disciplinary fields—for example, political science, sociology, psychology, pedagogy, and economics. In Germany, for instance the two large studies on refugees conducted within the framework of the project—namely, the "IAB-BAMF-SOEP Survey of Refugees" and "Refugees in the German Educational System (ReGES)"—will be presented.

The conference will also discuss what findings from current research on refugee integration can be transferred into policy and practice. In this regard, for instance, papers will be presented that are based on contributions from an edited volume entitled *Refugees in Canada and Germany: From Research to Policies and Practice* (Korntheuer, Pritchard, Maehler, & Wilkinson).

The conference is open to the wide community researching and working in this field. It aims to inform participants about, and to discuss, current research and data and to inspire future research activities.

The conference booklet provides information on the conference presentations and on publications on migration and integration issues by the presenters.

## Session A

Monday, November 11, 2019, 10:30 – 12:00

## Synthesis of Research on Young Refugees

## Presentations\*

- Title: Methods, research strategies, and conceptual issues in empirical research on young refugees – What does the literature review (not) tell us?  
Authors: [Steffen Pötzschke](#) (*GESIS – Leibniz Institute for the Social Sciences, Germany*) & Paul Pritchard (*University of Toronto, Canada*)
- Title: Educational success of young refugees: A literature review and meta-analysis  
Author: [Johanna Fleckenstein](#) (*Leibniz Institute for Science and Mathematics Education [IPN], Kiel, Germany*)
- Title: Young immigrants' sense of belonging: A meta-analysis  
Author: [Débora B. Maehler](#) (*GESIS – Leibniz Institute for the Social Sciences, Germany*)

Session chair: [Ulrike Krause](#) (*IMIS, Osnabrück University*)

\* All presentations in this session build on data gathered within the framework of a collaborative project conducted by Canadian (Howard Ramos, Paul Pritchard) and German (Débora B. Maehler, Steffen Pötzschke, Johanna Fleckenstein) researchers. The project, which is entitled, "The Integration of Refugee Children and Youth: A Systematic Review and Meta-Analyses" is funded by the Jacobs Foundation.

Methods, research strategies and conceptual issues in empirical research on young refugees – What does the literature review (not) tell us?

Authors

Steffen Pötzschke (*GESIS – Leibniz Institute for the Social Sciences, Germany*)

Paul Pritchard (*University of Toronto, Canada*)

Abstract

According to the United Nations High Commissioner for Refugees, more than half of all forcibly displaced people worldwide are under the age of 18 (UNHCR, 2019). In this presentation, we provide a systematic review of research literature on this important subpopulation of forced migrants, concentrating on young minors and their integration into receiving societies. Rather than giving a recap of substantive findings, we focus on the research designs, measures, and methods of analysis employed. Our scoping review is based on peer-reviewed journal articles in English, French, and German published between 1987 and 2016. We concentrate on three dimensions—namely, educational, social, and emotional integration. Our results show, for instance, that most research was conducted in the United States, Australia, and Canada. Studies that realized fieldwork in Europe concentrated mainly on the United Kingdom and Sweden. With regard to the design of empirical research, a clear dominance of cross-sectional and ethnographic studies can be observed. Moreover, qualitative research methods were used in almost half of the reviewed studies. Finally, we found that many authors did not report basic socioeconomic characteristics of the researched population (e.g., gender, country of origin), while other aspects were reported in an unstandardized manner (e.g., age distributions). These shortcomings limit the possibilities of conducting meaningful comparisons of substantive findings across studies.

Educational success of young refugees: A literature review and meta-analysis

Author

Johanna Fleckenstein (*Leibniz Institute for Science and Mathematics Education [IPN], Kiel, Germany*)

Abstract

With over 10 million refugee minors worldwide (UNHCR, 2017), it is critical to understand the role of factors that predict educational success in adolescents from refugee backgrounds in order to promote their integration into the country of resettlement. Existing research on young refugees shows that acculturation occurs mainly through educational institutions and by acquiring the language of the host country (Crul et al., 2017; Hyndman, 2011). The present literature review and meta-analysis has two objectives. The first objective is to give an overview of empirical research on the determinants of educational success based on the integrative bio-ecological adaptive model (BEAM; Wong & Schweitzer, 2017) and the extended standard empirical model of second language acquisition of immigrants (Van Tubergen, 2010). This overview will present central findings, point out research gaps, and suggest directions for further research. The second objective is to report combined effects of individual characteristics of young refugees on their educational success. Using meta-analytic methods, this study aggregates quantitative research findings and helps our understanding of the integration process. The findings will be discussed with regard to their implications for educational policy and practice concerning children and adolescents with refugee backgrounds.

**Young immigrants' sense of belonging: A meta-analysis.**

Author

Débora B. Maehler (*GESIS – Leibniz Institute for the Social Sciences, Germany*)

## Abstract

This meta-analysis aims to examine the strength of young, first-generation immigrants' and refugees' sense of belonging to their culture of origin and their host country. Furthermore, it investigates the moderating role of socio-demographic characteristics and migration-related factors. A search of scholarly journal databases yielded 3,636 English-language peer-reviewed articles published between 1987 and 2017, of which 24 were analyzed in depth. The included studies used the ethnic identity development approach proposed by Phinney (1992) to operationalize sense of belonging. The results revealed that children and adolescents identified moderately with their culture of origin, and that their identification with the host country was, by comparison, weaker. In addition, girls and older adolescents reported a stronger sense of belonging to their culture of origin than did boys, younger adolescents, and children, who reported stronger identification with the host country. Moreover, the identification with the host country increased with duration of residence. The results of the meta-analysis suggest that, in order to support positive acculturation of young immigrants, interventions to promote integration should be implemented as early as possible and should take into account the moderating effects of gender, age, and culture of origin.

## Session B

Monday, November 11, 2019, 13.00 – 14.30

## Integrating Recently Settled Refugees and Migrants into the Education System and Society: Current Data and Results in Germany

### Presentations

- Title: Building trust in early childhood education and care. The role of local civil society  
Authors: [Sybille Münch](#) & Anna Siede (*Leuphana University of Lüneburg, Germany*)
- Title: Broken school biographies of adolescent refugees in Germany  
Authors: [Regina Becker](#), Christoph Homuth, Gisela Will, & Jutta von Maurice (*Leibniz Institute for Educational Trajectories [LIfBi], Germany*)
- Title: IAB-BAMF-SOEP Refugee Survey: Arriving in the German education system  
Author: [Cristina de Paiva Lareiro](#) (*Federal Office for Migration and Refugees [BAMF], Germany*)

Session chair: [Débora B. Maehler](#) (*GESIS – Leibniz Institute for the Social Sciences*)

## Building trust in early childhood education and care. The role of local civil society

## Authors

Sybille Münch (*Leuphana University of Lüneburg, Germany*)

Anna Siede (*Leuphana University of Lüneburg, Germany*)

## Abstract

Over the past five years, Germany has seen the influx of high numbers of refugees, many of them families. In 2019 to date, 30% of first-time asylum requests were made on behalf of children below the age of six. Therefore, early childhood education and care could play a decisive role in a successful integration policy aimed at refugee families. This applies from the **point of view of education policy, parents' labor market integration**, etc. There are indications, however, that, on average, children with a refugee background attend early childhood education and care centers less frequently, less regularly, and from a later age than other children in Germany (Gambaro et al., 2017). In the course of the multidisciplinary **research project "Integration through Trust,"** which started in February 2019, we aim to examine how refugee parents of young children in Germany build trust in early childhood education and care. While other sub-projects focus on the role of digital media, social service workers, or bodily practices, our contribution focuses on the role of civil society, including migrant organizations, in this context. While we know that volunteers often support refugee families when accessing childcare, we do not yet know how these interactions are embedded in their local context, **and in what ways they influence refugee families' experiences** of accessing and building trust in childcare services.

## Broken school biographies of adolescent refugees in Germany

## Author

Regina Becker (*Leibniz Institute for Educational Trajectories [LIfBi], Germany*)

Christoph Homuth (*Leibniz Institute for Educational Trajectories [LIfBi], Germany*)

Gisela Will (*Leibniz Institute for Educational Trajectories [LIfBi], Germany*)

Jutta von Maurice (*Leibniz Institute for Educational Trajectories [LIfBi], Germany*)

## Abstract

About a third of the 1.5 million people who applied for asylum in Germany between 2014 and 2017 were under 18 years of age. The integration of underage migrants predominantly takes place in educational institutions and might further influence their overall integration into the society of the destination country. However, little is known about the educational situation of young refugees, especially in the German case. The two-cohort panel study **"ReGES – Refugees in the German Educational System"** was launched to fill this gap. This contribution introduces the ReGES study and provides a first description of the educational trajectories of the refugee adolescents surveyed: What were their educational biographies in their home countries? How did their flight impact their educational careers? What is their educational situation like now in Germany? What are their future educational aspirations? The results show differences in school attendance in the country of origin by nationality as well as different degrees of disruption before starting schooling in Germany, with a disruption of more than a year, on average. Students in the ReGES sample are distributed almost evenly across all school types at lower secondary level. However, this does not imply **that they attend the schools' regular tracks**, as many attend so-called newcomer classes. Compared to the overall population, ReGES adolescents more frequently attend vocationally oriented type of secondary schools. Similar to students with migration background in general, the refugee adolescents surveyed show higher educational aspirations than the overall

population.

IAB-BAMF-SOEP Refugee Survey: Arriving in the German education system

Author

Cristina de Paiva Lareiro (*Federal Office for Migration and Refugees [BAMF], Germany*)

#### Abstract

A large percentage of the refugees who arrived in Germany between 2013 and 2016 were families and their children. However, so far few scientific studies have addressed this particular group. Especially with regard of children, early participation in the education system of the host country is of central relevance for the long-term success of their integration. Education influences future placement on the labor market, provides access to social spaces, and thus increases the opportunities for refugee children and young people to establish contact with the majority society. It thereby creates opportunities to learn the lingua franca of the host country more quickly.

However, compared to their peers, young refugees are a group with specific requirements regarding the education system. They often lack the prerequisites for a successful educational career. Interrupted or incomplete educational biographies, familial and psychological burdens, as well as a lack of knowledge of the German language and poor resources cause refugee minors to fall behind other children and adolescents either with or without a migration background in the education system. Using data from IAB-BAMF-SOEP refugee survey, I will analyze refugees' participation in education compared to that of their peers with and without a migration background. In addition, I will examine aspects of the everyday lives of refugee children and adolescents.

Session C

Monday, November 11, 2019, 15.00 – 16.30

## Between Hardships and Coping – Migrants and Refugees Worldwide

### Presentations

- Title: Migrant youth organizing in Germany and the United States  
Author: [Helge Schwiertz](#) (*Osnabrück University, Germany*)
- Title: Gender and trauma: Understanding the resettlement experiences of Yazidi women in Canada  
Author: [Lori Wilkinson](#) (*University of Manitoba, Canada*)
- Title: Child fostering in Burkina Faso  
Author: [Hannah Niedenführ](#) (*Osnabrück University, Germany*)

Session chair: [Inga Zimmermann](#) (*Osnabrück University*)

## Migrant youth organizing in Germany and the United States

## Author

Helge Schwiertz (*Osnabrück University, Germany*)

## Abstract

This presentation analyzes the initiatives of young migrants who organize themselves according to their specific positions in migration regimes and who make claims to their right to stay and to social inclusion. I argue that these self-organizations are crucial for contesting dominant migration regimes and also for pointing to new forms of democracy.

The paper draws on my research on grass-roots organizations of migrant youth with precarious legal status in the United States and Germany. Accompanying their movements since 2012, I conducted document analyses, participant observations, and qualitative interviews. By combining two case studies, I investigate the different and common aspects as well as specific challenges of their initiatives. Their self-organization creates relatively safe and autonomous spaces and facilitates processes of empowerment. In practices of political intervention, they furthermore create strategies of political subjectification as well as self-representation in public spaces and discourses for making their claims heard.

Referring to approaches of citizenship studies and theories of democracy, I argue that these self-organizations of migrant youth become political subjects despite their lack of formal citizenship. I describe their political interventions as radical democratic practices that combine rather invisible politics of organizing with visible politics of public interventions.

## Gender and trauma: Understanding the resettlement experiences of Yazidi women in Canada.

## Author

Lori Wilkinson (*University of Manitoba, Canada*)

## Abstract

August 3, 2014 is memorialized by the Yazidi, as this is the day they experienced genocide—the 74th in their history. Between 4,000 and 6,000 Yazidi men, women, and children were forced up the mountains in Sinjar and killed en masse. Another 20,000 were captured, sold for sex, forced to convert to Islam, and to join Daesh. An estimated 200,000 Yazidi were left homeless. The events of August 2014 have been classified as a genocide by the United Nations. In 2017, Canada quietly resettled over 1,200 Yazidi survivors. They relocated mostly to Calgary, London, Toronto, and Winnipeg, where small numbers of their community had previously resettled. As a large number of the men and teenage boys had been captured or killed by Daesh, most of those resettled were fractured family units—mainly women and children. Using 35 qualitative interviews conducted in four cities in March 2018, this presentation examines some of the unique resettlement challenges these women and children experienced. The fact that this group has experienced extreme trauma and that their flight to Canada was directly from Iraq, has meant a different set of challenges for the settlement services provided to this group, ranging from unique housing and language training needs to very specialized therapies to help them overcome their trauma. Observations of their pre-arrival and post-resettlement experiences have meant that academics, governments, and settlement agencies must rethink the way they do their work and challenge the strategies we use to assist refugees to become fully functioning citizens of Canada.

## Child fostering in Burkina Faso

## Author

Hannah Niedenführ (*Osnabrück University, Germany*)

## Abstract

This presentation focuses on child fostering in translocal networks in Burkina Faso. Translocal networks between rural and urban areas are of vital importance for large populations in sub-Saharan Africa, notably Burkina Faso. In these networks, the associated individuals try to organize their daily lives together by distributing chances and risks at different places. For this purpose, goods, money, ideas, values, and, of course, people circulate within these places in the translocal networks. Among the people circulating are children who are fostered from one part of the network to another due to a widespread concept of shared responsibility for a child within the extended family. The fostering nearly always initiates a migration process, as most of the children are fostered far away. Children are fostered for manifold purposes and aims that depend on **the network's necessity** for labor, care, and cost distribution, as well as **the child's sex, age**, and individual soft skills such as former school attendance. The outcomes for and effects of this fostering on the children, the biological parents, the host family, and the network as a whole are very diverse: They depend on the initial aims and later course of the fostering, individual characteristics of the persons involved, and the interpersonal relations between them.

## Trajectories of Integration and (Onward) Migration

### Presentations

- Title: Integration trajectories of refugee children and youth in Canada and Germany. A comparative perspective on existing challenges and promising practices  
Author: [Annette Korntheuer](#) (*Kassel University, Germany*)
- Title: Leisure time, youth houses, and the "second generation" of immigrants in West Germany, 1970–1990.  
Author: [David Templin](#) (*Osnabrück University, Germany*)
- Title: Reflections on youth migration in Bolivia.  
Author: [Anna Flack](#) (*Osnabrück University, Germany*)
- Title: Ethnic German resettler (Spätaussiedler) youth: Once troubled, now what? Approaching an under-researched topic  
Author: [Jannis Panagiotidis](#) (*Osnabrück University, Germany*)

Session chair: [Débora B. Maehler](#) (*GESIS – Leibniz Institute for the Social Sciences*)

Integration trajectories of refugee children and youth in Canada and Germany. A comparative perspective on existing challenges and promising practices

Author

Annette Korntheuer (*Kassel University, Germany*)

Abstract

Since 2014, ongoing conflicts have triggered an increase in asylum seekers in Germany and have led to considerable humanitarian commitments to resettlement in Canada. Between 2015 and 2017, both Canada and Germany received high numbers of refugee families. Fifty percent of the 25,000 Syrian refugees resettled to Canada between November 2015 and January 2016 were younger than 18 years of age (IRCC, 2018, p. 19). In 2018, Germany was home to 1.7 million refugees, of whom 25.7% were minors (Statistisches Bundesamt, 2018). Educational participation is a key process for the integration of children and youth with refugee backgrounds.

The contribution investigates how structural barriers and support programs are associated with educational trajectories of refugee children and youth in Canada and Germany. It focuses on two educational stages: early childhood education and secondary education. Existing challenges and promising practices in both countries are discussed on the basis of research findings from three comparative studies.

At high school level in Canada, an inclusive schooling approach offers educational options for a diverse youth in terms of language and age. In Germany, segregated education systems lead to mechanisms that exclude migrants and refugees from upper secondary and tertiary education. Transition classes in the vocational education and training (VET) system are the main place of schooling for refugee youth from age 16 in Germany. Inclusion in VET might be a good option for refugee youth with limited prior schooling and a high interest in a fast transition into the workplace.

Programs for refugee children under the age of five should focus on families and caregivers, and adopt a multi-sectoral approach. Family education programs can act as social bridges and social links to the host society. The presentation discusses transferable success factors of the international programs HIPPY and Opstapje in the Canadian and German context.

**Leisure time, youth houses, and the "second generation" of immigrants in West Germany, 1970-1990**

Author

David Templin (*Osnabrück University, Germany*)

Abstract

In the 1970s, more and more immigrants who had moved to West Germany in the context of the migration regime of "guest labor" established themselves in the country, brought their family members over, and moved out of dormitories and into proper apartments. One of the developments related to this process is the "growing up" of their children, the so-called "second generation" of immigrants, which has had an important impact on German society until today. A lot of sociological and educational research, but not much historical research, has dealt with this topic. The presentation focuses on one aspect of the process: the encounters between German and migrant adolescents in their leisure time in the 1970s and 1980s—especially in youth houses. It addresses the way in which institutions of open youth work and the social movement for self-managed youth centers (which emerged in 1970/71) dealt with issues of migration and ethnicity. Looking at contemporary perspectives of educationalists, "international youth houses" projects, and interactions inside the facilities, from joint activities to conflicts and hostilities, first findings will be presented and possible approaches for future research will be outlined.

**Reflections on youth migration in Bolivia**

Author

Anna Flack (*Osnabrück University, Germany*)

Abstract

Taking as a starting point the migrations of my relatives who moved to Bolivia several years ago after living in Germany for about 20 years, I would like to explore and reconstruct exemplarily the life paths, migration motives, and belongings of globally migrating Russian Germans. In German-language scholarship, at least, little attention has been devoted to **Russian Germans' onward migrations** to other countries. Following Nina Glick-Schiller, I will work from a local perspective to analyze "multiple pathways of local and transnational incorporation" and to avoid methodological nationalism.

In my contribution to this conference I will reflect on my impressions from my first field trip to a Bolivian village. In this context, important aspects concerning migration, integration, family, and children and youth are: religiosity, authority and agency; gender; family relationships and friendships; leisure activities; language skills; education (school attendance and professional training); expectations and future plans (intention of [temporary] return to Germany vs. staying in Bolivia).

Ethnic German resettler (*Spätaussiedler*) youth: Once troubled, now what? Approaching an under-researched topic.

Author

Jannis Panagiotidis (*Osnabrück University, Germany*)

Abstract

The immigration of 2.3 million ethnic German resettlers (*Spätaussiedler*) and their families from the (former) Soviet Union since 1987 was one of the largest migratory movements in modern German history. Despite—or perhaps because of—the mutual expectation that they had come to live “as Germans among Germans,” their integration was perceived as problematic during the 1990s. This was particularly true of “**generation 1.5,**” uprooted Russophone youngsters who had a hard time integrating into a new society and culture. While their troubles attracted a lot of research interest during the 1990s and 2000s, they have largely disappeared from view. What happened to this generation? And how is the second generation coping? This paper will attempt to sketch some approaches and answers to an as yet under-researched topic.

Session E

Tuesday, November 12, 2019, 11.30 – 12.30

Economic Conditions and Labor Market Integration  
of Recently Settled Refugees:  
Current Data and Results in Germany and Canada

Presentations

- Title: Household conditions surrounding refugee children in Canada  
Author: [Yoko Yoshida](#) (*Dalhousie University, Canada*)
- Title: Labor market participation of refugees in Germany: Legal context and individual-level factors.  
Authors: [Jannes Jacobsen](#), Magdalena Krieger, & Nicolas Legewie (*German Institute for Economic Research [DIW], Germany*)

Session chair: [Hannah Niedenführ](#) (*Osnabrück University*)

## Household conditions surrounding refugee children in Canada

## Author

Yoko Yoshida (*Dalhousie University, Canada*)

## Abstract

The economic conditions of children's households is a key determinant of educational achievement. Yet there is a dearth of information on the household conditions of refugee children. By focusing on refugees who arrive with a child or children, this study aims to examine the economic conditions of refugee children in Canada.

Analysis is done using the 2015 Longitudinal Immigration Database (IMDB), which links Immigrant Landing Files (ILF) and T1FF tax returns. Focusing on adults (25 years and older) with a child or children who arrived in Canada during the period between 1980 and 2014, the analysis describes their demographic and human capital characteristics at the time of landing, and their employment and earning levels at 1, 3, and 5 years after arrival. These results are compared across various groups of refugees and immigrants.

Our findings show significant diversity among newcomer parents in Canada across their demographic characteristics and economic outcomes. Recent cohorts of refugee parents tend to have lower educational attainment and official language proficiency at landing than other groups of immigrants; yet a sizable proportion of refugee parents start working at the onset of their settlement. Earning levels of refugee parents are lower than those of non-refugee immigrants, despite early entry into the labor force. The implications of these findings will be discussed in the light of the educational achievement of refugee children in Canada.

## Labor market participation of refugees in Germany: Legal context and individual-level factors

## Authors

Jannes Jacobsen (*German Institute for Economic Research [DIW], Germany*)

Magdalena Krieger (*German Institute for Economic Research [DIW], Germany*)

Nicolas Legewie (*German Institute for Economic Research [DIW], Germany*)

## Abstract

Labor market access is a crucial aspect of integration. It provides migrants with economic resources to participate in societal life in the host country. This presentation explores factors of labor market access for refugees in Germany. First, we provide a brief overview on how labor market access is determined by the legal status. Second, we explore individual aspects of labor market access using the German IAB-BAMF-SOEP Survey of Refugees. Results show that male, young, and highly educated refugees have a higher chance of being employed. Furthermore, the data indicate that mental well-being is positively correlated with having gainful employment.

Session F

Tuesday, November 12, 2019, 13.30 – 15.00

## Refugee Policy

### Presentations

- Title: What do Canadian experts think are the policy and research needs for refugee children and youth?  
Author: [Howard Ramos](#) (*Dalhousie University, Canada*)
- Title: The situation of refugee children in German municipalities  
Author: [Inga Zimmermann](#) (*Osnabrück University, Germany*)
- Title: Impact of Family Loss and Separation of Refugee Youth: A Scoping Review.  
Author: [Amjed Abojedi](#), [Akm Alamgir](#), [Serena Nudel](#), [Janczur Axelle](#) (*Access Alliance Multicultural Health and Community Services, Canada*)

Session chair: [Débora B. Maehler](#) (*GESIS – Leibniz Institute for the Social Sciences*)

What do Canadian experts think are the policy and research needs for refugee children and youth?

Author

Howard Ramos (*Dalhousie University, Canada*)

Abstract

Although Canada received a proportionally large number of newcomer refugees as a part of the Syrian Crisis of 2015, the country was largely not well prepared for managing and integrating the cohort because of its uniqueness as largely being comprised of children and youth. Much previous research and policy on earlier cohorts of refugees to Canada focused on adults. For this reason, a Delphi process was conducted with a network of Canadian researchers, service providers, and policy makers to explore and identify the top policy and research needs for refugee children and youth. This paper presents the findings of this process as well as a snapshot on how the themes identified in the process have been taken up in research since 2016. Largely, it finds gaps in what are said to be the research and policy needs versus what researchers are doing, and it identifies the need to accelerate the applied research and policy process.

The situation of refugee children in German municipalities

Author

Inga Zimmermann (*Osnabrück University, Germany*)

Abstract

The year 2015 is seen by many as a memorable year in Germany's recent history of receiving refugees. Of the over one million registered asylum applicants, about one third were younger than 18 years old, and over half were under the age of 25 years (Lewek and Klaus, 2016, p. 17). The German federal system sets a certain framework for the reception situation: Whereas state (*Länder*) authorities are responsible for reviewing asylum applications, federal and municipal actors are responsible for accommodating and integrating the individuals.

This research identifies challenges and solutions for the situation of these young forced migrants in the period after their arrival. Particular focus is placed on (a) the influence of accommodation conditions, family constellations, and municipal environments on the individuals, and (b) the analysis of existing binding and non-binding standards for the protection of these young forced migrants at federal, state, and municipal level, and their development since 2014. The research aims to shed light on the responsibilities and roles of organizations and actors involved in receiving and accommodating refugees.

**Impact of Family Loss and Separation of Refugee Youth: A Scoping Review.****Authors**

Amjed Abojedi, Akm Alamgir, Serena Nudel, Janczur Axelle (*Access Alliance Multicultural Health and Community Services, Canada*)

**Abstract**

Refugee youth separated from their family are a socially vulnerable population and are at risk of developing complex health and wellbeing issues. The barriers they face in accessing social and healthcare services escalates their trauma. Research documented that separation of refugee youth from their immediate families impact their mental and social health in multiple ways (predictors and mechanisms) around their access to healthcare and health outcomes. This presentation will highlight findings of a recent review including the methods and characteristics of the research conducted, as well as the main emerging themes around the impact of separation on refugee youth.

A systematic search strategy was employed which resulted in finding 90 peer-reviewed articles, out of them 25 eligible articles were selected for final review through the application of inclusion and exclusion criteria (PRISMA-ScR approach). A thematic reflective strategy was utilized to analyze charted data and to answer the main research questions on prevalence, predictors, sequels, policy supports and potential solutions. The review identified that 92% of the research focused on separated refugee youth, whereas 8% focused on the guardians. The main emerging themes of the research on separated refugee youth include the prevalence of mental health challenges, psychological predictors and mental health prognoses, as well as potential psychological interventions. Available supportive services were the second main emerging theme including the foster care program, social empowerment initiatives, as well as guardian skills. This presentation will highlight recommended effective practices from the literature in understanding and providing support to separated refugee youth.

Final Discussion

Tuesday, November 12, 2019, 15.00 – 16.30

## Young Migrants and Refugees: Current Developments and Challenges

### Discussants

[Daniela Boltres](#)

*(Head of the Public Relations and Cultural Work Group, Exil e.V., Osnabrück, Germany)*

[Ulrike Krause](#)

*(Jun. Professor for Forced Migration and Refugee Studies, IMIS, Osnabrück University, Germany)*

[Howard Ramos](#)

*(Professor at the Department of Sociology and Social Anthropology, Dalhousie University, Canada)*

### Moderator

[Steffen Pöttschke](#)

*(GESIS – Leibniz Institute for the Social Sciences, Mannheim, Germany)*

### Description

What issues are young migrants and refugees and their families confronted with? How do they cope with problems? What structures have been put in place to protect and assist them or to foster their integration? These are some of the questions that will be addressed in the final discussion at this conference. By shedding light on developments and challenges facing young migrants and refugees and their families in different regions worldwide, overlapping and diverging issues and practices will be addressed.

The final discussion is organized in cooperation with Engagement Global.

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GESIS – Leibniz-Institute for the Social Sciences

PO Box 12 21 55

68072 Mannheim, Germany

Email: [mig-conf@gesis.org](mailto:mig-conf@gesis.org)

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