

**POLICIES & PRACTICES SUPPORTING THE EDUCATIONAL
ACHIEVEMENT AND SOCIAL INTEGRATION OF FIRST
AND SECOND GENERATION MIGRANTS:
A SYSTEMATIC REVIEW**

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EXECUTIVE SUMMARY

Each year over three million migrants legally enter OECD countries looking for better opportunities and safer environments for themselves and their families. In a time of falling birth rates and aging labour force host countries are in need of ensuring smooth and successful transitions for migrants seeking higher standards of living and new beginnings. Yet, many challenges exist.

Whereas migrants used to seek temporary or guest work status, now people are migrating with the intention of staying and settling their families. With this change of intention comes a need to address and adapt the desired outcomes of migration policies. Social and economic integration must now be considered. Host countries need to change their approach from “importing labour; to importing people.”

Many migration policy researchers have drawn attention to the disconnect that often exists between national and local contexts. Scholars assert that integration by definition is a holistic process. Authentic integration is not possible if/when social and economic policies are incongruent; or likewise, if national and regional policies conflict. For instance, decision-makers who implement national migration policies in an effort to meet an economic need (such as labour), yet neglect to consider the possible affects that policy may have on social congruency at the local level, may in fact create entirely new concerns and unintended consequences. Furthermore, even when decision-makers re-frame migration policies through the lenses of multiculturalism, integration is not an automatic outcome.

One method of confronting the often translucent barriers to integration is through education – whether it takes the form of school curriculum, diversity training for teachers or special community programs. It is with these considerations in mind that we approach this review of evidence.

The purpose of this review is to systematically and transparently gather, analyze and synthesize evidence-based research devoted to evaluating migration and integration best practices and policies in 36 countries. A variety of academic databases, websites and key research journals were searched, resulting in an initial capture of 4,077 articles. The application of specific inclusion and quality-assessment criteria eventually reduced this number to 20. Studies were then coded and analyzed to produce a comprehensive synthesis of the research.

This review found a decisive lack of research seeking to measure the effectiveness of migration policies and initiatives. Conversely, there is a substantial body of editorial and theoretical literature discussing the effects of globalization and its consequences on migration and integration. It focuses on the inequalities and discrimination minority groups face after migrating to a new country and it draws attention to the perceived north-south gap brought about by expanding global markets.

There appears to be a sharp and pervasive distinction in the migration literature between child and adult populations. General policies geared towards adult populations appear to view economic stability as a proxy for integration, whereas policies or programs geared towards children use language proficiency as a proxy for integration. According to migration scholars, neither of these two factors, taken in isolation, are good indicators. Many scholars believe that migration policy development needs to be, by virtue of the context within which migration occurs, a holistic process insofar as integration will not occur without a concerted effort on the part of decision-

makers to address the inequalities and discrimination minority groups face after migrating to a new country.

While there is an abundance of theoretical research clearly pointing to the need for greater concentration on anti-discrimination program and policy development, this review found that researchers need to concentrate on evaluating existing anti-discrimination programs in an empirically robust manner so decision-makers can feel confident about the effectiveness of such programs and policies prior to their implementation.

INTRODUCTION

The changing nature of world economies bolstered by technological improvements has given rise to increased mobility around the world. Each year over three million migrants legally enter OECD countries looking for better opportunities and safer environments for themselves and their families.¹ In a time of falling birth rates and aging labour force host countries are in need of ensuring smooth and successful transitions for migrants seeking higher standards of living and new beginnings. Yet, many challenges exist.

The purpose of this review is to systematically and transparently gather, analyze and synthesize evidence-based research devoted to evaluating migration and integration best practices and policies in 36 countries. A variety of academic databases, websites and key research journals were searched, resulting in an initial capture of 4,077 articles. The application of specific inclusion and quality-assessment criteria eventually reduced this number to 20. Studies were then coded and analyzed to produce a comprehensive synthesis of the research.

Although there is substantial overlap among the topic areas, the report is organized according to the main focal areas of interest as identified by the OECD team. The report begins by framing the issue of migration policies and integration within the current global context. Next, there is a discussion of the inherent challenges of conducting evidence-based research in the area of migration policy evaluation. This is followed by a detailed outline of the processes and procedures used for conducting this systematic review of evidence and the criteria used to gather the research. A brief description of each phase is given as is a flow chart providing a visual tracking of all studies as they moved through the review process. The ensuing sections of the report focus on the studies that met these criteria. Beginning with an examination of pre-service and in-service teacher training, we discuss the conclusions drawn by the research and, if the scarcity of evidential research demands it, the limitations and challenges we discovered in each subject area. This approach is followed throughout the remainder of the report with sections addressing the following: language training programs for migrant populations, an evaluation of different policies and programs that facilitate educational achievement and the body of literature evaluating successful practices of social integration using various indicators and proxies. These descriptive sections are succeeded by an analysis and assessment of the included studies with scores being given to each article assessing the quality of characteristics such as methodology, data source and statistical significance. The report concludes with a synthesis of the evidence found within these studies and some suggestions and comments for further consideration.

Background

As a result of globalization and technological change, migrants are travelling further distances, thereby leading to greater and greater ethno-cultural diversity in host countries.² This can result in significant challenges for both migrants and host nations if thoughtfully constructed migration policies are not in place. If ethno-cultural diversity is not embraced as both an economic and a social good, exigent circumstances may result. Migration policies do not simply affect migration numbers and rules for entry and naturalization. Rather, they intersect, merge and sometimes crash into other social and economic conditions of society.

The driving force of migration is often one of economics for both the migrant and the host nation. Migrants are seeking better wages and more financial stability, while host authorities are seeking workers to fill vital yet vacant labour positions. However, changing economic agreements among nation states and political transformations, particularly in Europe, have led to a significant difference in the intentions of migrants. Whereas migrants used to seek temporary or guest work status, now people are migrating with the intention of staying and settling their families. With this

change of intention comes a need to address and adapt the desired outcomes of migration policies. Social and economic integration must now be considered. Host countries need to change their approach from “importing labour; to importing people.”³

During times of economic or social insecurity, or fiscal restraint particularly if public services and labour opportunities are seen to be diminished, there is a tendency to blame migrants and minorities for the perceived changes or hardships.⁴ Simon & Sikich (2007) analyzed the results of a survey about public attitudes towards immigrants. The data comes from the *International Social Survey Programme's Nation Identity Series* (1995 and 2003) surveying public attitudes in eight countries.* Five questions[†] were compared between years and among the nations. The authors found no generalizable trends for all nations however they did find constant change within countries; meaning attitudes fluctuated in different directions and to different degrees between the two survey dates. Other researchers have also examined social readiness as a condition for social change and they contend that policymakers need to pay attention to indicators of readiness when considering how new policies may intersect with existing policies and current social attitudes and economic conditions.⁵ The research of Simon & Sikich (2007) offers support for this assertion. Furthermore, their findings serve as an important reminder that crucial differences exist among nation states and that a successful policy in one country may fail in another.

Policy development and implementation challenges do not only exist between countries, they also exist within countries. Many migration policy researchers have drawn attention to the disconnect that often exists between national and local contexts. Scholars assert that integration by definition is a holistic process. Authentic integration is not possible if/when social and economic policies are incongruent; or likewise, if national and regional policies conflict.^{6,7} For instance, decision-makers who implement national migration policies in an effort to meet an economic need (such as labour), yet neglect to consider the possible affects that policy may have on social congruency at the local level, may in fact create entirely new concerns and unintended consequences.⁸ Furthermore, even when decision-makers re-frame migration policies through the lenses of multiculturalism, integration is not an automatic outcome.

Castles (2002) points out that cultural diversity does not amount to equality and harmony between ethnic groups: “Processes of differentiation based on class, race, gender and legal status lead to complex hierarchies of privilege...Certain groups...have the chance of mobility into positions of high income, status and power, while others...are excluded.” This process of hierarchical assimilation lends itself to the creation of migrant enclaves, which has been demonstrated to have both positive and negative effects.⁹

One method of confronting the often translucent barriers to integration is through education – whether it takes the form of school curriculum, diversity training for teachers or special community programs. It is with these considerations in mind that we approach this review of evidence.

* Countries include: the United States, Canada, Australia, Great Britain, East Germany, West Germany, Japan and France (although France was not included in the 1995 survey).

† Questions were: (1) Do you think that the number of immigrants coming to (name of country) should be: increased a lot, increased a little, remain the same, reduced a little, reduced a lot? (2) Do you think immigrants are generally good for the economy?; (3) Do you think immigrants take jobs away from people who were born in (name of country)? (4) Do you think immigrants increase crime?; (5) Do you think immigrants make (name of country) more open to new ideas and cultures?

The Research Question

This report is the result of a request from the Organization for Economic Co-operation and Development (OECD) to systematically gather and analyze the empirical literature-base devoted to the topic of social integration as it relates to first and second generation migrants. The research question is: What policies and practices have been demonstrated to support educational achievement and social integration of first and second generation migrants?

Specific areas of interest identified by the OECD team included language training programs, in-service and pre-service diversity training for teachers, K-12 curricular adaptations, access to early childhood education and care, special reception programs, and outreach and support programs for parents in immigrant communities. Other key areas included in the definition of social inclusion are active citizenship (club membership or political activity) and community interdependence (employment, housing, or adult training). Lastly, policies and practices implemented by all levels of government were included for consideration in this review. These include national, regional, civic and school authorities.

Researching Migration and Integration

In 1997, the German Marshall Fund and the Howard Gilman Foundation co-sponsored a meeting of migration scholars, policy-makers and advocates. Part of their task included identifying potential issues of cooperative research and knowledge exchange in an effort to bridge the gap between research and policy within the context of migration and integration. The group commented on the lack of mechanisms in place to adequately appraise the effectiveness of migration initiatives and the need to build the capacity of researcher to systematically and continually evaluate immigration and migration policy.¹⁰

This review finds that the situation has changed little in the ten years since the Marshall-Gilman meeting. There is a decisive lack of research seeking to empirically measure the effectiveness of migration policies and initiatives. Conversely, there is a substantial body of editorial and theoretical literature discussing the effects of globalization and its consequences on migration and integration. It focuses on the inequalities and discrimination minority groups face after migrating to a new country and it draws attention to the perceived north-south gap brought about by expanding global markets.^{11, 12}

Other authors argue that migration policy development needs to be, by virtue of the context within which migration occurs, a holistic process. They contend that great care must be taken when developing and implementing migration policies, giving thoughtful deliberation to any rippling effects that the policy may have or how it may contradict or challenge existing policies.^{13, 14, 15} These articles draw attention to the social processes inherent in migration, and contextualize theoretical frameworks of migration from which others might better understand how and why integration is not always a smooth and seamless process.

The inclusion criteria for this review specify that only empirical research was to be included for analysis. During our search and subsequent exclusion phases, we found that research devoted to certain sub-topic areas of social integration is more likely than others to utilize empirical methodologies. For instance, much of the literature investigating social integration as it pertains to policy changes uses econometric modelling techniques. This type of research attempts to isolate and explain the effects of an intervention (policy) using a predictive model or equation. Econometric research has the potential to be very rigorous and of high quality. Other areas of interest, such as language training or diversity training for teachers, tend to be investigated using more qualitative methods of research often lacking control groups or other methods of controlling

moderator variables. This type of research is less rigorous and as a result most of these studies did not meet the inclusion criterion of 'empirical research'. Nevertheless, there is value in highlighting some of the qualitative research as a means of sparking future discussions about topics that may be viable for further empirical investigation. For this reason, we call attention to some informative non-empirical research throughout the report.

The Approach

Being Systematic

An essential component of systematic reviews is documentation and transparency. Protocols and procedures are followed to ensure an orderly and organized approach to the review process. CCL's approach to conducting reviews of evidence is in keeping with well-established review protocols: thorough and transparent procedures are applied to the collection and analysis of evidence-based research. CCL's research and review teams utilize a variety of customized tools and applications, including EPPI-Reviewer 3.0* in order to ensure consistency, transparency and accountability for all reviews.

Each review conducted by CCL includes the use of a search diary by the information-retrieval specialist who conducts the searches. In the same fashion, all inclusion/exclusion criteria and decisions are documented, as are reasons for the exclusion of studies. CCL has also developed a document control process to track and monitor the movement of studies from their initial capture to their final inclusion and analysis. A flow chart describing the movement of studies through the review is also provided for the reader as a visual representation of the process.

Stages of the Systematic Review

The following list provides a short description of each stage of the system review process. The results of each stage and their subsequent application are described in greater detail in the methodology section.

Identification of the research question(s) and conceptual framing

Consultation with the client to identify the key concepts and emphases of the research is the first step of the review process. At this stage, the terms used to formulate the research question are clarified and defined, and relevant databases and websites are identified with the assistance of experts and practitioners in the field. The inclusion/exclusion criteria are developed collaboratively by the review team and sent to the client for editing and approval.

Development of search strategies

CCL created a search strategy development process, which includes the creation of a comprehensive list of both free terms and controlled vocabulary. This process ensures a thorough and focused capture of literature devoted to a particular question. Free terms are generally provided by experts or practitioners in the field, and are used to identify matching and/or complementing controlled vocabulary using database thesauruses. A facet analysis (which involves grouping like terms according to category) is performed for all terms. Search terms are then linked using truncation and Boolean terms, resulting in a single search strategy for each category of terms (i.e., population/location, issue and method). All category search strings are then combined to create the final search strategy. Search strategies will differ slightly according to the capacity of the database.

* EPPI-Reviewer is a tool developed in the EPPI-Centre for storing and analysing data for systematic reviews. Thomas J, Brunton J (2006) EPPI-Reviewer 3.0: analysis and management of data for research synthesis. EPPI-Centre Software. London: Social Science Research Unit, Institute of Education, London.

Searching

CCL's search procedures include the use of a search diary. The diary is used to document all searches, their results and any decisions to adapt the search. Search results are imported to a database and sorted for duplicate references.

Searching for fugitive literature (research not published in journals) requires the collaboration of experts and practitioners in the field. Key websites are gathered and reviewed for relevant publications, references, and links to other pertinent sites. These websites are then used to locate similar websites using the advanced search function of Google, "find pages similar to the page." The reference lists of included articles are also reviewed for relevant studies.

The initial review of results

Once all the search results are sorted for duplicates, citations are imported to EPPI-Reviewer and inclusion and exclusion criteria are applied to remove irrelevant material from the review.

The initial inclusion/exclusion criteria are applied to titles and abstracts only. Reviewers are instructed to include studies in cases where there is insufficient details provided to determine with certainty whether or not the study should move onto the next stage of the review. Exclusion decisions are recorded in EPPI-Reviewer.

Document retrieval

Once the initial inclusion/exclusion stage is complete, the full texts of all included articles are retrieved for the second round of inclusion/exclusion. The majority of the studies are obtained via the internet. Reviewers save electronic copies of each retrieved study. Studies that are not available via the internet are located through university libraries whenever possible. The information retrieval specialist tracks the retrieval of the studies using the document control sheet and EPPI-Reviewer. Each study is tagged with retrieval location identifier, such as: the database link, the website link, the library name or inter-library loan information.

Secondary criteria review

Secondary inclusion criteria can be more detailed than the initial criteria because the reviewer has acquired a general sense of the body of literature owing to the initial review of titles and abstracts. It is at this stage that more studies are excluded due to inappropriate research designs or a lack of focus on the specific question at hand. Each included article must meet all inclusion criteria. Studies that appear to be of high quality and valuable information may be retained as 'background articles' if they do not satisfy all the inclusion criteria for the review question.

Coding

After the initial studies are read in greater detail and second inclusion is complete, the review team meets to develop keywording and coding guidelines in accordance with the question. Keywording, coding and data extraction are completed using EPPI-Reviewer.

Summaries and quality analyses

Each study is summarized by a reviewer. In the case of this review, an econometrician reviewed and analyzed the quality of those studies utilizing econometric modelling. A rubric of quality was developed and applied to each study. Rubrics are included within the body of the report for transparency and accountability purposes.

Synthesized findings

Studies are synthesized using a variety of techniques and methods appropriate to the question and the resulting capture of studies. Using frequency and cross-tabulation analyses in EPPI-Reviewer, studies are grouped and synthesized according to focus, results and study quality. General statements of findings are made accordingly.

METHOD

Creation of Search strategy

The search strategy for this review was developed by members of the research team. The initial search was structured broadly in order to maximize the capture of articles. The search strategy was constructed by using applicable terms taken from the research question and querying the thesaurus and subject heading functions in each of the selected electronic databases. Combinations of the 'key terms' listed below were compiled and grouped using the corresponding controlled terms for each database.[‡]

- Population: migra*, immigra*, refugee*
- Issue: educat*, academ*, teach*, soci*, labo*, assimil*, accultur*, integrat*, divers*, econom*, preservice, toler*
- Methodology: applied research, best practice*, comparative analysis, data, empiri*, employment statistics, evaluation, evidence, literature reviews, longitudinal measurement, meta analy*, method* quantit*, quasiexperimental design, sampl*, scientific method*, scientific research, statistic*, survey*, synth*, systematic review*.

* (the use of the asterisk * means these were truncated versions of a particular search term. Using truncation allows for any variation of that term to be included. For example: immigra* includes the terms immigrant, immigrants, immigration, immigrate, and immigrates.)

Due to the multi-national context of this review, corresponding French, German and Spanish search terms were also used when suitable and applicable to the database.

Search Phase

Using the grouped terms listed above as an initial starting point, final search strategies were developed for the search process in order to maximize the retrieval potential in each of the subject specific databases. The nine databases utilized are as follows: Academic Search Premier, Dissertation Abstracts, EconLit, ERIC (Education Resources Information Center), International ERIC, International Political Science Abstracts, PAIS (Public Affairs Information Service), PsychINFO, Social Science Abstracts, Social Sciences Index and Worldwide Political Abstracts. The search was conducted using the *Default* and *Keyword* (terms designated by the databases) setting in each of the databases utilized. This allows for the widest possible coverage of related articles. To ensure a minimum standard of research quality, searches were limited to published reports and articles.

In addition to the database searches, we performed a hand search of the following journals deemed relevant to the topic: Intercultural Education, International Migration, International Migration Review, Journal of Ethnic and Migration Studies, Journal of International Migration and Integration and Journal of Refugee Studies.

To ensure all venues with useful material were searched, a fugitive literature search was conducted within research and government websites. This is done in order to capture relevant research not published in academic journals. The following websites were searched using terms taken from the original search strategy.

[‡] See Appendix A for a complete list of all controlled terms from the various databases

Eurydice
www.eurydice.org

Metropolis International
www.international.metropolis.net

Unesco
<http://unesdoc.unesco.org>

Migration Policy Institute
www.migrationpolicy.org

Wholis (World Health Organization)
<http://www.who.int/publications/en/>

CRELL (Centre for Research on Lifelong Learning)
<http://crell.jrc.ec.europa.eu/search.htm>

Statistics Canada
www.statcan.ca

CIAO (Columbia International Affairs Online)
www.ciaonet.org

Centre for European Policy Studies
www.ceps.be/

EPPI-Centre Evidence Library and Database of Educational Research
<http://eppi.ioe.ac.uk/cms/>

OAIster
www.oaister.org

Project Muse
<http://muse.jhu.edu/>

Social Science Research Network
<http://www.ssrn.com/>

International Organization for Migration
www.iom.int/

Canadian Government Electronic Publications
<http://dsp-psd.pwgsc.gc.ca/Epubs/epubs-e.html>

Catalog of U.S. Government Publications
<http://catalog.gpo.gov>

Education Network Australia
<http://www.edna.edu.au/edna/go>

ICPSR (Inter-University Consortium For Political and Social Research)
<http://www.icpsr.umich.edu/>

OECD
www.oecd.org

All citations were uploaded to a single citation management account. The final total of studies initially captured was 4387. This included 4077 articles from the database search, 161 from the hand search and 149 from the fugitive literature websites. After removing the duplicates, 3939 remained and were included in the initial exclusion process.

Inclusion Criteria

To ensure that the articles retrieved met a minimum standard of suitability, an initial exclusion procedure was applied. During this procedure article titles and abstracts were assessed and excluded if they did not meet specific conditions deemed necessary to ensure the quality of the report. The criteria for **inclusion** were:

1. Country: all OECD countries, with the addition of Brazil, Chile, China, Israel and Russia.
2. Population: all first and/or second generation migrant populations.
3. Intervention: studies that evaluated a policy or best-practice aimed at improving integration

4. Methodology: articles that used empirical procedures to evaluate the effect of a policy or practice – experimental or quasi-experimental designs and published in peer review journals.
5. Date Limiter: 1998 - 2008

Upon completion of the exclusion process 707 articles were considered relevant. The citations for these articles were uploaded into EPPI-Reviewer and attempts were made to retrieve the full text of each article. Time and resource constraints did not permit the retrieval of those articles not accessible online, from local university libraries, or via staff at the OECD. These constraints resulted in the elimination of an additional 128 articles.

The remaining 579 articles were read and a more rigorous application of the inclusion criteria was applied. This process enables the review team to identify those studies that purport to use the minimum empirical standard of methodology and data analysis. Using the screening function in EPPI-Reviewer, articles were designated as either excluded from further review or included for further analysis and coding. Articles that provided contextual, historical, or theoretical information but little in the way of evidence or data were earmarked and compiled separately as 'background material'.

Mapping & Keywording

After the second inclusion phase 92 articles remained and were eligible for assessment and coding. The first stage of coding is keywording. During this phase keywording guidelines are applied to each article with the intent of extracting qualities that can be used to group seemingly disparate articles using shared characteristics. The keywording stage creates an overview or "map" providing a clearer picture of the general content for all the included articles. While little in the way of empirical data is extracted during this phase, keywording allows for the grouping of articles addressing analogous issues.

Selecting studies for in depth review

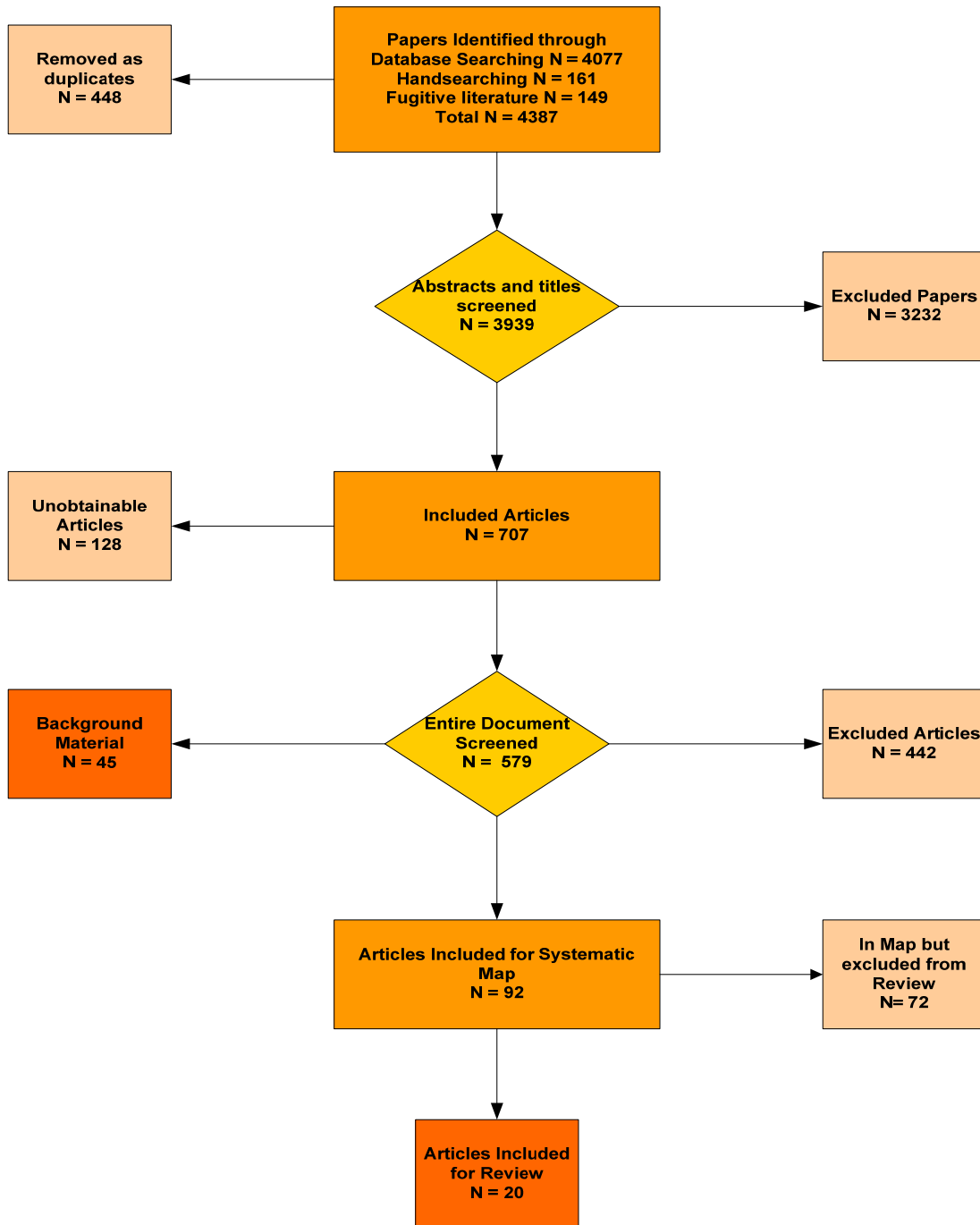
Keywording also allows for further assessment of the quality of the studies. As stated previously, 92 articles were keyworded and mapped. This allowed the review team an opportunity to ensure that these articles met the methodological criterion. At this stage, second coders reviewed the studies for reliability purposes. Upon closer analysis by our statisticians, 70 studies were removed due to inappropriate research methods and designs. For instance, many studies appeared to be evaluating the effects of a change in an existing policy; however, upon closer evaluation of the model it became clear that the policy change was being used to explain a change in variable X (say, migrant enclaves) and the study was actually trying to establish that the change in variable X correlated to a change in another variable, Y (say, employment). Thus, the policy itself was not being evaluated but rather it was being used as an (untested) explanation of change in X. As a result, only 20 of the original 92 studies qualified for in-depth analysis and form the basis of our findings.

MAPPING THE RESULTS—IDENTIFICATION AND CHARACTERISTICS

Flow of Literature through the Review

In sections 1 and 2, we outlined the systematic approach to searching and identifying relevant articles. The flowchart provides a transparent and visual representation of the flow of the literature through the review

Figure 1 – Flow Chart

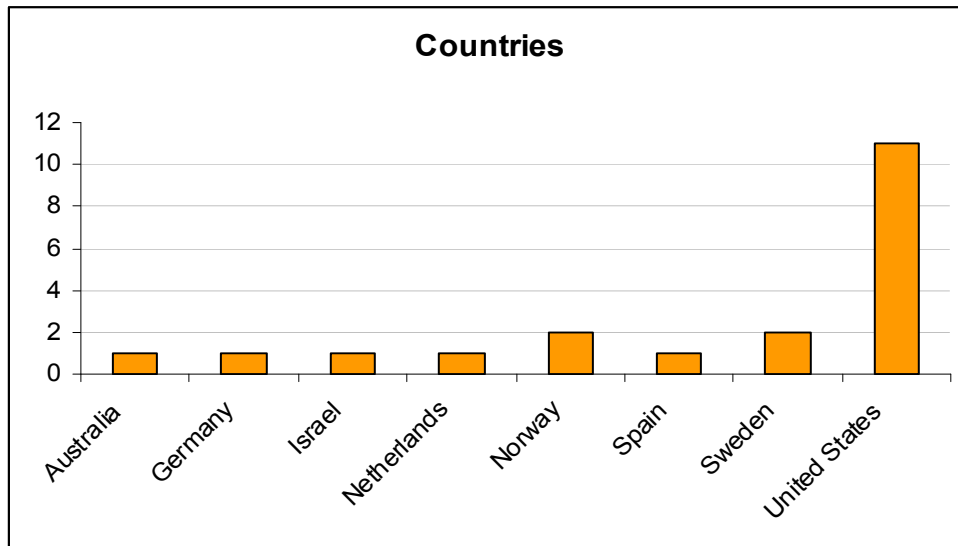


Characteristics of the studies

This section of the report focuses on common themes and characteristics revealed in the studies retained for final analysis. As indicated above, 20 studies successfully met all the required inclusion criteria. Given the general and broad nature of the research question, and the very specific and rigorous inclusion criteria, precise commonalities are minimal.

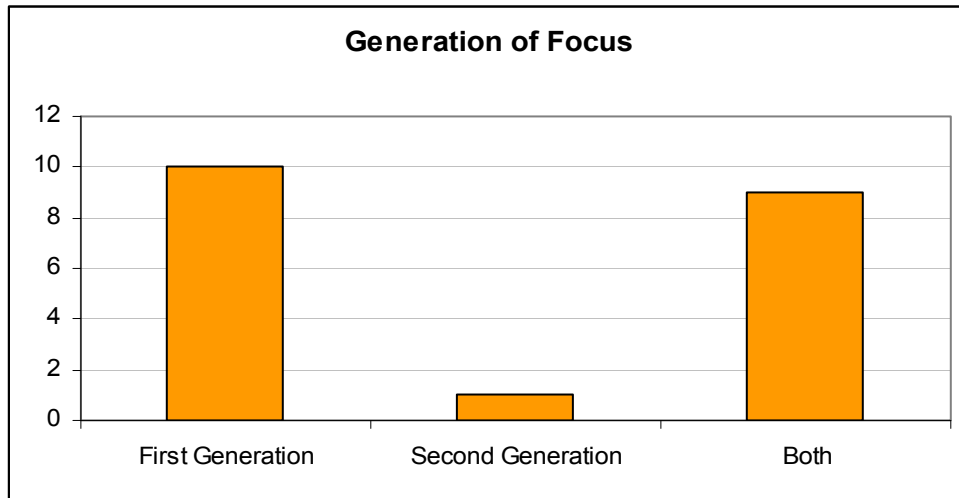
Geographically, over half of the studies were conducted in the United States. Norway and Sweden rank next, with two studies each and the remaining countries are represented by one each. With the exception of one study, all the research conducted in the United States focused on education or language proficiency.

Figure 2 – Number of Studies Per Country



This review sought to evaluate migration programs and policies as they relate to both first and second generation migrants. As the graph below demonstrates, only one study examined second generation migrants alone. Although all the authors of the 20 studies included here identified the population under examination, it is worth noting that other scholars have insisted that second generation migrant statistics are unreliable. They reason that, statistically speaking, as soon as a migrant becomes “naturalized” they become merged with the host population and thus contend that “second generation migrants cannot be identified for the purpose of policymaking.”¹⁶

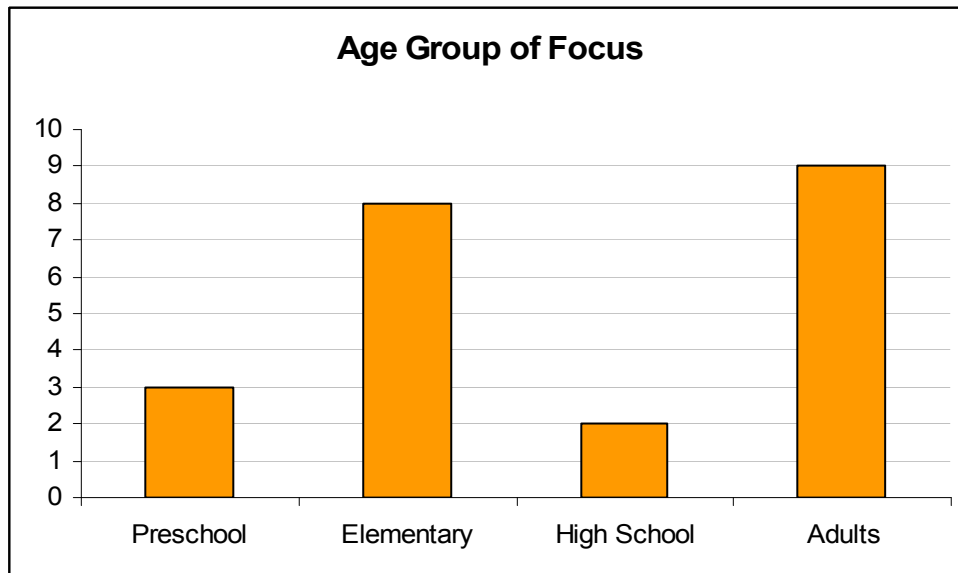
Figure 3 – Generation of Focus



Difficulties in identifying second generation migrants are further compounded by nations’ reluctance to identify individuals by race, ethnicity or religion: “Race and ethnicity are often not acknowledged as legitimate categories and religion tends to be seen as a private matter. This means that there is insufficient information about the social situation of many migrants and ethnic minorities, including their progress towards inclusion. Hardly any statistics are available on how distinct factors, such as ethnicity and religion, impact on the integration of different groups.”¹⁷ This may also be an important consideration when reading studies involving students who may or may not be identified as migrants.

Student populations make up the majority of subjects in the studies under review here. This is likely so for a number of reasons. Schools and classrooms are naturally occurring groups that are easily accessible to researchers. Furthermore, empirical studies seeking to evaluate a particular integration policy or program may find schools and classrooms much more amenable to measurable outcomes than those available in society at large.

Figure 4 – Age Group of Focus[§]



[§] Total number is larger than 20 due to studies that include participants from multiple age groups.

Still, it is important to heed the cautions of the authors above. Second generation migrant children can be difficult to identify. Certainly some second generation students are identifiable without asking probing questions. Those who do not share the host countries' physical attributes and whose primary language is noticeably not that of the host country are more easily identified. However, those students whose parents migrated from countries with common languages and/or ancestry may mistakenly be excluded from a migrant population under examination. Lack of clarity about who is and who is not a migrant may also explain why there is such a high dependence on language proficiency as an indicator of integration since it is the most obvious identifier of individuals who have migrated.

Fifty percent of the studies included in this review examined language training programs or policies relating to language proficiency for migrants. Overwhelmingly, language proficiency was used as a proxy for social and economic integration, as well as academic achievement. Few studies neglected to mention literacy ability in some form. Three studies examined various forms of ESL programming in schools^{18,19,20} while two studies measured the effects of different language related requirements within a policy context, such as minimum language requirements for immigration²¹ or language provisions in the United States Voting Right's Act.²² The remainder of the language-focused studies attempted to measure the effects of adult literacy training on employment success or on parental involvement in schools.

The remaining 50% of the studies varied in focus among economic and social issues (some overlapping). Outreach and support for parents was a fairly common area of interest. Twenty percent of the studies reviewed included programs designed to incorporate parents; reaching out to them in an effort to encourage parents' participation in the school system and to assist them in supporting their children's success in a new academic and peer environment.^{23,24,25,26} Two studies evaluated the effects of changes to specific policies, such as settlement policies or welfare qualification policies for migrants.^{27,28} Lastly, one study measured the effects of in-service training for teachers.

STUDY DESCRIPTIONS

In this section of the report, précis of the 20 studies are provided, including comments about the quality and robustness of the study's method and design. In the following section, the studies are scored according to one of two rubrics: an Econometric Design rubric or an Empirical Social Science Design rubric. These will be discussed in greater detail in the *Quality Analysis* section that follows.

Pre-service and In-service Diversity Training for Teachers

The topic of diversity training for teachers is a well investigated one, however empirical evaluations of programs and courses developed to assist teachers in addressing the challenges of diverse classrooms are scant.²⁹ In a similar project Parker et al. (2004) conducted a systematic review of strategies for training pre-service teachers how to teach and increase achievement levels of children from diverse backgrounds. They too found minimal results. Their review of empirical and discursive literature located 5 studies out of their initial capture of 1,795 potentially relevant citations. Much of the research includes post-hoc interviews and self-evaluations of what the teachers felt they learned during training and whether it will influence their practice. To a large extent the literature reveals positive responses from teachers, many of whom articulate a desire to become more critical and adaptive in their practice when addressing the needs of students from diverse backgrounds.^{30,31,32}

It is worth noting that there are different ideas about what counts as 'diversity training' and what the intended outcomes should be. Training opportunities for pre-service and experienced teachers range from courses that address diversity by offering 'guided reflection' of one's own awareness of ethno-cultural differences, to workshops about teaching strategies for EAL/ESL students.** There are distinct differences in the intended outcome of these approaches. Courses or workshops focusing on language appear to characterize diversity in terms of communication, noting that in order for one to integrate, one needs to speak, read and write the host language. That is to say, the concept of diversity is reduced to linguistic differences, and diversity training consists of educating teachers about how to teach ESL or EAL students.^{33,34} Allen and Hermann-Wilmarth, 2004 note this phenomenon and attempted, in their own practice as educators of pre-service teachers, to "place diversity front and center" and "help students 'see culture' as a prerequisite for culturally responsive teaching" (CRT).³⁵ The purpose here is to force pre-service teachers to consider diversity beyond ethno-cultural and linguistic differences. This includes examining economic, social and political power, as well as the historical foundations that gave rise to the unequal distribution of these forms of power. Teachers are encouraged to analyze how hegemony intersects with teaching, the curriculum and achievement, both in the classroom and systemically.

CRT has been defined as: "a pedagogy that crosses disciplines and cultures to engage learners while respecting their cultural integrity. It accommodates the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student's cultural identity. The foundation for this approach lies in theories of intrinsic motivation."³⁶ Thus, CRT emphasizes a holistic approach to teaching that is capable of speaking to and motivating individual and diverse students. The belief is that the more a teacher acknowledges and values difference in the classroom and in their approach to teaching, the more likely all students will feel safe and reflected in the curriculum and classroom environment, thereby eliciting more active engagement of learners and producing better outcomes for students.

** EAL = English as an Additional Language; ESL = English as a Second Language

A great deal of exploratory and action research exists on the topic of diversity training for teachers. However, as noted earlier, very few studies examine the topic utilizing empirical methods. In fact, only one study met the criteria for inclusion in this review.

The research of **Díaz-Aguado et al. (2000)** is an extension of earlier experimental studies devoted to interethnic elementary education in Spain; the result of which was the creation of programs designed to increase tolerance for migrants and minorities among elementary students. The program (for which teachers receive specialized training) includes cooperative educational interaction amongst pupils, and the incorporation of content and material that focuses on building tolerance. Because previous research by the lead author has already demonstrated the program's effectiveness,^{††} the current study sought to further understand the process and conditions under which tolerance instruction is most effective – paying particular attention to where the teacher-training occurred; the age of the students; and the act of co-operative learning.

Although the authors state that one of the primary objectives of this study is “to analyze the effectiveness of the intervention programs in conditions different from those previously studied”, little space is provided for this analysis. A general statement is given asserting that “the overall results obtained allow us to conclude that the process of training in schools is ideal for favouring” teacher support and co-operation and “general collaboration between teachers on how to improve the way they teach.” There is no analysis comparing previous training and intervention conditions to the current study conditions and outcomes. Authors did report that teacher-training and awareness of the results of the assessment instruments helped to heighten teachers' understanding of how to tackle problems of racism and intolerance that exist in their classrooms; however, no detail was provided. Those wishing to review a potential promising anti-racism and tolerance program for elementary schools may wish to read the three earlier experiments referred to in this study. Unfortunately, this study does little to spotlight promising practise for diversity training for pre- or in-service teachers.

Of note, however, is the positive response from teachers about learning how to teach using the constructivist co-operative learning approach. This study did demonstrate that when learning to deliver new content, teachers found support from colleagues and training in how to facilitate co-operative learning among the students very beneficial.

Adult Language Training

For the purposes of organizing this review, studies falling under this category refer to adult learners only. Other studies evaluating language programs for children are listed later in the report under the heading of K-12 Education.

Delander et al. (2005) performed an evaluation of a Swedish pilot project, conducted between 2001 and 2003 that sought to provide immigrants with language training as well as job experience in the immigrant country. The aim of the study was to determine the usefulness of the program in contributing to the eventual labour market success of the participants. The pilot project meshed traditional language training with placement of project participants in practical workplace training. This provided the participants with the opportunity to immediately apply new language

^{††} See Baraja, A. 1993, *El proceso de adaptación escolar en contextos interétnicos. Un modelo de intervención para reducir el prejuicio*. Madrid: Universidad Complutense.; Díaz-Aguado, M.J. & Baraja, A., 1993, *Interacción educativa y desventaja sociocultural. Un modelo de intervención para favorecer la adaptación escolar en contextos interétnicos*. Madrid: Centro de Investigación y Documentación Educativa.; Díaz-Aguado, M.J., Martínez Arias, R. & Baraja, A., 1992, *Educación y desarrollo de la tolerancia. Volumen III. Investigación*. Madrid: Ministerio de Educación y Ciencia.

skills in a professional setting as well and practical experience in Swedish working life. Unlike research that uses surveys or census data to study the relationship between language fluency and labour market success, this evaluation selected two groups of job seekers from a database kept by the Labour Market Administration: an intervention group of project participants; and a comparison group of immigrants registered as unemployed at public employment offices in and around Stockholm. According to a matching method, a comparison group was obtained, which was the same size as the intervention group, and in which the members had the same probability of belonging to the project group as the project participants. Results from the evaluation indicated that the probability of leaving unemployment was about 40% higher among participants in the Sesame Pilot project than among members of the comparison group. Because individuals left unemployment for jobs, the authors also comments that projects of this kind can have a positive effect on the production of goods and services.

This study is generally of good quality. The research design involved a non-random experimental group consisting of unemployed immigrants (selected through referrals from the unemployment office) and a matched control group. The two groups were not tested before and after the intervention. Instead the likelihood of participants to transition to a job, labour market program or regular education was assessed and compared. The authors discussed the limitations of the design and quantified the effects of the pilot program in terms of reducing the mean unemployment duration.

This Norwegian study by **Hayfron (2001)** estimates the impact of language training on the language proficiency of male immigrants from less developed countries. The data, related to demographic characteristics, language proficiency, and language training, were collected through the use of mailed questionnaires. The data are analyzed using a probit model in which the dependent variable is a dichotomous variable on language proficiency. The endogeneity of language training is adjusted by using unemployment and social benefits as instrumental variables. The empirical results reveal factors that contribute to immigrants' higher proficiency in the Norwegian language: participation in language training, longer period of immigration, higher proficiency in English, and mother tongues with similar structure as Norwegian language.

Although the research question is clearly stated by the author, limitations on data collection and model specification may hinder the reliability of the estimated results. First, the data were collected through a survey of a non-random sample. This may induce sample selection bias. The author mentioned such bias but the procedure to remedy such a bias is not fully addressed. In addition, the missing data are substituted with mean values for the full sample. In terms of model specification, the dependent variable is a dichotomous variable based on immigrants' self-rated competence rather than some objective measures. This may induce substantial measurement error to the actual language proficiency. Finally, the relevance of the instrumental variables is unclear.

Educational Achievement

K-12 Education

American educators are being confronted by the challenge of meeting the required implementation of evidence-based practices and state-mandated assessments in their classroom, while simultaneously ensuring the ethical and legislated “demands for ‘equitable treatment’ of all groups.”³⁷

What this means, at least in the American context, is teachers are legally responsible for ensuring all students have the same opportunity to succeed in school. This is not a task to be taken lightly

when one considers the varying abilities and capabilities of all students in a single classroom. Add to this scenario two or three or five students who have recently migrated from countries with different ethno-cultural contexts, or children whose caregivers do not speak the host language, and one quickly becomes aware of the pressures that some teachers are experiencing.

It is of little surprise that many schools are focussing on language programs as a means of assisting migrant children with school success and integration. Still, different approaches to doing so are evaluated here.

Gersten et al. (1998) focus on a longitudinal study assessing the impact of Transitional Bilingual Education in the first four years of school, versus bilingual immersion during the same period on academic outcomes for high school students in El Paso, Texas. The Transitional Bilingual Education program, pioneered in El Paso from 1970 to 1984, aims primarily to develop skills in oral and written communication in the student's primary language until students demonstrate that they can succeed in classes with English academic instruction. The second program, "sheltered" Immersion uses academic instruction sensitive to student's language proficiency. For example, while students are not corrected when they use Spanish during the English language portion of the day, during other academic instruction, the teacher strives to conduct lessons in English.

The study was conducted between 1994 and 1996; there were eighty-nine students in the bilingual immersion program and eight-six students in the Transitional Bilingual Education program. A comparison of data from the *Texas Assessment of Academic Skills* showed no significant differences between the groups from each program on reading, math, or multiple choice writing measures. On the score of written composition, the Transitional Bilingual Education group scored higher than the bilingual immersion group. The authors conclude that bilingual immersion and Transitional Bilingual Education are equally viable language instruction options.

The overall quality of this study is considered to be fair. While the results are reported concisely and coherently, the research design of the study was quite poor. Both the overall sample selection and group assignments within the sample were not randomly assigned. The control group and the experimental group were not pre-tested for their level of academic achievement, and only the impact of demographic variables was considered as a predictor. While some of these limitations were addressed by the authors, others went unmentioned.

Lopez & Mora (1998) look at the effect of bilingual education on the earnings of Hispanic immigrants. The data are obtained from the Restricted-Use High School and Beyond survey originally done in 1980 with a follow-up survey in 1992. The sample consists of individuals of Hispanic descent who were high school sophomores at risk for assignment to a bilingual education classroom based on language usage. The explanatory variable of interest is whether an individual participated in bilingual education (English as Second Language or Transitional Bilingual Education). Besides the explanatory variable of interest, the empirical model includes a wide range of control variables for demographic, socioeconomic, and schooling characteristics. The results from Ordinary Least Squares (OLS) regressions show that first and second generation Hispanic students who participate in bilingual education earn significantly less than those first and second generation Hispanic students who do not participate in bilingual education.

The major limitation of Lopez and Mora's study is that the estimated coefficients and standard errors from the regressions are not reported. The authors only report the estimated earnings of the various groups. This might hinder the transparency of the study, especially as the results do not quite fit the authors' hypothesis. On the other hand, the authors acknowledge and discuss both

the advantages and disadvantages of the dataset. Furthermore, the authors analyze the possibility of bias in the model. Overall, the study is of fair quality.

Munoz & Clavijo (2000a) report on the evaluation of the Project REALM (Reading English and Learning Mathematics) grant funded through Title VII serving 146 new refugee students in four of Jefferson County Public Elementary Schools in the state of Kentucky. The grant provides support to improve the quality of primary education for these refugee students in 5 key areas. 1) English proficiency 2) Reading ability 3) Mathematic/computational skills 4) Professional development for staff 5) Family involvement in school activities and community events. To overcome the linguistic barriers keeping parents from participating in school activities, the REALM project: distributed flyers to parents and printed in the language spoken at home; provided transportation for parents to attend outreach activities; provided bilingual associate instructors at Parent-Teacher Conference days.

Results of the evaluation were based on teacher focus group interviews, a review of county professional development proposals and flyers, and student success scores. To establish the effects of the program, the evaluation sought to discover its impacts on students' Oral Language proficiency and reading and math ability. Statistical analysis of the pre and post-test Language Assessment Scales (LAS) scores indicated students participating in the REALM project gained proficiency across all areas of English skills (i.e., oral, reading, writing).

The method used for this study is of poor quality. The study used a theoretical framework for the evaluation of the elementary school program, however, the evaluation is based on a non-randomized one-group pre-test post-test experimental design. The authors assumed that the dependent variable gain (measured through pre-test/post-test differences) was a result of the intervention. Since the duration of the studied program was three years, moderator variables may have also contributed to the improvement in mathematical and language skills of the participants in the program. Furthermore, the authors did not clearly acknowledge the limitations of the study.

Munoz & Clavijo (2000b) evaluate The Newcomer Program, a full-day transitional English as a Second Language (ESL) program for newly arrived immigrant and refugee high school students. The program is a response to a situation in the United States where the number of Limited English Proficient students grew 109% between the 1985-86 and 1994-95 school years, while their level of academic achievement lagged behind that of their non-migrant peers.

The Newcomer Program offers intensive language instruction with support in the student's language, and a safe educational environment within which academic and school survival skills are acquired. Students have the opportunity to receive orientation in practical areas such as college entrance exams and enrolment procedures. The program was designed to accommodate students for up to one year after which students move into the regular classroom. Quantitative and qualitative methods of gathering data were used in the evaluation design. The rationale of the data collection was to document the impact of The Newcomer Program on student academic achievement and attitudes towards school. The evaluation findings revealed that the Newcomer program was addressing its goals towards preparing students for the mainstream classroom.

However, while students made significant gains on their baseline Language Assessment Scales scores after one year in the program, the gains were not sufficient to move students from the non-English speaking category to the Limited or Fluent categories. The author recommends finding strategies to strengthen the program not only to increase scores, but to actually move students into the limited and fluent categories.

This study was poor in terms of methodological quality. Similar to the previous study by the same authors (see Munoz & Clavijo 2000a above), the study is an evaluation of a school program based on a non-randomized one group pre-test post-test experimental design. The main limitation of the study is the absence of a control group. Since participation in the Newcomer program is for one full year, the gain in the participants' language skills could have been impacted by other moderator variables not considered in the study. Again, the authors do not clearly acknowledge the limitations of the study.

According to **Ogden et al. (2007)**, studies in Europe and Norway have shown that immigrant students often have trouble adapting to school and are consequently at risk of developing problem behaviour at school. In their study, Ogden and colleagues examined the effects of a school-wide behaviour and learning model (known as PALS) on the adaptive behaviour, social competence and academic achievement of students. Researchers used eight schools: four received the PALS intervention, while the other four schools, receiving no intervention, acted as a control group. Authors compare the effects of PALS on migrant students seen to be at-risk of developing behaviour problems as well as making whole-school group comparisons involving both migrant and non-migrant students.

Pre-intervention assessments of individual student social and academic competence and problem behaviour were carried out at the same time in both target and comparison schools. Post-assessment was conducted 20 months later at the end of the second school year. Results showed that immigrant students in the PALS schools were rated by the teachers (using a 30 item 4-point scale) as significantly more socially competent than their counterparts in the comparison group at post-test. Group differences in favour of the intervention schools were evident in all social skills domains, but more so in self assertion. Although there was no significant effect found for externalizing behaviour problems, there was a small positive effect for internalizing behaviour problems. Lastly, a marginally change in academic competence in favour of the immigrant students at the PALS schools was seen, however this was only achieved at the $P=0.075$ level.

The authors note the following key limitations of the study: student ratings and other informant indices would have strengthened the findings; direct measures of the student's academic achievement were not available to the evaluators; results of the study rely mainly on teacher assessments, the main implementers of the intervention program which can lead to experimenter bias.

The methodological quality of this study was high. The research design of the study was a pre-test/post-test intervention with a control group. Although recruitment to the project was on a voluntary basis, the differences between the experimental and control group were assessed at baseline and post-intervention. The impact of moderator variables, such as the implementation of the program at the school level, was also included in the analysis. All limitations were discussed and conclusions were well formulated.

Early Childhood Development & Parental Outreach Programs

Brilliant (2001) demonstrates that the perceived lack of interest in their children's education on the part of parents from minority cultures is really a problem with linguistic and cultural barriers that may be between schools and parents. Immigrant parents often lack familiarity with schools and resources. To reach out to these parents, several schools in the state of Maryland are using Parent Resource Person groups. These groups seek to train bilingual and multi-lingual parents to become more active participants in their children's education and act as community liaisons. The program

trains parents over an eight week period in areas such as parenting, communicating, volunteering, involvement at home, decision making and advocacy.

This study evaluates the impact of Parent Resource Group training sessions for Spanish speaking parents in Maryland. These training sessions take place in the native language of the parents and seek to provide a culturally and linguistically appropriate orientation. Maryland schools which ran the training sessions successfully improved the effectiveness of the parental role in their children's education and helped parents become advocates for the educational future of their children. To assess the impact of the training sessions, the study compared school-related attitudes and activities of two groups of Spanish-Speaking parents. Survey questions focussed on three question areas: (1) attitude towards school; (2) school-related activities; (3) opinions of parents who have participated in a workshop and those who have not.

Results indicated that parents who participated in the training were subsequently involved in the school community at a higher rate and played a greater advocacy role than those who did not participate. The author concludes that with the growing number of culturally and linguistically diverse students in American schools, educators need to adopt new strategies for improving education at the student level and bridging the cultural and linguistic divide. Engaging parents is seen as an effective way of accomplishing this task.

The method used in this study is of only fair quality. The experimental group was pre-existing (participants in a Parent Resource Group) and the control group was randomly selected from a sampling group that had a similar demographic composition. However, the two groups were not pre-tested or matched on demographic variables. Therefore, it is not evident that the post-test differences can be explained solely as the effect of the intervention. The reporting of results was quite good, although it did not acknowledge the limitations mentioned above that were a result of the research design.

Clair & Jackson (2006) examines the impact of the family involvement component of the Migrant Even Start Family Literacy Program on kindergarten children's English Language skills. The 2-year study was conducted at a Midwestern elementary school using a quasi-experimental design. The authors seek to provide evidence that equipping migrant families with the skills to support their children's language learning leads to positive outcomes for their children. The family involvement program sought to use: (1) a culturally sensitive approach when working with parents from diverse cultures and economic backgrounds, and (2) highly qualified parent educators. The program offered families 25 one-hour training sessions over the course of the school year. The curriculum for the parents was derived from their children's kindergarten curriculum (e.g., letter of the week, theme, literacy skills, sight words, and literature). Parents also received training on ways to support their children's learning in these areas.

At the end of the first year of the study, children of parents who participated in family involvement training scored generally higher in letter word identification and on overall broad scores than those in the control group, but not significantly. At the end of the second year of the study, first grade children in the intervention group made significantly greater gains than the control group on verbal reasoning, letter and word identification, writing and overall broad scores compared to the control group. More positive outcomes were found for children of parents participating in the program at the end of first grade rather than at the end of kindergarten. The authors make two suggestions: that schools seek to partner with adult education programs to replicate this program; and that future parent education programs include expanded literacy content, emphasizing verbal reasoning and enhancing children's writing.

The overall quality of the study is good. Although the experimental and control group were not randomly selected, the control group was matched in terms of the English Language Learner (ELL) status of the participants and pre-test comparisons revealed no significant differences between the two groups. The research design was considered adequate for the type of study being done and results were satisfactorily reported. The conclusions were well formulated and all limitations were acknowledged. One of these limitations is the fact that the study combined the use of parental involvement training, technological aids and other supporting resources. Consequently, it is not possible to differentiate the impact of each component on the development of language skills of immigrant children.

In their study of immigrant children in the US, **Magnuson et al. (2006)** investigate the relationship of preschool and Head Start attendance with school readiness. The data, which consist of children who entered kindergarten for the first time in the fall of 1998, are obtained from the Early Childhood Longitudinal Study – Kindergarten Cohort of 1998-1999. The dependent variable, school readiness, is measured by dichotomous measures on English proficiency, reading, and mathematic skills. The explanatory variables of interest are dichotomous variables concerning whether the child attended preschool and Head Start in the year prior to attending kindergarten. Individual and family characteristics are controlled in the analyses. OLS regressions are used in exploring the relationships. The results show evidence of higher English proficiency for immigrant children attending preschool. They also reveal that attending Head Start improves English proficiency and math scores for immigrant children whose mothers have less than a high school education. Due to the relatively low attendance rate by immigrant children in such programs, the authors suggest enrolling immigrant children into preschool to help narrow the skill gaps between immigrant and native children.

The results from the current study should be interpreted with caution for a number of reasons. First, the authors assume that all children who did not take the screening test were proficient in English. Such assumption is not justified nor referenced. In addition, the results cannot be generalized to all immigrant children in the US because the sample does not include immigrant children whose caregivers do not speak English or Spanish. The explanatory variable of interest may be subject to substantial measurement error. The authors force the non-mutually exclusive events on attending preschool and Head Start, meaning a child can attend both preschool and Head Start, into mutually exclusive categories (preschool only or Head Start only). Additionally, OLS regressions, which overestimate the statistical significance of the estimated coefficients, are used to model dichotomous dependent variables. The use of probit models would be more appropriate.

Spiess et al. (2003) look at the relationship between kindergarten attendance and grade seven school placements for immigrant children in Germany. The data are obtained from the international public use version of the 1984 – 1994 German Socio-Economic Panel. The dependent variable is a dichotomous variable indicating whether the child was placed in the least demanding high school “Hauptschule” in grade 7. The explanatory variable of interest is whether the child attended kindergarten. The empirical model also includes a wide range of control variables: gender, immigration status, household characteristics, residence characteristics, socioeconomic characteristics and year of observation. Probit regressions are estimated on the entire sample and sub-samples of German natives and immigrants separately. Kindergarten attendance was not a significant predictor of school placement for the entire sample and the German native sub-sample. However, the results from the immigrant sub-sample show that attending kindergarten lowers the probability of placement in the least demanding high school category.

The research questions are clearly stated. Although the construction of the empirical model is not based on any theory in the literature, the simple model is clearly defined and explained. In addition, the extensive use of relevant control variables reduces the chance of omitted variable bias. The authors understand the limitation of the data set and modify the estimation model accordingly and reasonably.

van Tuijl et al. (2001) examine the results of a home-based education intervention program for 4 to 6-year old children at risk of educational failure. The program is called *Opstap Opnieuw* (“Step-up Anew”) and targets ethnic minority groups, in this case, children from Turkish and Moroccan immigrant families in the Netherlands. The program is informed by recent theoretical progress in educational and developmental psychology. It aims to improve the quality of mother-child interactions in educationally relevant domains of knowledge and skills. The core of the curriculum covered two years and was presented to the mother every week in the form of instructions and worksheets. Mothers received support from paraprofessional aides, often experienced mothers themselves. Group meetings were held every month as an additional form of support.

The study reports the results of *Opstap Opnieuw* on cognitive and language domains, assessed shortly after the first cohort completed the program. The study used a quasi-experimental pre-post-test design. The pre-test consisted of an IQ test and tests of both Dutch proficiency and the mother tongue. The post-test was carried out upon completion of the program and tested knowledge of number concepts as well as conservation and seriation skills. The differences in the pre-test IQ and post-test IQ results were not statistically significant in either the Turkish or the Moroccan group. The authors found that *Opstap Opnieuw* yielded statistically significant, yet modest, effects in the cognitive and emergent numeracy domains. There were no positive effects of *Opstap Opnieuw* in the Moroccan group.

That there were no clear effects regarding the degree of program implementation on the outcome measures, the authors point to a failure in the basic strategy of the program. It was not sufficiently geared to the actual social and cultural context of Turkish and Moroccan target families.

The overall quality of the methodology was good. The research design was a pre-test/post-test intervention with the control group matched with respect to demographic and cognitive variables. Moderator variables were considered and information about family background was collected through structured personal interviews. Although the study is methodologically sound, the comparison between the program and the control group showed modest or no positive effects for program participants. The conclusions were well stated, the authors acknowledging the limitations of the study and possible problems with the implementation of the program.

Other Elements of Social Integration

Special Reception Programs

Goodkind (2005) measures the effectiveness of a community-based advocacy and learning intervention program for 28 (26 women; 2 men) adult Hmong refugees, an ethnic minority from the highlands of Laos. The author situates this study within the ongoing process of investigation around factors and interventions that help contribute to refugee well-being and integration. It was hypothesized that the impact of the intervention would be positive across the following five aspects of refugee well-being: psychological well-being, quality of life, access to resources, English proficiency, and knowledge for the U.S. citizenship exam.

The program was organized around (1) Learning circles, which involved cultural exchange and one-on-one learning opportunities for Hmong adults, and (2) advocacy, which involved undergraduates attempting to transfer advocacy skills to Hmong families and increase their access to community resources. Based on the collective orientation of Hmong culture, participants were encouraged to collaborate with one another to solve problems rather than rely on outside individuals or “experts.” In the same way advocacy and learning activities took place in conjunction. The rationale for the English learning portion of the program was its role in allowing for the social and civic integration of the Hmong refugees. Each participant was interviewed four times at three month intervals to assess the effects of the intervention.

The findings of the study indicate that the intervention had a positive impact on participants, including increased English proficiency (both during and after the intervention) and increased Citizenship knowledge. Increased satisfaction with resources and quality of life and decreased distress were effects that were evident during the intervention but were not maintained after it ended. The study cautions that, because of the lack of a control group, it cannot be concluded that the observed effects were definitely due to the intervention. Nevertheless, the author sees important implications of the study for research policy and practice. Namely, refugees require continued assistance beyond the initial resettlement period which is typically set at six months by refugee organizations. The author suggests that holistic interventions are required if the specific psychological needs of the refugees are to be addressed.

While the overall quality of the study is good there are some notable limitations. The research design does not have a control group with which to compare effects of the intervention and the participants were not randomly selected. Despite these limitations, the study met all the other relevant methodological criteria. The model used is based on multiple observations over time and accounts for the impact of moderator variables. The quality of reporting is also very good with the author discussing in detail the possible limitations of the study.

Re-training Programs

Menahem & Lerner (2001) evaluate the effectiveness of government occupational retraining and subsidies on immigrants’ occupational outcomes. A list of specific research questions are addressed and analyzed by descriptive statistics (percentages), ANOVAs, or regressions. The data are obtained from a nationally representative sample of new immigrants from the former Soviet Union in 30 localities within Israel. The impact of public support on the probability of immigrants finding jobs is examined using logistic regressions on the entire sample and on sub-samples by gender. The results show that immigrants who participated in retraining are twice as likely to be employed. Another set of regression analyses is used to analyze the differential impacts of different programs on immigrants’ level of occupation. While retraining and subsidies for employers are demonstrated to be of importance in the successful occupational incorporation of all immigrants, the analyses reveal the contributions to be of greatest significance to the occupational retraining of female immigrants. The last set of regressions analyzes the programs’ impact on the immigrants’ gain in occupational status over time. Results show the unique contribution of retraining after accounting for prior occupational status.

Although the research questions are clearly stated, the limitations in various dimensions of the study may hinder its overall quality. The source of data is not stated by the authors. Some research questions are addressed by raw percentage comparison or ANOVAs, which do not control for covariates. Important covariates such as age and education are missing in some regression models. In some cases, one is unclear on what variables are included in the regression

models. In addition, the estimation methods on some regressions are unclear. Lastly, the authors address the significance of the estimated model using R-square instead of adjusted R-square.

Language Policies

In this study of Australia immigration policy by **Chiswick & Miller (2004)**, the impact of policy changes regarding English language requirement for immigrants is examined. Using the Longitudinal Survey of Immigrants to Australia, the data are comprised of two cohorts (one before the policy change and one after the policy change) segregated by five visa categories: Independent, Skilled-Australia Sponsored, Humanitarian, Family, and Business Skills. Only the first two categories have English requirements and are affected by the policy changes. Changes to the immigration policy include an increase in minimum English threshold for independent visas, an increase in points obtained for English ability for Skilled-Australian Sponsored visas, and an adjustment to the occupations requiring English for both visa types.

The theoretical model is based on the authors' earlier studies: an immigrant's English proficiency as a function of economic incentives for English acquisition, amount of exposure to English, and exposure to the designation country. Preliminary regression analyses of the empirical counterpart of the theoretical model, which include additional control variables, are provided on OLS, Probit, and Ordered Probit models from a sample pooled across waves of data for each cohort and across the two cohorts. These preliminary analyses reveal that the following all seem to relate to an immigrant's English proficiency: visa categories, age at migration, educational attainment, cultural contact in former country, presence of family and friends as the main factor influencing location decision, expectation of staying in Australia, weeks of residence, and birthplace. By taking advantage of the longitudinal nature of the data, the authors carry out a natural experiment using difference-in-difference (DD) estimator to isolate the effect of the change in policies. In addition to the significant cohort effect, a number of findings directly related to the policy changes are drawn from this analysis. There is no significant effect from the change in minimum English threshold. On the other hand, the increase in points for English ability and the change in the list of occupations requiring English are both associated with improvement in English language skills among skilled-Australian sponsored immigrants.

In general, the study is clearly written with a well-defined research question. Given the nature of the data and the research question, using DD estimator is an appropriate study design. The results from regression analyses are explained in great details. However, there are a few limitations. Although reading and writing skills are listed as dependent variables and their distributions are provided, only the English speaking skills are analyzed in the regression models. Additionally, the authors claim that there should be an obvious distinction between "Very Well" and "Not at All" in English proficiency intuitively. Without any stated criteria for identifying English proficiency level, the descriptions for the categories in the English proficiency variable are rather ambiguous.

Jones-Correa (2005) looks at the impact of the language provisions within the Voting Rights Act's (VRA) on voter turnout by different groups: immigrants, natives, Latino-Americans, and Asian-Americans. Ballots and other election materials are provided in minority languages as well as English under the revised VRA. The author hypothesizes that, if the VRA was mainly symbolic, the voter turnout should be similar between the affected jurisdictions and elsewhere. On the other hand, if the VRA played a role in voter enfranchisement, the voter turnout in the affected jurisdictions should be higher than elsewhere. The data for analysis are collected from the November 1996 and 2000 Census Current Population Supplemental Voting Surveys. To estimate the impact of language provisions from the VRA, the author estimated a logit model by

regressing electoral participation on demographic, socioeconomic and contextual variables. The variation in language provision is captured by a dichotomous variable specifying whether the subject resides in an affected jurisdiction. Results from both full and the foreign-born samples indicate higher voter turnouts for subjects residing in the affected jurisdictions. For ethnic subgroups, results reveal higher voter turnouts for Latino-Americans in affected jurisdictions than their counterparts in non-VRA jurisdictions. There are no differences in voter turnouts between Chinese and Filipino Americans who reside in the affected jurisdictions and those who live elsewhere. Conversely, Vietnamese and Japanese Americans who reside in affected jurisdictions show lower voter turnouts than those who reside elsewhere.

Although the research question is clearly stated, it is unclear if the proposed model is capable of adequately addressing the question. To study the impact of a policy change, it would be ideal to use a difference-in-difference estimator, which captures both the group (affected versus unaffected individual) and the time (before versus after the VRA revision) differences simultaneously. In addition, the results would be more interesting if the author had included some meaningful interaction terms, such as interacting the generation of immigration with residence in an affected jurisdiction, in the estimation model. It is also possible that the model might suffer from omitted variable bias because the results in the sub-sample on various ethnic groups exhibit different patterns for different ethnic groups. Therefore, ethnicity should be included in the full, foreign-born, and native-born sample estimation to eliminate any possible bias.

Social Policies

This study of immigration policy by **Edin & Frederiksson (2004)** evaluates reforms made to the immigrant settlement policy in Sweden which placed refugee immigrants in government-designated locales for initial settlement between 1985 and 1991. The overall effect of this policy is estimated by a difference-in-difference estimator. A decomposition analysis is used to segregate the distribution effect and the common effect of the policy. The data was obtained from the Longitudinal Individual Data for Sweden (LINDA database). The outcome measures are annual earnings, idleness, and welfare receipt. The estimation model controls for country of origin fixed effect and individual characteristics.

The results from difference-in-difference estimation show that affected immigrants suffer an earning loss of 25 to 29 percent eight years after arrival. In addition, the policy increases the likelihood of idleness and welfare receipt. The decomposition analysis reveals that the impact of the reform came from the common effect rather than the change in geographic distribution induced by the policy.

The overall quality of the current study is adequate. The research questions are clearly stated. The estimation model is well-defined and a credible model for addressing and answering the research question. The assumptions are reasonable. However, it would be ideal to test the differences between the treatment and control groups statistically to provide more concrete evidence of their comparability.

Lofstrom & Bean (2002) look at the impact of reforms made to the US Federal Welfare Law in 1996. Of particular interest are the changes these reforms had on welfare receipts by immigrants, independent of changes in labour market conditions. The 1996 passage of the Personal Responsibility and Work Opportunity Reconciliation Act restricts the access to welfare receipt for immigrants who arrived after 1996. The pooled time-series data of households with working-age heads are obtained from the 1994 to 2000 Current Population Survey. The dependent variables

are dichotomous variables specifying whether the households receive welfare, food stamps, Medicaid, and AFDC/TANF. To evaluate the impact of the reform on the immigrants, linear probability regressions are used to estimate the difference-in-difference models. The difference-in-difference estimator captures both time (before and after the reform) and group (the affected immigrants and the unaffected natives) differences. In addition, the unemployment rate, employment-to-population ratio, socioeconomic characteristics, and state- or area-fixed effects are included in some of the estimation models. After accounting for changes in labour market conditions over time and the fixed effects, results indicate that the observed decline in welfare receipt by immigrants in the post-reform period is not significantly different from the decline experienced by non-immigrants. In other words, the reform alone does not explain the change in welfare receipt for immigrants.

This study is of good quality in all aspects. The research question is clearly stated and relevant issues in the literature are discussed in detail. The data is collected from a well-known national survey. The limitations of the data used are clearly stated and appropriately justified. The variables used are explicitly defined. The use of difference-in-difference estimator is suitable to analyze the impact of policy change. The methodology issues and the robustness of the model are thoroughly discussed. The results are stated according to the estimated statistical significance. Furthermore, the authors' conclusion corresponds to the empirical results. Therefore, the findings should be fairly reliable and objective.

Riggs & Greenberg (2004) examine the influence of child and family-level moderators on the academic development of migrant Latino children participating in an after-school program with intensive academic instruction called *Generacion Diez* (G-10). Children are selected from within three major school districts within Pennsylvania County in the United States. Selection for the program is based on poor academic performance, poor classroom conduct, and low parental involvement in school. In G-10 the students are divided into two groups based on grade. The afternoon is structured first around snack and homework time; group activities ranging from play to field trips followed by either academic instruction or a lesson from Promoting Alternative Thinking Strategies (PATHS) a curriculum supporting social and emotional competence.

This study seeks to respond to the lack of empirical evidence regarding which populations of children benefit from participation in after-school programs. The authors articulated four hypotheses: (1) the program would help acculturate the children and thus improve their outcomes due to their greater English language proficiency; (2) children from higher-functioning families would demonstrate greater increases in their academic outcomes; (3) increases in parent-teacher interactions would correlate with increases in children's academic problems; and (4) children whose parents report greater involvement in school activities would have greater academic gains while enrolled in G-10.

Pre and post-test data were collected on all academic measures, first in October and then in May. Measures of acculturation, family function, and parent involvement with school were also collected. The authors stress that due to the lack of a control group no firm conclusion regarding the efficacy of the G-10 program could be made. However, the study was able to demonstrate that after 9 months of participation in the G-10 program children's academic scores had significantly increased in each subject. The impact of ecological variables on academic development depended on the academic subject under investigation as well as the age of the children. The children from poorer functioning families made the most significant academic gains. The authors suggest that this could have been because they were protected from the influence of this potential risk factor through their enrolment in the G-10 program. The implication of these findings is that after-

school programs could serve as a useful way for community services to promote the academic development of children from immigrant families and families with less school involvement.

The methodology of this paper is considered to be of good overall quality. However the study lacked a control group with which to compare the effects of the program. The selection of children into the program was non-random (based on referrals). Despite these drawbacks, all Pre-test and post-test data were collected and the authors used a HLM model to assess the impact of moderator variables (child and school level measures) on student achievement. Limitations were acknowledged and conclusions were well formulated.

QUALITY ANALYSIS

Because immigration policy is of great interest to both social scientists and economists, two approaches to statistical analysis are utilized by the researchers of the studies included in this review. In order to evaluate the quality of the studies in an equitable manner, studies utilizing econometric models are assessed using a rubric designed and applied by an econometrician, while the remaining empirical studies are evaluated using a rubric designed and applied by a social science statistician. Below is a list of studies using econometric modeling and a list of those using general social science methods and designs.

Econometric Studies

Chiswick & Miller 2004
 Edin & Frederiksson 2004
 Hayfron 2001
 Jones-Correa 2005
 Lofstrom & Bean 2002
 Magnuson et al. 2006
 Menahem & Lerner 2001
 Lopez & Mora 1998
 Spiess et al. 2003

Social Science Studies

Clair & Jackson 2006
 Delander et al. 2005
 Diaz-Aguado & Andres 2000
 Gersten et al. 1998
 Goodkind 2005
 Munoz & Clavijo 2000a
 Munoz & Clavijo 2000b
 Ogden 2007
 Riggs & Greenberg 2004
 van Tuijl et al. 2001

Analysis of Econometric Studies

Econometric studies are evaluated on three dimensions: the quality of data, the quality of the model and the quality of the results. There are four criteria for data quality, four for model quality, and three for result quality. The data quality criteria are data source, data completeness, representative sample and data description. The four criteria for model quality are type of analysis, model assumption, model specification and selection of variables. The three criteria for result quality are statistical significance, estimation bias and overall objectivity. The same scoring weight is assigned to all criteria. A score of “3” indicates a study possesses good quality with reference to a particular criterion. A score of “2” indicates fair quality, and a score of “1” indicates poor quality. In order to determine the studies with the highest qualities, the scoring is downward biased: that is, if a study is judged to be between fair and poor for a particular criterion, it is scored as poor for that criterion.

Table 3 shows the rubric used to assess the methodological quality of 9 studies. With 11 criteria, the possible scores range from 11 to 33. A study with a score of 28 or above is considered to be a good study, with a high quality of data, model and result. The stated findings from a good study should be reliable and relevant for policy analysis. A study with a score between 22 and 27 is considered to be a fair study. A fair study only possesses good quality in relation to some of our criteria. While some minor methodological flaws may exist in a fair study, the results still provide some insight into the research question. However, the stated findings should be interpreted with caution for policy analysis. A study with a score of 21 or below is considered to be a poor study. Since a poor study typically has major methodological flaws, the stated findings are unreliable and should not be used for policy analysis.

Table 1 Econometric Rubric

Facet of Study:	Study scored 1 if:	Study scored 2 if:	Study scored 3 if:
Quality of Data:			
<i>Data source</i>	<p>The data are obtained from surveys/questionnaires conducted by the researcher(s)</p> <p>Data source is not documented.</p>	<p>The data are obtained externally from other studies.</p> <p>Data source is not clearly documented.</p>	<p>The data are obtained from census, national surveys, or surveys conducted by prominent statistics organizations.</p> <p>Data source is clearly documented.</p>
<i>Data completeness</i>	<p>A substantial amount of data is missing.</p> <p>The missing data seriously affect the study results.</p> <p>The researcher(s) provide little or no explanation on missing data.</p>	<p>The researcher provides reasonable explanation for missing data.</p> <p>The missing data do not seriously affect the study result.</p> <p>The missing data are not important to the study.</p> <p>It is unclear about data completeness.</p>	<p>There are no obvious missing data.</p>
<i>Representative sample</i>	<p>The chosen sample is a poor representation of the population of interest</p>	<p>It is uncertain whether the chosen sample could serve a good representation of the population of interest</p>	<p>The chosen sample serves as a good representation of the population of interest</p>
<i>Data description</i>	<p>Information on data collection method, sample, and variable definitions are not stated or substantially missing.</p>	<p>Some information on data collection method, sample, and variable definitions are not stated.</p>	<p>Information on data collection method, sample, and variable definitions are explicitly stated.</p>

Facet of Study:	Study scored 1 if:	Study scored 2 if:	Study scored 3 if:
Quality of Model:			
<i>Type of analysis</i>	The type of econometric modelling used is not able to address the research question(s) or researchers' theory.	The type of econometric modelling used is not able to address the research question(s) directly. The econometric results are used as evidences to support the researchers' argument.	The type of econometric modelling used is able to address the research question(s) directly.
<i>Model assumptions</i>	Assumptions are unreasonable. Assumptions are made without any explanation. Assumptions are inconsistent with the theories in the literature or other studies.	Assumptions are non-intuitive. The explanation by the researcher is not very convincing.	Assumptions are intuitive. Assumptions are used in other relevant studies. Assumptions are consistent with the theories in the literature. Assumptions are necessary and important for the study, and the researcher has provided reasonable explanations.
<i>Model specification</i>	The specification is uncommon, and the researcher does not provide any statistical test. The specification is uncommon, and the researcher either does not provide any explanation or provides a poor explanation. The chosen specification does not account for the issues arising from the type of data used.	Although the research does not justify or test the specification, it is common in relevant studies. The specification is consistent with the type of data used by the researcher.	The researcher tests the validity of the functional form specification. The researcher justifies the specification with reliable references. The specification is well suited to the type of data used by the researcher.

Quality of Model:			
<i>Choice of variables</i>	The model does not include many of the influential factors.	The model includes many of the influential factors.	The model includes many of the influential factors.
	The model is missing many obvious control variables.	The model is missing some obvious control variables.	The model is not missing obvious control variables.
	Proxy variables, if any, are not relevant to their underlying factors. (Substantial measurement error)	Proxy variables, if any, are relevant to their underlying factors. (Some measurement errors)	Proxy variables, if any, are highly relevant to their underlying factors. (Little measurement errors)
	Instrumental variables, if any, are weak.	Instrumental variables, if any, are adequate.	Instrumental variables, if any, are strong.
Facet of Study:	Study scored 1 if:	Study scored 2 if:	Study scored 3 if:
Quality of Results			
<i>Statistical significance</i>	Estimates that capture statistical significance are not reported.	Estimates that capture statistical significance are reported, but the researcher does not discuss the results in terms of statistical significance.	Estimates that capture statistical significance are reported.
	Results are not discussed in terms of statistical significance.		Results are discussed in terms of statistical significance.
<i>Estimation bias</i>	The results are biased.	The results may be biased in terms of magnitude, but the direction of the effects is reliable.	The results are unbiased.
<i>Objectivity of the discussion</i>	The researcher discusses the results in a subjective manner. Implications and inferences are made that are far beyond the scope of the estimated results. The discussion substantially overstates the estimated results.	The discussion slightly overstates the estimated results. Implications and inferences are made on the basis of a combination of researcher's subjective opinion and empirical evidences.	The researcher discusses the results in an objective manner.
			Implications and inferences are made on the basis of the estimated results. Researcher makes clear distinction between estimated results, inferences, and opinions. Researcher acknowledges the limitation(s) of the study.

Table 2 Scoring for Econometric Studies

Author	Data source	Data completeness	Representative sample	Data description	Type of analysis	Model assumption	Model specification	Choice of variables	Statistical significance	Estimation bias	Overall Objectivity	Total score	Quality
Chiswick & Miller 2004	3	2	2	3	3	2	2	1	3	2	2	25	Fair
Edin & Frederiksson 2004	3	2	2	3	3	3	3	3	2	2	3	29	Good
Hayfron 2001	1	1	2	2	2	2	2	2	3	2	2	21	Poor
Jones-Correa 2005	3	2	2	1	2	2	2	2	3	2	1	22	Fair
Lofstrom & Bean 2002	3	2	3	2	3	3	3	3	3	2	3	30	Good
Magnuson et al. 2006	3	2	1	3	1	1	2	1	1	1	2	18	Poor
Menahem & Lerner 2001	1	2	3	2	2	2	1	2	2	2	2	21	Poor
Lopez & Mora 1998	3	2	2	2	3	2	2	2	2	2	2	24	Fair
Spiess et al. 2003	3	3	2	3	2	2	2	3	3	2	3	28	Good

Social Science Studies

The remaining empirical studies are evaluated according to the eight criterion outlined in the scoring rubric below. Although all the criteria are related to each other, each is necessary to the production of a good study with meaningful and robust results. Therefore, the same scoring weight is assigned to each. A “3” indicates the study is strong in a particular dimension of quality. A “2” indicates the study is of fair quality, and a “1” indicates the study is of poor quality. In order produce a set of studies of the highest quality, the scoring is downward biased (conservative). In other words, if a study is between fair and poor for a particular quality dimension, the lower score is assigned for that dimension.

With eight quality criterion and three levels of quality, total scores can range from 8 to 24. A study with a total score of 20 or above is considered a study of good quality. In such a study, the content, data sources, sampling, methodology and statistical analysis are all of high quality. Evidence is provided to support the reliability and validity of inferences made from scores on quality measures. The stated findings from a good study are not over or under stated and are clearly relevant to the research question.

A study with a total score between 15 and 19 is considered one of fair methodological quality. Only some of the dimensions are of good quality. Some minor methodological flaws exist in a fair study, but the results still provide useful insights to answer the research question. However, the stated findings should be interpreted with caution for purposes of policy analysis.

Finally, a study with a score of 14 or below is considered a study of poor methodological quality. Since major methodological flaws exist in such a study, the stated findings are unreliable and should not be used for policy analysis.

Table 3 Empirical Social Science Research Rubric

	Study Scored 1 if	Study Scored 2 if	Study Scored 3 if
Quality of Model			
Selection method	Non-random sample selection / single sample	Pre-existing (intact) groups	Random selection
Assignment to group	Nonequivalent groups / single group	Matched groups	Randomly assigned groups
Research design	Static group comparison (correlational studies)	One group pre-test/post-test	Pre-test/post-test with control group
Outcome measure	Outcome measure(s) are irrelevant or very general.	Single outcome measure (e.g., employed vs unemployed)	Multiple variables are used for measuring the policy/practice outcome.
Confounding variables	No confounding variables are considered.	Only demographic variables are considered.	Demographic and other moderator variables are considered.
Reporting			
Conclusions	Conclusions are not supported by evidence.	Conclusions are over- or understated.	Conclusions are supported by evidence presented in the study.
Limitations	No discussion of limitations.	Some, but not all, of the limitations are acknowledged.	Limitations of the study are acknowledged and accurate.
Statistical results	No statistics are reported.	Reporting of statistics is incomplete and/or inconsistent.	Relevant statistics and descriptives are presented.

Table 4 Scoring for Social Science Studies

Author	Selection Method	Assignment to group	Research Design	Outcome Measure	Confounding Variables	Conclusions	Statement of Limitations	Statistical Results	Total score	Quality
Brilliant 2001	2	1	1	3	1	3	2	3	16	Fair
Clair & Jackson 2006	1	2	3	3	3	3	2	3	20	Good
Delander et al. 2005	2	2	1	3	3	3	2	3	19	Fair
Diaz-Aguado & Andres 2000	1	1	2	1	1	2	1	2	11	Poor
Gersten et al. 1998	1	1	1	3	2	3	2	3	16	Fair
Goodkind 2005	1	1	2	3	3	3	3	3	19	Fair
Munoz & Clavijo 2000a	1	1	2	3	1	2	1	2	13	Poor
Munoz & Clavijo 2000b	1	1	1	3	2	2	1	2	13	Poor
Ogden 2007	2	2	3	3	3	3	3	3	22	Good

Author	Selection Method	Assignment to group	Research Design	Outcome Measure	Confounding Variables	Conclusions	Statement of Limitations	Statistical Results	Total score	Quality
Riggs & Greenberg 2004	1	1	2	3	3	3	3	3	19	Fair
van Tuijl 2001	1	2	3	3	3	2	3	3	20	Good

RESULTS

This systematic review sought to locate empirical research that evaluated migration policies or best practices that facilitate successful integration for first or second generation migrants. Although this is not a new area of investigation, empirical resources are scarce. As noted earlier, the initial capture of literature for this review was 4,387 articles, of which only 20 met all the criteria for inclusion. The pronounced lack of rigorous empirical research is troubling, particularly given the amount of theoretical writing concerning the gap between research and migration policy development.^{38,39,40} Perhaps even more troubling is the lack of replicated studies or studies that evaluate similar policies and programs which allows reviewers to aggregate or compare results, thereby offering greater confidence in the effectiveness of particular interventions. Throughout the process of this review it has become clear that more empirical research is required in this field.

Still, some general conclusions may be drawn from the literature analyzed here.

There are five studies examining early childhood development programs, three of which received a quality score of 'good'. Clair and Jackson (2006), Spiess et al. (2003) and van Tuijl et al. (2001) all indicate modest but encouraging results for migrant children who engage in some form of early childhood education and development (ECED) program.

Research by Spiess et al. (2003) using longitudinal German data suggests that migrant children acquire long term educational benefits when they begin their schooling at an early age. The research reveals a correlation between kindergarten attendance and later academic success. In these studies, migrant children who did not attend kindergarten were more likely to be placed in high schools intended for students who are not expected to enter post-secondary education, whereas students who did attend kindergarten were more often placed in pre-university high schools. Clair and Jackson (2006) also found positive results in their longitudinal study of an ECED program, however this program specifically encourages parental involvement. The Migrant Even Start Family Literacy Program provides parents with the skills to support their children's language development. Interestingly, in this study academic gains were more pronounced at the end of grade one than at the end of kindergarten, suggesting long-term there are effects of early literacy programs. Lastly, in another parent involvement program, van Tuijl et al. (2001) indicate modest results for a two-year ECED program designed to enrich interactions between mothers and their young children.

While these studies differ in content and approach, together their results suggest that intervention at an early age may provide the necessary impetus to encourage and facilitate school readiness for children whose parents are not fluent in the host language and/or are new to the cultural context of the host country's structured learning environment. These findings are in keeping with a large body of research pointing to the benefits of early intervention, particularly for more marginalized and disadvantaged populations.^{41,42} Unfortunately, none of these studies directly evaluate the possibility of social integration effects resulting from the interventions.

In addition to studies demonstrating successful early childhood programs for migrants, two studies examining high school language programs for migrant children highlight promising results. Gersten et al. (1998) and Lopez & Mora (1998) evaluated the effects of different types of ESL and EAL programs for migrants. Lopez & Mora found a significant difference between the earning potential of both first and second generation students who enrolled in high school bilingual programs and those who did not; with enrollees earning more than non-enrollees. Gersten et al. compared two types of programs in an attempt to determine if one style of ESL

program is better than another. They found no significant differences between the programs; however, students enrolled in either program significantly outperformed migrant students who did not enroll in any program. These results should be interpreted with caution, however, due to some failings of the methodological design of the study.

One final study that is consistent with the notion of early intervention is a study conducted by Riggs & Greenberg (2004). They examined a community run after school program for first and second generation migrant children deemed to be at-risk of failure due to poor behaviour, poor academic performance and limited parental support. The program included intensive academic instruction and a curriculum supporting social and emotional competence. The research revealed significant gains for all the children in all subject areas; however, the improvement was greatest among the children from poorer functioning families. The authors conclude that after-school programs could serve as a useful way for community services to promote the academic development of children from immigrant families and families with less school involvement.

The overall synthesis of results for this review appears to suggest the following: (1) the majority of empirical research examining migration within the context of education tends to focus on language proficiency for migrant children; (2) results from the most robust studies suggest early intervention programs produce promising future academic effects for migrant children; (3) the majority of the education and training research focuses on children rather than adult training programs; and (4) current migration research treats language as a proxy for measuring the social integration of children.

DISCUSSION AND FURTHER CONSIDERATIONS

Several national and multi-national organizations have spent significant time and resources looking into policies that affect migration and integration, particularly since the creation of the European Union in its current form.

In recognition of the increasing movement of individuals and families seeking greater financial and social security across nation-states, the OECD and other bodies such as the European Commission and the International Organization for Migration have produced countless reports organized dozens (hundreds?) of meetings and conferences to examine the resolve of host countries to address the successful integration of migrants. Most recently, in September 2007, the MIPEX Consortium published the Migrant Integration Policy Index (MIPEX).

MIPEX is a benchmarking tool used to evaluate and measure migration policies and best practices in 25 EU member states and three non-member states. The aim of MIPEX is “to improve migrant integration policies in Europe by providing objective, accessible and comparable data for scrutiny and debate.”⁴³ The index evaluates six general policy areas affecting migrants: labour market access; family reunion, long-term residence, political participation, access to nationality; and anti-discrimination. Those interested specifically in the European context should review this 208 page document. It is interesting to note, however, that the Index does not include indicators covering education.

There appears to be a sharp and pervasive distinction in the migration literature between child and adult populations. General policies geared towards adult populations appear to view economic stability as a proxy for integration, whereas policies or programs geared towards children use language proficiency as a proxy for integration. According to migration scholars, neither of these two factors, taken in isolation, are good indicators. As discussed earlier, migration policy development needs to be, by virtue of the context within which migration occurs, a holistic process insofar as integration will not occur without a concerted effort on the part of decision-makers to address the inequalities and discrimination minority groups face after migrating to a new country.

While there is considerable justification for treating language as a key component of successful migrant integration, it may not allow for a well rounded picture of the dynamic social phenomenon of migration. As Castles (2004) indicates “migration is a social process with its own inherent dynamics and therefore must be analyzed within that context.” As recent events in Paris, France have demonstrated, speaking the host language does not necessarily lead to social or economic integration. Again, Castles (2004) argues that the “migration process and the factors effecting it require far more time to demonstrate an effect than the short term policy cycle and electoral periods...Migration policies need to be analyzed over time, allowing for unique and inherent social dynamics to unfold as settlement becomes more permanent.”

While there is an abundance of theoretical research clearly pointing to the need for greater concentration on anti-discrimination program and policy development, this review found that researchers need to concentrate on evaluating existing anti-discrimination programs in an empirically robust manner so decision-makers can feel confident about the effectiveness of such programs and policies prior to their implementation.

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APPENDIX A – All controlled vocabulary

POPULATION	EDUCATIONAL ISSUES	SOCIAL ISSUES	METHOD
children of immigrants	academic achievement	acculturation	applied research
immigrants	academic aptitude	adaptability	best practice
immigration	academic aspiration	assimilation	comparative analysis
Immigration policy	academic failure	community involvement	data analysis
migration	access to education	cultural differences	data interpretation
migrants	cross cultural training	culture conflict	empirical methods
new immigrants	diversity	diversity	empirical research
Immigrantenkinder	early childhood education	economic aspects	empiricism
ausländer	education	economic condition	employment statistics
menschliche migration	educational assessment	economic integration	evaluation
immigranten	educational achievement	electoral participation	literature reviews
einwanderer	educational attainment	employment	longitudinal method
immigrationspolitik	educational discrimination	intercultural communication	measurement
migrantenkinder	educational indicator	labor economic	meta analysis
migrantenbildung	educational opportunity	labor force participation	quantitative methods
migrantenarbeit	equal education	labor market	quantitative research
flüchtlinge	language	political integration	quasiexperimental design
hijos de inmigrantes	language acquisition	political participation	research
emigración	preservice teacher training	political socialization	research methodology
inmigrantes	student diversity	social adjustment	sampling
inmigración	teacher education	social aspect	scientific method
emigrantes	teacher training	social bias	scientific methodology
migración	teaching methods	social discrimination	scientific research
nuevos emigrantes	akademisch* leistung*	social factors	statistical analysis
refugiados	akademische begabung	social indicators	statistical data
enfants des immigrants	akademisch* streben*	Social integration	statistics
émigration	akademisches scheitern	socialization	surveys
étrangères	zugang zu bildung	sociocultural factors	synthesis
enfants des migrants	interkulturelles training	socioeconomic	systematic review
programmes pour les migrants	diversität	akkulturation	angewandte forschung
nouveaux immigrants	frühkindliche bildung	anpassungsfähigkeit	vergleichende analyse
réfugies	bildung	assimilierung	datenanalyse
immigrants sans papiers	beurteilung	gemeindeeinbindung	dateninterpretation
immigrantes	bildungsabschluss	kulturell* unterschied*	empirische method*
	bildungsdiskriminierung	“kulturkonflikt”	empirische forschung
	bildungsindikato*	diversität	empirismus
	bildungsangebot*	wirtschaftlich* aspect*”	beschäftigungsstatistik
	bildungsbenachteilig*	wirtschaftl* voraussetzung*”	evaluierung
	gleich* bildung*	wirtschaftliche integration”	literaturbesprechung
	studentenvielfalt	wahlbeteiligung	langzeitstudie

POPULATION	EDUCATIONAL ISSUES	SOCIAL ISSUES	METHOD
	lehrausbildung	beschäftigung	quantitative daten
	spracherwerb	arbeitsplatz	quantitative forschung
	sprachkenntnis	interkulturelle kommunikation	quasi-experimentelles design
	sprechflüssigkeit	arbeitsökonom*	forschung
	zweitsprach*	beteiligung der arbeitskräfte	forschungsmethode
	éxito académico	arbeitsmarkt	forschungsmethodologie
	aptitud académica	politische integration	wissenschaftliche forschung
	aspiración académica	politische beteiligung	statistische analyse
	fracaso académico	politische sozialisierung	statistische daten
	acceso a la educación	rassendiskriminierung	statistische signifikanz
	capacitación	religiöse diskriminierung	statistische studien
	currículo	soziale anpassung	statistische befragungen
	plan de estudios	sozial* aspect*	statistik
	diversidad	sozial* verzerr*	befragungen
	evaluación educativa	sozial* unterschied*	synthese
	resultados educativos	soziale diskriminierung	Investigación aplicada
	discriminación educativa	sozial* gleich*	mejores practicas
	indicador educativo	sozial* factor*	análisis comparativo
	oportunidad educativa	sozial* indikator*	análisis de los datos
	desventaja educativa	soziale integration	interpretación de los datos
	educación equitativa	soziale isolation	interpretación de la información
	diversidad estudiantil	sozialleben	métodos empíricos
	diversidad de los estudiantes	soziale mobilität	investigación empírica
	educación del profesorado	sozialisierung	empirismo
	educación del magisterio	gesellschaftliche auswirkung	uso de estadísticas
	educación del docente	soziokulturell* factor*	evaluación
	adquisición de la lengua/lingüística	sozioökonomisch* factor*	revisión de la literatura
	conocimiento de la lengua	toleranz	métodos longitudinales
	dominio de la lengua	aculturación	métodos medición
	segunda lengua	adaptabilidad	meta análisis
	bilingüe	asimilación	métodos cuantitativos
	multilingüe	participación comunitaria	investigación cuantitativa
	réussite scolaire*	diferencia cultural	diseño quasiexperimental
	aptitude scolaire	conflicto cultural	investigación
		diversidad	metodología de la investigación
	aspiration scolaire*	aspecto económico	método científico
	échec scolaire	condición económica	metodología científica
	accès à l'égalité	integración económica	investigación científica
	formation interculturelle	participación electoral	análisis estadístico
	programme d'étude*	empleo	datos estadísticos

POPULATION	EDUCATIONAL ISSUES	SOCIAL ISSUES	METHOD
	diversité	comunicación intercultural	significación estadístico
	éducation préscolaire	participación en la fuerza laboral	estudios estadísticos
	éducation	mercado de trabajo	sondeos estadísticos
	évaluation édu*	intégration politique	estadísticas
	niveau d'instruction	participación política	sondeos
	discrimination édu*	socialización política	síntesis
	indicateur édu*	discriminación racial	artículo síntesis
	diversité linguist*	discriminación religiosa	Recherche appliquée
	chances éducatives	adaptación social	meilleures pratiques
	accès à l'égalité	aspecto social	analyse comparative
	diversité ethnique	tendencia social	étude comparative
	formation pédagogique	diferencia social	analyse de données
	formation des professeur*	discriminación social	méthodologie empirique
	acquisition des langues	factor social	recherche empirique
	formation des enseignant*	indicateur social	données d'emploi
	deuxième langue	intégration social	statistiques de l'emploi
	facilité linguistique	aislamiento social	évaluation
	langue étrangère*	vida social	revue de la littérature
		movilidad social	méthode longitudinale
		socialización	étude longitudinale
		impacto social	mesure
		factor sociocultural	méta analyse
		factor socio économique	recherche quantitative
		tolerancia	quasi-expérimentale
		adaptabilité	recherche
		participation communautaire	méthodologie de recherche
		différence culturel*	échantillonnage
		conflit des cultures	méthode scientifique
		diversité	données statistiques
		condition économique*	test statistique
		intégration économique	enquêtes statistiques
		participation électorale	statistiques
		emploi	sondages
		communication interculturelle	synthèses
		économiques d'emploi	analyse documentaire
		participation au marché du travail	critique systématique
		marché du travail	
		intégration politique	
		participation politique	
		différentiation soc*	
		discrimination raciale	
		discrimination religieuse	

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POPULATION	EDUCATIONAL ISSUES	SOCIAL ISSUES	METHOD
		discrimination sociale	
		égalité social	
		facteur socio*	
		indicateur sociaux	
		intégration sociale	
		isolement social	
		vie sociale	
		mobilité sociale	
		socialisation	
		impacte sociale	
		socioéconomique	
		tolérance	

FOOTNOTES

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- ¹ Organization for Economic Co-Operation and Development (OECD), 2006.
 - ² Castles 2004.
 - ³ Castles 2004
 - ⁴ Rudiger & Spencer 2003.
 - ⁵ Organization for Economic Co-Operation and Development (OECD) 2006.
 - ⁶ Reitz 2002
 - ⁷ Castles 2004
 - ⁸ Baurer et al. 2000
 - ⁹ Edin, 2004
 - ¹⁰ MacKerron & Hamilton 1998.
 - ¹¹ Simon & Sikich 2007
 - ¹² Castles 2002
 - ¹³ Castles 2004
 - ¹⁴ Reitz 2002
 - ¹⁵ Alexander 2003
 - ¹⁶ Rudiger & Spencer 2003
 - ¹⁷ Rudiger & Spencer 2003
 - ¹⁸ Munoz 2000b
 - ¹⁹ Gersten, 1998
 - ²⁰ Lopez & Mora 1998
 - ²¹ Chiswick, 2004
 - ²² Jones-Correa, 2005
 - ²³ Brilliant 2006
 - ²⁴ Clair 2006
 - ²⁵ Munoz 2000a
 - ²⁶ van Tuijl 2001
 - ²⁷ Jones-Correa, 2005
 - ²⁸ Lofstrom 2002
 - ²⁹ Parker-Jenkins et al. 2004
 - ³⁰ Vavrus 2003
 - ³¹ Sobel 2005
 - ³² Phuntsog 2001
 - ³³ Commins & Miramontes 2006
 - ³⁴ Dong 2004
 - ³⁵ Allen & Hermann-Wilmarth 2004
 - ³⁶ Wlodkowski & Ginsberg 1995
 - ³⁷ Bernhard et al. 2005
 - ³⁸ Favell 2001
 - ³⁹ Florence & Martiniello 2005.
 - ⁴⁰ Lacko & Wijkstom 2004.
 - ⁴¹ Gilliam & Zigler 2001
 - ⁴² Garces et al. 2002
 - ⁴³ British Council and Migration Policy Group, 2007