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LONG-TERM SETTLEMENT OF REFUGEES: AN ANNOTATED BIBLIOGRAPHY OF NEW ZEALAND AND INTERNATIONAL LITERATURE

QUOTA REFUGEES TEN YEARS ON SERIES

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New Zealand Government

Department of Labour
TE TARI MAHI

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FOREWORD

New Zealand has a long-standing commitment to humanitarian assistance in the international community. We have accepted refugees for resettlement since the end of the Second World War. In 1987, the government established a formal annual quota for the resettlement of refugees. In recent years, New Zealand's annual resettlement quota has been maintained at 750 places (plus or minus 10 percent). Over the past 15 years, New Zealand has accepted more than 10,000 refugees under the resettlement programme.

Decisions made on the composition of New Zealand's refugee quota largely reflect the priority cases for resettlement identified by the Office of the United Nations High Commissioner for Refugees. These decisions result in the resettlement of people from a diverse range of nationalities, including those from the Middle East, Africa, Southeast Asia, Europe and South America.

Although refugees make up a relatively small number of newcomers to New Zealand, they comprise a distinct, significant and often very visible component of our demographic. Refugees come as forced migrants in need of protection. Their situation is markedly different from that of New Zealand's other migrants, who choose to settle here and are selected on criteria associated with successful settlement outcomes. To cater for refugees' resettlement needs, we need to better understand the background, experiences and perspectives of the diverse refugee groups who have settled in New Zealand.

This annotated bibliography is the first publication from a three-year programme of research, entitled 'Quota Refugees Ten Years On: Perspectives on Integration, Community and Identity'. The research programme is led by the Department of Labour's IMSED Research team. The Ministry of Social Development and the Department of Internal Affairs are key partner agencies. The programme of research was granted three-year funding from the Cross Departmental Research Pool by the Ministry of Research, Science and Technology.

Quota Refugees Ten Years On aims to explore the long-term settlement experiences and outcomes for people who arrived as part of our refugee quota programme ten or more years ago. This research programme builds on an earlier substantive Department of Labour research project – Refugee Voices: A Journey Towards Resettlement. This project gathered information about the early years of resettlement. In contrast to this earlier study, Quota Refugees Ten Years On builds a platform of knowledge about long-term integration, community capacity building, identity and citizenship.

The current review focuses on literature from countries with refugee resettlement quotas and shows the need to better understand long term aspects of integration. The review largely investigates the economic participation of former refugees. However the literature reflects a growing emphasis on other aspects of long-term settlement, including the importance of social networks, identity and belonging.

The annotated bibliography will provide a new and valuable resource to a wide audience, both in New Zealand and internationally. This audience includes policy makers, service providers, researchers and people from refugee backgrounds. I look forward to further publications from the Quota Refugees Ten Years On research programme over the coming years. These publications will present us with the valuable perspectives of former refugees on integration, community and identity in the New Zealand context.

Christopher Blake
Secretary of Labour

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EXECUTIVE SUMMARY

The Department of Labour commissioned this thematic review and annotated bibliography to provide a comprehensive understanding of the New Zealand and international research literature on factors involved in the long-term settlement of refugees and to gain insight into factors that facilitate or act as barriers to integration. The project is part of the wider research programme entitled Quota Refugees Ten Years On: Perspectives on Integration, Community and Identity.

New Zealand and international literature was identified through a range of searching techniques, including using bibliographic databases and internet search engines, and by following up on the suggestions of subject experts contacted by the Department of Labour. To be included in the bibliography, material had to have some relevance to the longer-term settlement of refugees that have been accepted offshore for resettlement by a host society (in New Zealand, these are referred to as 'quota refugees'). The search also focused on material written in the last ten years. This lead to the exclusion of less recent material, material that focused on the initial reception and settlement of refugees, material that did not sufficiently distinguish refugees from migrants in general and material that focused specifically on asylum seekers (who may face a range of additional issues relating to accessing services).

While only a few articles explicitly mentioned the number of years after refugee arrival, a range of research literature was identified that broadly met the criteria. The material has been categorised and presented under a number of broad themes. The thematic review, which precedes the annotated bibliography, draws together key findings from the literature.

The first general theme is concerned with describing, defining or modelling the longer-term settlement of refugees in a host country. Other literature describes and evaluates the outcomes and indicators of this process. Some literature includes discussion of the issues involved in studying refugees as a separate group from other migrants, while other research describes the issues that may be specific to refugee research – including elements of the research relationship. Some researchers make specific methodological recommendations (for example, on the use of particular sampling or information gathering techniques and the timeframes over which research may need to be undertaken in order to gain a more complete picture). Other researchers bemoan the lack of refugee identifiers in administrative or population surveys and/or describe the use of proxy measures to analyse the refugee experience.

The second general theme concerns research on refugee citizenship and participation, on factors relating to changes or maintenance of refugees' ethnic identity and on the links that they maintain with friends and family or others across national boundaries.

The third general theme presents material that explores the community and social networks formed by refugees within the host community and on how the existence or nature of networks affects other aspects of integration (for example, feelings of belonging or accessing employment opportunities). Findings relating to the role of the host community are also discussed under this theme.

The processes that result in an experience of social exclusion, including racism and humiliation, are the focus of the fourth theme.

The research concerned with describing the impact of dispersal policies (whereby a government actively directs refugees' initial geographic location to smaller centres) on aspects of the longer-term settlement experience (for example, obtaining employment and establishing networks) is explored as the focus of the fifth theme.

Findings are also presented under the general themes of education and training, employment, health and housing in facilitating long-term settlement and on the barriers and facilitators that may be involved with these aspects.

The final section of the thematic review draws together an overview of the findings specific to demographic categories of refugees, namely women, older refugees, children and youth (including the 1.5 generation) and refugees with disabilities.

An overview of findings

Governments, academics and researchers from the NGO sectors of several other countries that receive quota refugees are considering similar issues, sometimes as part of a wider region (for example, the European Union or Nordic States) or at a subnational level (for example, particular states within Canada or Australia). This is evident in the range of research over the past decade aimed at describing the experience of refugees and/or host country members and identifying useful indicators or the factors that act as barriers or facilitators to long-term settlement, integration or social cohesion. Some research has a broad focus on the total experience of refugees, while other research focuses on a single or subset of elements (for example, housing or health and wellbeing). Some research focuses specifically on the experiences of particular groups of refugees based on their nationality and/or ethnicity, gender, age (including children, youth, the 1.5 generation refugees and older refugees) or those with disabilities.

Researchers have moved towards adopting concepts that envisage integration or social cohesion as a two-way process, involving changes by both refugees and host country members. They also recognise that models of integration or social cohesion need to accommodate the fact that many refugees will want to maintain and develop their ethnic and cultural identity, language(s) and ties with family, friends and others from their home country who may be based around the world. These activities need not be seen as undermining efforts to settle in the host country.

Researchers have developed and are using frameworks for measuring an overall picture or elements of the success of longer-term settlement. This has identified gaps in the availability of refugee-specific data at a national, regional or institutional level.

Some elements clearly have a stronger influence than others. Employment and ability to communicate in the host country language clearly interact and are critical to accessing suitable housing and health services and to having the means (both financial and time) to participate in social and civic activities in the host country and transnationally. The nature of employment in the host country in comparison to employment in the country of origin, the experience of racism and other forms of social exclusion and changes in family dynamics may adversely affect refugees' sense of belonging to the host society.

Access to employment is affected by the overall availability of employment in a particular locality. Dispersal policies that resettle refugees in smaller centres where there are fewer jobs limit their employment opportunities. Refugees' position in the labour market may be influenced by the level of host country language acquisition relative to the requirements of a job, recognition of and ability to use qualifications, and the networks that refugees have access to.

The literature on health and wellbeing identifies the lack of an evidence base on the health outcomes of migrants in general as well as on identifying refugees, as distinct from other migrants and asylum seekers, and specifically on the longer-term needs of settled ethnic communities. A number of studies focus on initial screening processes and report the prevalence of diseases and health issues on arrival, but the longer-term effects of these do not receive much attention. A body of research has focused on the effects of trauma on health and wellbeing. Some research suggests worse health outcomes for refugees who may, as a group, experience higher levels of psychological disorders or direct physical consequences of torture, unrecognised or managed chronic conditions (for example, hypertension or diabetes), poor oral health, infectious diseases and delayed growth and development in children. Discrepancies in health and wellbeing status may also relate to conditions in the host country, for example, due to poorer housing and position in riskier areas of the labour market, where there is greater exposure to potential work-related illness or injury, and the effects of isolation and separation from family. Better systems of data collection, provision of culturally appropriate services

(involving medical staff receiving special training as well as the availability of interpreters) and better information on availability and nature of health service provision are among suggestions for improving health status.

A lack of data on the geographical mobility of refugees and new migrants and on the tenure and quality of housing is also reported. Studies suggest that refugee housing experiences are often characterised by instability and vulnerability, with outcomes influenced by government policies (for example, dispersal), the limited resources of new migrants and refugees, the policies and practices of housing providers and the search for a safe supportive environment. Findings suggest that refugees value the social and cultural aspects of housing, including safety and security and the importance of continuity of relationships associated with being settled in an area. New Zealand research suggested that refugees experience difficulty finding housing due to cost, a lack of English language ability and finding large enough houses.

Finally, some literature reports on the factors that may be specific to or differ between particular demographic categories of refugees. Findings suggest that there is need for more attention to be paid to gender issues, that women may experience discrimination for being part of a visible minority (which may be increased by dress), as well as for being women, and may be restricted to poorly paid parts of the economy. In addition, cultural and religious factors may limit participation in social, educational, physical and artistic activities. Fewer studies have specifically examined factors for men, but these have generally focused on the negative psychological effects due to experiencing changes in status in employment or within the family, and/or in response to meeting pressures to also provide for transnationally-based family.

The integration experience has also been explored by age group, with a focus on both younger and older people. Concepts of what constitutes being an older person may vary between cultures. Older people may also experience difficulties with changes in family dynamics because of their need to depend on younger members of the family who have become more readily fluent in the host country language. Some studies recommend recognition of older refugees in the development of service delivery policy and practice. Some research has focused on the experiences of refugee children and young people, particularly in the education system. Research has identified issues in the language acquisition and its effect on schooling and access to higher education, experiences of racism or discrimination and conflicts between the expectations of peer groups, educational institutions and family.

Issues canvassed in the research on refugees with disabilities include a lack of interpreters (including sign language interpreters), mobility issues and a lack of social networks.

1. INTRODUCTION

Purpose

The Department of Labour commissioned this annotated bibliography and thematic review of New Zealand and international literature on factors involved in the long-term settlement of refugees, as part of the wider research programme entitled Quota Refugees Ten Years On: Perspectives on Integration, Community and Identity. Through this annotated bibliography and thematic review, the Department hopes to gain a comprehensive understanding of the New Zealand and international literature on the long-term integration of refugees and to gain knowledge about the factors that facilitate or act as barriers to integration.

Background and context

For its population, New Zealand is one of the highest migrant receiving countries in the world and has been receiving migrants from increasingly diverse countries over time. It is also one of a small number of countries that has committed to an annual intake of refugees. In New Zealand, these refugees are referred to as 'quota refugees'. The approach that New Zealand has taken to immigration has implications for our current and future diversity.

Although refugees make up only a relatively small number of newcomers, they comprise a distinct, significant and often very visible component of our demographic. The context in which they come as forced migrants in need of protection is markedly different from that of New Zealand's other migrants who chose to settle here and are selected on criteria associated with successful settlement outcomes.

The vision and goals of New Zealand's Settlement Strategy (Department of Labour 2004[2]) establish the New Zealand's government's overall approach to the settlement of migrants and refugees. The vision is:

> New Zealand's prosperity is underpinned by an inclusive society, in which the local and national integration of newcomers is supported by responsive services, a welcoming environment and a shared respect for diversity.

The Quota Refugees Ten Years On programme is focused on examining the perspectives of people who arrived in New Zealand through the quota refugee programme ten or more years ago. This research programme builds on the Department of Labour's Refugee Voices research project, which focused on refugee resettlement in New Zealand (New Zealand Immigration Service 2004 [A37]).

This current annotated bibliography complements other bibliographies and literature reviews that have been completed or are in progress. They include Elliott and Gray (2000), Fletcher (2001), Gray and Elliott (2001), Nam and Ward (2006), Higgins (2008) and Trlin and Bedford (unpublished draft).[3] This bibliography has been organised to address the Department of Labour's interest in gaining an overview of the research on long-term integration issues for former refugees on:

- integration models, measures and indicators
- identity and citizenship
- community and social networks
- resettlement of future refugees.

[2] Department of Labour. (2004). *New Zealand Settlement Strategy*. Wellington: Department of Labour.

[3] Elliott, S. and Gray, A. (2000). *Family structures: a report for the New Zealand Immigration Service*. Wellington: New Zealand Immigration Service; Fletcher, M. (1999). *Migrant settlement: a review of the literature and its relevance to New Zealand*. Wellington: New Zealand Immigration Service; Gray, A. and Elliott, S. (2001). *Refugee Resettlement Research Project 'Refugee Voices' – literature review*. Wellington: New Zealand Immigration Service; Nam, B. and Ward, R. (2006). *Refugee and migrant needs: an annotated bibliography of research and consultations*. Wellington: RMS; Higgins, J. (2008). *Annotated bibliography of New Zealand literature on migrant and refugee youth*. Wellington: Department of Labour; Strategic Social Policy Group. (2008). *Diverse communities – exploring the migrant and refugee experience in New Zealand*. Wellington: Ministry of Social Development; Trlin, A. and Bedford, C. (Unpublished draft). *Bibliography of New Zealand immigration (2002-2006)*.

Where possible, distinctions have been made between research focusing on the first generation of refugees and the 1.5 generation, and research that focuses on subsequent generations, as well as distinguishing between refugee type (whether quota or asylum), refugee nationality and refugee receiving country.

In line with the Department of Labour brief, information has also been captured on the methods used to research factors relating to the long-term integration of refugees.

Methodology

A list of key search terms was agreed with the Department of Labour and a brief was developed based on these terms. A search of key bibliographic databases was undertaken by the Ministry of Social Development according to this brief. The researchers reviewed the results of these searches and requested items that met criteria for inclusion. In undertaking this review, researchers also conducted their own internet searches expanding the original list of search terms (for example, in order to source further works by particular authors, and as they became aware of country-specific terminology relating to refugees and integration). In addition, the Department of Labour provided printed material and links to relevant internet websites throughout the project. The search focused on items published between 1998 and 2008, although some earlier material has been included where it was considered particularly useful. The search concentrated on academic research in peer-reviewed journals, commissioned reports and reports by national and international organisations.

In its brief, the Department of Labour suggested the following as the scope of the review:

INCLUSIONS	EXCLUSIONS
As far as possible, the literature should be **refugee-specific**. Where the literature pertains to both migrants and refugees, consultation with the Department of Labour will be required regarding the potential inclusion of highly relevant material.	Migration literature in general.
As far as possible, the literature should focus on **quota refugees** (or equivalent). Where the literature includes both asylum seekers (or convention refugees) and quota refugees, these should be differentiated using keywords.	Literature exclusively focused on asylum seekers or convention refugees[4] or issues relating to these refugee types.
The literature should be focused on the **long-term integration** of refugees. Literature on the initial resettlement experiences of refugees and initial provision of services to refugees should only be included if the [experiences and services] are discussed in relation to the long-term integration of refugees.	Literature solely focused on the initial resettlement of refugees.

Overview of literature

Although the Department of Labour was looking for research specifically on the factors involved in the long-term settlement/integration of refugees, it was difficult to find much material that fitted this brief exactly. As far as possible, material was selected keeping the Department's limitations in mind. Some material from the broader categories has been included where it had relevance to longer-term settlement or made general points about integration and social cohesion.

The following points outline the general nature of the literature found:
- There is little literature that specifically focuses on long-term settlement of refugees.
- It is often difficult to tell what timeframe the material refers to, but the implication is usually that it applies to resettlement in the shorter rather than the longer term.

[4] In New Zealand, 'convention refugees' refers to those who have had their refugee claim recognised by the country of asylum.

- Papers do not always distinguish between migrants and refugees – papers often urge researchers to include a refugee perspective in their work.
- Papers reflect recent refugee movements, with papers on Bosnian/Kosovar and Somali refugees dominating recent writing. The papers that clearly have a longer-term focus often discuss Asian groups – Vietnamese, Laotian and Cambodian.
- Material on employment often refers to geographic dispersal and the need to link that with employment opportunities. It also discusses the barriers refugees face and how they go about getting jobs.
- Only a few papers address housing issues, either as a stand-alone topic or in association with economic participation and integration.
- With the specialist information on health, it is often hard to tell how long after initial settlement medical conditions can be expected to prevail.
- It was apparent that governments, academics and researchers from the NGO sectors of several other countries that receive quota refugees are considering similar issues, sometimes as part of a wider region (for example, the European Union or Nordic States) or at a subnational level (for example, particular states within Canada or Australia). This is evident in the range of research over the past decade aimed at describing the experience of refugees and/or host country members and identifying useful indicators or the factors that act as barriers or facilitators to long-term settlement, integration or social cohesion.
- Some research has a broad focus on the total experience of refugees, while other research focuses on a single or subset of elements (for example, housing or health and wellbeing).
- Some research focuses specifically on the experiences of particular groups of refugees based on their nationality and/or ethnicity, gender, age (including children, youth, the 1.5 generation refugees and older refugees) or those with disabilities.

2. TERMINOLOGY

This section describes some of the key terms used in this report.

Refugee type

Four types of refugees are identified in the literature. The distinctions between them are based on provisions in the Office of the United Nations High Commissioner for Refugees (UNHCR) 1951 Convention and 1967 protocol.[5] The differences largely relate to an individual's eligibility for resettlement-related services and citizenship rights and responsibilities.

An **asylum seeker** is a person seeking refuge. Once this is granted, the person is officially referred to as a refugee and enjoys refugee status, which carries certain rights and obligations according to the legislation of the receiving country.

Convention refugees are individuals who have been granted refugee status by a state on the basis of that country's interpretation of the 1951 Convention's definition of a refugee.

Mandate refugees are individuals who have been granted refugee status by UNHCR. UNHCR grants refugee status based on the Statute of the UNHCR and the precedent set by the statute's practical implementation over time. The same individual may be both a mandate and a convention refugee.

Quota refugees are people whom the UNHCR has mandated as refugees overseas. These people are then selected for resettlement offshore under annual refugee quota programmes offered by 19 countries, including New Zealand.[6]

Some countries refer to certain refugees as 'programme refugees' because they come into the country under a named programme such as the Gateway Programme in the UK. They usually have the same rights and privileges, including the right to remain, as Convention refugees (i.e. asylum seekers and persons granted refugee status under the state's refugee determination procedures).

Dispersal

Dispersal refers to policies that direct newly arrived refugees and asylum seekers away from metropolitan areas to provincial or regional centres. The rationale for a spatial dispersal policy is generally to distribute the financial and social costs of receipt of asylum seekers and refugees between local authorities, avoid increasing pressure on housing in areas that are already under stress and increase the speed of acquisition of language skills and knowledge about the host country. Dispersal policies may or may not take account of employment prospects.

Forced migration

Forced migration refers to the movement of refugees and internally displaced people, i.e. people forced to move as a result of conflicts, natural or environmental disasters, chemical or nuclear disasters, famine or development projects. In contrast, migrants are those who actively choose to move to another country, usually for family or economic reasons.

[5] Provisions in the 1951 Convention and 1967 Protocol set out basic definitions a) of who is and is not a refugee and who having been a refugee has ceased to be one, b) of the legal status of refugees and their rights and duties in their country of refuge, and c) relating to administrative and diplomatic functions (see www.hrea.org/learn/tutorials/refugees/Handbook/intro.htm).

[6] Sourced from www.icar.org.uk.

Generations

In this report, the term 'first generation immigrant' describes a person who was born as a national of one country who moves to live permanently in another country. This includes both migrants and refugees.

A subset of the first generation is described in the literature as the '1.5 generation'. There is no consensus of the exact age bracket that individuals should fall into to be considered 1.5. However, this term is generally used to refer to young people who are old enough to remember their previous residence and who are still participating in schooling in the new country (and thus exposed to a different form of socialising from those arriving as adults). They may or may not have been part of the destination decision. Bartley and Spoonley (2008) provide a useful discussion of the definition issue.[7]

The term 'second generation immigrant' refers to individuals born in the new country to immigrant parents. However, as Bartley and Spoonley point out, those who arrive with their parents in the new country before school age may have a similar settlement experience to those born to immigrant parents in the new country.

Social capital and social networks

Social capital has been variously defined, but in this report refers to assets or opportunities that facilitate individual or collective action among refugees and are generated by networks of relationships, reciprocity, trust and social norms.

Social networks are one form of social capital. Social networks can be within groups (social bonds), across groups within a community (social bridges, such as between refugee communities and members of the host community) or between individuals and organisations and agencies (social links). Research included in this report explores the role of refugees' social networks in promoting or hindering economic participation and in developing connections between refugees and the wider community. Literature relating to refugee community organisations (RCOs) is included in this section.

Social cohesion

This report includes literature that refers to concepts of social or community cohesion. These terms refer to the togetherness and bonding exhibited by members of a community – the glue that holds a community together. The research covered in this report explores four aspects of social or community cohesion – social connectedness, human rights, culture and identity, and safety and security. Literature referring to policies of dispersal is covered in this context.

Social exclusion

Social exclusion relates to the alienation or disenfranchisement of certain people within a society. In this report, it refers specifically to the social exclusion of refugees and covers reference to humiliation, racism and discrimination and to refugees as victims of crime.

Transnationalism and diaspora

Transnationalism refers to various kinds of connections between people sharing some form of common identity (such as place of origin and cultural or linguistic traits) across geographic, cultural and political borders. The term has been adopted in a wide range of contexts and is constantly under review. An early definition defines transnationalism as "the processes by which immigrants forge and sustain multistranded social relations that link together their societies of origin and settlement. We call these processes transnationalism to emphasize that many immigrants today build social fields that cross geographic, cultural and political borders" (Basch, Glick-Schiller and Szanton-Blanc 1994).[8]

[7] Bartley, A. and Spoonley, P. (2008). 'Intergenerational transnationalism: 1.5 generation Asian migrants in New Zealand'. *International Migration*, 46(4), 63-84.

[8] Basch, N., Glick-Schiller, L. and Szanton-Blanc, C. (1994). *Nations unbound: transnational projects, postcolonial predicaments, and deterritorialised nation states*. London: Routledge.

Like other migrants, refugees often retain strong transnational ties to more than one home country. Communications technology (for example, the internet and email) has added a new means of achieving interconnectivity over the past two decades.
Diaspora is term for mass migration and is used particularly in postcolonial studies to denote the scattering of peoples away from their homelands. It is also associated with the concept of connections between people from the same origins who now are located in a range of geographical settings.

Some writers use the terms transnationalism and diaspora interchangeably; others distinguish diaspora as the result of forced migration whereas transnational communities may also be the result of voluntary migration. Literature using both these terms is included in this report.

3. ORGANISATION OF BIBLIOGRAPHY

The American Psychological Association (APA) citation style has been used in this bibliography.

In addition, each item in this bibliography was allocated a unique identifier; its content described using one or more keywords and then annotated using the following headings:

- **Research focus/aims**: a brief statement outlining the main focus or aims of the research/discussion.
- **Participants**: used to describe the numbers, nationality or ethnicity, refugee status and current location of those participating in the research (for example, as interviewees).
- **Key findings/outcomes**: a brief description of the main findings – where findings are lengthy, headings have been included to indicate the content.
- **Recommendations**: a brief description of any recommendations arising from the findings.
- **Scope**: a brief description of the nature of the research (i.e. the number of participants and the research methods used).
- **Country research undertaken in**: the country in which the author or authors were based – where research is by an institution, that information has been provided.

The vast majority of items were allocated more than one of the keywords below. Appendix D provides more detail on how keywords were allocated. To avoid duplicate entries for the same item in the bibliography, one keyword was determined to be a 'primary keyword' on the basis that it reflected the item's main focus.

The item was then included under one of the following headings:

A. Integration and social cohesion, including keywords:

- integration/social cohesion[9]
- definitions or models of integration or social cohesion
- indicators or measures of integration or social cohesion
- studies of settlement
- defining refugees.

B. Methods used to research integration, including keywords:

- case studies – refers to studies of a particular group or area
- discussion paper – refers to opinion pieces and conference papers that are not directly based on research
- ethnographic – includes participant observation, observation and activities such as social mapping, diary keeping
- indicators/measures – papers that focus on the development or use of indicators or measures
- interviews – includes individual interviews and focus group discussions
- methodological issues of refugee research – refers to articles that include a focus on methodological issues of conducting research with refugees
- review – includes literature reviews and reviews of policies/strategies
- survey – includes questionnaire data and analysis of large datasets
- test – refers to a recognised test of some kind, usually in relation to health.

C. Identity and citizenship, including keywords:

- citizenship
- ethnicity/cultural identity
- religion
- language maintenance
- transnationalism (and concepts of global linkages and diaspora)
- civic or political participation.

[9] 'Integration/social cohesion' was used as a keyword where the article or research report dealt with the overall concept of integration/social cohesion, rather than one aspect of it, such as employment or housing, or with presenting a model or indicators of integration.

D. Community and social networks, including keywords:
- social capital and social networks
- role of host country
- community participation.

E. Social exclusion.

F. Dispersal policies.

G. Education and training, including keywords:
- education and training
- language acquisition and ESOL.

H. Economic participation (including employment).

I. Health and wellbeing.

J. Housing.

K. Demographic characteristics of refugees:
- gender
- women
- men
- older refugees
- youth
- first generation
- 1.5 generation
- second/future generations
- disability.

The keyword field is also used to describe:
- whether the groups included in the research or discussion were: migrants, including refugees; refugees; or refugees, including asylum-seekers
- the location of refugees discussed in each item (referred to as host country, for example, United Kingdom) and the refugee's nationality or ethnicity or region of origin (referred to as source country, for example, Somalia).

4. THEMES EMERGING FROM THE RESEARCH

The following is a brief descriptive review of the key themes arising from the literature contained in the annotated bibliography. As stated above, the bibliography and review focus specifically on material that relates to some aspect of longer-term settlement of quota refugees (i.e. those who have been accepted offshore through the UNHCR for resettlement by a host country). Readers who are interested in more general debates (for example, on migrant settlement, integration and social cohesion, data collection or the implications of the use of particular terminology in relation to long-term settlement) are directed to the range of literature reviews and bibliographies listed in the footnote on the first page of the introduction.

Section A of the review focuses on the various ways in which the terms 'integration' and 'social cohesion' have been explored in relation to refugees.

Section B presents an overview of the main methods of researching refugees.

Section C reviews research that explores the role of identity and citizenship in the longer-term settlement of refugees. This includes a discussion of the role of cultural and ethnic identity, citizenship and the transnational links that refugees bring with them or develop in the host country, as well as the factors that affect these elements.

Section D presents themes arising from research on community and social networks including on factors that facilitate or act as barriers to the formation of networks and on the contribution they might make to feelings of belonging or accessing employment opportunities. Highlights from the research on the role of the host community are also included.

Section E considers research that discusses various aspects of social exclusion, including racism and humiliation.

Section F briefly presents findings concerned with dispersal policies, while sections G, H, I and J respectively present research relating to the importance of education and training, employment, health and housing in facilitating long-term settlement and on the barriers and facilitators that may be involved with these aspects.

Section K is an overview of the findings specific to demographic categories of refugees, namely women, older refugees, children and youth (including the 1.5 generation) and refugees with disabilities.

A. Integration and social cohesion

The arrival of refugees in a receiving country is the first step in a long journey to successful settlement. Their arrival impacts both individual refugees and their families and the communities in which they settle. The Newcomer Settlement Continuum developed as part of New Zealand's Settlement Knowledge Base project sets out a non-linear pathway that focuses on three phases of settlement as a basis for gathering information about the experience of newcomers (including refugees) to New Zealand:

- Pre-arrival – the period leading up to the move to New Zealand.
- Arrival and settling – a period post arrival in New Zealand when there is high settlement-focused activity for both newcomers and New Zealand communities.
- Integrated/settled – by which stage newcomers can access all mainstream services should they wish to and do not require targeted settlement services to do so. They ideally understand their rights, have equal access to opportunities and have choices and social connections. They have transitioned from being newcomers to feeling accepted, having a sense of belonging and being part of New Zealand communities. The outcome is facilitated through an inclusive society with responsive services and a shared respect for diversity.[10]

[10] Hong, B. and Allen, K. (2008). *Developing a New Zealand Settlement Knowledge Base: phase one working paper – a framework and initial indicators.* Wellington: Department of Labour.

A number of terms have been used to describe long-term settlement, including integration, assimilation (including segmented assimilation and structural or functional assimilation), acculturation, adaptation, incorporation, inclusion, exclusion, insertion, settlement, social cohesion, citizenship and a race relations approach (Castles, Korac, Vasta and Vertovec 2002 [A24]).

In recent years, the terms 'integration' and 'social cohesion' have become the most favoured and the most debated. They are, at times, used interchangeably, but the way these terms are used and how they may be measured remains fraught.

Feelings of being settled or of belonging are two of the concepts that are discussed in relation to definitions of integration and social cohesion (for example, Hedetoft 2007 [A11]; European Commission 2005[11]). For example, the Refugee Council of Australia[12] suggests that, in recent years, there has been much discussion of what constitutes 'settlement' and about the length of time it takes to feel 'settled' in a community. They state that it is agreed that tangible factors such as income support, housing, employment, education, healthcare and family reunion are essential but suggest that less tangible factors also play a vital role in the settlement process. These less tangible factors include being able to feel safe and secure, restoring a sense of self-worth and dignity, regaining a sense of control over one's life, resolving guilt and processing grief about the loss of self and country.

There is, however, no single agreed understanding of the term integration (Castles, Korac, Vasta and Vertovec 2002 [A24]) and it is a highly complex issue (Atfield, Brambhatt and O'Toole 2007 [D1]) and a contested concept (Zetter, Griffiths, Sigona and Hauser 2002 [A18]; Atfield, Brambhatt and O'Toole 2007 [D1]). One of the main difficulties with the term 'integration' is that it has often been used in popular discourse to mean 'assimilation'. Many popular attitudes and policies are based on the assumption that integration is a one-way process (Castles, Korac, Vasta and Vertovec 2002 [A24]). Peace, Spoonley, Butcher and O'Neill (2005) [A33] note that the discourse on integration upholds notions of uniformity and compliance. That is, the onus is on immigrants or refugees to adapt to society, while the receiving or host society does very little, if anything in the way of accommodation.

A definition by Matikainen (2005)[13] overcomes this problem, in that it recognises that integration requires adaptation on the part of the host society as well as the newcomers and that both the host society and migrant groups are heterogeneous. He defines integration as:

> The processes by which individual and groups of immigrants are incorporated into various social arenas and segments of the new host society. Integration is a two-way process whereby both the immigrants and the host society adapt new features as a result of their interaction. Interaction may also have transnational dimensions.

Atfield, Brahmbhatt and O'Toole (2007) [D1] similarly focus on integration as a two-way process, while also adding two other aspects to their definition. For them, integration is conceived of as:

- a two-way process – it involves adjustment and participation on the part of the host society as well as the newcomer
- a non-linear process – integration may be fractured, and integration experiences in one area can sit alongside continued exclusion in other areas
- a subjective process – perceptions are central to the process of integration, and therefore, it is important to explore refugees' own experiences of the integration process.

[11] European Commission. (2005). *Evaluation of migration and ethnicity related projects in the 4th and 5th Framework Programme (MigPro)*. EUR 21700. 120. Berlin.

[12] See www.refugeecouncil.org.au/arp/faqs.html.

[13] Martikainen, T. (2005). *Religion, immigrants and integration.* AMID Working Paper Series 43/2005. Copenhagen: Academy for Migration Studies in Denmark.

According to Castles and Miller (2003),[14] integration can take place in three different ways. Some migrants can and will merge with the general population, some will form ethnic communities, and some will form ethnic minorities. The last group tends to include the most disadvantaged people who share experiences of racism, weak legal status and segregation from mainstream society.

Matikainen (2005)[15] suggests that integration has three dimensions: cultural integration, structural integration and political integration. Migrants and the host community may present or experience more opportunities and constraints in one of these areas than another, which reinforces the view that integration is inevitably an uneven and uncertain process. This is particularly likely to be the case for refugees and other involuntary migrants, who have had less choice over whether to migrate and where they would like to settle.

Other authors have also conceptualised integration in a similar fashion. One model describes normative, functional and pragmatic integration:

- 'Normative' integration expects immigrants to accept and internalise the host country's norms and values in the public sphere, at work and in their private lives.
- 'Functional' integration emphasises the importance of active citizenship and civic participation.
- 'Pragmatic' integration focuses on immigrants finding jobs and fending for themselves (Hedetoft 2007 [A11]; Zetter, Griffiths, Sigona and Hauser 2002 [A18]).

Models of integration also vary from one host country to another and within countries. For example, in the United States, the main focus is on economic integration, while the focus in Europe seems to be more on linguistic and cultural integration. Within Europe, countries have different national models of citizenship and nationhood that impact on the integration model they choose to adopt (Martiniello 2004 [A4]; Noll and van Selm 2003 [A15]; Zetter, Griffiths, Sigona and Hauser 2002 [A18]). In each country, variables such as the degree of independence afforded to refugees, the timing of integration measures and eligibility for support mediate the process in significant ways.

The literature suggests that each country needs to develop a model that suits its economic, social and cultural mix and that it might also be beneficial to allow different regions within each country to develop different models, methods and organisational practices to promote integration at the local level (Berg 1997 [A22]).

Regardless of the model of integration that countries adopt, the literature suggests that the two-way process is rarely synchronised. In almost every case, refugees have to make more adjustments in the early stages, usually in a pragmatic way, while the host community responds later and to varying degrees by making normative and cultural adjustments to the newcomers (Commission on Integration and Cohesion 2007 [A9]; Joppke 2007 [A14]). The process depends to some extent on how much the state intervenes to protect migrants' own language and culture, supports them to find work and promotes anti-discrimination laws and policies. Integration can take a long time and may never be fully achieved, even after several generations. The longer it takes, the greater the risk that refugees may retreat into their own communities (Commission on Integration and Cohesion 2007 [A9]; European Council on Refugees and Exiles 2005 [A1]).

One view expressed in the literature reviewed for this bibliography is that integration describes the process that takes place when refugees are empowered to achieve their full potential as members of society and to contribute to the community (Home Office 2005 [A28]). Social cohesion is seen as the outcome of this process by some authors (Beirens, Hughes, Hek and Spicer 2007 [D2]).

[14] Castles, S. and Miller, M. (2003). *The age of migration: international population movements in the modern world.* New York: Palgrave.

[15] Martikainen, T. (2005). *Religion, immigrants and integration.* AMID Working Paper Series 43/2005. Copenhagen: Academy for Migration Studies in Denmark.

In the New Zealand context, social cohesion is a component of government and policy debates. One aspect of this work has included developing indicators of social cohesion, by drawing on the work of Peace, Spoonley, Butcher and O'Neill (2005) [A33]. Under this framework, social cohesion is framed according to the dimensions of social cohesion identified by Canadian social theorist Jane Jenson.[16] Jenson notes that the term 'social cohesion' is used to describe a process rather than a condition or end state. It is seen as involving a sense of commitment and the desire or capacity to live together in some harmony. She defines it as "the ongoing process of developing a community of shared values, shared challenges and equal opportunity within Canada, based on a sense of trust, hope and reciprocity among all Canadians". The five dimensions of social cohesion identified by Jenson are:

- belonging (as opposed to isolation)
- participation (as opposed to non-involvement)
- inclusion (as opposed to exclusion)
- recognition (as opposed to rejection)
- legitimacy (as opposed to illegitimacy) (Ministry of Social Development 2008 [A5]).

Another report identifies six variables related to social cohesion: pride in country; sense of belonging; interpersonal trust; social values; social networks; and voting (Soroka, Johnston and Banting 2007 [E13]). A third suggests that:

- cohesive societies have high levels of participation, respect and trust among their members
- social cohesion is concerned with issues of inclusion and equal opportunities of access
- all groups have a sense of belonging, participation, inclusion, recognition and legitimacy
- high levels of social cohesion are associated with healthier populations, safer communities, safer communities and employment opportunities (Butcher and Hall 2007 [A23]).

Overall, this review found relatively little research on the long-term resettlement of refugees. Some countries do not take a particularly long-term view of resettlement. In the United States, refugees are expected to find work within six months and cease receiving financial benefits soon after that. Other countries, like the Netherlands and Denmark, require refugees to spend a considerable time becoming familiar with the norms and values of the host society. However, they do not require host country citizens to become as accepting of values, traditions and experiences of refugees, and this has been identified as a reason for refugees feeling separate from the host society (Ives 2005 [A2]).

These different approaches affect not only the nature of integration but also refugees' perceptions of the receptiveness of the host country, their sense of belonging and/or the belief that they will be able to belong one day (Hudson, Phillips, Ray and Barnes 2007 [A42]; Ives 2005 [A2]). Some research suggests that, from a refugee's perspective, developing a sense of belonging may be equally or more dependent on an absence of racism or discrimination than on pragmatic factors like economic participation, for example, through employment (Ager and Strang 2004a [A19]; Ager and Strang 2004b [A20]; Rutter, Cooley, Reynolds and Sheldon 2007 [A45]; Pittaway and Bartolomei 2001 [E8]). Obviously, refugees value structural integration, through gaining employment and education, but this does not always come with a sense of cultural integration or feeling accepted.

In a British study of refugees, for example, the authors identified six facets of integration:

- Psycho-social contentment – fulfilment, a sense of security, the absence of anxiety and feelings of welcome and belonging.
- Interaction between members of a household and the wider society.
- Participation in civil society institutions, in public institutions, the workplace and in political life.
- Equality of access, equality of treatment and progress towards equality of outcome.
- Respect for the rule of law and the liberal values that underpin society.
- The possession of social, civil and political rights (Rutter, Cooley, Reynolds and Sheldon 2007 [A45]).

[16] Jenson, J. (1998). *Mapping social cohesion: the state of Canadian research.* Ottawa: Canadian Policy Research Networks Inc.

These priorities are reflected in other research that has found that both refugees and non-refugees see relationships as the core mechanism for securing integration. Refugees, in particular, value peace/absence of war, political/religious freedom and living in a multiethnic and multicultural country (Ager and Strang 2004a [A19]; Hickman, Crowley and Mai 2008 [A41]; Yu, Ouellet and Warmington 2007 [A8]). Some interviewees accept absence of conflict as an indication of a well-integrated community. Others aspire to more active mixing of groups, acceptance of diversity and difference, friendliness, participation in shared activities and equality of access to services. For some, a sense of belonging means having close ties with strong family members, committed friendships within and across the groups making up the community and a sense of shared values.

Recommendations for integration policy stress the importance of government and refugee organisations acknowledging the familial and inter-generational aspects of integration and communicating the two-way nature of integration to the whole population (Rutter, Cooley Reynolds and Sheldon 2007 [A45]). Policy interventions need to tackle fears of change and remove barriers to participation, including racial harassment and negative media reporting. The literature proposes that this is best achieved by establishing a joined-up and coherent mechanism for mainstreaming issues that cut across all aspects of integration, such as age and gender and equity of access, developing responsive public services, building the capacity of new communities and encouraging civic participation (Nontapattamadul 2000 [A44]).

Integration/social cohesion: indicators and models

Extensive work has been carried out on developing indicators of integration, not only for refugees, but for all migrants. Appendix C provides six examples of indicator frameworks that have been developed over the past ten years.

Coussey and Christensen (1997) [A26] suggest, for example, that a range of qualitative and quantitative measures can be used to "show over time the extent to which immigrants participate in economic life, and the extent of interaction with the receiving society. The measures would vary according to the activity; for example whether the aim is proportionality of access or relations between groups, or the provision of special facilities and compensatory schemes."

Some authors suggest that, while integration can be measured for individuals, families or households, social cohesion always refers to a relationship or a collective phenomenon (European Council on Refugees and Exiles 2005 [A1]; Shelley 2001 [D7]). Others authors disagree, arguing that social cohesion is no less measurable and tangible than integration (for example, Butcher and Hall 2007 [A23]).

Overall, the research recognises the difficulties in gathering data, agreeing on interpretations and definitions, and deciding on how information might be used in planning, policy development and for funding. Coussey and Christensen (1997) [A26] set out some principles for the development of indicators. These include that data should be capable of being aggregated and disaggregated and this grouping of data should provide a hierarchy of measures. They also suggest that data should be available at institutional levels where appropriate, as well as regional or national levels and that it should enable identification of gaps between the distribution among particular groups and the majority, and the change in distribution over time. To facilitate comparing 'like with like', data on other characteristics such as age, sex, educational attainment and income need to be collected. They also suggest that there is a need for qualitative data to assess changes in the perceptions and experiences of the majority and minority populations, particularly from a sector or institutional perspective. (For further discussion, see Phillimore and Goodson (2008) [A34].)

The need for each country to conceptualise its own indicators and align them with other local frameworks is highlighted in the literature. While this makes comparisons between countries more difficult, it does or should reflect the various models of integration currently in use within a country.

Key indicators are discussed under the sections that follow (for example, for economic participation, health, housing and so on), and Appendix C provides a list of indicators and their source.

The conceptual framework of integration developed by Ager and Strang (2004b [A20]; 2008 [A21]) in the United Kingdom has been widely used by researchers and policy makers. The framework is structured round ten domains grouped under four headings:

- Means and markers [of integration] – employment, housing, health and education
- Social connections – social bonds, social bridges and social links
- Facilitators – language and cultural knowledge and safety and stability
- Foundation – rights and citizenship

Phillimore and Goodson (2008) [A34] assessed the value of this framework through considering the usefulness of the indicators in the light of available data from four studies conducted in the Birmingham region. They concluded that:

- employment is central to economic advancement – it helps to establish social roles, develop language, cultural understanding, social connections and a sense of security
- housing is a fundamental need (i.e. shelter as in Maslow's hierarchy) and that finding a home symbolically marks the end of a journey – the absence of secure housing inhibits partaking in education, training or employment, healthcare or social groups
- education was the third most important indicator, but if English learning is included, it becomes the most important factor to aid settlement
- health was primarily a concern for refugees with health problems.

Appendix C includes a brief overview of the gaps they identified. In brief, they suggested including a refugee marker in a variety of surveys conducted with the general population (for example, the General Household Survey and Census), more robust data collection techniques at the institutional level, and longitudinal data on how refugees are integrating into the labour market. They also emphasise the value of a qualitative approach to understand the interactions between indicators and the experiential side of integration and suggest that consideration be given to ways of exploring the level of adaptation by the host community and institutions.

The New Zealand literature on social cohesion and integration in this bibliography focuses mainly on developing an indicator framework for measuring the impact of settlement policies. It explores current conceptual debates about social cohesion, including discussion of shared values, participation and inclusion, systemic and individual barriers, spatial separation and exclusion and the role of social capital. Papers propose indicators covering belonging, inclusion, participation, recognition, legitimacy and ethnic diversity (Peace, Spoonley, Butcher and O'Neill 2005 [A33]; Spoonley, Peace, Chapman and Young [A35]; Ministry of Social Development 2008 [A5]). The Ministry of Social Development's publication *Diverse communities – exploring the migrant and refugee experience in New Zealand* also acknowledges a lack of New Zealand data on many topics including outcomes for second and subsequent generations, outcomes at regional and local level, host and migrant/refugee perceptions and interactions and comparisons with overseas experiences (Ministry of Social Development 2008 [A5]).

Definitions of refugees and implications

Under the current UNHCR model, designations or categories, and the mandates flowing from them, determine the response of the UN system to humanitarian needs. Yet much of the literature subsumes refugees under the broader class of migrant. Several authors argue that refugees are vulnerable to imposed labels and when the line between migrant and refugee blurs, so does the distinction between migration control and refugee protection. Where refugees are seen as little more than a subgroup of irregular migrants, the control of their movement is likely to take precedence over meeting their protection needs. Another consequence is the growing unpopularity of refugees because of fear that they will take jobs, commit crimes or simply stay too long (Feller 2005 [A47]; Zetter 1991 [A48]).

A smaller group of researchers opposes this distinction, arguing that refugees should be seen as part of a broader diaspora (for example, Crisp 1999 [C15]).

In two papers, written 16 years apart, Zetter has explored the concept of refugee labelling. In the first, he noted that, when stereotyped identities are translated into bureaucratically assumed needs, the refugee label takes on a selective meaning (Zetter 1991 [A48]). The literature also describes how bureaucracies can create different categories of refugee in order to prioritise need and assign limited resources. This process creates distinctions between one 'type' of refugee and another and between refugee and non-refugee. He argues that implications of such definitions should not be ignored nor should the powerlessness of refugees in these processes. In the later paper, Zetter contends that patterns of forced migration are much more complex than in the past, and governments, rather than NGOs, are the pre-eminent agency in the process of transforming the refugee label. The refugee label has become politicised by embedding the prevailing political discourse of resistance to migrants and refugees (Zetter 2007 [A49]).

B. Methods used to conduct research with refugee populations

The Department of Labour's interest was primarily on factors involved in the long-term settlement of quota refugees; however, it was often difficult to find material that specified length of residence in the host country or that focused solely on those who had the equivalent of quota refugee status. Nevertheless, there is clearly a body of research focused on the experience of refugees beyond their initial settlement. Such research has been commissioned by governments and pan-national bodies with an interest in refugee outcomes and been undertaken in academic settings by researchers and postgraduate students, or by researchers within refugee communities, service provider groups or educationalists.

The two most commonly employed methodologies have been a) use of interviews and focus groups and b) analysis of government statistical databases (for example, Census and labour market data) where refugee-specific information is available or can be derived. Some studies combine these methodologies in order to provide complementary information on the self-reported experience of refugees and those involved with them with how they fare in comparison with other groups as measured in official records. Other methods of substantiating findings have been to study the experience of refugees from one source country/group in multiple host country settings and/or refugees from multiple source countries in one host country. Within these broad methodologies, there are many variations, including the use of existing or specifically designed scales and tests as part of interviews or combining interview methodologies with ethnographic research such as participant observation. Studies vary in their scale, comprehensiveness and purpose, with some research clearly focused on exploring and identifying factors involved with the refugee experience, and other research focused on measuring this experience in comparison with other groups.

C. Identity and citizenship

Citizenship

Entitlement to and applications for citizenship are an indicator of a country's willingness to accept refugees and of a refugee's commitment to the host country. Voting rights may work particularly well for establishing social cohesion because they are universal egalitarian policies, implemented to put other citizens on an equal footing with majority groups (Hickman, Crowley and Mai 2008 [A41]).

However, the relationship between application for citizenship and belonging is not straightforward, given that some countries allow dual citizenship while others do not. Issues of political incorporation or naturalisation may have less to do with migrants and refugees than with their reception in the host country (Ministry of Social Development 2008 [A5]; Bloemraad 2003 [C1]). For some groups, citizenship is tied to security, particularly where people are made refugees on the basis of their ethnicity rather than their cultural or national identity (Gozdziak and Shandy 2002 [C10]). Others prefer the option of dual citizenship as a strategy to maximise social and economic capital and personal and collective security (Um 2006 [C18]).

Ethnic identity

Central elements of ethnic identity include a shared history and a subjective sense of belonging, often experienced through religion, shared values, type of community and language. Refugees may share a common ethnicity but not feel that they belong to a particular 'ethnic community' as perceived by the host society. Differences in class, place of origin, religion and aspirations make such assumptions inappropriate. Identity processes are mediated by the groups refugees belong to or aspire to belong to. A more enduring and substantial identity reconstruction seems to depend on successful socioeconomic integration, which opens the possibility of new desirable social roles and memberships (Colic-Peisker 2003 [C7]).

Retaining ethnic identity contributes significantly to refugee wellbeing and is vital for refugees' successful adaptation into a new society. It enables refugees to cope with many adversities and function as normal human beings. The literature routinely stresses the importance of host country members understanding the different cultural aspects that inform adaptation processes, particularly cultural scripts relating to families, marriage, gender and gender roles (Engebritsen 2007 [C9]).

Social relations within one's own community facilitate cultural retention and transmission, while relations with other communities broaden horizons. Over time, some aspects of the original culture are likely to be retained, others are modified and, increasingly, the host country language becomes adopted as a medium of communication (Debski 2008 [C8]).

Studies have found that a majority of New Zealanders agree that migrants (including refugees) should retain their original culture while also adopting New Zealand culture (Ministry of Social Development 2008 [A5]). As the discussions on social community and social networks and social exclusion below illustrate, this view is not always honoured in practice.

Language maintenance

A small number of articles include findings relating to the maintenance or development of refugees' mother tongue (or heritage language).

Zhou and Bankston (2000) [K24] found that Vietnamese language classes and other programmes featuring ethnic culture enhanced the scholastic performance of Vietnamese school children, while Hek (2005) [G5] found that the presence of specialist teachers who speak their first language and have skills in addressing specific learning needs was one of several factors that helped young people settle in school.

Ward (2008) [K20] notes that migrant youth have a strong orientation towards their heritage culture, and this largely remains stable across generations as evidenced by strong ethnic identity and frequent contact with ethnic peers. Nevertheless, ethnic language use and proficiency decrease over successive generations. Similarly, Hyman, Vu and Beiser (2000) [K14] found that youth expressed respect for their parents' values and a desire to maintain the language and way of life. However, they were also attracted to sometimes incompatible Canadian values and practices. Many were ambivalent about their ethnic identity. Some were conscious that other Canadians viewed Vietnamese in a less than sympathetic light.

Sobrun-Maharaj, Tse, Hoque and Rossen (2008) [E12] found that a lack of language retention was one of several significant issues that contributed to New Zealand-based migrant and refugee youth not feeling settled or socially included.

Boyd (2003) [G11] also notes that there is a trend in Nordic countries towards a less generous policy towards immigrant minority languages in favour of an emphasis on integration (equated with assimilation) and learning the majority language. She suggests, however, that bilingual educational practice does have benefits when it has the following features:

- The goal of instruction is bilinguism or multilinguism, not only learning the majority language or integration.
- The initiative comes at least from participants and/or the community, and they are locally run projects that aim to involve the local community in decision making.

- They involve members of the community as bilingual or multilingual teachers, which means that children see that skills in their languages are valued and the languages can be used as languages of instruction.
- All the programmes teach other subjects, in addition to language, in other languages than the host country language (Boyd 2003 [G11]).

Transnationalism, global links and diaspora

Transnationalism refers to various kinds of global connections between people sharing some form of common identity (i.e. they are based on place of origin and cultural or linguistic traits (Vertovec 2001 [C21]). The literature suggests that refugees have such friends and contacts locally, nationally, in other countries of exile and in their country of origin. Separation by distance is less of an issue than ease and cost of contact (Tseng 2004 [D11]). One author suggests transnationalism "needs to involve a significant number of people engaging in sustained social contacts over time with more than just occasional trips and activities across national borders".[17] Others distinguish between transnational 'activities' and transnational 'capabilities' (for example, Al-Ali, Black and Koser 2001a [C13]).

Transnational 'activities' can be observed and measured and may be political in nature (for example, lobbying), economic (for example, remittances and investment), social (for example, promotion of human and other rights) or cultural (for example, articles in newspapers) and may take place at the individual level (through family networks) or through institutional channels (for example, through community or international organisations) on a formal or informal basis (Al-Ali, Black and Koser 2001b [C14]).

Transnational 'capabilities' encompass the willingness and ability of migrant groups to engage in these activities. Capability is influenced by the extent to which individuals or communities identify with the social, economic or political processes in their home countries and by practical factors, such as available skills and resources. These factors are, in turn, influenced by length of time and opportunities in the host country, the internal organisation of migrant or exile communities and the level of motivation to maintain group solidarity. Uncertainty about legal status and the right to permanent residence in the country of refuge, financial instability, language problems and lack of employment are factors that limit refugees' ability to get involved in transnational activities with the home country. Another factor is whether the 'home' they knew still exists (Al-Ali, Black and Koser 2001b [C14]). One of the most significant developments has been in the cost and ease of computer-mediated communication, which has facilitated communication through social networking sites, blogs, chat rooms and websites devoted to the identity of a particular community (Al-Ali, Black and Koser 2001a [C13]).

One author suggested transnational identification and activity tends to lessen with increasing length of residence (for example, Jayaweera and Choudhury 2008 [A43]), while other authors have found that transnational activity can increase (for example, Al-Ali, Black and Koser 2001a [C13]).

Another author argues that refugees should not be treated as special cases because of their forced migration. Instead, asylum seekers, refugees and refugee networks should be considered as an integral part of the new migrant diaspora. Their reasons are that a) it is increasingly difficult to distinguish between voluntary and involuntary population movements and b) many refugees in Western Europe live alongside compatriots and co-ethnics who are part of the broader diaspora/transnational community but not necessarily refugees (for example, Vertovec 2001 [C21]). In addition, some authors have presented evidence challenging the assumption that the transnational activity of refugees is primarily political as opposed to the economic, social and cultural involvements of 'non-forced' migrants (for example, Al-Ali, Black and Koser 2001a [C13]).

Some literature suggests that maintaining or developing transnational links can play an important part in refugees maintaining their cultural identity in the new country. Contributing

[17] Portes, A., Guarnizo, L. and Landholt, P. (1999). 'Introduction, pitfalls and promises of an emergent research field', *Ethnic and Racial Studies*, 22(2), 217-37. Cited in Al-Ali, Black and Koser 2001a [C14].

to their home countries through remittances or investments in the country of origin can be a source of status. Such status is not always available to them through traditional avenues such as employment in the host country. Negative effects on status may arise where refugees experience pressure to contribute financially when they have no or few resources to do so. This may lead to some refugees deciding not to maintain links with their country of origin (Um 2006 [C18]; Al-Ali, Black and Koser 2001a [C13]).

The Refugee Voices research (New Zealand Immigration Service 2004 [A37]) found that 83 percent of refugees who had been in New Zealand around five years had already gained citizenship. The New Zealand literature suggests that retaining cultural and ethnic identity is important to those who have settled here as refugees. Around 80 percent of longer-term refugees interviewed for the Refugee Voices project thought it was very important to learn about New Zealand culture, but also they valued knowing about their own culture. They sought to maintain that culture through eating traditional food, practising religion and speaking their language. Forty-three percent of established refugees met regularly with members of their ethnic group. These meetings occurred through religious observance, at cultural meetings and celebrations and through informal visits to family and friends (New Zealand Immigration Service 2004 [A37]).

Work by Bihi (1999) [C5] among the Somali community in New Zealand also concluded that retaining cultural identity contributed significantly to refugee wellbeing and was vital for refugees' successful adaptation to their new society. A small study of refugee women in Wellington (Debski 2008 [C8]) came to similar conclusions. The women retained some aspects of their culture, modified others and adopted English as the medium of communication with the new culture. Another New Zealand study found migrant youth have a strong orientation towards their heritage culture. This orientation largely remains stable across generations as evidenced by strong ethnic identity and frequent contact with peers; however, ethnic language use and proficiency decrease over successive generations (Ward 2008 [K20]).

D. Community and social networks

Social capital and social networks

Much research on refugee integration discusses the role of social networks, which are seen as actively building social capital. This literature most commonly draws on the work of Robert Putnam[18] and differentiates three forms of social connection:

- Thick exclusive ties (referred to as 'social bonds' or 'bonding social capital') within a community (based on ethnic, national or religious identity).
- Weaker ties with members of other communities (referred to as 'social bridges' or 'bridging social capital'), for example, between refugee communities and members of the host community.
- Links between individuals and access to forms of power (referred to as 'social links' or 'linking social capital'), for example, between individuals and organisations and agencies (Ager and Strang 2008 [A21]; Atfield, Brahmbhatt and O'Toole 2007 [D1]).

Putnam envisages social bonds as creating a situation where groups can 'get by' whereas creating social bridges enables groups to 'get ahead'. Atfield, Brambhatt and O'Toole, however, suggest that the relationship between social networking, capital formation and integration is complex:

> It is not a linear process in which social networking inevitably generates social capital which inevitably results in integration. There are barriers that prevent this process… (Atfield, Brahmbhatt and O'Toole 2007, p61 [D1]).

These authors also suggest that refugees and asylum seekers have aspirations about integration that may be realised at different times, in different locations and that may be dependent on the achievement of other aspects of integration (i.e. a process that involves emotional as well as functional aspects). They found that the biggest barrier to refugees'

[18] Putnam, R. (2000). *Bowling alone*. New York: Simon and Schuster. Cited in Atfield, Brambhatt and O'Toole 2007 [D1].

achieving integration in their own terms was a lack of status, lack of English language and lack of acceptance. Social networking can only go so far in addressing these barriers, and no one type of network is better than others. Different types of networks may be used to meet different integration aspirations. Likewise, the development of different forms of social capital contributes to different aspects of integration (Atfield, Brahmbhatt and O'Toole 2007 [D1]).

Within-group social networks are important for recently settled refugees in meeting material and informational needs. Over time, they may be more useful for generating emotional or capacity-building resources (Atfield, Brahmbhatt and O'Toole 2007 [D1]). But they do not form easily or automatically. Research in Australia (Colic-Peisker and Walker 2003 [H12]), Finland (Zetter, Griffiths, Sigona and Hauser 2002 [A18]) and the United States (Peckham, Wallace, Wilby and Noble 2004 [A6]), for example, has found that, within-group formation can be hampered by political and religious controversies, events in the home country, the small size of communities, generational differences, subethnic or class differences and individual aspirations.

The literature distinguishes between formal and informal networking in refugee communities. Formal networks usually take the form of refugee community organisations (RCOs), which have long been assumed to play a positive role in integrating refugees. While RCOs can provide community leadership, social adjustment, cultural preservation, political empowerment and community building resources to their members, they can also restrict members of the ethnic community from full incorporation in society (Tseng 2004 [D11]). Some refugee groups are unwilling to formalise their networks. They see RCOs as perpetuating the marginality of the communities they serve and prefer to use informal networks for support, especially in the economic sphere (Zetter, Griffiths and Sigona 2003 [D13]). At the same time, while informal social networks can be extremely valuable, alone they are insufficient because they cannot fully counter the inequities and disadvantages associated with refugee status or the structural barriers that tend to trap refugee newcomers in poverty (Simich, Mawani, Wu and Nor 2004 [D9]).

Spatial dispersal policies put particular pressure on RCOs (Fair 2007 [F2]). A lack of resources means that RCOs are often limited in what they can do. Some argue that they are forced into differentiation, fragmentation and exclusion to protect their territory. On the other hand, some groups, particularly visible minorities like Somalis who are particularly disadvantaged, may place more importance on ethnic-specific community organisations to advocate for them (Hooghe, Reeskens and Stolle 2007 [A12]).

Overall, the literature suggests that social networks that include host country members provide most support for integration both socially (Kandola 2003 [A3]; Hudson, Phillips, Ray and Barnes 2007 [A42]; Yu, Ouellet and Warmington 2007 [A8]) and practically, through help with matters like employment (Rutter, Cooley, Reynolds and Sheldon 2007 [A45]; Potocky-Tripodi 2004 [H23]; Valtonen 2004 [H30]). One study cited the provision of references from Finnish friends to potential employers as an example of the crucial function of having access to mainstream connections (Valtonen 2004 [H28]).

So-called 'social bridges' (ties with members of other communities) can be developed in a number of ways, including through social contacts in neighbourhoods, childcare activities, attending ESOL courses and places of worship and engaging in voluntary activities (Atfield, Brahmbhatt and O'Toole 2007 [D1]). These network ties outside their inner circle enhance refugees' sense of national identity and belonging. This suggests that national identity is defined, in part, as aligning oneself with an ideal sense of an 'average' citizen (Lamba 2002 [H19]). Building and sustaining mainstream and home country resource networks can help to bridge barriers and build up ethnic community capacity (Tseng 2004 [D11]; Ager, Malcolm, Sadollah and May 2002 [E1]; Marginson 1999 [E6]). Barriers to participation and social networking are often due to the failure of host country and ethnic refugee communities to provide appropriate supports. The literature suggests that multiethnic communities need to work towards creating settings that are inclusive of all communities so that genuine interdependence can be developed (Goodkind and Foster-Fishman 2002 [D15]).

Role of host country

The need to strengthen cultural understanding among host country residents is a strong theme throughout the literature. Governments, politicians and their parties, the media and educational institutions all have a role to play in fostering understanding and solidarity, and ensuring accurate and balanced public information on refugee issues (European Council on Refugees and Exiles 2005 [A1]). The literature acknowledges that notions of social cohesion are often only applied to new settler communities, without recognising that host communities also need to adapt (Ager and Strang 2008 [A21]). Even the use of the term 'refugee' needs to be considered carefully. Judicious observation of how the label refugee is constructed is essential to avoid predetermined stereotypes, inappropriately applied models from other cultures and assumptions of dependency and powerlessness (Zetter 1991 [A48]).

Public bodies need to provide adequate services and information to new and established communities, including information in their own languages. Policies that support language training, affordable housing, job placement, vocational training, education and access to healthcare and other benefits are also important as are policies recognising the credentials of migrants and refugees. Public workers in all domains need to be sensitised to the specific needs and cultures of refugees (Commission on Integration and Cohesion 2007 [A9]; Peckham, Wallace, Wilby and Noble 2004 [A6]; Ferris 2001 [D18]).

Both central and local government need to devise robust systems to promote tolerance, tackle racial harassment and counter negative media reporting. The media can be encouraged to offer more balanced portrayal of minorities in the media, for example, by including people who feel well settled and those who have a job or are educating themselves (Peckham, Wallace, Wilby and Noble 2004 [A6]; Fangen 2006 [C2]; Sobrun-Maharaj, Tse, Hoque and Rossen 2008 [E12]; Ferris 2001 [D18]).

Decisions about placement of resettled refugees can have a long-term impact. The receptivity of the host community needs to be taken into account. While volunteering is a practical way to establish connections between the host population and refugee families and communities, a Dutch study found that humanitarian commitment without political awareness can result in misunderstanding rather than more understanding. Motivation among volunteers in the study was driven by prior experience of migration or displacement either themselves or in their family, identification with refugees or being able to imagine what their situation might be like, humanitarian commitment and self-interest (i.e. wanting to give meaning to their lives) and an interest in intercultural contact. The impacts of direct contact included a move from constructed images towards more differentiated views of refugees, a risk of disillusionment given their preconceptions of the nature and circumstances of refugees and, for some, a growing awareness of differences in Dutch tolerance of refugees (Hollands 2001 [D20]).

The Refugee Voices research (New Zealand Immigration Service 2004 [A37]) sought information from established refugees on the ease they experienced in meeting people outside their ethnic group, the ways that they met people and on their membership of clubs or groups. Results indicate that language and age were factors in ease and motivation to meet people, and means of meeting people included through work, studying, school, the Refugee Services (formerly Refugee and Migrant Service) and ethnic and migrant groups. Findings also indicate that cultural factors and beliefs about the role of women influenced membership of the ethnic, sports and religious groups.

Higgins (2008) [K12], in her annotated bibliography of the literature on refugee and migrant youth, comments that research on social networks other than families is relatively sparse, although some work on peer relationships has been undertaken. She suggests that the basic social network to which most young people belong is their family, which may take multiple forms (including multigenerational extended families and overseas-born and New Zealand-born members). Refugee families may also be divided between countries. She describes the range of family forms identified in the literature and how children and youth may experience conflict in managing the interfaces between family, schooling and peer networks. Because young people may pick up the host country language more readily than adults, they may find

themselves in the role of mediator between the family and wider society, and this can challenge traditional roles and relationships within the family.

E. Social exclusion

Social exclusion can occur in a number of settings. The sections on economic participation, health and housing below have identified that many established refugees have difficulty in obtaining suitable housing, face problems with new or existing health conditions, experience discrimination in finding work and, when they are employed, tend to work in a few industries or types of jobs, typically with poor terms and conditions of employment and low rates of pay and/or high levels of temporary or part-time jobs.

As well as the structural factors associated with employment, education and housing, social exclusion can be aggravated by conscious or unconscious racism and discrimination. Macro-racism is institutionalised in the barriers that nation states erect when controlling borders; micro-racism occurs in the everyday relations of people in the workplace or neighbourhood (Richmond 2001 [E11]). Institutional racism is embedded in organisational practices and procedures, which either inadvertently or deliberately discriminate against 'others' (Humpage 2001 [E5]). Manifestations of racism can be evident in refugee policy and gender discrimination sometimes evident in social structures (Pittaway and Bartolomei 2001 [E8]). The literature makes it clear that discrimination is common, particularly in employment.

European social surveys have found that the largest proportion of those with more hostile attitudes within the host population are among those who are permanently sick or disabled, discouraged workers, the unemployed and retirees, whereas young people and the higher educated are more open about ethnic minorities (Zimmerman, Kahanec, Constant, DeVoretz, Gataullina and Zaiceva 2008 [H29]).

Non-European (non-Western) migrants and visible minority groups are more exposed to discrimination in employment than others (Suzuki 2005 [D10]; Wrench, Jandi, Kraler and Stepein 2003 [E15]). A recent New Zealand study (Sobrun-Maharaj, Tse, Hoque and Rossen 2008 [E12]) found that the most significant issues for young migrants were racism, discrimination in access to work and other opportunities, and non acceptance often based on stereotypes and assumptions.

Social exclusion can also occur through having limited resources, few inclusive social services and limited opportunities to develop supportive social bonds and bridges (Fangen 2006 [E4]; Spicer 2008 [E14]). Lack of knowledge about or trust in social services, lack of language or lack of access to language classes can also exclude refugees from participating fully in society. Misunderstandings because of language and cultural difficulties, lack of knowledge of rights, stigmatisation, prejudice and racism can lead to disrespect, disbelief and humiliation (Fangen 2006 [E4]).

The literature uniformly calls for more effort to educate host societies about refugees' experiences, cultures and potential, and for reviews of policies and practices to reduce unintentional discrimination and racism. Suggestions include directing strategies at changing organisational environments, sensitising service providers and political institutions, empowering the community through community education and lobbying policy decision makers. Community education should be undertaken in collaboration with ethnic communities and be appropriately resourced (Marginson 1999 [E6]).

Both the Refugee Voices study (New Zealand Immigration Service 2004 [A37]) and a recent study of migrant and refugee youth (Sobrun-Maharaj, Tse, Hoque and Rossen 2008 [E12]) found that refugees' greatest dislike was discrimination. They reported discrimination at work or when looking for work, at school and while doing other study. Some had also experienced abuse by members of the public. Immigrants and refugees interviewed by Butcher, Spoonley and Trlin (2006) [E2] reported discrimination in the areas of employment, accessing goods and services such as education and housing and neighbourhood discrimination.

Chile (2002) [H10] argues that poverty, a heavy debt burden and lack of literacy skills exclude black African refugees from New Zealand society. The Diverse Communities report notes that visible ethnic minorities in New Zealand often bear the brunt of discriminatory action in New Zealand and found evidence of prejudice against Muslims, particularly Muslim women. The authors suggest that the discrimination some migrants and refugees experience in employment can damage their prospects of feeling included in society (Ministry of Social Development 2008 [A5]).

F. Dispersal policies

The impact of dispersal policies on integration for refugees is widely discussed in the literature. Many countries, including New Zealand, have adopted dispersal policies. These usually aim to relieve pressure on overcrowded areas, spread 'the burden' of hosting refugees and provide social support for newcomers by placing them in areas where there are established ethnic communities.

The research suggests, however, that geographic dispersal may lead to tensions in community relations. The degree of anxiety is closely linked to economic deprivation. Other contributing factors are pre-existing tensions, media reporting, lack of information and consultation about the reception of newcomers, little experience of diversity and inadequate public services. While patterns of interaction are shaped in large measure by material resources, they are also affected by gender, age and migration histories (Hooghe, Reeskens and Stolle 2007 [A12]; Jayaweera and Choudhury 2008 [A43]).

Spatial proximity does not necessarily result in social interaction between ethnic groups. While ethnic tensions are likely to be higher in areas that are relatively homogeneous than in those that are already multicultural (Fair 2007 [F2]; Griffiths, Sigona and Zetter 2006 [F3]), an influx of refugees into economically deprived areas can lead to competition for scarce resources or to secondary migration in search of employment and social support. The research suggests that, to ensure cohesion, the impact of social and economic changes needs to be addressed, as well as how well people relate to each other.

The 'segmented assimilation' literature from the United States suggests location (along with other factors) is important in determining patterns of integration and the upward or downward mobility of refugee young people and their involvement with schooling. For example, if they are located in a deprived inner city area, young people may be drawn into the existing visible minority 'underclass' who are already disengaged with the education system and wider society (for example, Zhou 1997).[19]

G. Education and training

There is a remarkable level of agreement in the literature from the United Kingdom, Europe, Canada and New Zealand on education and training and, in particular, on the need for schools to provide better for students from diverse backgrounds. Acculturation difficulties have led many young refugees to lose motivation and even drop out of school and/or training (Alitolppa-Niitamo 2004 [G1]; Baffoe 2007 [G2]; Humpage and Fleras 2000 [K13]; Sobrun-Maharaj, Tse, Hoque and Rossen 2008 [E12]). There is a strong correlation between educational attainment, ethnicity and economic deprivation. These factors may compound or outweigh language difficulties. Access barriers include a lack of places in schools, frequent moves and poor housing conditions. Racism is also a problem. The literature argues for a modified curriculum, changes in teaching practices, specialist teachers, inclusive education, more language support and more support for parents to become involved in their children's education.

Consultation undertaken by the Victorian Settlement Planning Committee's Post Compulsory Education Working Group (2008) [G10] identified a range of key themes and principles for productive work with young people who fall between adolescence and adulthood (aged between 16 and 26) who have disrupted education, who have experienced difficult

[19] Zhou, M. (1997). 'Segmented assimilation: issues, controversies and recent research on the new second generation', *International Migration Review*, 31(4), 196-212.

circumstances and who may or may not be literate in any language. The group recommends that agencies recognise that forced migrants may be living in newer or outer suburbs where housing is more readily available and affordable but where infrastructure may be poor (for example, no cheap and/or available transport). In addition, the population of migrants may be mobile and dispersed, and those delivering services may not have facilities or resources in the right places.

Some research explores the under-representation of refugees in higher education. In summarising findings from a Southeast Asian youth summit, Um (2003) [K19] identified the following barriers to educational advancement alongside social and economic constraints: little or no access to information; limited access to support; stereotyping, low expectations from educators about academic ability; a lack of bilingual paraprofessionals' teaching support staff and a lack of Southeast Asian teachers, language and history subjects; limited access to community resources; and racism.

An Australian study investigating the role of multicultural community organisations as surrogate English language and work skills learning organisations found that refugees preferred these settings because they are partly independent of government and more likely to be trustworthy, typically located in a public or community space, able to create a professional but culturally inclusive small-scale environment transcending the family and personal, and provide opportunities for refugees who have used a service to reciprocate by volunteering at the agency (Miralles-Lombardo, Miralles and Golding 2008).[20]

Acquisition of host language and literacy

Host language proficiency is identified as vital for refugee integration, with some authors seeing the importance of a common language as a sine qua non of a cohesive society (Commission on Integration and Cohesion 2007 [A9]). Indicators of integration include 'language and cultural knowledge' as a key facilitating factor for the process of integration (Yu, Ouellet and Warmington 2007 [A8]), with residents being encouraged and supported to speak the national language of the country they live in as well as their own (Martiniello 2004 [A4]).

However, Ghorashi and van Tilburg (2006) [H15] warn that an emphasis on a lack of competence in the host language can be a manifestation of host country members' fear of cultural difference. They suggest that attempts to solve integration problems based on the assumption that language proficiency and education are enough to achieve integration will inevitably fail. They also suggest that language proficiency is in itself a questionable concept and describe shifting goalposts of 'acceptable' accents and modes of expression. In their view, the language skills of new migrants can never meet the expectations of host country organisations (Ghorashi and van Tilburg 2006 [H15]).

The literature is clear that a lack of proficiency in host country language is a major barrier to employment and to accessing training to improve or prove qualifications or courses designed to convert overseas qualifications to be acceptable in the host country (Charlaff, Ibrani, Lowe, Marsden and Turney 2004 [H8]). It can also be a barrier to making friends outside the ethnic community and to accessing health and other services (Mortensen 2008 [C4]). Women with young children and older people face particular challenges in accessing language classes. Refugee elders often face a sudden and severe loss of independence due to their inability to speak the language of the host country. They may remain dependent on help with even the smallest tasks and for transport.

Across all countries, refugees wanted more access to employment and language classes and wanted the public to have access to more information on the status of refugees in order to overcome prejudice among host country members (Ekholm 1997 [A27]).

[20] Miralles-Lombardos, B., Miralles, J. and Golding, B. (2008). *Creating learning spaces for refugees: the role of multicultural organisations in Australia*. The National Centre for Vocational Education Research (NCVER) and Australian Government. Retrieved on 12 January 2009 from www.ncver.edu.au/publications/1964.html.

The Refugee Voices research (New Zealand Immigration Service 2004 [A37]) reports that three-quarters of refugees who had been in New Zealand for around five years said they could not speak English well on arrival. By five years, 50 percent said they could speak English well and 27 percent said they still could not speak English. Similarly, nearly eight out of ten could not write English well when they arrived. Five years later, four out of ten could write English well. As other studies have found, more women than men had problems accessing English language training, mostly due to a lack of childcare, problems with transport or not being able to go out alone. While around a third of the established refugees in the Refugee Voices study had undertaken study or training in New Zealand, a number encountered difficulties in accessing study or training due to English language ability, health issues, cost or access to childcare.

A number of studies (Humpage and Fleras 2000 [K13]; Hamilton and Anderson 2000 [G4]) have identified systemic biases in the education system that affect the ability of young refugees to learn. Hamilton and Anderson (2000) [G4] and Hamilton and Farrigua (2006) [G3], for example, discuss second language concerns for refugee children, resilience, acculturation, school and teacher effects and conceptual and policy issues. Campbell (2003) [K10] concludes from research on refugees that arrived as children in New Zealand and their offspring that age on arrival has a marked effect on later educational success, although he acknowledges that this may have been partly due to the economic climate and social attitudes of that time (the mid-1940s). Seventy-seven of the 120 respondents had gained some sort of qualification since leaving school, and 90 percent of the second generation respondents had gained some form of tertiary qualification.

H. Economic participation

Economic participation is a key factor in settlement and goes beyond employment. It includes having access to an income that allows an acceptable standard of living and having access, equal to the host population, to goods and services, such as education and health.

Employment is presented in the literature as a key component of integration. It gives refugees an income, the possibility of access to credit, a social context and identity and, in theory, an opportunity to step onto a career ladder. Respondents themselves identify access to employment as pivotal to the process of settlement and integration.

Most refugees want and need to find work on arrival in a host country and as a means to longer-term integration. A major study in Britain (Charlaffe, Ibrani, Lowe, Marsden and Turney 2004 [H8]) found that over a third of the refugees surveyed would like to find any kind of work, while 58 percent would like to find work that matched their skills and experience. However, the latter group are unlikely to fulfil their aspirations in the medium or even the longer term. The literature agrees that, while many refugees are well qualified and possess a broad range of technical and professional skills, these do not count for much when they arrive in a new country (Colic-Peisker 2005 [H11]).

Some authors argue that receiving countries across the globe are not only unwilling to recognise refugees' qualifications, they are also often poor at providing appropriate conversion courses or training that will allow refugees to prove their qualifications (Charlaff, Ibrani, Lowe, Marsden and Turney 2004 [H8]; Chile and Brown 1999 [H9]). This means that a majority of skilled and highly skilled refugees experience 'down adjustment'.

The successful transition from the early stage of 'self-inclusion' to the second stage, when real social inclusion on the basis of satisfactory employment and social interaction beyond the ethnic community should be achieved, is crucial but challenging (Colic-Peisker 2005 (H11). In one study, university-educated Bosnians who acquired a professional job gained membership in socially more positively valued groups than the groups of refugees to which they were originally confined (Colic-Peisker and Walker 2003 [H12]). Those who did not succeed in finding adequate employment, but were reluctant to accept a low-status job, seemed to live in relative social isolation, unable to integrate into mainstream society. They were also reluctant to get involved with the 'ethnic community' (Colic-Peisker 2005 [H11]).

Regardless of where they resettle, refugees are much less likely to be employed than other migrants. Those who do gain work tend to be employed in a few industries or types of jobs, typically with poor terms and conditions of employment and low rates of pay and/or high levels of temporary or part-time jobs (Ministry of Social Development 2008 [A5]; Bloch 2002 [H3] and 2004 [H4]; Brahmbhatt, Atfield, Irving, Lee and O'Toole 2007 [H6]; Lamba 2003 [H18]; Shields, Rahi and Scholtz 2006 [H24]).

Local unemployment and employment rates significantly affect refugees' chances of obtaining employment. One study found that very high unemployment has taken place in areas of concentration of Vietnamese, Laotian, Khmer and Arabic-speaking persons in Sydney. In part, this is because of language difficulties and comparative newness of arrival, but it is also the result of job losses in the manufacturing sector (Burnley 1998 [H7]). The size of the local labour market was also significant in that refugees were more likely to find work in a bigger labour market because of the greater variation in number of jobs (even if there is more competition for jobs). Refugees are also more likely to find work in areas with lower general education and skill levels (Bevelander and Lundh 2007 [H1]).

Refugees' low economic participation rates are a concern (Ministry of Social Development 2008 [A5]; Rutter, Cooley, Reynolds and Sheldon 2007 [A45]; Shelley 2001 [D7]). A study in Sweden found that refugees had substantially higher welfare participation rates when they arrived in Sweden compared to non-refugee immigrants, but they moved off welfare at a faster rate than non-refugee immigrants. However, the authors estimate that, even after 20 years, differences will still remain between Swedish natives and immigrants in rates of welfare use (possibly due to increases in the number of immigrants and changing labour markets) and suggest that more research is needed to find out the reasons for this (Hansen and Lofstrom 1999 [H17]).

A significant proportion of refugees find that their human capital has virtually no power in the new labour market and their networks cannot restore their former occupational status (Lamba 2002 [H19]). Those who socialise mostly with their compatriots are less likely to be employed than those who have wider networks (Potocky-Tripodi 2004 [H23]). Friends, particularly friends from the host community, are a good source of jobs and residential stability may increase opportunities to broaden the range of network ties instrumental in employment adjustment and advancement (Shields, Rahi and Scholtz 2006 [H24]). As ethnic communities became numerically stronger and more established, they may be able to develop networks that spread vital information, assistance and support.

Studies in the United States suggest that, over the longer term, residency, acculturation and community characteristics all have a relatively small effect on refugees' economic status. The determinants most strongly associated with economic status are education, disability, gender and household composition. These determinants are the same as for the population as a whole. While English proficiency is a desirable outcome in itself and obviously a prerequisite to obtaining higher education, it is clearly not sufficient for enhancing refugee economic status (Charlaff, Ibrani, Lowe, Marsden and Turney 2004 [H8]; Potocky-Tripodi 2001 [H21]; Potocky-Tripodi 2003 [H22]; Ugbe 2007 [H26]).

Other experiences of discrimination also interfere with positive employment outcomes, particularly for visible minority refugees (Lamba 2003 [H18]; Shields, Rahi and Scholtz 2006 [H24]; Chile 2002 [H10]). Middle Eastern and African refugees are much less likely to be employed than East Europeans (Bevelander and Veenman 2006 [H2]; Bevelander and Lundh 2007 [H1]). In New Zealand, studies of Somali refugees have found that gender constraints on socialising and religious implications concerning food inhibit socialising and employment with New Zealanders of European descent (Guerin and Guerin 2002 [H16]).

In some countries among refugee groups, having citizenship is positively correlated with employment rates and wages for women but not necessarily for men (Bevelander and Veenman 2006 [H2]; Potocky-Tripodi 2004 [H23]), but it is not clear whether this is because refugees become more acceptable as employees or because they feel more integrated into society. Chile (2005 [E3]) suggests that transition from refugee to citizen is not just about

obtaining the passport of the host country but is about rights and responsibilities that relate to the active productive participation in the life of one's community and society. In his view, high levels of unemployment among refugees perpetuates their status as non-citizens.

A number of reports argue that the voluntary sector has a weak record in supporting employment as a result of low, precarious and inconsistent funding (Brahmbhatt, Atfield, Irving, Lee and O'Toole 2007 [H6]; Valtonen 2001 [H27]). They suggest that service providers can supply refugee networks with appropriate and useful knowledge about the labour market and its structural restrictions. They can also help build an extensive range of ethnic group-based resources ranging from help in caring for dependents to opportunities for career advancement (Lamba 2003 [H18]). Social workers need to establish links with institutions such as the labour market and its agencies so that they can support their clients (Valtonen 2001 [H27]).

Researchers agree that, because refugees' economic status does not improve simply as a function of time, active intervention is needed (Potocky-Tripodi 2001 [H21]). Suggestions include greater provision of protective employment legislation, language tuition, skills training, partnerships between agencies to access jobs and work experience (Valtonen 2004 [H28]) and greater collaboration between the professional bodies, the training institutions and accreditation authorities (Chile and Brown 1999 [H9]).

On the other side of the equation, the recurring phenomena of resistance and discrimination need to be addressed through state intervention. Resources need to be directed to achieving change in the receiving society, to complement the individual adjustment efforts of refugees (Valtonen 2004 [H28]; Zimmerman, Kahanec, Constant, DeVoretz, Gataullina and Zaiceva 2008 [H29]). General initiatives are necessary to create an institutional and social environment inhibiting discrimination and facilitating targeted action. Some authors argue that specific integration policies and positive action should be applied if institutional conditions, including discrimination, exclude refugees from the labour market (Zimmerman, Kahanec, Constant, DeVoretz, Gataullina and Zaiceva 2008 [H29]).

Butcher, Spoonley and Trlin (2006 [E2]) note that some immigrants and refugees, particularly those from visible ethnic minority groups and/or the most different cultural backgrounds, faced formidable barriers in gaining employment in New Zealand.

Other research shows that, in New Zealand, people born in predominantly refugee source countries have lower incomes on average than New Zealand-born people but incomes relative to the New Zealand-born population improve with time spent in New Zealand. For example, by 2006, Iraqi born migrants who moved to New Zealand between 1991 and 1996 had median incomes on par with the New Zealand-born population (Ministry of Social Development 2008 [A5]).

The Refugee Voices study (New Zealand Immigration Service 2004 [A37]) had similar findings. Among established refugees (around five years' residence), 29 percent were working, about a third of them part-time. Seven out of ten had experienced difficulties in looking for work, particularly related to a lack of English language ability. They reported negative responses and discrimination from employers, such as being told that recently advertised jobs had been taken. More than half found jobs through friends, family or community contacts. Most were working in a different occupation to the one they had in their home country. The main source of income for 78 percent of established refugees was a government benefit, while 19 percent relied on a salary or wage. Many supplemented their wage with a government benefit.

I. Health and wellbeing

The Diverse Communities report (Ministry of Social Development 2008 [A5]) suggests that the health status of individuals can impact on social cohesion by affecting a person's ability to work, find employment, meet new people and feel secure about interacting with family and friends and the wider community.

Both the act of migrating and the settlement process can impact on a person's health status and affect migrant health outcomes. (Abbott et al. 2000; Ministry of Health 2006; North et al. 2004).[21]

The literature identifies a lack of evidence on migrant health outcomes, including for refugees (Johnson 2006 [I3]). Data rarely differentiates between asylum seekers, refugees and migrants, nor does it consider the needs of long-term settled ethnic communities (De Souza 2006 [I1]; Johnson 2006 [I3]). For example, Mortensen (2008) [C4] found that refugee groups are overlooked as social, cultural and linguistic citizens within New Zealand's health sector. Data collected on ethnicity in New Zealand's health sector generally does not identify individuals from refugee groups (who tend to be grouped in an 'other' category). This categorisation within a broader 'other' category means that their health needs are not identified, nor are they given priority in national or regionally based initiatives to reduce inequalities (which the author suggests is inequitable).

A body of research has focused on the effects of trauma on health and wellbeing. Some research suggests worse health outcomes for refugees who may, as a group, experience higher levels of psychological disorders or direct physical consequences of torture, unrecognised or managed chronic conditions (for example, hypertension or diabetes), poor oral health, infectious diseases, and delayed growth and development in children (Royal Australian College of General Practitioners 2003).[22]

Discrepancies in health and wellbeing status may also relate to conditions in the host country, for example, due to poorer housing, and position in riskier areas of the labour market where there is greater exposure to potential work-related illness or injury, and the effects of isolation and separation from family (Johnson 2006 [I3]; Guerin and Guerin 2007 [B2]; Guerin, Abdi and Guerin 2003 [I2]).

Swedish research suggests worse health outcomes and a greater probability of work-related ill health for migrants and refugees, primarily because of the low social support available to them (Johnson 2006 [I3]). Studies of migrant and refugee health in London indicate that migrants' needs change over time, the health status of migrants and refugees on arrival on average is not especially poor, disease problems are exacerbated by the conditions in which refugees live after arrival and there is little evidence of effective initial health assessment, screening, monitoring and referral (Johnson 2006 [I3]). Being unemployed, underemployed or experiencing a reduction in socioeconomic status have also been identified as risk factors, meaning refugees and migrants may be more likely to experience negative health outcomes (Abbott 1997,[23] in Ministry of Social Development 2008 [A5]).

Some groups face particular health challenges: older people may experience depression not only as a result of a forced move but because of ongoing isolation in their new country (Connelly, Forsythe, Njike and Rudiger 2006 [K6]; Hugman, Bartolomei and Pittaway 2004 [K7]), young people may become disaffected and unwell due to discrimination and non-acceptance (Sobrun-Maharaj, Tse, Hoque and Rossen 2008 [E12]), and women may experience domestic violence that they are unwilling or unable to report (Marginson 1999 [E6]) or be socially isolated (Mortensen 2008 [C4]).

Important issues for refugees in terms of accessing healthcare have been identified. These include:

[21] Abbott, M., Wong, S., Williams, M., Au, M. and Young, W. (2000). 'Recent Chinese migrants' health, adjustment to life in New Zealand and primary healthcare utilization', *Journal of Disability and Rehabilitation*, 22(1/2), 43-56; Ministry of Health. (2006). *Asian Health Chart Book 2006*. Wellington: Ministry of Health; North, N., Trlin, A. and Henderson, A. (2004). 'Asian and other skilled immigrants' self-reported illnesses in the first four years of settlement in New Zealand'. In A. Tse, A. Thapliyal, S. Garg, G. Lim G and M. Chatterji (Eds.). *Proceedings of the Inaugural International Asian Health Conference: Asian Health and Wellbeing, Now and into the Future.* 38-56. Auckland: The University of Auckland, School of Population Health.

[22] Royal Australian College of General Practitioners. (2003). *Healthcare for refugees and asylum seekers*. Retrieved on 24 December 2008 from www.racgp.org.au/refugeehealth.

[23] Abbott, M. (1997). 'Refugees and immigrants', In P. Ellis and S. Collings (Eds.) *Mental health in New Zealand from a public health perspective*, Public Health Report No 3. (pp. 250-264). Wellington: Ministry of Health.

- a lack of culturally appropriate or sensitive services
- a lack of knowledge or clarity about what services can be accessed
- poor oral English language skills affecting communication with healthcare staff
- a lack of English literacy, which may limit participation in preventative screening programmes reliant on written information of communications
- a lack of availability of interpreters and use of children as interpreters
- cultural differences in assessment and treatment
- isolation of women
- payment for medical care (Guerin, Abdi and Guerin 2003 [I2]; Ministry of Social Development 2008 [A5]; Mortensen (2008 [C4]).

Possible policy interventions include: information and education for refugees, migrants and health professionals; better health assessments; proper recording of data; specialist service delivery facilities; links to and support for refugee community-based organisations; and inclusion in the workforce of health professionals of refugee and new migrant origin (Johnson 2006 [I3]).

The Refugee Voices research (New Zealand Immigration Service 2004 [A37]) found that 41 percent of established refugees said their health was better after five years' residence while 19 percent said their health was worse. Common reasons for worse health were having developed a medical condition such as asthma developed in New Zealand, concern for family overseas and emotional stress.

J. Housing

The literature suggests that refugee housing experiences are often characterised by instability and vulnerability. Outcomes are influenced by government policies, the limited resources of new migrants and refugees, the policies and practices of housing providers and the search for a safe, supportive environment (Phillips 2006 [J5]). The literature also identifies a lack of reliable data on the geographic mobility of refugees and new migrants and on the tenure and quality of their housing (Halango 2007 [J2]).

Secure housing is important to refugees. In one British study, they associated satisfaction with various aspects of housing with quality of life – the more their satisfaction with housing, the better the quality of life (Peckham, Wallace, Wilby and Noble 2004 [A6]). It is not just the physical aspects of housing that are important. In developing their indicators, Ager and Strang found that interviewees seldom focused on physical aspects of housing. Instead, they centred on the social and cultural aspects of housing including safety and security and the importance of continuity of relationships associated with being settled in an area (Ager and Strang 2004a [A19]; Ager and Strang 2008 [A21]).

A British study argues that the dispersal policy has produced significant challenges for housing providers, local residents and new migrants. Few areas have refugee housing strategies, yet these newcomers often need more support because of the trauma of forced migration, public hostility and lack of community support networks. The situation is particularly difficult for single refugees who may not have priority for social housing and may have trouble securing a private tenancy (Halango 2007 [J2]). Papers suggest that communities need a pro-active policy to smooth the transition to permanent accommodation and to reduce racist harassment (Phillips 2005 [J4]). Success will depend on a holistic approach, cultural sensitivity, expertise in new migrant and refugee issues, and provision of integrated and flexible services including legal advice, and recreational or interpreting services.

The Refugee Voices research (New Zealand Immigration Service [A37]) found that refugees had difficulty finding suitable housing due to cost, a lack of English language ability and problems finding large enough houses.

In a recent thesis, Halango (2007) [J2] demonstrated the links of housing to employment, education and health among the Somali community in Auckland. The challenges refugees faced included ethnocentrism, household composition, lack of English language skills, socioeconomic circumstances and lack of familiarity with institutional practices. Participants in Butcher,

Spoonley and Trlin's study (2006) [E2] also reported that some landlords were reluctant to let to refugees and certain immigrant groups. As with Halango's research, language appeared to be a particular barrier.

K. Integration issues for specific refugee groups

Gender

Migrant women face the risk of dual discrimination. Some researchers argue that more attention should be paid to gender issues in resettlement (Pittaway and Bartolomei 2001 [E8]). Many people assume that refugees have no agency. Restrictive entry and reception policies are designed to protect society from bogus asylum seekers but have the effect that all refugees are seen as untrustworthy until otherwise proven. In the case of refugee women, the combination of gender and ethnicity makes the aspect of passivity and victimisation even stronger, for example, they may be seen as oppressed and traditional.

Women are often discriminated against in employment and are restricted to poorly paid segments of the economy such as personal care and domestic services, cleaning, catering, health and care. Some women also have issues with employers over the way they dress (Ministry of Social Development 2008 [A5]). Cultural and religious factors may create barriers to participation in social, educational, physical and artistic activities.

Fewer studies have specifically examined factors for men, but these have generally focused on the negative psychological effects due to experiencing changes in status in employment or within the family and/or in response to meeting pressures to also provide for transnationally based family (Stoll and Johnson 2007 [K4]).

Older refugees

The literature concerning older refugees discusses the critical role older people play in settlement and integration. It makes the point that cultural perceptions of when old age begins and what being old entails vary from culture to culture. In some circumstances, it may be appropriate to define refugees as young as 50 as 'older people', given the challenges they face and the limited opportunities they may have to maintain their former role and status (Chenoweth and Burdick 2001 [K5]; Connelly, Forsythe, Njike and Rudiger 2006 [K6]; Hugman, Bartolomei and Pittaway 2004 [K7]).

The literature seeks greater recognition of older refugees in policy and practice, particularly in relation to changing family relations, the long-term effects of the refugee experience and in recognition that 'ordinary communities' are not available to them (Hugman, Bartolomei and Pittaway 2004 [K7]). Wong (2003) [K8] identified the main activities and services that older refugees in New Zealand had considered helpful for integrating into the community. These included family reunification, social interactions with family and friends of the same ethnicity, participating in a wide range of activities and having access to benefits, services and high-skilled employment. Barriers to accessing integration-related activities and services included segregated family and family reunification policies, a lack of access to or understanding of transport options, inability to speak or learn English, poor health, poor access to interpreters, financial limitation and access to networks and support. She also found that age at arrival, the ability of host communities to support the resettlement process and the length of time spent in a country of resettlement influences the level of integration felt by a refugee. The longer refugees spend in the new country, the more time and incentive they have to acquire language skills, establish families and become familiar with their new environment.

Youth

Several studies of migrant and refugee youth have been completed in New Zealand (Humpage and Fleras 2000 [K13]; Higgins 2008 [K12]; Sobrun-Maharaj, Tse, Hoque and Rossen 2008 [E12]; Ward 2008 [K20]). Their findings are similar to those reported in the overseas literature. The reports identify high levels of discrimination and racism against young people, some of it due to ignorance and prejudice and some to systemic bias and lack of willingness by the host community to accommodate different cultures. Young migrants and refugees in New

Zealand experience similar cultural conflict to their overseas counterparts, particularly in the early years, and are at risk of ongoing intergenerational conflict in meeting parents' expectations.

A high proportion of migrant and refugee young people want to maintain their cultural heritage (Sobrun-Maharaj, Tse, Hoque and Rossen 2008 [E12]; Ward 2008 [K20]). At the same time, migrant youth increasingly orient themselves towards the host society, with an increase in national identity, an increase in national peer contacts and more frequent use of and greater proficiency in English or the host language over successive generations. Despite the trauma many young refugees have experienced, the literature suggests that they show considerable resilience in functioning and integrate relatively quickly (Rousseau and Drapeau 2003 [K17]; Ward 2008 [K20]; Wilkinson 2001 [K22]; Young, Spigner, Farwell and Stubblefield 2006 [K23]).

1.5 generation and second generation

The literature agrees that there is a lack of data on many topics, including outcomes for second and subsequent generations (Ministry of Social Development 2008 [A5]; Zimmerman, Kahanec, Constant, DeVoretz, Gataullina and Zaiceva 2008 [H29]). In particular, there are few intergenerational measures of integration. A relevant issue is the question of how long a person should be considered or identified as a refugee. As one author notes, labels create their own momentum, especially where transitory situations become protracted, and the use of labels may affect entitlement or service provision (Zetter 1991 [A48]).

Some reports suggest that racially distinct minorities remain less confident that they fully belong (Soroka, Johnston and Banting 2007 [E13]; Ward 2008 [K20]). One study showed that the bonding social capital based on family and kinship, traditionally strong among Somalis, was undermined by conflicts between the first and second generations in the diaspora (Alitolppa-Niitamo 2004 [G1]). Interestingly, second generation migrants report more behavioural problems and poorer school adjustment than their first and 1.5 generation counterparts (Ward 2008 [K20]).

One focus of research has been the possibly distinct language acquisition needs of those that arrive in a country as refugee children or adolescents. For example, it is suggested that English for Speakers of Other Languages (ESOL) courses taught at United States secondary schools have been developed for students already literate in their first language. This is not always the case for the 1.5 generation refugee adolescents who may have acquired good verbal language skills at high school in their home country and, on that basis, been put into mainstream English classes in their host country. However, students may either not get access to university or flounder at university level because they find their written language is not strong enough to meet academic standards (Um 2003 [K19]).

Campbell (2003) [K10] found differences in educational success based on age at arrival and by generation. A higher proportion of refugees who were aged between 11 and 14 when they arrived in New Zealand had left school with no formal qualifications than a younger group. The author acknowledges that, for some (as this study included refugees that arrived in the 1940s), this may have been due to economic climate and social conditions of the time. Sixty-four percent of the first generation refugees gained a postschool qualification, compared with 90 percent of the second generation.

RCOs may benefit from the consolidation of ethnic communities. One study found that the children of immigrants or individuals who came at a young age rather than those that arrived as adults were better placed to maximise policy, coalition and funding networks given their greater linguistic and social integration into the host country[24] (Bloemraad 2005 [D3]).

[24] Chung, A. (2005). 'Politics without the politics: the evolving political cultures of ethnic non-profits in Koreatown, Los Angeles', *Journal of Ethnic and Migration Studies*, 31(5): 911-929.

Refugees with disabilities

Ward, Amas and Lagnado (2008) [K9] note that the literature on refugees and asylum seekers with disabilities has tended to have a mental health focus. They suggest that little is known about the experiences, needs and ability to access services of refugees with other forms of disabilities. Their study reinforces earlier findings by Robert and Harris (2002)[25] that disabled refugees have complicated entitlements to social welfare services that sometimes confuse those delivering the services; there is a lack of accurate demographic data on disabled refugees and asylum seekers; and barriers to accessing services include linguistic difficulties, mobility and cultural issues and a lack of knowledge. In addition, they found that RCOs and other non-government organisations were providing support. Some barriers to care and support were identified as likely to be shared with other disabled ethnic minorities including language, stigma and culturally determined attitudes towards disability and the treatment of disability, extra hardship experienced by women, isolation and lack of understanding about rights and entitlements. Additional disadvantages include a lack of interpreters, including sign language interpreters, and a lack of social networks to rely on for informal support, perhaps because of dispersal policies.

Conclusion

This annotated bibliography and thematic review together present an overview of the research literature published since 1997 relating to factors involved with the longer-term settlement of refugees. Over the past decade, there has been an acceptance that successful settlement is a two-way process involving refugees and host communities adapting to each other. These processes are commonly referred to as integration or social cohesion. A body of research has resulted in the development of frameworks and measures for defining, describing and assessing the extent to which integration or social cohesion has been achieved.

Other research has focused on particular aspects of settlement:

- Identity (ethnic identity, language maintenance), citizenship (both legal and informal understandings of what it means to be a citizen).
- The value and role of social networks, including transnational links.
- Economic participation and employment.
- Education and training.
- Health and wellbeing.
- Housing.
- Issues for particular demographic groups – women, men, children/youth/adolescents, older refugees and those with disabilities and refugees of particular ethnicities.

As has been outlined, the outcomes and experience of long-term settlement have been studied in two main ways. The first way is through analysis of official datasets (at the national, subnational or institutional level) to compare the position of refugees with those of the host population. In some instances, however, these datasets do not identify an individual as having entered the country as a refugee, and proxy measures (such as nationality of country of last residence) have sometime be used in their place. Many of these studies recommend that identifiers be included in these datasets to further advance research on refugee-related areas. There may, however, be an issue in doing so, in that continuing to ask people to identify themselves as a refugee some years after their arrival may be counter to the integration process.

The second main method has been to ask refugees themselves about the factors that have been important to them in settling in a host country, most often through interviews or focus groups, but also through ethnographic methods (such as participant observation) and through written surveys. The views of those working in agencies that provide services to refugees have also been canvassed, and at times, information has been sought on host attitudes (for example, through public opinion surveys).

[25] Roberts, K. and Harris, J. (2002). *Disabled Refugees and asylum seekers in Britain: numbers and social characteristics*. York: Research Unit, York University.

The process of compiling this annotated bibliography found that only a small amount of literature specifically focused on the long-term settlement of refugees (as distinct from the early resettlement phase). Similarly, many papers did not distinguish between migrants and refugees and tended to discuss refugees and asylum seekers together. This meant that it was often difficult to isolate the long-term settlement experiences and outcomes that might be unique to quota refugees.

It was, however, apparent from the literature that governments, academics and researchers of several other countries that receive quota refugees are considering similar issues, sometimes as part of a wider region (for example, the European Union or Nordic States) or at a subnational level (for example, particular states within Canada or Australia). This is evident in the range of research over the past decade aimed at describing the experience of refugees and/or host country members and identifying indicators of integration or the factors that act as barriers or facilitators to long-term settlement, integration or social cohesion.

The following table presents an overview of the nature of barriers and facilitators identified in the course of undertaking this review. Please note that, in some instances, these items have been identified through recommendations made in the research as well as from findings.

BARRIERS TO:	**FACILITATORS OF:**
Integration generally	
• Difficulties in communicating verbally and in writing and in understanding host country language. • Unemployment or underemployment. • Discrimination or other forms of social exclusion. • Insecurities about legal status or housing. • Unfamiliarity with systems and processes. • Not having health (including mental health) or disability needs attended to. • Isolation. • Dispersal to areas with poor housing stock away from services and transport limits employment and social opportunities. • Being older and less able to learn the language. • Not having the time or income to participate socially, train or retrain, be involved in children's school because of immediate need for income. • Host country citizens and institutions not understanding how people become refugees or appreciating cultural differences.	• Being able to communicate in host country language at the level one needs to – including for higher education and in professional settings. • Having a sense of belonging and contributing to host country society – paying taxes. • Employment helps with making progress economically and provides a context in which to develop language skills, networks and understanding of host country culture. • Being employed and employed at a similar level as in source country. • Feeling safe and secure. • An absence of discrimination or other forms of exclusion. • Housing is important for 'feeling at home'. • Being located with others from the same ethnicity can help build links. • Location of housing is important for accessing employment, education and training and other services. • Having access to good infrastructure – transport etc.
Economic participation – employment and income available to households	
• Low fluency in host country language or not at a 'professional level'. • Local labour market conditions (for example, in dispersal area.) • Poor infrastructure (for example, affordable public transport). • Lack of social networks/ethnic community. • Lack of information about how systems work.	• Fluency in host country language at the level required in employment role. • Buoyant labour market and good infrastructure. • Good employment brokerage. • Established of ethnic community/social networks. • Ability to get work that doesn't require host country language. • Contacts from same background in

BARRIERS TO:	FACILITATORS OF:
• Lack of recognition of qualifications. • Lack of time/income to attend language classes/vocational training/retraining in original field. • Personal factors such as poor health or having a disability. • Experiencing discrimination. • Repaying of settlement costs. • Meeting the needs of family overseas through remittances.	professional field. • Absence of discrimination. • Experience in voluntary sector.
Language acquisition/ESOL	
• Being older makes language acquisition more difficult. • Being unemployed – having the time but not money for transport etc. • Having no time to attend classes because of having to work/family commitments. • Poor access to tuition. • Lack of transport. • Inappropriate level of tuition or the duration and timing of classes. • Concerns about the quality of tuition or tutors. • Lack of childcare. • Women concerned about attending classes alone.	• Being younger or in employment/school/training makes language acquisition easier. • Having access to transport to get to classes is important. • Suitable timing and duration of courses and level of host country tuition is important.
Education and training	
• Inadequate host country language skills (especially written language for higher education and language). • Economic pressures – lack of time/income to attend language classes/vocational training/retraining in original field or for parents to participate in children's education. • Age at arrival. • Experience of discrimination.	• Age at arrival. • Appropriately pitched host country language tuition that addresses written as well as oral language – particularly important for studying at tertiary level or for returning to employment of the same status as held in source country. • Access to heritage language and history classes or to educators or guidance staff from the same former nationality or ethnicity.
Health and wellbeing	
• Inability to communicate in host country language and a lack of appropriate translators/interpreters. • Knowledge of how to access health services. • Gender/attitude of healthcare staff. • Distress on behalf of overseas family. • Experience/witnessing of traumatic events. • Experience of discrimination in host country. • Having experienced physical harm and/or long periods without adequate food, medical or dental care. • A lack of understanding about preventative healthcare (for example, diet/exercise) and/or management of chronic conditions that leads to longer-term poor health.	• Ability to communicate in host country language. • Access to appropriate translators/ interpreters. • Sympathetic gender/attitude of healthcare staff. • Family reunification. • Trauma/mental health support. • Addressing of long-term medical/dental needs.

BARRIERS TO:	FACILITATORS OF:
• Poor housing can lead to new health issues (such as asthma). • Higher levels of workplace injury due to position in labour market. • Social isolation of refugee women in particular.	
Housing	
• Discrimination by landlords limits access to housing. • Income affects ability access to quality housing and furniture.	• Having good social networks helps with accessing good housing.

5. ANNOTATED BIBLIOGRAPHY

A. Integration and social cohesion

General discussions of integration or social cohesion

A1 European Council on Refugees and Exiles. (2005). *The way forward: towards the integration of refugees in Europe*. Brussels: European Council on Refugees and Exiles.

Research focus / aims: This paper is one in a series of proposals entitled The Way Forward - Europe's Role in the Global Refugee Protection System. These proposals are designed to provide constructive recommendations on a number of topical refugee policy issues and contribute to positively influencing the European debate

Participants: No participants.

Key findings / outcomes: Where refugees are marginalised – through negative media reporting, political antipathy, insecure legal status, a lack of educational and employment opportunities, and/or hostility from local communities – there is less integration. Those who feel threatened or excluded from the host society, instead of striving to belong, may seek to emphasise their difference through isolating themselves in their own communities and may also be more open to radical influences. The development of an inclusive and welcoming society is a key prerequisite to the successful integration of refugees.

Governments, politicians and their parties, the media and educational institutions all have a role to play in fostering understanding and solidarity, and ensuring accurate and balanced public information on refugee issues. Granting rights similar to those enjoyed by nationals to all refugees would improve their integration prospects. The authors argue that the acquisition of citizenship remains the most potent measure of integration into a host society by foreign nationals. Participation in the political decision making process promotes integration.

Failure by governments to address barriers to socioeconomic integration can result in the marginalisation of refugees and impact negatively on society as a whole. Separation from families impedes refugees' integration. Successful cultural integration requires a common understanding of the core values that underlie the cultures of democratic European countries.

Recommendations: Includes numerous policy and practice recommendations under each section: creating a welcoming society; acquisition of rights; civic integration; socioeconomic integration; cultural integration.

Scope: Discussion paper that does not take a particularly long-term approach. The recommendations mostly refer to the earlier stages of settlement to ensure a good beginning.

Country research undertaken in: European Union.

Keywords: integration/social cohesion; integration/social cohesion: definitions or models; citizenship; social exclusion; economic participation; education/training; civic/political participation; host country/region: Europe; research methods: discussion paper; refugees, including asylum seekers.

A2 Ives, N. (2005). 'Understanding Bosnian refugee integration and how it differs by country of resettlement: Denmark and the United States of America. Abstract only. *Dissertation Abstracts International, A: The Humanities and Social Sciences*, 66(2), 76-A.

Research focus / aims: Juxtaposing refugee perspectives and policies, this study compared lived experience with policies on paper. The study examined the integration of refugees in Denmark and the USA and how similarities and differences in achieving integration related to the resettlement country's policy contexts, programmes and ideological traditions.

Participants: Bosnian refugees who had resettled in Denmark and the USA.

Key findings / outcomes: Findings revealed that both groups struggled with language and employment challenges to integration. Social support networks that included Americans/Danes aided integration as they provided significant support in navigating resettlement. American congregational sponsorship mediated struggles church-sponsored participants faced, facilitating integration. A key difference between the groups was the extent to which participants felt a sense of national affiliation and were able to move beyond integration to achieve normalcy. In Denmark, participants tended to feel separate from Danish society and did not believe that Bosnian culture was valued and accepted on a par with Danish culture. In the USA, where participants endured financial struggles, particularly in the first year, their unwavering faith in America as a land of immigrants and their belief that they could fully belong in American society distinguished them from refugees in Denmark.

Recommendations: Implications include a re-evaluation of American resettlement policy regarding national standards for resettlement services; wider recognition of refugees' educational qualifications and an inclusion of refugee voices in planning and implementing resettlement programmes in both countries. The author also proposes a re-evaluation of Danish integration policies to address refugees' segregation and an acknowledgement of the changing fabric of Danish life to legitimately incorporate ethnic minorities.

Scope: This qualitative comparative case study explored the cases of 48 Bosnian refugees who had resettled in Denmark and the USA. Data was gathered through interviews with refugees and key informants, participant observation and documents.

Country research undertaken in: Denmark and USA.

Keywords: integration/social cohesion; ethnic/cultural identity; religion; social capital/networks; social exclusion; host country/region: role; host country/region: Denmark; host country/region: United States; source country/region: Bosnia; research methods: interviews; research methods: ethnographic; refugees.

A3 Kandola, P. (2003). *Research on the integration into the local community of persons who achieve status / leave to remain*. Dublin: Reception and Integration Agency, Ministry of Justice, Equality and Law Reform.

Research focus / aims: The purpose of research was to provide the Irish government's Reception and Integration Agency with evidence-based data on the needs of people who leave direct provision and move out into the community having obtained refugee status or leave to remain in the state.

Participants: 23 refugees of mixed ethnicities, gender and age, 18 service providers (including community and social welfare agencies, citizens advice bureaux, housing associations, victim support, language and education providers and libraries) and nine support groups (including women's centres, refugee and migrant support groups and networks) across four locations in Ireland.

Key findings / outcomes: The investigation and report was structured around the nine areas previously identified in the Irish report *Integration: a two way process* (1999) [A30]. These areas were: community and culture; language skills; housing; employment/training; recognition of skills and training; education for children and adults; accessing mainstream services including health and social welfare; family reunification and individuals' vision for the future. Detailed findings were presented from the perspectives of refugees, service providers

and support groups along with things that facilitated (enablers) or acted as barriers to integration. Overall findings included the following:

- A large number of barriers to refugee integration in the local community were identified for each of the nine areas. Some were identified as intangible barriers, such as public perceptions, lack of awareness and lack of recognition of skills, which can sometimes result in racial discrimination. These may underpin many of the tangible barriers faced by refugees such as difficulties in accessing housing, employment, training and mainstream services.
- Assistance is needed by refugees to move from direct provision into independent living in the community. The main barrier perceived by refugees is in finding a house, and they find it difficult to address other issues until this is satisfied. In addition, refugees also face barriers in establishing a place in society for themselves including discrimination and a failure to recognise overseas qualifications and skills. This resulted in considerable downward professional mobility for some. This, together with perceived discriminatory attitudes among both the public and service providers, is seen as a fundamental blocker to settling in and being accepted in the community.
- Commonly identified themes for overcoming barriers included: raising cultural awareness; information; provision of support; language; recognition of skills and qualifications; and processing information (relating to registration, waiting times for housing).

Discussions identified a number of areas in which refugees can make positive contributions to the local community including: the integration of new skills and ideas into the local community; contributions to the education curriculum; enrichment of the sporting and social world in Ireland (for example, through new activities, music, or cooking skills); and through assisting host communities to evolve culturally by building a diverse multicultural society.

Recommendations: The author suggests implementation of initiatives to:

- raise public awareness of the rights and needs of refugees (and those granted leave to remain) to dispel misconceptions that could fuel discriminatory practices
- ensure service providers the information they need to collaborate and co-operate providing services to refugees at each stage of the integration process
- harness the skills and qualifications of the refugee community in order to facilitate integration and foster benefits for both the refugee and host community
- ensure refugees (and those with leave to remain) know about the availability of English and that classes are conducted in a culturally appropriate way
- provide refugees (and those with leave to remain) relevant information on areas such as access to housing, education, training, and employment in a culturally appropriate and timely nature
- identify inefficiencies in the processes that refugees come into contact with (for example, administrative processing times) and either take steps to improve these inefficiencies, or where this not possible, inform refugees of the nature of the process (to avoid any frustrations that may occur at later stages of the process).

Scope: Finding were drawn from interviews or focus group meetings held with 23 refugees, 18 service providers and nine support groups. The length of time that refugees had been in Ireland is not identified.

Country research undertaken in: Ireland.

Keywords: integration/social cohesion; ethnic/cultural identity; social capital/networks; community participation; education/training; language acquisition/ESOL; economic participation; housing; research methods: interviews; host country/region: Ireland; source country/region: mixed ethnicities; refugees, including asylum seekers.

A4 Martiniello, M. (2004). *How to combine integration and diversities: the challenge of an EU multicultural citizenship*. Vienna: European Union Monitoring Centre on Racism and Xenophobia (EUMC).

Research focus / aims: This is a high-level discussion paper which discusses the need for an EU model of diversity.

Participants: Not applicable

Key findings / outcomes: The paper discusses the management of cultural diversity and integration, including whether or not states or the EU as a whole should intervene to promote respect for social diversity and reduce social and economic exclusion and inequalities. The author notes that models of multicultural policies cannot be transferred from one country to another. They should take into account the local social and political context as well as the sociological characteristics of the population and the demands of minority and majority groups in the field of cultural diversity.

The paper recognises debates on education, language teaching, religion, access to citizenship (either as a mark of integration or as a facilitator of integration) and issues of political participation.

Recommendations: Suggestions include:
- states providing some financial support to immigrant associations engaged in action aimed at encouraging better knowledge of cultural diversity and bridging the gap between cultural groups
- strong anti-racist and anti-discrimination legislation and policies and close monitoring of racism and discrimination
- opening up public education to cultural diversity and encouraging all residents to speak the national language of the country they live in as well as their own
- allowing duel citizenship.

Scope: This is a reflective high-level paper, not based on specific research studies and not specifically referring to refugees.

Country research undertaken in: Europe

Keywords: Integration/social cohesion; citizenship; civic/political participation; religion; social exclusion; education/training; ESOL/language acquisition; host country/region: European Union; research methods: discussion paper; migrants, including refugees.

A5 Ministry of Social Development. (2008). *Diverse communities – exploring the migrant and refugee experience in New Zealand*. Wellington: New Zealand, Strategic Social Policy Group, Ministry of Social Development.

Research focus / aims: The report brings together existing data and research findings on migrant and refugee outcomes in New Zealand and their relationship to social cohesion.

Participants: Migrants and refugees in New Zealand.

Key findings / outcomes: The report discusses definitions of social cohesion and the relationship between settlement outcomes and social cohesion. It brings together current knowledge about issues facing refugees and migrants in relation to: belonging; participation; inclusion; recognition and legitimacy. It acknowledges a lack of data on many topics, including outcomes for second and subsequent generations; outcomes at regional and local level; host and migrant/refugee perceptions and interactions and comparisons with overseas experiences.

The report includes a statistical profile of the overseas-born population of New Zealand. It discusses four factors relevant to belonging – attachment to identities; trust in others; satisfaction with life in New Zealand; intention of staying in New Zealand – and notes that belonging is heavily influenced by the attitudes of established communities in New Zealand to new migrants and refugees. Factors relevant to participation include social connectedness, participation in political and civic affairs and English language proficiency. It has little information directly relevant to refugees, but does note that the ability to converse in English

increases with length of residence for both migrant and refugee groups. Refugees who were more established in New Zealand were more likely to belong to a club or group than more recent arrivals.

The chapter on inclusion describes barriers to employment. Barriers include: discrimination; lack of English language proficiency or having a non-New Zealand accent; lack of New Zealand work experience; difficulty getting overseas qualifications recognised; and lack of social networks and knowledge about how the New Zealand labour market operates. Additional challenges for refugees include limited access to relevant education and skill development opportunities prior to arrival and the largely informal nature of refugees' employment in their country of origin. Some women also have issues with employers over the way they dress. In 2006, employment rates for prime working-age migrants born in countries where many of New Zealand's refugees come from were significantly below those for the New Zealand-born – 20 percent below for males and 28 percent for females. After these groups had been resident in New Zealand for more than ten years, the difference in employment rates between the New Zealand and refugee source country-born had reduced to 13 percent (with 69 percent of individuals being employed, compared with 82 percent of New Zealand-born).

In 2001, people born in Afghanistan, Somalia, Kuwait, Bangladesh and Iraq had the highest unemployment rate in New Zealand (at four to five times the national average). The main characteristics of these groups were that they came from refugee backgrounds, were targets for discrimination because of their appearance and were non-westernised, with strong extended family systems that do not fit easily with the prevailing norms in a highly western-based, nuclear family-oriented welfare state. Countries that provide New Zealand with refugees have very high unemployment rates. Some countries such as Somalia, Iran and Afghanistan have prime working-age unemployment rates between 10 percent and 20 percent. For people born in Iraq and Iran who had been resident in New Zealand for 10 to 14 years, unemployment rates were very similar to the New Zealand-born. However, their participation in the labour market was still lower, particularly for women.

People born in predominantly refugee source countries had lower incomes on average than New Zealand-born people. Incomes relative to the New Zealand-born population improved with time spent in New Zealand. For example, Iraqi born migrants who moved to New Zealand between 1991 and 1996 had median incomes on par with the New Zealand-born population.

The chapter on recognition notes that visible ethnic minorities may bear the brunt of discriminatory action in New Zealand. The paper also found evidence of prejudice against Muslims, particularly Muslim women. The final chapter considers legitimacy and, in particular, confidence in state institutions and representations in mass media. The paper found no direct evidence on refugees' level of confidence in state institutions but does cite evidence of different refugee groups being treated differently in the media.

Recommendations: The paper includes suggestions in each chapter for further research.

Scope: The paper draws together existing data and reviews New Zealand research.

Country research undertaken in: New Zealand.

Keywords: integration/social cohesion; civic/political participation; social capital/networks; social exclusion; education/training; economic participation; women; health/wellbeing; migrants, including refugees; research methods: review.

A6 Peckham, D., Wallace, E., Wilby, C. and Noble, J. (2004). *The impact of Home Office funded services for refugees: findings from an exploratory survey of clients.* Online Report 45/04. London: Home Office.

Research focus/aims: The European Refugee Fund and the Challenge Fund provide funding for projects aimed at helping refugees and asylum seekers to settle and integrate into the UK. The study examined the impact on refugees of projects funded through the two schemes.

Participants: Refugees and asylum seekers.

Key findings/outcomes: The circumstances of refugees appeared to improve a little after two or three years of residence in Britain in terms of English skills, satisfaction with housing and income. However, even after this time, refugees remained severely disadvantaged, especially when compared with the rest of the UK population. Only 8 percent of the sample was working full- or part-time.

For project clients who had been in the UK for three years or more, housing (68 percent) and health (47 percent) continued to be important priorities for improvement. Other issues had risen in importance, including employment (41 percent), crime and safety (35 percent) and social life and leisure (22 percent).

Fifty percent of respondents who had lived in the UK for three years or more said that they could communicate all or most things verbally in English (compared with 36 percent of those who had arrived in the last year). They were also more likely to feel a great deal more involved in the local community, or in the activities of their ethnic group, than recent arrivals. However, written language skills for this group were still low, as were levels of income and employment rates, compared with national and New Deal Community levels and rates.

The sample was an extremely disadvantaged group – more disadvantaged than residents in even the most deprived areas in Britain. Housing was the main area that service clients felt needed improving in their lives. Feeling satisfied with various aspects of housing was the factor most strongly associated with 'good quality of life'.

Nine of the projects were described as 'integration' focused; one was 'settlement' focused. In the former, between 70 and 100 percent of clients were British citizens or had leave to remain.

Recommendations: The report notes that the services have been appreciated by clients and fulfil a need.

Scope: The study drew on face-to-face interviews with 404 clients of 10 (out of 63) projects. Research materials were translated into the main languages, and interviews were conducted in both English and other languages using 'mother tongue' interviewers and professional and household interviewers.

Country research undertaken in: United Kingdom.

Keywords: integration/social cohesion; social capital/networks; community participation; language acquisition/ESOL; economic participation; health/wellbeing; housing; research methods: survey; research methods: interviews; refugees, including asylum seekers.

A7 Spencer, S. (2004). *What works in the integration of refugees and other migrants? Review of the evidence base*. Paper presented at the UK National Integration Conference 2004 What works locally? Balancing national and local priorities, Hilton Docklands Hotel, London 29-30 June. London: Home Office.

Research focus/aims: Report on a review of successful approaches to integration.

Participants: The review covered new migrants and refugees.

Key findings/outcomes: A holistic joined-up approach reflecting the reality of the integration experience is most likely to be effective. The review found some success in four areas: providing information to migrants; capacity building of migrant organisations; provision of language classes and language support; and provision of structured induction and ongoing support. Tensions diminish where host communities are prepared for new arrivals and staff in mainstream services are trained. Mentoring, befriending and hosting schemes can be beneficial but need to be ongoing.

Recommendations: The paper recommends that official data collection is improved to identify new migrants and refugees and that initiatives are evaluated and the results shared.

Scope: The paper is a brief summary of a larger review (Spencer 2006 [A17]).

Country research undertaken in: United Kingdom.

Keywords: integration/social cohesion; social capital/networks; role of host country; language acquisition/ESOL; research methods: review; migrants, including refugees.

A8 Yu, S., Ouellet, E. and Warmington, A. (2007). 'Refugee integration in Canada: a survey of empirical evidence and existing services'. *Refuge: Canada's Periodical on Refugees*, *24*(2): 17-34.

Research focus/aims: This report presents information on refugees' economic and social integration in Canada and describes what integration services are available to them in order to identify knowledge and service gaps. Where possible, the paper distinguishes between government assisted refugees, privately sponsored refugees, landed in Canada refugees and refugee claimants.

Participants: Respondents to government statistical surveys.

Key findings/outcomes: The paper measures economic integration by employment rate and employment earnings at one and five years after receipt of permanent resident status. It found that refugees' employment rates and earnings improved with time but they continued to perform less well than skilled worker immigrants. At year one, privately sponsored refugees and landed in Canada refugees did better than the government assisted refugees, but by year five, all showed similar economic outcomes.

Social-cultural integration was measured by available indicators such as Canadian citizenship, general satisfaction level and familial networks (because no data was available on social engagement and political participation). Refugees were more likely than any other immigrant category to apply for and have received Canadian citizenship. Other information on sociocultural factors came from the Longitudinal Survey of Immigrants to Canada Immigration Database (LSIC), which found that refugees in particular valued peace/absence of war and political/religious freedom. The authors suggest that very few studies focus on sociocultural integration patterns of refugees in Canada.

Recommendations: More research is needed on the causes of economic performance differential and on the patterns and causes of sociocultural integration. The authors also suggest that existing national scale databases such as IMDB and LSIC could be more fully used and studies replicated using regression analysis to see whether factors influencing immigrants' integration apply to refugees. Tailored employment and language programmes may be of benefit to government assisted refugees and privately sponsored refugees who have little official language skills. Refugees' heightened need for mental health and family counselling might need to be addressed. The spatial mismatch between service providers who might be concentrated in traditional settlement areas and refugees settling in suburban or non-urban locations should be reviewed.

Scope: Review of available sources of data – official statistics (Longitudinal Survey of Immigrants to Canada, Immigration Database) and literature review.

Country research undertaken in: Canada.

Keywords: integration/social cohesion; integration/social cohesion: indicators or measures; social capital/networks; citizenship; civic/political participation; language acquisition/ESOL; economic integration; health/wellbeing host country/region: Canada; research methods: survey; migrants, including refugees.

Models and definitions of integration or social cohesion

A9 Commission on Integration and Cohesion. (2007). *Themes, messages and challenges: a summary of key themes from the Commission for Cohesion and Integration Consultation.* Wetherby, West Yorkshire: Communities and Local Government Publications.

Research focus / aims: A summary report of views expressed during community consultation.

Participants: Not applicable.

Key findings / outcomes: The findings most relevant for refugees include the definitions of cohesion and integration and issues of measurement:

- Integration is the process by which new individuals and groups take their place within the majority community, achieving and being accorded their full rights as citizens. Integration can be full or partial and can take a long time, perhaps generations, to happen.
- Cohesive communities are ones that are able to exist together in a state of harmony and peaceful relationships, characterised by a climate of mutual understanding and respect.
- Absence of fear – a cohesive society is not one where some groups fear to use services or venues. If this is the case, it is a challenge for the whole society.
- Identity – cohesion implies a society in which differences of culture, race and faith are recognised and accommodated within an overall sense of identity. An integrated society does not depend upon assimilating these differences into a single identity.
- Quality of life – cohesion is a reflection of the overall quality of life for all those living in the local area.
- Methods for monitoring which groups are and are not accessing services are, by definition, sophisticated and require the efforts of local partnerships. Groups defined as hard to reach differ by service and change all the time – and the planning processes must respond to these differences.
- There is no single measure of cohesion or integration. Local population data, based on the Census, may be inadequate for planning services for mobile populations – with direct impacts on community cohesion. Local authorities often rely on a relatively crude (annual) process of quantification of community feelings about how well people appear to get on together as a working measure of cohesion and integration.

The paper also highlights discrimination in the workplace, the importance of visible difference and religious discrimination. It stresses the importance of common language, which it sees as a sine qua non of a cohesive society.

Existing residents often expect others to adapt, and assume that such norms are neutral, rather than systemically biased towards some groups and discriminatory towards others. Incoming groups may respond by forming separate communities and living parallel lives when faced with this kind of institutionalised discrimination.

To help them settle, new migrants need information in their own languages, access to English language classes, advice on welfare benefits, education, training, employment opportunities including assistance with job applications, housing and help with contacting existing support and social groups or setting up new ones. They need encouragement to get involved in their local communities and neighbourhoods and to access and engage in the democratic process. This places responsibility on public organisations to translate into languages used locally and make sure that services are accessible for new arrivals as well as existing residents. Research suggests that personal involvement in the process of welcoming migrants encourages positive attitudes to them.

Recommendations: The report includes many recommendations to help build cohesion: there needs to be social interaction and discussion between different communities at all levels of society; real relationships need to be formed and people need to feel as if they belong; greater levels of participation in community projects must be encouraged; and citizenship should allow for transnational identities and loyalties.

Scope: The work was commissioned by the Commission on Integration and Cohesion and reports on views that emerged during their consultation. The parties consulted are not listed. The findings are general rather than refugee-or place-specific, but many apply to refugees over the longer term as well as new settlers.

Country research undertaken in: United Kingdom.

Keywords: integration/social cohesion: definitions or models; integration/social cohesion: indicators or measures; social capital/networks; community participation; ethnic/cultural identity; religion; role of host country; social exclusion; language acquisition/ESOL; education/training; economic participation; host country/region: United Kingdom; research methods: interviews; migrants, including refugees.

A10 Dutch Council for Refugees. (2007). *Dutch Council for Refugees Integration Barometer 2006: A study into the integration of refugees in the Netherlands*. Rotterdam: Dutch Council for Refugees.

Research focus / aims: The Dutch Council for Refugees Integration Barometer 2006 builds on the 2005 version and aims to bring all the different aspects of integration together and show how these aspects are related to one another.

Participants: Individuals and groups of refugees who were interviewed by telephone, in person or as part of a group discussion and a representative sample of Dutch people aged 18 or over were surveyed.

Key findings / outcomes: The report presents findings from its statistical and qualitative sources under the headings: work; income; social integration; at home in the Netherlands and 'what Dutch people think'. The Dutch Council for Refugees concludes that, overall, there is cause for concern in a number of areas in the integration of refugees in the Netherlands. Specifically, refugees are disadvantaged in terms of work and income relative to both the indigenous Dutch population and other migrant groups. They are less likely to have a job and more likely to live on social security benefits. They are more likely to be on the minimum wage. A considerable proportion of those interviewed had financial problems and had to economise on food and clothing and could often not afford bus fares or to take trips to see family located in other parts of the Netherlands. Some said the lack of money meant they could not fully participate in society.

The social integration of refugees seemed to be developing positively, with interviewees engaged in society through their children's school or voluntary work. They had social contacts with both Dutch people in the Netherlands and abroad, and felt free and accepted. The author suggested that the loneliness experienced by half the refugee respondents was a result of the family and way of life that they had left behind. Close relationships with people from their own country were a source of support and did not indicate a lack of integration; rather, they helped refugees to feel at home in the Netherlands.

Work was shown to be important to both refugees' income position and to their social integration (improving both social contacts and self-esteem).

A number of obstacles were identified including: the lengthy asylum procedure, during which time refugees cannot work or study and places them at a huge disadvantage in the labour market; the desperate need to earn money quickly, which forces them to take low-skilled jobs and prevents them from learning Dutch; and age is also important both in the labour market and in terms of making friends later in life.

Recommendations: As a result of their findings, the Dutch Council for Refugees concludes that a specific approach is needed to ensure the successful integration of refugees. The council suggests that quicker decisions about refugee and residency status would help. Other recommendations include increasing the likelihood that refugees begin their integration without large debt – abolishing the high fees payable for a residence permit and for family reunification

would help this. They also suggest creating work and voluntary work placement opportunities, offering practical job hunting help and mediation at a personal and organisational level to stimulate interactions between refugees and Dutch people.

Scope: Three research methods were used: supplementary analyses of data from existing representative surveys including a survey of new ethnic groups carried out by the Social and Cultural Planning Office and the Immigration Panel of Statistics Netherlands; refugees were interviewed by telephone (155 refugees with a residence permit) by personal in-depth interviews (25 refugees) or as members of either a male or female group discussion; and, finally, a representative survey of 529 Dutch people was conducted.

Country research undertaken in: Netherlands.

Keywords: integration/social cohesion: definitions or models; social capital/networks; community participation; transnationalism/diaspora; role of host country; economic participation; host country/region: Netherlands; research methods: survey; research method: interviews; refugees.

A11 Hedetoft, U. (2007). 'Social cohesion and ethnic diversity: are they compatible?'. *Metropolis World Bulletin*, 7(September), 5-6.

Research focus/aims: The paper discusses current debates on social cohesion and ethnic diversity.

Participants: Not applicable.

Key findings/outcomes: The paper distinguishes between social cohesion and a sense of belonging. The former is a collective phenomenon; the latter refers to an individual's sense of attachment. The author identifies three notions of what successful adaptation means: a normative notion, a functional notion and a pragmatic (minimalist) notion. The normative notion demands that immigrants totally accept and internalise the host country's norms and values in the public sphere, at work and in their private lives. The functional notion emphasises the importance of active citizenship and civic participation as the benchmark of adaptation. The pragmatic notion focuses on immigrants finding employment and being self-sufficient. The author believes that all three discourses suggest that neither cohesion nor a sense of belonging are essential to national functionality or prosperity; nor are diversity and multiethnicity the menace to states they have been made out to be.

Recommendations: None included.

Scope: The paper briefly presents a theoretical debate.

Country research undertaken in: Denmark.

Keywords: integration/social cohesion: definitions or models; ethnic/cultural identity; citizenship; civic/political participation; economic participation; host country/region: Denmark; research methods: discussion paper; migrants, including refugees.

A12 Hooghe, M., Reeskens, T. and Stolle, D. (2007). 'Diversity, multiculturalism and social cohesion: trust and ethnocentrism in European societies'. In K. Banting, T. Courchene and F. Seidle (Eds.), *The art of the state – belonging? diversity, recognition and shared citizenship in Canada* (Vol. III, pp.387-410). Montreal: The Institute of Research on Public Policy.

Research focus/aims: The paper investigates how rising ethnic and racial diversity influences social cohesion in Western democracies and how integration policies might shape this relationship.

Participants: Respondents to the European Social Survey[26] conducted in 21 European countries during 2002 and 2003.

Key findings/outcomes: The authors found that respondents who lived in countries where foreigners were given the most extensive voting rights and where these were established at an early stage of rising immigration were the most trusting. Other policy initiatives, such as naturalisation policies or broader multicultural policies, did not influence social cohesion in significant ways. There did not seem to be any relation between various integration policies and the level of ethnocentrism in the population. The authors suggest that voting rights work particularly well for establishing social cohesion because they are universal egalitarian policies, implemented to put other citizens on an equal footing with majority groups.

In Europe, the research did not confirm that rising ethnic diversity or even the influx rate of foreign citizens had any significant detrimental effect on social cohesion, as measured by people's feelings of trust and views on immigration.

Recommendations: No recommendations are included.

Scope: This is a high-level paper that draws on the European Social Survey to compare policies and levels of ethnocentrism across numerous European countries.

Country research undertaken in: Europe.

Keywords: integration/social cohesion: definitions or models; civic/political participation; host country/region: Europe; research methods: survey; research methods: review; migrants, including refugees.

A13 Ives, N. (2007). 'More than a 'good back': looking for integration in refugee resettlement'. *Refuge: Canada's Periodical on Refugees*, *24*(2), 54-63.

Research focus/aims: This article describes the resettlement experience of 24 Bosnian refugees in the United States and explores how this relates to the US policy context. The term 'good back' refers to hard work.

Participants: 24 Bosnian refugees in the United States.

Key findings/outcomes: In addition to hard work, participants outlined four key areas in which they needed to participate in order to achieve integration: acculturation and culture including language and religion; employment (and education); social support; and citizenship and advocacy. Information is provided about how many of these 24 refugees fell into different categories (for example, fluency in English, employment situation, uptake of US citizenship etc).

Concerning acculturation and culture, participants in this study had a strong desire to regain what had been lost in Bosnia, both materially and psychologically. This involved creating a space in the new culture and forming a new identity – one which retained their previous sense of self (before life was disrupted) alongside their new sense of self as acquired in the United States. They missed the Bosnian identity as it existed before the war where ethnoreligious groups lived on common territory. All agreed on the importance of learning English for long-term economic and social wellbeing. Some refugees voiced need to improve English, spoke negatively about their accents, struggled with written English and felt that their level of proficiency inhibited job mobility. Some were dissatisfied with English language classes for the following reasons: people of different ages, abilities and purposes were grouped together; repetition of content as newcomers joined the class; and classes were not at a level that would enable movement from manual work into positions where they could use their skill sets.

[26] Jowell, R. and the Central Co-ordinating Team. (2003). *European social survey: technical report.* London: Centre for Comparative Social Surveys, City University.

Because of 9/11, some of the Muslim refugees felt defensive about their faith and differentiated themselves from Muslims from Afghanistan or Iraq.

Employment and education – 'Self-sufficiency within 90 days' is the most influential directive in the US resettlement programme. Dissatisfactions included long hours and low-wage, low-skill jobs, needing to get multiple jobs to survive financially, jobs unrelated to qualifications (the only person who was able to use their higher qualifications did so with help from a Bosnian friend working in the same field) and lack of health insurance for themselves or family members.

Social support – A central process of survival in resettlement is recreating social networks, and participants acknowledged centrality of the help they had received from Bosnian family and community members and congregational sponsorship.

Citizenship and advocacy – There was a general reluctance to get actively involved in politics relating to American or Bosnian issues. Political participation was conceptualised as citizenship, a belief in the importance of advocacy and keeping informed about (but not actively participating in) politics and current events in Bosnia.

Recommendations: Implications for policy and advocacy included:
- a range of agencies are involved in providing resettlement services, provision of services may vary between areas
- funding of settlement services agencies is not continuous and may mean that demand for services overwhelms supply
- the emphasis on employment overlooks the gatekeeper role played by language
- a credible national body is needed to evaluate refugee qualifications on arrival
- a policy shift is required to move refugees from being considered policy 'objects' to being 'active agents' and resettlement being considered a two-way rather than a one-way process.

Scope: The primary source of information was in-depth interviews with 24 Bosnian refugees, using a semi-structured, open-ended interview schedules. This was triangulated with information gathered from interviews undertaken with key informants from local resettlement agencies, participant observation at key sites and events, and review and analysis of historical, contextual and statistical documents.

Country research undertaken in: United States.

Keywords: integration/social cohesion: definitions or models; social capital/networks; citizenship; civic/political participation; religion; education/training; language acquisition/ESOL; economic participation; host country/region: United States; source country/region: Bosnia; research methods: interviews; refugees.

A14 Joppke, C. (2007). 'Immigrants and civic integration in Western Europe'. In K. Banting, T. Courchene and F. Seidle (Eds.). *The art of the state – belonging? diversity, recognition and shared citizenship in Canada* (Vol. III, pp. 321-350). Montreal: The Institute of Research on Public Policy.

Research focus/aims: The paper explores convergence of integration policies in Western Europe.

Participants: Not applicable.

Key findings/outcomes: The author comments on the European Union's common basic principles of integration. The first is that integration is a two-way process, which he sees as unrealistic in the first instance. The balance of movement depends to some extent on how much the state intervenes to protect migrants' own language and culture or support them to find work. The author argues that emphasis on cultural recognition in the EU has decreased while the focus on socioeconomic and civic integration has increased. Enrolment in civics and

language courses has become obligatory in some countries. The counterpoint to this has been an emphasis on anti-discrimination laws and policies. He concludes that the trend has shifted the burden of change so that it lies first with the migrant and later with society.

Recommendations: No recommendations are included.

Scope: Civic integration policies in the Netherlands, France, Germany and Britain are compared to inform the author's thesis that the national models of immigration no longer exist in Europe.

Country research undertaken in: France.

Keywords: integration/social cohesion: definitions or models; language maintenance; ethnic/cultural identity; civic/political participation; language acquisition/ESOL; host country/region: European Union; research methods: discussion paper; migrants, including refugees.

A15 Noll, G. and van Selm, J. (2003). 'Rediscovering resettlement'. *Migration Policy Institute Insight*, December 2003 (3), 1-31.

Research focus/aims: The paper seeks to understand different approaches to refugee resettlement in Europe and the United States.

Participants: Not applicable.

Key findings/outcomes: The word 'resettlement' is associated with different actions and policies in Europe and the United States. The paper explores models of resettlement in each continent and notes the different challenges they face. In Europe, the main challenges are:
- the high numbers of asylum seekers
- the mixed nature of that inflow
- the rise of right-wing parties, or at least parties that play on xenophobic fears
- the nature of the welfare states
- the high level of unemployment among the existing population.

In the United States, the main challenge comes from the aftermath of the terrorist attacks of 9/11 and the ensuing War on Terror. In addition, in the United States, there appears to be a strong desire to see economic integration, while the focus in Europe seems to be more on linguistic and cultural integration. In the United States, refugee integration in the workforce assists in a general public perception of resettled refugees as hard working and genuine pursuers of the American Dream as well as true participants in the community. Existing programmes in European Union countries do not openly focus on integration potential; they generally focus on very vulnerable cases and people with high needs. In Europe, integration plans allow several years for refugees to find employment and focus on finding the right work rather than any job.

Recommendations: The authors recommend that:
- European states should reconsider their underlying aversion to adding criteria beyond refugee protection need to the selection process
- European states should accommodate refugees who do not face extraordinary challenges or special needs in broader programmes across the EU
- the US should focus more strongly on the protection needs of refugees (both vulnerable cases and other refugees)
- refugees should be registered at the start of a resettlement programme. This would provide a useful database of information on resettlement.

Scope: A background paper was the basis for group discussions in Washington and Brussels. These were followed by a series of interviews with key policy officials.

Country research undertaken in: Europe and United States.

Keywords: integration/social cohesion: definitions or models; economic participation; host country/region: European Union; host country/region: United States; research methods: discussion paper; research methods: interviews; refugees.

A16 Rudiger, A. (2006). 'Integration of new migrants: community relations'. In S. Spencer (Ed.), *Refugees and other new migrants: a review of the evidence on successful approaches to integration,* (pp. 4-21). Oxford: Centre on Migration, Policy and Society (COMPAS).

Research focus / aims: Review of literature on social cohesion.

Participants: Migrants and refugees in UK less than five years.

Key findings / outcomes: Identifies a lack of qualitative information on the impact of new migration. What there is reveals tensions in community relations, particularly in certain geographical areas. The degree of anxiety is closely linked to economic deprivation. Other contributing factors are pre-existing tensions, media reporting, lack of information and consultation about the reception of newcomers, little experience of diversity and inadequate public services. Policy interventions to foster good community relations include developing responsive public services, building the capacity of new communities, changing attitudes and preventing conflicts, supporting mentoring and volunteering, developing communities and encouraging civic participation.

Recommendations: The paper recommends policy interventions that tackle fears of change and remove barriers to participation. A joined-up and coherent mechanism for mainstreaming cross-cutting migration issues is required. Public bodies need to provide adequate services and information to new and established communities and devise robust systems to tackle racial harassment and to counter negative media reporting.

Scope: A literature review that uses the Home Office's indicators of integration (Ager and Strang 2004b [A20]), the guide to good race relations (European Council on Refugees and Exiles 2002)[27] and the social capital framework (Performance and Innovation Unit 2002)[28] as a guide to assessing community cohesion.

Country research undertaken in: United Kingdom.

Keywords: integration/social cohesion: definitions or models; social capital/networks; community participation; social exclusion; role of host country; economic participation; host country/region: United Kingdom; source country/region: mixed ethnicities; research methods: review; migrants, including refugees.

A17 Spencer, S. (2006). 'Executive summary'. In S. Spencer (Ed.), *Refugees and other new migrants: a review of the evidence on successful approaches to integration,* (pp. viii-xv.): Oxford: Centre on Migration, Policy and Society (COMPAS).

Research focus / aims: This executive summary outlines the approach taken by the Centre on Migration, Policy and Society (COMPAS) to reviewing the evidence base on the integration of refugees and other recent migrants. The review addressed four questions in relation to five facets of integration: employment; housing; community relations; health and education:

- What are the current integration outcomes for refugees and other recent migrants?
- What are the key factors that affect those outcomes?
- What is known about the effectiveness of different types of intervention undertaken to improve outcomes?

[27] European Council on Refugees and Exiles. (2002). *Position on the integration of refugees in Europe*. London and Brussels: ECRE.

[28] Performance and Innovation Unit (2002*) Social capital: a discussion paper*. London: Cabinet Office.

- What is the quality of the evidence base and how could it be improved?

Participants: Not applicable.

Key findings/outcomes: This work reviewed Ager and Strang's *Indicators of integration* (2004b [A20]), which was then in preparation, although broader or alternative measures were used in instances where data was unavailable. Evidence is limited because many studies focus on more broadly defined populations. The author concludes that refugees and other new migrants have less favourable outcomes on measures used to assess integration than the population of UK as a whole.

Experiences are diverse and are linked to individual characteristics, country of origin, geographical location and other factors. Key factors are lack of language skills and/or recognised qualifications, mobility, migrants' lack of knowledge of the system, generic services that are insufficient to meet migrants' needs, hostile public attitudes and legal barriers to integration associated with immigration status. Interventions that promote integration include provision of information to newcomers before and after arrival, language tuition and language support services, structured assessment, induction and ongoing support and capacity building with migrant community organisations.

Recommendations: As well as interventions targeted at migrants, the report recommends interventions focused on employers, agencies and the public and improving mainstream services rather than supporting ad hoc grant funded initiatives. It suggests a number of interventions to build bridges between individuals, groups and institutions.

Scope: The review focuses on English language literature on the experiences of refugees and new migrants in the UK, although comparable evidence from Europe and elsewhere was included where relevant. The areas covered include employment, housing, community relations, health and education.

Country research undertaken in: United Kingdom.

Keywords: integration/social cohesion: definitions or models; education; economic participation; civic/political participation; housing; social capital/networks; host country/region: United Kingdom; research methods: review; migrants, including refugees.

A18 Zetter, R., Griffiths, D., Sigona, N. and Hauser, M. (2002). *Survey on policy and practice related to refugee integration*. Oxford: European Commission.

Research focus/aims: The objectives of this report were to analyse and evaluate legislation and practice relating to integration policies in EU member states (including the effectiveness of policies as well as considering the historical factors that informed the legislation of particular states.

Participants: Interviewees, including refugees and others from a range of organisations, institutions or professional fields that work with or have an interest in refugees in Italy, Germany and UK (supplementing information gathered through a review of 12 countries).

Key findings/outcomes: This report includes concepts and typologies of integration as well as indicators of integration and harmonisation. It provides detailed case studies of policy and practice in Germany, Italy and the UK and reviews practices in 12 other countries.

The key findings of the study were as follows:
- Each nation had distinctive and unique models of citizenship and nationhood, with each model holding different implications for concepts of refugee integration and associated policy development.
- Case studies illustrated the challenge to accomplish a harmonised framework of policies and strategies to integrate refugees.

- Only Germany, of the three case study countries, has adopted an explicit national strategy to coordinate programmes for integration (through their Immigration Act 2002). This is consistent with an assimilation approach that stresses both functional and sociocultural integration.
- There is only limited consensus over the meaning of integration. Variables such as the means and form of integration, the degree of independence afforded to refugees, the timing of integration measures and eligibility for support mediate the process in significant ways.
- European Union member states rely heavily on measurable factors and output indicators related to functional integration, for example, employment take-up, levels of language proficiency and uptake of skills training programmes. This inevitably highlights bureaucratic procedures and instrumental means to integration.
- Cultural indicators of integration such as levels of community development, ethnic cohesion and identity, and intergenerational measures of assimilation are far less evident. These determine the effectiveness and success of refugee integration, yet they are largely neglected.

Recommendations: The paper argues that a powerful case can be made for mainstreaming refugees in all aspects of social policy and provision in which diversity is managed. This will include refugees and other marginalised groups in the social and economic life of the host country and avoid the creation of ghettos.

Scope: Combines a desk study, qualitative methodology and comparative analysis.

Country research undertaken in: Europe.

Keywords: integration/social cohesion: definitions or models; integration/social cohesion: indicators or measures; ethnic/cultural identity; citizenship; education/training; economic participation; social exclusion; host country/region: European Union; refugees; research methods: review.

Indicators of integration or social cohesion

A19 Ager, A. and Strang, A. (2004a). *The experience of integration: a qualitative study of refugee integration in the local communities of Pollokshaws and Islington*. Home Office Online Report No. 55/04. London: Home Office.

Research focus/aims: This study formed part of the Indicators of Integration project. It aimed to study local understandings of the experience of integration.

Participants: Refugees and non-refugees in communities in Glasgow and London.

Key findings/outcomes: Within the communities studied, both refugees and non-refugees saw relationships as the core mechanism for securing integration. Some interviewees accepted absence of conflict as an indication of a well-integrated community. Others aspired to more active mixing of groups, acceptance of diversity and difference, friendliness, participation in shared activities and equality of access to services. For some, a sense of belonging meant having close ties with strong family members, committed friendships within and across the groups making up the community and a sense of shared values. Other important issues were equality of rights and respect, safety and security, English language capability and broader issues of cultural understanding. Factors such as housing, employment and education were considered to be both markers of effective integration and a means to that end.

Recommendations: The findings contributed to the development of the Indicators of Integration framework.

Scope: The study was conducted in two communities with a resettling refugee population: Pollokshaws in Glasgow and Islington in London. It is based on 29 interviews with refugees and 33 interviews with a cross-section of the non-refugee community.

Country research undertaken in: United Kingdom.

Keywords: integration/social cohesion: indicators or measures; citizenship; social capital/networks; community participation; language acquisition/ESOL; economic participation; housing; research methods: interviews; host country/region: United Kingdom; source country/region: mixed ethnicities; refugees, including asylum seekers.

A20 Ager, A. and Strang, A. (2004b). *Indicators of integration: final report.* Development and Practice Report No 28. London: Home Office.

Research focus/aims: This report presents the final outputs of the Indicators of Integration study. The study had three aims: first, to investigate different understandings of 'integration' as a concept; second, to establish a framework for a common understanding of 'integration' that can be used by those working in the field of refugee integration in the UK; and third, to design the framework for use by local projects and policy makers to assist them with the planning and evaluation of services for refugees.

Participants: Not applicable.

Key findings/outcomes: The framework is structured around ten key domains that the evidence suggests are of central importance to the integration of refugees. The paper suggests a number of indicators within each of these ten domains – usually around ten – as a means of assessing integration with respect to that specific domain.

The ten domains are grouped under the following four headings:

- **Means and markers** are key areas for the participation of refugees in the life of communities. They serve as markers of integration because they show evidence of achieving or accessing things that are valued within the community. They also serve as means to those ends, in that they will often help achieve other things relevant to integration. There are four domains under this heading: employment, housing, education and health. Grouped together, these domains represent major areas of attainment that are widely recognised as critical factors in the integration process. Achievement in each of these four domains should not be seen purely as an 'outcome' of integration; they also clearly serve as 'means' to that end as well.
- **Social connection** involves the different social relationships and networks that help towards integration. Those connections may be with people who share your own experiences and values through ethnicity, religion or country of origin. These connections are defined as 'bonds' within communities. Connections with other groups are seen as 'bridges' between communities. Finally, connections that help to access services and be fully involved as a citizen are defined as 'links to services and government'. All serve to connect an individual or group into the wider community. There are three domains within the framework under the heading 'social connections'. They are:
    - social bonds (connections within a community defined by, for example, ethnic, national or religious identity)
    - social bridges (with members of other communities)
    - social links (with institutions, including local and central government services).

  Taken together, these domains stress the importance of relationships to the understanding of the integration process.
- **Facilitators** are the key skills, knowledge and circumstances that help people to be active, engaged and secure within communities. There are two domains within the framework under the heading 'facilitators': 'language and cultural knowledge' and 'safety and stability'. These represent key facilitating factors for the process of integration.
- **Foundation** refers to the principles that define what you have a right to expect from the state and from other members of your communities and what is expected of you. These principles include the rights that are given to individuals and the expectations and obligations of citizenship. There is one domain within the framework under the heading 'foundation' – rights and citizenship. This represents the basis upon which expectations and obligations for the process of integration are established.

In its current form, the integration framework does not seek to identify the many relationships between domains, nor does it attempt to suggest a clear 'process' of integration. This is because there are such complex interlinkages between all of the proposed domains that it is particularly important to stress that the way the domains are presented should not be taken to suggest a 'hierarchy'. It is therefore not proposed that any domain is more important than any other, or that integration should happen in a particular order (i.e. that you achieve employment first, then greater social bonds).

Recommendations: Different indicators are proposed for the levels of policy and of practice. Both at a policy and practice level it is unlikely that all indicators listed will be relevant or feasible as measures. At a policy level, however, core indicators are recommended for general use, as a means to develop the potential for comparison across settings and across time. All indicators need to be interpreted with care, taking into consideration context and the relevance of potential comparisons.

Scope: The study used available literature, qualitative interviews and others sources of data to identify the key factors that appear to contribute to the process of integration for refugees in the UK. The study also aimed to suggest a set of indicators that could be used to assess how far refugee integration for both individuals and communities has been achieved.

Country research undertaken in: United Kingdom.

Keywords: integration/social cohesion: indicators or measures; citizenship; social capital/networks; religion; economic participation; health/wellbeing; housing; host country/region: United Kingdom; research methods: review; research methods: interviews; migrants, including refugees.

A21 Ager, A. and Strang, A. (2008). 'Understanding integration: a conceptual framework'. *Journal of Refugee Studies*, *21*(2), 166-191.

Research focus / aims: The paper elaborates on the framework developed by the authors to measure successful integration.

Participants: Not applicable.

Key findings / outcomes: The paper describes the development of the indicator framework (Ager and Strang (2004b [A20]) and expands on the relevance of the indicators chosen. For example, it notes that, with housing, discussions seldom focused on physical aspects of housing. Instead, they centred on the social and cultural aspects of housing including safety and security and the importance of continuity of relationships associated with being settled in an area. With the means and markers of integration – employment, education, health and housing – the authors raise the issue of what constitutes successful integration across these domains. They question, if one is integrating 'within' a society, what are the standards and expectations of that society that provide some basis for cohesion?

The concepts of citizenship and rights can also be interpreted in different ways. Articulating refugee rights defines the foundation of integration policy to which governments are accountable. Rights may include human dignity, equality, freedom of cultural choice, justice, security and independence. Indicators need to reflect the normative context (foundation) for understanding integration.

The paper uses research findings to support the distinction between 'social bonds' and 'social bridges', noting that, for refugees, involvement with one's own ethnic group influenced 'quality of life' independently of involvement with the local community. The underlying principle for integration at a community level was that people would participate equally and without prejudice in the activities and pastimes available to it.

One of the key facilitators of integration is language and cultural knowledge. The authors recognise the widely accepted need for refugees to be able to communicate in the host

country's language. They also note that the issue of language competence is a challenge for receiving communities, especially providers of essential services such as healthcare.

Recommendations: Governments need to articulate policy on nationhood and citizenship, and thus the rights accorded to refugees. The authors propose more local studies of integration, particularly with a longitudinal focus, to explore causal pathways in securing resources and connection.

Scope: This is a discussion paper that expands on earlier work by the same authors.

Country research undertaken in: Not applicable.

Keywords: integration/social cohesion: indicators or measures; citizenship; community participation; social capital/networks; language acquisition/ESOL; health/wellbeing; housing; research methods: discussion paper; migrants, including refugees.

A22 Berg, B. (1997). 'An action-research approach to the understanding of integration'. In *Measurement and indicators of integration,* (pp. 130-136). Strasbourg: Council of Europe.

Research focus/aims: This is one of a series of expert papers discussing measurement and indicators of integration in Europe. It focuses on the conditions that underpin measures of integration in Norway.

Participants: 28 Norwegian municipalities, refugees and officials.

Key findings/outcomes: The project sought to understand not only the results of policies but the conditions for those results – that is, the how and why. The authors conclude that integration work has to be:

- anchored in the local political and administrative system – there must be a common attitude on the modalities of how to implement integration policy
- based on co-operation between professional groups and organisational boundaries
- based on the participation of the immigrant groups themselves
- organised in a way that makes it possible to choose flexibility and differentiation based on the needs of each individual immigrant.

Recommendations: The authors recommend that municipalities should be able to choose different models, methods and organisational practices for their work. Due to context-specific differences, it might not be feasible to set one national policy. Instead, integration work must be: anchored in the local political and administrative system; based on co-operation between the specific groups involved, including the immigrants; and, when possible, flexible enough to incorporate the needs of individual migrants.

Scope: The research on which this paper is based studied the relationship between the objectives of immigration policy, the measures used and the practical results. The authors used a mix of qualitative approaches to explore the validity of objective indicators.

Country research undertaken in: Norway.

Keywords: integration/social cohesion: indicators or measures; host country/region: Norway; research methods: interviews; migrants, including refugees.

A23 Butcher, A. and Hall, L. (2007). *Immigration and social cohesion: from policy goal to reality*. Paper presented at the ESOL Home Tutors' Conference, 19 May 2007.

Research focus/aims: This paper identifies current conceptual debates about social cohesion and immigration as well as key elements that can be used to measure social cohesion.

Participants: Not applicable.

Key findings/outcomes: The author defines social cohesion as follows:
- Cohesive societies have high levels of participation, respect and trust among their members.
- Social cohesion is concerned with issues of inclusion and equal opportunities of access.
- All groups have a sense of belonging, participation, inclusion, recognition and legitimacy.
- High levels of social cohesion are associated with healthier populations, safer communities, safer communities and employment opportunities.

While research suggests that employment has the greatest impact on settlement, models also need to take into account indicators of inclusion, recognition and legitimacy. The author argues that notions of social cohesion are often only applied to new settler communities, without recognising that host communities also need to adapt.

Recommendations: The author stresses that it is not enough to develop indicators of social cohesion. We also need the resources and the political and public will to act on those indicators, particularly where they require change.

Scope: This is largely a reflective piece discussing the relationship between developing indicators and actually achieving social cohesion.

Country research undertaken in: New Zealand.

Keywords: integration/social cohesion: indicators or measures; community participation; health/wellbeing; language acquisition/ESOL; host country/region: New Zealand; research methods: review; migrants, including refugees.

A24 Castles, S., Korac, M., Vasta, E. and Vertovec, S. (2002). *Integration: mapping the field*. Home Office Online Report No. 29/03. Oxford: University of Oxford Centre for Migration and Policy Research and Refugee Studies Centre.

Research focus/aims: A review of British research on immigrants and refugees conducted between 1996–2001 predominantly within academic and NGO sectors.

Participants: Focuses on immigrants and refugees in the UK but excludes asylum seekers.

Key findings/outcomes: The authors discuss the concept of integration, conditioning factors, possible indicators and questions of data and methodology. They agree that there is no consensus on what 'integration' really means or how it can be measured. Terms used in the literature include: integration, assimilation, segmented assimilation, structural or functional assimilation, acculturation, adaptation, incorporation, inclusion, exclusion, insertion, settlement, citizenship and race relations approach. Useful analytical factors may include: conditions of exit, categories of entrant, legal status, characteristics of entrant, characteristics of ethnic community and conditions of receiving context. The authors suggest 34 possible indicators in the areas of: education, training and employment; social integration; health; legal integration, political integration and overall integration. They note that the main research topics for refugees in the UK during the 1990s were sociocultural, health, education and training, the labour market and discrimination. Less research was done in areas such as housing, family and children, women and gender, justice and legal issues, and welfare and social matters. Experts agree that there is a serious lack of data and other factual knowledge about processes and factors of refugee integration.

Recommendations: The authors call for more research on the concepts of 'immigration' and 'refugees', on the integration process of long-standing communities and their role in the process of integration of new refugees. More work needs to be done about experiences of refugees regarding integration and on developing conceptually grounded indicators of integration.

Scope: The report is based on a literature review, a bibliography of published research, development of a current research list and interviews with key academic researchers, NGO representatives and community sector workers. It covers the 1990s with a focus on the last five years of the decade

Country research undertaken in: United Kingdom.

Keywords: integration/social cohesion; integration/social cohesion: indicators or measures; civic/political participation; social exclusion; education/training; economic participation; health/wellbeing; housing; women; children/youth; host country/region: United Kingdom; research methods: review; research methods: interviews; migrants, including refugees.

A25 Chrissanthaki, T. and Ostby, L. (1997). 'International migration statistics'. In *Measurement and indicators of integration,* (pp. 68-76). Strasbourg: Council of Europe.

Research focus/aims: This is one of a series of expert papers discussing measurement and indicators of integration in Europe. It focuses on Eurostat flows and data.

Participants: EU member states.

Key findings/outcomes: Findings relating to refugees:
- Not all countries include asylum seekers in immigration and emigration statistics. Invited or resettled refugees are counted but cannot, with some exceptions, be identified as such.
- Statistical definitions of refugees and asylum seekers differ from country to country and are not comparable.

Recommendations: Nationality may cease to be useful in countries with high naturalisation rates. Target groups need to be defined broadly and include the victims of social and racial discrimination, regardless of current citizenship or place of birth.

Scope: This is one of a collection of brief papers prepared for a conference to discuss indicators and measurement of integration. It covers data collection and measurement issues.

Country research undertaken in: Europe.

Keywords: integration/social cohesion: indicators or measures; citizenship; host country/region: European Union; migrants, including refugees.

A26 Coussey, M. and Christensen, E. (1997). 'Indicators of integration'. In *Measurement and indicators of integration,* (pp.15-22). Strasbourg: Council of Europe.

Research focus/aims: This is one of a series of expert papers discussing measurement and indicators of integration in Europe.

Participants: Not applicable.

Key findings/outcomes: The authors suggest that areas to be measured should include: the labour market; housing and social services; education; participation in political processes and in decision making; mortality, fertility and demographic changes; and judicial indicators.

Recommendations: As above.

Scope: This is one of a collection of brief papers prepared for a conference to discuss indicators and measurement of integration.

Country research undertaken in: Europe.

Keywords: integration/social cohesion: indicators or measures; civic/political participation; citizenship; education/training; economic participation; health/wellbeing; housing; research methods: discussion paper; migrants, including refugees.

A27 Ekholm, E. (1997). 'Experience in measuring refugees' integration in Finland'. In *Measurement and indicators of integration*, (pp. 168-72). Strasbourg: Council of Europe.

Research focus/aims: This is one of a series of expert papers discussing measurement and indicators of integration in Europe. It is based on a survey on refugees' living conditions and wellbeing in Finland.

Participants: Iranian, Kurdish, Vietnamese and Somali refugees and municipal refugee workers.

Key findings/outcomes: Only a few refugees attained full participation in the economic, social and political life of Finland. The greatest obstacle to integration was unemployment. Many refugees felt isolated and lonely. While half of those interviewed had Finnish friends, a third had experienced xenophobia and racism. Internal integration within their own group was hampered by political and religious controversies, events in the home country and the small size of communities in Finland. Refugees wanted more access to employment and language classes and more information to overcome prejudice among Finns. Religion was an important coping strategy for Somalis.

Recommendations: No recommendations included.

Scope: The survey on which this paper is based was intended to provide a basis for planning and development and an assessment of how successful integration measures had been. Data was gathered through a postal questionnaire to refugee workers and interviews with 100 refugees.

Country research undertaken in: Finland.

Keywords: integration/social cohesion: indicators or measures; religion; civic/political participation; social capital/networks; community participation; role of host country; social exclusion; economic participation; host country/region: Finland; source country/region: mixed ethnicities; research methods: survey; research methods: interviews; refugees.

A28 Home Office. (2005). *Integration matters: a national strategy for refugee integration*. London: Home Office.

Research focus/aims: National strategy for integrating refugees.

Participants: Refugees who have been recognised and those who have been granted discretionary leave or humanitarian protection.

Key findings/outcomes: Defines integration as the process that takes place when refugees are empowered to achieve their full potential as members of British society, to contribute to the community and to become fully able to exercise the rights and responsibilities they share with other residents. The report identifies eight measures of integration – English language attainment, volunteering, contact with community organisations, take-up of British citizenship, housing standards, reporting of racial, cultural or religious harassment, and access to education.

The strategy identifies the need for: refugees and service providers to be able to communicate effectively; easy access to up-to-date information about services; stability of service delivery; comprehensive and accurate data and regional and local planning. The paper describes the way support is organised at the national, regional and local level and includes the role of the

voluntary, community and private sectors. It stresses the need for co-ordination and identifies funding programmes.

Recommendations: No specific recommendations are included.

Scope: A strategy paper prepared after consultation, focusing on services for recognised refugees.

Country research undertaken in: United Kingdom.

Keywords: integration/social cohesion: indicators or measures; integration/social cohesion: definitions or models; citizenship; social capital/networks; role of host country; social exclusion; education/training; language acquisition/ESOL; host country/region: United Kingdom; research methods: discussion paper; refugees, including asylum seekers.

A29 Institute for Social and Economic Development (ISED). (2007). *Report of the Integration Working Group.* Report submitted to the Office of Refugee Resettlement (ORR). Washington: Department of Health and Human Services.

Research focus/aims: This report describes the findings and the processes undertaken by the Integration Working Group (IWG). The IWG was formed by the United States Office of Refugee Resettlement (ORR) to review and provide limited analysis of the process of integration of refugee populations into local populations throughout the United States.

Participants: Integration Working Group members. Each of the nine members had personal or professional experience with integration and/or resettlement issues. They worked in state or local refugee programmes, organisations that conduct or fund research on integration, mutual assistance associations or voluntary agencies.

Key findings/outcomes: The report describes the process and factors considered by the IWG who then developed a consensus working definition of integration:

> Integration is a dynamic, multidirectional process in which newcomers and the receiving communities intentionally work together, based on a shared commitment to tolerance and justice, to create a secure, welcoming, vibrant and cohesive society.

The group agreed on the following indicators of integration: health/wellbeing; language; economic opportunity; civic values/participation/engagement; education; housing; social connections; and belonging/safety.

They found that the literature addresses pathways that promote integration and suggested that the pathways interact dynamically, each with the power to reinforce or weaken progress in other areas. Refugees and the receiving communities can work together through the strategic pathways to provide resources and opportunities to leverage the human capital immigrants bring. Pathways can also serve as a means of assessing whether integration is taking place successfully. The pathways identified most commonly in the literature include: legal status; English language training for adults and children; credential recognition and assistance with meeting professional and trade licensing requirements; higher education opportunities; youth training and development services; civic participation training and opportunities for involvement in the wider community; healthcare and wellbeing; adequate and affordable housing; community-wide planning; equal treatment and opportunity; social and cultural interaction; personal safety and stability; and cultural understanding.

Recommendations: The IWG made a number of short-term and longer-term recommendations on how the ORR could best encourage the integration of refugees. These included a focus on integration in the areas of employment, English language acquisition, health, housing and civic engagement. Other recommendations related to sharing best practices and learning, suggestions for how ORR Grants and programmes should be resourced and administered, and suggestions for greater collaboration with non-federal entities.

Scope: The report was based on the findings of a literature review, which was then used to develop an annotated bibliography and framework for understanding integration in the United States. The IWG deliberated on the findings of the literature and drew also on their own experience.

Country research undertaken in: United States.

Keywords: integration/social cohesion: indicators or measures integration/social cohesion: definitions or models; civic/political participation; citizenship; social capital/networks; role of host country; social exclusion; education/training; language acquisition/ESOL; health/wellbeing; housing; research methods: review; host country/region: United States; refugees.

A30 Interdepartmental Working Group on the Integration of Refugees in Ireland. (1999). *Integration: a two-way process.* Report to the Minister of Justice, Equality and Law Reform by the Interdepartmental Working Group on the Integration of Refugees in Ireland, Department of Justice, Equality and Law Reform, Dublin.

Research focus/aims: This paper reports on the findings of the Irish government's Interdepartmental Working Group (formed in December 1998). This group was asked to develop a strategy for the government on ways of responding positively to the needs of persons granted refugee status or leave to remain in Ireland.

Participants: None, although the working group considered findings of a previous survey undertaken of Bosnian and Vietnamese refugees.

Key findings/outcomes: The working group agreed that integration must be seen as a two-way process that places certain duties and obligations on refugees and on the host society at both national and community level in order to create an environment in the host society that welcomes refugees as people who have something to contribute to society. They also stated that the emphasis of integration policy should be on supporting initiatives that enable the preservation of the ethnic, cultural and religious identity of the individual and at the same time remove barriers that affect refugees' ability to access mainstream services.

The Group then defined integration as:

> … integration means the ability to participate to the extent that a person wishes in all of the major components of society, without having to relinquish his or her own cultural identity.

The paper describes services available to refugees in Ireland and discusses the role of Irish society in promoting integration under four headings: acceptance by Irish society; measures taken to combat racism and discrimination in Ireland; combating racism in Europe; and developing a tolerant inclusive society in the future. The latter requires leadership by politicians, development of services, intercultural education in schools and positive contributions by NGOs, the media and public awareness initiatives.

The working group found that, while a variety of measures had been taken by the state to facilitate the integration of refugees in Ireland, there had only been two reports that provided solid information on the evaluation of these measures. One report based on a survey of Bosnian and Vietnamese communities found that, by 1997, integration initiatives for programme refugees had been only partially successful in terms of numbers in full-time employment, development of language skills, participation in education and training and social interaction.

The second report based on a survey of Bosnian refugee women found that a large proportion of respondents were not satisfied with their ability to communicate in the English language, that there was an extremely low proportion participating in education or working outside the

home and that a significant percentage did not have regular contact with Irish people in their area.

The working group identified that the key practical issues for integration are language skills, employment, training, recognition of skills and qualifications, education, accessing mainstream services, health issues, accommodation, naturalisation and citizenship, and family reunification.

The report sets out the parameters of a possible integration policy, including a call for a coordinated approach to integration.

Recommendations: The four recommendations of this paper are:
- to identify an organisational structure for co-ordinating and implementing integration policy
- to raise public awareness
- to make mainstream services more accessible
- to conduct research.

Scope: The working group drew on international reports and on submissions from interested organisations in preparing the report.

Country research undertaken in: Ireland.

Keywords: integration/social cohesion: indicators or measures; integration/social cohesion: definitions or models; citizenship; ethnic/cultural identity; role of host country; social capital/networks; social exclusion; education/training; health/wellbeing; housing; women; host country/region: Ireland; research methods: review; refugees.

A31 Matikainen, J. (2003). 'The Finnish Red Cross in refugee resettlement: developing the integration timeline as a tool for integration in the Kotopolku Project'. *Journal of International Migration and Integration*, *4*(2), 273-295.

Research focus / aims: The article describes the Finnish Red Cross's Kotopolku (Pathways to Integration) Project and, in particular, the development of a settlement counselling tool – the integration timeline.

Participants: Employees in the Finnish Pathways to Integration programme. The majority of employees came to Finland as refugees.

Key findings / outcomes: The integration timeline is a practical tool to analyse a person's own experience and history in the integration process. It is best used after two to three years residence. In developing the timeline, each person is free to express whatever trends and changes he or she believes are important, whether physical, social or psychological. The refugee draws the timeline together with an interviewer.

In a pilot study among immigrant employees of the Red Cross integration project, integration timelines ranged from vague to highly detailed, and charts demonstrated integration over a time span of six to 12 years.

The influence of invisible factors, such as events happening for family members and friends in other countries, was important.

The integration timeline has mainly been used with individual clients. Plans are in place to adapt the model for use with families. The researchers recognise that the timeline will need to allow for variation in the experiences of family members and that separation of family members in refugee situations will delay the integration process.

The tool has the potential to be used with a whole community, for example, by collaborating with a refugee organisation and focusing on a particular group's integration. It would be

important to ensure that all views are represented: women, men, children, the elderly, the educated and the uneducated.

Recommendations: The author suggests expanding the timeline to consider data from the period before the refugee's arrival in the host country in order to remind refugees of their strengths and coping strategies.

Scope: The paper describes an ongoing development process for developing and using an integration timeline to help refugees understand and demonstrate skills in analysing and controlling their own lives, set realistic goals and create a personal integration strategy. It includes examples of two integration timelines.

Country research undertaken in: Finland.

Keywords: integration/social cohesion: indicators or measures; transnationalism/diaspora; health/wellbeing; women; children/youth; older refugees; host country/region: Finland; research methods: ethnographic; refugees.

A32 Niessen, J., Huddleston, T., Citron, L., Geddes, A. and Jacobs, D. (2007). *Migrant Integration Policy Index.* Brussels: British Council and Migration Policy Group.

Research focus/aims: The project aims to develop a common measure of integration policy in Europe.

Participants: Not applicable.

Key findings/outcomes: The Migration Integration Policy Index (MIPEX) aims to measure policies to integrate migrants and covers the six policy areas the authors suggest shape a migrant's journey to full citizenship: labour market access; family reunion; long-term residence; political participation; access to nationality (i.e. citizenship); and anti-discrimination.

A detailed list of the 140 indicators that fall under each of these headings is provided in Appendix C. Best practice for each policy indicator is set at the highest European standard, drawn from Council of Europe Conventions or European Community Directives. Where these are only minimum standards, the index uses European-wide policy recommendations. The index enables users to compare their country's performance against best practice and to measure change over time.

Before providing details of the findings for 28 European countries, the authors provide composites of the best and worst policy practices in the six areas, along with their observations of the key differences between policies. These examples have been written from the perspective of a migrant.

Recommendations: No recommendations included.

Scope: The indicator framework has been developed and applied to migrants in the European context. This application of MIPEX generally excludes refugees (along with asylum seekers, irregular migrants and other EU citizens with either immigrant origins or who have moved from one EU country to another). However, some mention is made of the application of policies to refugees in country profiles.

Country research undertaken in: Europe.

Keywords: integration/social cohesion: indicators or measures; citizenship; civic/political participation; social exclusion; economic participation; host country/region: Europe; migrants, including refugees.

A33 Peace, R., Spoonley, P., Butcher, A. and O'Neill, D. (2005). *Immigration and social cohesion: developing an indicator framework for measuring the impact of settlement policies in New Zealand.* Working Paper 01/05. Wellington: Centre for Social Research and Evaluation, Ministry of Social Development.

Research focus/aims: The working paper sets out some preliminary thinking about the purpose and feasibility of building a coherent indicator framework to monitor the impact of settlement policies on social cohesion.

Participants: This paper discusses indicators relating to social cohesion.

Key findings/outcomes: The authors outline the following:
- Current conceptual debates about social cohesion and immigration that have relevance to the New Zealand context, including discussion of shared values, participation and inclusion, systemic and individual barriers, spatial separation and exclusion and the role of social capital. They refer to New Zealand's Immigration Settlement Strategy and the importance of five elements: belonging, inclusion, participation, recognition and legitimacy.
- Key elements for an indicator framework are set out in tabular form for the migrant/refugee community and host communities. The suggested indicators relate to the five elements plus a broad range of demographic factors. This framework is provided in Appendix C.
- Data gaps in the New Zealand stocktake of indicator measures.
- Policy implications and issues of building an indicator framework.
- Directions for future conceptual and measurement work, including systematic review of proposed indicators and alignment with other frameworks.

The discussion identifies systemic and individual barriers faced by immigrants, including indifference and discrimination.

Recommendations: The paper highlights the amount of work to be done and the costs involved in developing a comprehensive indicator framework. The authors note the need to align the indicator work with that currently being undertaken in other government sectors. They also recommend that approaches and mechanisms be explored to ensure greater co-ordination of services to immigrants and refugees.

Scope: As a working paper, the document is useful as a basis for discussion. It presents a good summary of international debates and other initiatives to develop indicators of social cohesion.

Country research undertaken in: New Zealand.

Keywords: integration/social cohesion: indicators or measures; language maintenance; civic/political participation; community participation; role of host country; social capital/networks; social exclusion; dispersal policies; education/training; language acquisition/ESOL; economic participation; housing; health/wellbeing; host country/region: New Zealand; research methods: discussion paper; migrants, including refugees.

A34 Phillimore, J. and Goodson, L. (2008). 'Making a place in the global city: the relevance of indicators of integration'. *Journal of Refugee Studies*, *21*(3), 305-325.

Research focus/aims: This paper aims to explore the usefulness of the functional indicators proposed by Ager and Strang (2004b) [A20] as a measure of integration and the ways in which indicators might be shaped to help policy makers work towards promoting integration in a multicultural global city (such as Birmingham).

Participants: Refugees in Birmingham (UK) who have arrived since the early 1990s.

Key findings/outcomes: Before presenting their findings, these authors provide an overview of the history of refugee movements and policies in the United Kingdom. They then discuss integration as a concept and present Ager and Strang's (2004b) [A20] integration framework and the indicators set out in the Home Office publication *Integration matters* (2005) [A28]. Findings concerned the availability and usefulness of data.

The authors confirmed the importance of employment domain and stated that it is vital to economic advancement and that it helps to establish social roles, develop language, cultural understanding, social connection and a sense of security. Ager and Strang (2004b) [A20] suggested comparing the unemployment rates, earnings, underemployment and self-employment rates of refugees with those of the general population as a gauge of integration. The authors identify current difficulties in assess employment rates and earnings in relation to the remainder of the population (due to a lack of a refugee marker in the UK General Household Survey, Labour Force Survey and Census). However, the authors compared their own findings with those of the UK General Household Survey and found that:

- the rate of unemployment for refugees was more than 60 percent, which was more than ten times the national average
- the earnings of all refugees was below the regional average and in most cases half this figure
- of those refugees employed in their country of origin, 60 percent were employed in skilled, semi-professional roles; however, of those employed in the United Kingdom, all were working in unskilled work
- no information was collected on self-employment.

Ager and Strang (2004b) [A20] suggested that the proportion of refugees in secure housing, the proportion in areas targeted for renewal and housing occupation/overcrowding rates compared to the general population could be used as indicators of housing integration. The authors suggest that housing is a fundamental need and that, symbolically, finding 'a home' marks the end of a journey and that refugees considered finding permanent housing to be very important. The study found high levels of transience and the majority of refugees living in temporary accommodation. There was no overall data on numbers of refugees living in renewal areas or on the extent of overcrowding. Through a mapping exercise, the authors found that large numbers of refugees were living in the housing market renewal pathfinder area. and interviews suggested that it was common for refugees to be sleeping on family and friends' floors.

The authors found that refugees viewed education as the third most important factor in terms of their own integration. If learning English language is included, then it becomes the most important factor to aid settlement. They found that local education authorities and colleges in Birmingham did not use a refugee marker and only collect basic ethnicity information on students, which makes it difficult to measure against the two indicators recommended by Ager and Strang (2004b) [A20] on the achievements of refugee children and number of refugees completing tertiary qualifications. The authors' findings suggested that the attainment levels of refugee children were low, that nine percent of refugees had attained qualifications and the majority of these were for ESOL achievements, that a lack of resources and/or a shortage of places were factors involved in refugees being unable to access vocational training and that high drop-out rates were related to homelessness.

The authors found that health was mainly considered to be an issue by those with some kind of health problem and that those that experienced a health problem or who had to care for sick relatives were excluded from employment and education. Their findings suggested that refugees have special needs, particularly in relation to mental health issues. Again, a lack of refugee markers made it difficult to use Ager and Strang's (2004b) [A20] suggested indicators of comparing the mortality and morbidity of refugees in comparison with the general population.

Recommendations: The authors make a number of recommendations about the data that is required to assess the functional indicators of employment, housing, education and health. They suggest that it is important to collect data at a sufficiently fine level to be able to identify,

within ethnic communities, those groups who are doing well and those who are being excluded so that action can be taken to identify and target hard to reach groups. They also recommend a consideration of issues by age, ethnicity and gender.

Scope: This paper draws from the data of four studies of the experiences, aspirations and needs of refugees across the whole or parts of Birmingham, undertaken during 2004 and 2005. Data included 1,770 responses to household surveys; 93 in-depth interviews with refugees, policy makers, colleges and service providers; and a range of secondary data analysis. Refugee subjects were selected on the basis of ethnic background.

Country research undertaken in: United Kingdom.

Keywords: integration/social cohesion: indicators or measures; education/training; language acquisition/ESOL; economic participation; health/wellbeing; housing; host country/region: United Kingdom; source country/region: mixed ethnicities; research methods: survey; research methods: interviews; refugees.

A35 Spoonley, P., Peace, R., Chapman, J. and Young, G. (Unpublished draft document). *Ethnic diversity in New Zealand: outcomes and indicators.* Report for Office of Ethnic Affairs. Albany, New Zealand: College of Humanities and Social Sciences, Massey University.

Research focus / aims: Identifying possible indicators associated with the development of strong sustainable communities in the context of ethnic diversity.

Participants: Not applicable.

Key findings / outcomes: The report focuses on indicators that measure ethnic relations in particular communities and wider society. The report describes various definitions of ethnicity and diversity in New Zealand and internationally, and the emergence of 'diversity' and ethnicity in policy agendas. It does not specifically refer to refugees. The report reviews a wide range of indicator frameworks and data issues, including indicators to assess migrant integration. These need to:

- include social, economic and political indicators
- be able to be subjected to a meaningful level of desegregation between and within relevant groups
- be collected over a sufficient period of time to allow trends to be identified.

Recommendations: The report proposes an indicator framework with 84 indicators covering communities and participation, cities and regions, institutions and demographics and recommends the development of robust data systems to provide empirical data.

Scope: The report reconceptualises and builds on the indicator framework developed by Peace, Spoonley, Butcher and O'Neill in 2005 [A33].

Country research undertaken in: New Zealand.

Keywords: integration/social cohesion: indicators or measures; language maintenance; civic/political participation; community participation; role of host country; social capital/networks; social exclusion; dispersal policies; education/training; language acquisition/ESOL; economic participation; housing; health/wellbeing; host country/region: New Zealand; research methods: discussion paper; migrants, including refugees.

A36 Werth, M., Stevens, W. and Delfs, S. (1997). 'Measurement and indicators of integration: an introduction'. In *Measurement and indicators of integration,* (pp. 5-14). Strasbourg: Council of Europe.

Research focus / aims: The paper introduces a series of expert papers discussing measurement and indicators of integration in Europe.

Participants: Not applicable.

Key findings/outcomes: Integration needs to take into account members of the host community as well as migrants. It is important to define who belongs to the target group of integration policies and what is meant by 'integration'. Indicators need to be compared over time and to other sets of data. It appears extremely difficult to see prospects for a nationwide measurement of the integration of all migrants living in one country.

Recommendations: None included.

Scope: This is an introduction to a collection of brief papers prepared for a conference to discuss indicators and measurement of integration.

Country research undertaken in: Europe.

Keywords: integration/social cohesion: indicators or measures; research methods: discussion paper; migrants, including refugees.

A37 New Zealand Immigration Service. (2004). *Refugee voices: a journey towards resettlement*. Wellington: New Zealand Immigration Service.

Research focus/aims: The objective of this research was to describe refugees' resettlement experiences.

Participants: 398 refugees in New Zealand. This includes quota refugees, individuals who had claimed asylum within New Zealand and were subsequently granted refugee status and people of refugee background who had entered New Zealand through standard family-sponsored immigration policies. 209 of these refugees were categorised as 'recently arrived' and were interviewed after six months in New Zealand, with some interviewed again at two years. A second group of 'established refugees' consisted of quota refugees who had been in New Zealand for five years.

Key findings/outcomes: Findings were presented under these headings:
- Background: including sections on refugee backgrounds, prior information about New Zealand and arrival experiences.
- Settlement: including sections on housing, getting help, family reunification and health.
- Training, work and income: including sections on learning English, adult education, labour force and other activities, financial support and income.
- Social integration: including sections on children and teenagers, social networks, discrimination, learning about New Zealand culture and maintenance of own culture, and settling in New Zealand.

Throughout the report, findings are presented for the newly arrived and for the established refugee groups. Overall, this report found that there was a similarity in responses and issues between the recently arrived and established groups. It reinforced what is already well known – that ability with English is crucial to all aspects of resettlement – and subsequently, those with less English ability need more help. The facilitation of English language learning, tailored to the needs of the individual, is vital. Being able to work is vital to refugee wellbeing, but refugees face many barriers to the workforce and need much assistance with this process.

Recommendations: The executive summary of the report summarises issues arising from the research including:
- the importance of acknowledging and responding to refugee diversity (one size or type of service delivery will not meet all needs
- refugees not having an understanding of available services or their entitlements
- that entering the labour market is the greatest challenge
- a need for more help with accessing English language training and suitable housing
- that the provision of health services and schooling is working well

- that support agencies are offering a good service to refugees.

Scope: 498 face-to-face interviews, carried out in the participants' own language, and a series of focus groups. Focus group members included men, women, teenagers, Burmese refugees settling in Nelson and refugee service providers.

Country research undertaken in: New Zealand.

Keywords: studies of settlement; ethnic/cultural identity; transnationalism/diaspora; social capital/networks; role of host country; social exclusion; education/training; language acquisition/ESOL; economic participation; health/wellbeing; housing; children/youth; host country/region: New Zealand; source country/region: mixed ethnicities; research methods: interviews; refugees.

A38 Flanagan, J. (2007). *Dropped from the moon: the settlement experiences of refugee communities in Tasmania.* Tasmania: Social Action and Research Centre, Anglicare.

Research focus/aims: This report looks at the experiences of refugee communities in Tasmania against the Australian Department of Immigration and Citizenship's criteria for the successful settlement of new entrants, which has, as a broad goal, the full economic and social participation of new entrants. The project's aims were to:

- provide information on factors that have assisted and hindered settlement for refugees from their own perspective
- provide information on new entrants' perception of how effectively mainstream and settlement services are meeting the needs of refugee-initiated communities
- identify the appropriateness of existing service design and identify services gaps
- develop recommendations for policy directions for government and non-government services to better meet the needs of newly arrived refugees across a range of services.

Participants: 78 refugees from Sudan, Ethiopia, Sierra Leone, Burundi, Rwanda, Iran, Afghanistan, and the former Yugoslavia.

Key findings/outcomes: The report begins with a discussion of the policy framework for the settlement of humanitarian entrants in Tasmania and a review of the social system for these new entrants. It then looks at the literature on key areas of the refugee experience in Australia (and includes summaries of the literature relating to refugees and poverty, housing, health and education issues, employment, regional settlement and family reunion). Detailed findings from the current research are then presented in line with the Department of Immigration and Citizenship's indicators under the broad headings of social participation and wellbeing (including the indicators English proficiency, satisfaction with life in Australia, and intentions towards Australian citizenship), economic participation and wellbeing (including the indicators labour force participation, employment details and occupational status in relation to previous occupational status and use of highest qualifications, level and source of income), housing details (including tenure type, accessibility and affordability) and physical wellbeing.

Recommendations: This report makes 34 recommendations, many for Commonwealth Ministers, and includes the following areas: the adequacy of settlement services; a greater provision of detail about destination and likely living conditions through the Australian Cultural Orientation Programme; ensuring that services in transit are reliably provided (including the initial greeting at the airport on arrival); better addressing of housing needs and a longer period of support delivered through the Integrated Humanitarian Settlement Strategy services; better transitional support for young people leaving secondary schools in the independent school system; addressing transport disadvantage; and specialist employment services. Other recommendations concerned health, level and source of income, cost of living issues, family reunion, racism and the Adult Migrant English Programme, or were related to those proposing further Special Humanitarian Program entrants and the level of support provided to entrants that have arrived.

Scope: Interviews with service providers and policy makers around Tasmania; 19 focus groups held in three locations with refugee participants, aged 18 and over, who were members of refugee-initiated communities and who had arrived in Australia in the last ten years; and in-depth interviews with three people from refugee-initiated communities.

Country research undertaken in: Tasmania, Australia.

Keywords: studies of settlement; social capital/networks; transnationalism/diaspora; social exclusion; dispersal policies; education/training; language acquisition/ESOL; economic participation; health/wellbeing; housing; research methods: interviews; host country/region: Australia; source country/region: mixed ethnicities; refugees.

A39 George, U. and Tsang, A. (1998). 'Newcomers to Canada from former Yugoslavia'. *International Social Work*, 43(3), 381-393.

Research focus/aims: The authors explore settlement and adaptation issues among refugees and migrants from former Yugoslavian countries and the implications for policy and service delivery.

Participants: 227 individuals from former Yugoslavia – most (87 percent) were Citizenship and Immigration Canada (CIC) designated refugees. The remaining 13 percent were independent or family-class immigrants. Just under a third of these individuals (30 percent) had been in Canada for six months or less, 29 percent for between six and 12 months and 42 percent for between 21 and 27 months.

Key findings/outcomes: A quarter had moved to a new town or city since arriving, mostly for employment opportunities. The average length of time to find employment was about one year. Over half the employed participants felt that they were not in a job that matched their qualifications and experience. Most who had difficulty speaking English on arrival were enrolled in English language classes. All but two rated their health as excellent or good. Employment-related and personal problems created the most stress. Overall, the longer newcomers stayed, the more isolated they felt and the more likely they were to want to leave the country. Around half reported that they had a weak support network or none at all.

Recommendations: The authors recommend improved premigration preparation, improved systems to recognise qualifications and better information for migrants generally.

Scope: Based on telephone and face-to-face interviews and follow-up interviews with 227 refugees, of whom 42 percent had been in Canada around two years, while the remainder were more recent immigrants.

Country research undertaken in: Canada.

Keywords: studies of settlement; social capital/networks; language acquisition/ESOL; economic participation; health/wellbeing; host country/region: Canada; source country/region: Former Yugoslavia; research methods: survey; refugees, including migrants.

A40 Grogan, P. (2008). *Does a rising tide lift all boats? Refugee resettlement, integration and New Zealand's Settlement Strategy.* Wellington: Fulbright New Zealand.

Research focus/aims: This research takes a comparative look at refugee resettlement in the United States and New Zealand within the context of each nation's social structure and the differing understanding of the role of government. It examines how refugees in New Zealand are served through the recently introduced Settlement Support New Zealand (SSNZ) programme. This programme has the goal of ensuring that migrants, refugees and their families access the information and services they need to participate productively and independently in society. Three elements were reviewed:

- The degree to which local settlement support organisations incorporated the refugee serving agencies and the specific needs of refugees into the local strategy.
- Whether or not services provided were accessible to refugees given diverse linguistic needs.
- Determination of whether refugees were using services available through SSNZ networks and if their use was different from other migrant groups.

Participants: Not applicable.

Key findings/outcomes: The first chapters of this report (Chapters 1–4) provide background and analytical material on refugees, international resettlement programmes, and refugee selection and resettlement processes within New Zealand and the United States. Later chapters describe implementation of the SSNZ programme and how it interacts with refugees (Chapter 5) and identify considerations for the development of integration policies supportive of refugees (Chapter 6).

The author's analysis found that access to support and to SSNZ services was a concern particularly for non-English speaking refugees. Only a limited amount of written material is available in refugee languages, and workshops and orientations seldom offer interpreters. Overall, refugees were under-represented in uptake of SSNZ services, and those that used the services were from four communities, generally where SSNZ offices were co-located with other refugee serving agencies.

The author also identifies the varying approaches taken by different countries to turn principles of integration into government policy and differentiates prescriptive approaches (for example, learning a language and completing culture classes in specified timeframes) from less formal approaches (where tools to integration are offered but not enforced). She suggests that, whether prescriptive or less formal, most integration programmes include some or all of the following elements: vision; statement of rights and responsibilities; economic wellbeing; civics education; information and referral; interpreters and translation; and language and education.

The author suggests that that there are ways in which refugees will benefit from national integration strategies (that may be designed for all migrants), including through:
- the availability of government resources aimed at supporting language learning and appropriate employment
- measures for improving the responsiveness of mainstream services, for ensuring equal rights and for enforcing prohibition of discrimination based on national origin or language capabilities
- government acknowledgement of immigrants as important contributors to society.

Negative impacts for refugees of national integration strategies might include situations where refugees fail to reach required benchmarks within set timeframes and, as a result, suffer the withholding of services or benefits. The author suggests that national integration strategies hold promise for refugees if they are implemented in a way that improves access and support to refugees, but they also have the potential to become an impediment to freedom if they impose excessive additional requirements on refugees (in the context of their lives).

Recommendations: This paper suggests several 'considerations' to make SSNZ more accessible and useful to refugees. These include greater focus, co-ordination and tailoring of the services most often sought by refugees and migrants (i.e. those relating to employment, English language training and immigration) and stronger systems for referral between the Refugee and Migrant Service (now called Refugee Services) and SSNZ to ensure refugees' needs are met. Refugees with longer-term needs may tend to be those with lower levels of English language ability.

Further considerations are suggested to ensure refugees are supported in their integration efforts, including:
- Government leadership in supporting integration

- treating integration as more than language acquisition through taking a comprehensive approach to integration including identification of universal rights and responsibilities, access to economic opportunity, health and education, support for language acquisition, pathways to citizenship, responsive mainstream services and the communication of preferred cultural norms
- the identification of services gaps for response by all levels of government
- defining both priorities and limits of integration programmes – the author suggests that New Zealand's experience shows that difficulties exist in the absence of priorities in that local integration efforts either establish their own priorities or respond to those who seek services (who may or may not be those in most need of assistance)
- addressing interpretation and translation needs
- managing the effect of integration programmes on existing networks
- making participation in integration programmes voluntary.

Scope: This report provides a comparative analysis of resettlement and integration policies in New Zealand and the United States and a description and analysis of New Zealand's Settlement Support New Zealand initiative.

Country research undertaken in: New Zealand.

Keywords: studies of settlement; integration/social cohesion; civic/political participation; citizenship; role of host country; education/training; language acquisition/ESOL; economic participation; health/wellbeing; host country/region: United States; host country/region: New Zealand; research methods: review; migrants, including refugees.

A41 Hickman, M., Crowley, H. and Mai, N. (2008). *Immigration and social cohesion in the UK: the rhythms and realities of everyday life*. York: Joseph Rowntree Foundation.

Research focus/aims: This research draws on original material gathered from six UK sites with different experiences of migration and postindustrial transformations and comprising different populations of long-term residents and new immigrants. Between them, they illustrate various contexts of social cohesion in England, Northern Ireland and Scotland.

Participants: Residents from a wide range of ethnic groups, including some refugees, in two low-income communities.

Key findings/outcomes: Most of the report is a detailed description of the six communities. The main findings relating to refugees are summarised below.

- Strategies of social cohesion among the Somali community were driven by the commitment of parents to ensuring that their children acquired English language skills and to establishing connective relations of belonging within their own communities. While the parents often had poor or minimal English, they were concerned that their children should be both literate and able to do well educationally.
- The arrival of asylum seekers, economic migrants and refugees into deprived communities introduced new patterns of entitlement (to housing and welfare) and a different skills base (economically active skilled and semi-skilled workers) into areas where social citizenship and economic capacity were limited by the effects of long-term unemployment and reduced welfare provision.
- Refugees and asylum seekers coming into a community can enhance its resource base and change dynamics for the better in terms of increasing the expectations of marginalised communities for social support. Immigration can also place enormous strains on communities that identify as homogeneous and feel unable to provide capacities to involve newcomers. When these capacities are already limited by deprivation, the combined effect seemingly brings social cohesion issues into crisis. When recent immigration is held responsible for this, relations of cohesion are further undermined. In communities where multiculturalism and diversity are part of the texture of daily life, new arrivals pose much less of an issue.

- New arrivals (particularly refugees and asylum seekers) experience violence and stigmatisation from settled communities based on racialised understandings of the right to access subsidised housing and income support.

Other findings:
- Most people felt that social cohesion was about negotiating the right balance in expressing difference and unity in local areas, rather than expecting complete consensus on values and priorities.
- Some majority ethnic long-term residents experienced government concerns with immigration as prioritising the interests of private business, while neglecting their specific needs.
- The arrival of new immigrants could highlight the resilience of some communities or the profound disconnections between people, groups and institutions in others.
- Many long-term residents and new arrivals valued the UK for being multiethnic and multicultural.
- Communities that thought of a locality as belonging to them in particular were more likely to blame new arrivals for problems that often already existed. Communities that thought of a locality as belonging to everyone tended to be more open to new arrivals.
- When the arrival of new immigrants brought about improvements in infrastructure support and opportunities for new arrivals and long-term residents, these shared circumstances were welcomed and valued by all.

Recommendations: The researchers conclude that the limited opportunities and multiple deprivations of the long-term settled population in parts of UK towns and cities undermine social cohesion. To ensure cohesion, the impact of social and economic changes needs to be addressed, as well as how people relate to each other.

Scope: Data was collected through interviews and observations in six sites across the UK. The sample was divided into three categories: long-term settled majority ethnic, long-term settled minority ethnic and new immigrants. In each area, the researchers conducted 15 in-depth semi-structured interviews with local key respondents and 40 biographical, life narrative interviews with local residents in each site.

Country research undertaken in: United Kingdom.

Keywords: studies of settlement; integration/social cohesion; ethnic/cultural identity; social capital/networks; community participation; social exclusion; dispersal policies; education/training; language acquisition/ESOL; economic participation; housing; host country/region: United Kingdom; source country/region: mixed ethnicities research methods: interviews; research methods: ethnographic; migrants, including refugees.

A42 Hudson, M., Phillips, J., Ray, K. and Barnes, H. (2007). *Social cohesion in diverse communities*. York: Joseph Rowntree Foundation.

Research focus/aims: The report sought to develop a better understanding of social interactions and relationships within and between groups in ethnically diverse neighbourhoods.

Participants: Residents from a wide range of ethnic groups, including some refugees, in two low-income communities.

Key findings/outcomes: Most of the report is a detailed description of the two communities. The main findings are brought together in the conclusion:
- Patterns of interaction across, as well as tensions between, different ethnic groups are shaped in large measure by material resources.
- Established residents felt that refugees and asylum seekers who did not 'contribute' economically were 'first in the queue' for state resources.
- There may be high levels of transience among higher-income residents as well as among migrant and refugee communities.

- Local service providers had moved away from culturally specific provision for different ethnic communities towards more mixed provision.
- Somali residents gave weight to the importance of ethnic-specific community organisations reflecting patterns of disadvantage among Somalis, inadequate access to local services, the expression of cultural and ethnic identities and struggles over local political representation.
- Community organisations were engaged in work that forged connections across different groups at a grass-roots level.
- Policy responses have often focused on minimising residential segregation between different ethnic groups but spatial proximity does not necessarily result in social interaction across cultural diversity.
- Social interaction is influenced by factors such as age, gender, life course and migration histories as well as ethnicity.
- Somali interactions are strongly influenced by gender.
- People are attached to multiple and overlapping communities based on ties of place, culture, ethnicity, religion or race. An identification with a whole neighbourhood as a community is relevant only in certain contexts.

Recommendations: The report recommends more targeted interventions at the local level to help Somali populations in particular. Inward and outward migration of asylum seekers and refugee communities should be better planned. Encouraging social contact between groups can contribute to the collective 'working through' of problems. It is important to work with young people and with older people to address age-related divisions.

Scope: Data was collected through discussion groups, in-depth interviews with residents and interviews with key informants in two ethnically diverse neighbourhoods in Manchester and London. Only some participants were refugees or asylum seekers.

Country research undertaken in: United Kingdom.

Keywords: studies of settlement; integration/social cohesion; ethnic/cultural identity; religion; social capital/networks; community participation; civic/political participation; social exclusion; dispersal policies; children/youth; older refugees; source country/region: mixed ethnicities; host country/region: United Kingdom; refugees, including asylum seekers; research methods: interviews.

A43 Jayaweera, H. and Choudhury, T. (2008). *Immigration, faith and cohesion*. York: Joseph Rowntree Foundation.

Research focus/aims: This research explores factors that contribute to or undermine community cohesion in urban areas. It compares the experiences of Muslim residents in three areas in the United Kingdom with those of non-Muslim residents.

Participants: Muslim and non-Muslim residents in three communities in Britain. While most of the Muslims are recent migrants, only some are refugees.

Key findings/outcomes: The findings below are those most likely to be relevant to refugees and are drawn from the conclusion to the report.

Recent migrants in the study were more likely than established residents to be unemployed or to have undesirable, low paid, insecure jobs. Skilled migrants were not always accessing jobs that matched their qualifications. Racial discrimination was reported by minority ethnic residents regardless of length of residence or birth in the UK. Overall, nearly 50 percent of minority ethnic interviewees said they had experienced unfair treatment because of their 'colour or ethnicity'.

Choice of locality
For Muslims, family ties and the presence of people with similar ethnic or religious backgrounds were important reasons for moving to and valuing the locality in which they lived. Recent migrants and established Muslim residents were more likely than others to say that

they derived a sense of security from the presence of people sharing their religion, ethnicity or country of origin in their locality.

Support and friendship networks
Muslims demonstrated both higher levels of 'bonding' social capital (interaction with people sharing their religion and/or country of origin) and 'bridging' capital (interaction with people from other backgrounds) than non-Muslim new migrants. The latter occurred despite the interviewees living in localities with relatively high religious and ethnic concentration.

Participation
There were low levels of participation in local organisations, including ethnic and religious organisations, particularly among recent migrants. Two-thirds of all those interviewed were not actively involved in any organisation. The ethnic/religious mix of neighbourhoods did not impact on involvement in organisations. Recent migrants cited lack of time, insufficient English, feeling unwelcome or insecure immigration status as reasons for non-participation. For some established Muslims, a perceived lack of relevance of local organisations to their lives, and negative attitudes within their community to participation of women in organisations were factors.

Values and belonging
Most migrants, including Muslims, felt there was little conflict in belonging to both their countries of origin and to Britain. For established Muslims born outside the UK, 60 percent said that the people most important to them were in Britain. Information and visits to their country of origin remained important to them, but with very limited evidence of financial, business or political involvement abroad. Transnational identification and activity seems to lessen with increasing length of residence in the UK.

Significantly, those with the most transnational attachment and involvement were also most likely to be employed, financially stable, have voted in the general election and to meet more people of different ethnicity and religion and in more places (although least likely to participate in mixed organisations). Continuing transnational attachment does not need to be a barrier to economic and social integration in the United Kingdom.

A sense of belonging in Britain for all migrants – recent and established – was, however, significantly affected by their perception of their lack of acceptance in the UK. Interviewees cited experience of discrimination, verbal abuse and less overt communication that their presence was unwelcome as reinforcing a sense that they did not belong. The evidence suggests that it is this perception and experience of being unwelcome rather than of attachment to their country of origin that diminishes a sense of belonging in British society.

Recommendations: The report includes a range of suggestions for policy development.

Scope: The report draws on semi-structured interviews with 319 Muslim and non-Muslim recent migrants and established residents, as well as 32 interviews with local and national policy makers and service providers in London, Birmingham and Bradford.

Country research undertaken in: United Kingdom.

Keywords: studies of settlement; integration/social cohesion; ethnic/cultural identity; religion; transnationalism/diaspora; social capital/networks; community participation; social exclusion; language acquisition/ESOL; women; host country/region: United Kingdom; source country/region: mixed ethnicities; research methods: interviews; migrants, including refugees.

A44 Nontapattamadul, K. (2000). 'The integration of Laotian refugees in Calgary'. Abstract only. *Dissertation Abstracts International, A: The Humanities and Social Sciences*, *61*(5), 2040-A.

Research focus/aims: Investigates the long-term settlement of Laotian refugees in Canada.

Participants: Ten Laotian refugees who came to Canada from 1975 to 1980.

Key findings/outcomes: The research participants had lived in Calgary from 12 to 19 years. They fared well economically and were satisfied with working and living in Calgary. Having freedom was the main reason why they felt satisfied with living in Calgary. Other reasons were the quality of life, the high standard of sanitation, high technology, a better educational system and local peoples' acceptance of ethnic diversity. The participants had high ethnic identification. The multicultural environment in Calgary was positively supportive for them to continue their cultural values, which they preserved very well, but because of their weak relationship with the dominant society at large, they did not integrate well into the Calgarian society. They could not find a balance between their ethnic identity and a positive relationship to Calgarian society. Improving English skills and upgrading their employment status would enhance their integration by giving them more opportunities to interact with the local community.

Recommendations: None stated in abstract.

Scope: Very small study of five couples (ten people) who were interviewed independently.

Country research undertaken in: Canada.

Keywords: studies of settlement; integration/social cohesion; ethnic/cultural identity; language maintenance; social capital/networks; role of host country; social exclusion; education/training; economic participation; host country/region: Canada; source country/region: Laos; research methods: interviews; refugees.

A45 Rutter, J., Cooley, L., Reynolds, S. and Sheldon, R. (2007). *From refugee to citizen: 'Standing on my own two feet'*. London: Refugee Support, Metropolitan Support Trust.

Research focus/aims: Documenting the lives of refugees who came to the UK during the last 50 years.

Participants: Thirty refugees from 15 different countries who arrived in the UK between 1956 and 2006.

Key findings/outcomes: The report begins with an outline of refugee migration during the last 50 years and analyses UK policy responses to these population movements. The authors conclude that refugees experienced greater labour market integration if their dispersal was employment-led rather than housing-led. Three factors appear important in determining refugee integration and the development of a sense of belonging: the reception climate – media, community and institutional welcome; secure immigration status; and early access to decent permanent housing.

The authors identified six facets of integration:
- Psychosocial contentment: fulfilment, a sense of security, the absence of anxiety and feelings of welcome and belonging.
- Interaction between members of a household and the wider society.
- Participation in civil society institutions, public institutions, the workplace and in political life.
- Equality of access, equality of treatment and progress towards equality of outcome.
- Respect for the rule of law and the liberal values that underpin society.
- The possession of social, civil and political rights.

They conclude that integration needs to be conceptualised as occurring at a household as well as an individual level. Social contentment should comprise a facet of the process and outcome of integration.

Recommendations: The report makes recommendations in these areas:

- Integration policy: government and refugee organisations should acknowledge the familial and inter-generational aspects of integration; central and local government as well as refugee organisations need to better communicate the two-way nature of integration to the whole population.
- Adult education and training: a review of current ESOL provision and future ESOL needs; contingency funding for students to access ESOL.
- Employment: government, trade unions, employers and migrant and equality organisations should collaborate to tackle widespread prejudice about the employability of refugees and work together to increase the number of work experience placements for refugees.
- Children's services: improved funding for language services for children, improved intensive induction programmes for young refugees, increased support and guidance on post-16 education of young refugees.
- Housing: research into hidden homelessness among refugee communities; guidance to ensure that building design promotes social cohesion; consideration to the role of public space in promoting social cohesion.
- Local social cohesion and community safety: refugees need to be better able to seek redress for racially aggravated crime; in-service professional development for teachers, youth workers and other key personnel to develop skills in teaching controversial issues such as conflict resolution and migration and consider how to better communicate pro-refugee and pro-diversity messages.
- Volunteering and active citizenship: government and refugee organisations should work together to develop national volunteering strategies for refugees; undertake more research on volunteering activity among refugees.

Scope: The study used a life history approach complemented by visual techniques such as mapping, timelines, charts and spider diagrams to collect data about identity.

Country research undertaken in: United Kingdom.

Keywords: integration/social cohesion: definitions or models; studies of settlement; citizenship; civic/political participation; social capital/networks; role of host country; social exclusion; dispersal policies; education/training; language acquisition/ESOL; housing; host country/region: United Kingdom; source country/region: mixed ethnicities; research methods: ethnographic; refugees.

A46 Valtonen, K. (1999). *The integration of refugees in Finland in the 1990s*. Helsinki: Ministry of Labour.

Research focus/aims: This research aimed to:
- explore the 'human question' of how those with a refugee background encounter and cope with the demands of adaptation and the tasks and challenges of integration in their 'new home society'
- include the perspectives of 'resettling persons' (giving voice to those whose opinions and experience are generally not heard)
- examine how resettlement options are moderating and influencing the conditions and terms of integration (a 'societal perspective').

Participants: Refugee communities, including Vietnamese, Cambodian, Kurds (including Iraqi Kurds), Iraqis (of Arabic origins) and Somali.

Key findings/outcomes:
- Despite a high level of independent job-seeking activity and considerable increase of human capital (language and acquired language skills), there was no improvement in employment situation since the previous study and, in the view of the author, amounted to labour market exclusion (high level and duration of unemployment).
- Young people with considerable education and vocational training acquired in Finland experience faced obstacles before the job interview stage – a gap of confidence between employer and job seeker.

- This gap can be bridged through persons in the community or individuals with official standing whose recommendations carry weight with the employer.
- If an employer has a positive experience with employing an immigrant, this may pave the way for others (chain employment).
- Professional refugees seem to be at greater disadvantage than those with less education and training.
- Arrangements for remedial education and mother tongue instruction for school-age children varied between resettlement municipalities, and this constitutes a risk for second generation refugees.
- Social interaction and mutual assistance circles were flourishing but relations with wider society suffer because of lack of access to the opportunities provided by being in employment.
- As resettlement proceeds, cultural adaptation tasks can greatly exhaust family relations and can reach critical levels before interventions are made.
- Distinct religious, political and cultural orientations are seen as structures that resettling individuals use and rely on to give meaning to present life reality. In one sense, they are coping strategies with religious, political or cultural bias that provide continuity from the past to present reality.

Recommendations:
- There is an urgent need for employment equity promoting measures to redress disproportionate levels of unemployment in resettling refugee communities.
- There is a need to develop the lateral mobility options of professional refugees, and this would involve more accurate assessment of their human capital.
- Both remedial education and mother tongue instruction for school-age children need to be firmly established within school curricula and could utilise the resources of professional educators within the resettling populations.
- The public service provision arena should be opened up to include a wider range of service providers including culturally competent persons who could provide services to their own communities to help prevent adverse impacts of adaptation on refugee families.

More detailed recommendations were provided under the following headings: information and database; employment and participation in the labour market; mother tongue studies and basic education; university education; language skill and interpreting services; social relations; cultural adaptation; the activities of community organisations; and organisation of resettlement and integration services.

Scope: This extensive study was the second of a government-sponsored research project on refugee integration. It focused on refugees in Finland, their communities and their integration into Finnish society and was conducted from the beginning of September 1998 to the end of August 1999. Based on three main data sources – interviews with resettling refugees (individuals, family interviews and focus groups), interviews with research informants and statistical data.

Country research undertaken in: Finland.

Keywords: studies of settlement; integration/social cohesion; religion; ethnic/cultural identity; language maintenance; social capital/networks; role of host country; education/training; language acquisition/ESOL; economic participation; children/youth; host country/region: Finland; source country/region: mixed ethnicities; research methods: interviews; research methods: survey; refugees.

Defining refugees

A47 Feller, E. (2005). 'Refugees are not migrants'. *Refugee Survey Quarterly*, *24*(4), 27-35.

Research focus/aims: The paper focuses on the distinction between refugees and migrants.

Participants: Not applicable.

Key findings/outcomes: The paper discusses three propositions: refugees are not migrants; it is dangerous and detrimental to refugees to confuse the two groups; a refugee situation may develop into part of a broader migratory movement. The author argues that, when the line between migrant and refugee blurs, so does the distinction between migration control and refugee protection. Where refugees are seen as little more than a subgroup of irregular migrants, the control of their movement is likely to take precedence over meeting their protection needs. Another consequence is the growing unpopularity of refugees, because of fear that they will take jobs, commit crimes or simply stay too long.

Recommendations: The paper argues that the primary building block for the protection of refugees is an effective, national, legislative framework translating rights and commitments into domestic law in areas as diverse as border entry, detention, social welfare, health or education. The author suggests that integration needs to include economic integration as well as citizenship and a cultural process of acclimatisation by refugees and accommodation by local communities.

Scope: This is a discussion paper.

Country research undertaken in: Not applicable.

Keywords: definition of refugees; citizenship; civic/political participation; role of host country; social exclusion; education/training; economic participation; health/wellbeing; research methods: discussion paper; migrants, including refugees.

A48 Zetter, R. (1991). 'Labelling refugees: forming and transforming a bureaucratic identity'. *Journal of Refugee Studies*, *4*(1), 40-62.

Research focus/aims: This essay examines how and with what consequences people become labelled as refugees within the context of public policy practices.

Participants: A large refugee population in Cyprus with selective secondary research data on various African refugee populations.

Key findings/outcomes: The author outlines the conceptual tools of bureaucratic labelling (including stereotyping, conformity, designation, identity desegregation and political/power relationships) and the processes by which labels are applied and used.

First, stereotyped identities are translated into bureaucratically assumed needs, and the label 'refugee' takes on a selective meaning. Then bureaucracies create distinctions between different 'categories' of refugee based on perceived need and in order to prioritise their own actions. The actions and programmes delivered by institutions can then (latently and manifestly) reinforce a disaggregated model of identity with disturbing distinctions between refugee and non-refugee. Designation as a refugee or not is not an end in itself. Labels create their own momentum especially where transitory situations become protracted.

The author cites evidence of this in second generation housing and refusal of title in Cyprus and in cases in the African situation where dependency and non-integration are displayed by refugees. In this way they can sustain an image of a transitory status.

The paper concludes by emphasising the extreme vulnerability of refugees to imposed labels, the importance of symbolic meaning, the dynamic nature of the identity and, most fundamentally of all, the non-participatory nature and powerlessness of refugees in these processes.

Recommendations: Careful observation of how the label 'refugee' is constructed is essential. The alternatives are predetermined stereotypes, inappropriately applied models from other cultures and crisis-imposed identities of powerlessness and dependency, which tend to destroy much of what they wish to support and undermine the identities they wish to sustain.

Scope: This is a reflective essay that draws on empirical evidence to explore the concept and implications of labelling. While it is now somewhat dated, the analysis remains relevant.

Keywords: definition of refugees; integration/social cohesion; citizenship; ethnic/cultural identity; role of host country; social exclusion; housing; host country/region: Cyprus; source country/region: Africa; research methods: discussion paper; refugees, including asylum seekers.

A49 Zetter, R. (2007). 'More labels, fewer refugees: remaking the refugee label in an era of globalisation'. *Journal of Refugee Studies*, *20*(2), 172-192.

Research focus/aims: This author revisits the concept of 'labelling' originally presented in his earlier paper (Zetter 1991 [A48]) to see if it is still relevant given the changes in patterns of forced migration and developments in the fields involved with researching refugees since that time.

Participants: Not applicable.

Key findings/outcomes: The author argues that the analytical strength of labelling and the three concepts contained in the original paper (i.e. forming, transforming and politicising an identity) are still relevant. This is despite major changes in patterns and volumes of forced migration and in the mix of migration flows. In particular, he considers two trends as particularly significant: a shift in the locus of the refugee regime to the global north and a change in focus from 'how and with what consequences humanitarian assistance was distributed and accessed' to 'how refugee status is distributed and how institutionalised practices seek to distinguish this status from other categories of migrant' (i.e. meaning 'refugee' status is now a prized status within the spectrum of 'forced migration'). In particular, the author argues the following in the contemporary era:

- The formation of the refugee label now reflects causes and patterns of forced migration that are much more complex than in the past (in the context of increased globalisation). This contrasts with the past when the label had essentially homogenous and stereotypical connotations.
- A process of bureaucratic 'fractioning' to manage new forms of migration has transformed the refugee label. (Fractioning here includes the development of a range of extra-territorial instruments for indictment that act to prevent access to the label of refugee as well as the distinction that is now drawn between genuine refugees and asylum seekers). Again, this contrasts with previous inclusive and homogenous connotations of the past, although producing similarly negative impacts on those that are labelled (for example, being disempowered and controlled).
- In transforming the label, a much greater role is played by governments in the global 'north' rather than by NGOs, as in the past.
- The refugee label has become politicised by both the process of bureaucratic fractioning and by legitimising and presenting a wider political discourse of resistance to refugees and migrants as merely an apolitical set of bureaucratic categories.

The author discusses these points in detail and concludes by stating that his concern has shifted from the labelling of refugees to the fractioning of the refugee label and about de-labelling refugees.

Recommendations: None.

Scope: A discussion piece.

Country research undertaken in: United Kingdom.

Keywords: defining refugees; role of host country; research methods: discussion paper; refugees, including asylum seekers.

B. Research methods and bibliographies

Discussions of research methods

B1 Chile, L., Dunstan, S. and Dibley, R. (2003). 'Refugee voices: The challenge of researching vulnerable populations'. *New Zealand Population Review*, *29*(1), 57-69.

Research focus/aims: This paper describes the participatory action research approach adopted in working with the Refugee Voices project (which investigated the resettlement experiences of refugees in New Zealand [A37]) as a means not only to attain research objectives but also to empower participating communities through the research process.

Participants: Not applicable.

Key findings/outcomes: The authors outline how a 'participatory action approach' is inclusive, empathetic and empowering, and is closer to the reality of the project communities (in this case, low-income refugees from minority ethnic communities). The approach gives the community and other stakeholders the opportunity to have input into the design of the research project from their own context, identify the strengths and weaknesses of the project and share experiences on how to improve effectiveness and allows for participatory future planning. It is based on values of partnership, acknowledgement of power inequalities and respect for personal experience and local knowledge. Other aspects of the methodology are outlined including the sample frame used, the use of research associates from participating communities, the addressing of cultural issues (facilitated by use of the research associates and allowing for a long interview) and the managing of confidentiality and the research process. As a means of accountability to the communities, a video was produced, and a summary of outcomes of the research was translated into the various languages of the participants.

Recommendations: The authors suggest that:
- research with refugee communities must be particularly sensitive to participants' histories of oppression, political persecution and lack of validation
- the research process must demonstrate more than scientifically objective outcomes and must link to the lived experiences of the community to create an enabling environment where trusting relationships are built between the researcher and the community.

Scope: A description and rationale for use of participant action research methodology for research with refugee communities.

Country research undertaken in: New Zealand.

Keywords: methodological issues of refugee research; role of host country; research methods; interview; host country/region: New Zealand.

B2 Guerin, P. and Guerin, B. (2007). 'Research with refugee communities: going around in circles with methodology'*. The Australian Community Psychologist*, *19*(1), 150-162.

Research focus/aims: This paper presents the authors' views on methodological issues and solutions involved with conducting research with refugees. These views have been developed through conducting formal research projects with the New Zealand Somali community on a wide range of topics, and voluntary and advocacy work with the community.

Participants: Draws from the authors' previous research, and the advocacy and voluntary work they have undertaken with Somali refugees.

Key findings/outcomes: The paper sets out three methodological imperatives and provides examples throughout. The headings and key points are as follows:

- Making multiple cuts in research: peeling the layers of the onion – This refers to the concept that finding out how a refugee community and how it functions as a whole comes in layers (and over time).
- The use of participatory methods – Intensive and participatory approaches are necessary as questionnaire and survey methods will not provide quality information even on issues that seem to be straightforward. An example is provided whether the authors had conducted a questionnaire-based survey, the findings of which presented a 'story' that had particular policy implications. Subsequent informal discussion with individuals found a different and more complex picture (with different policy implications).
- Non-compartmentalisation of research topics – Topics about refugee communities cannot be treated as separate or compartmentalised into distinct topics. Research methodologies need to reflect the interconnectedness of topics.

Other methodological issues are discussed under the headings: communities are changing; suspicion towards authorities (including researchers); political and social issues can colour the research; methods are social relationships; the effects of stress and community disruption on methodologies; and distorting effects of writing.

Recommendations:
Under the heading 'Peeling the layers of the onion', the authors suggest:
- getting away from the idea that there is an 'authentic' voice or story that can eventually be captured for individuals or communities – first or 'frontstage' responses may be followed by 'backstage' responses
- getting away from the idea that what is found in 'early cuts' is inauthentic, wrong or inaccurate and therefore should be avoided or thrown out – early material may be useful in 'general' while later 'cuts' show many exceptions to the general rule, and the authors suggest that researchers should refrain from making bold early assertions that can mislead new people in the area or create impressions about people in the community
- recognising that further 'cuts' do not just add more diversity and complexity to a generally true assertion but may involve changing the whole way of conceiving the question and therefore the 'generally true answer'
- recognition that first 'cuts' often make good stories and may mean that researchers do not go on to pursue the details and contexts further.

Scope: A discussion piece based on the authors' experiences in research, voluntary work and advocacy work since 1998.

Country research undertaken in: Australia, but based on experiences with the New Zealand Somali community.

Keywords: integration/social cohesion: indicators or measures; methodological issues of refugee research; source country/region: Somalia; host country/region: New Zealand; refugees.

B3 Higgins, M. and O'Donnell, C. (2007). 'Involving refugees in focus group research'. In A. Williamson and R. de Souza (Eds.), *Researching with communities: grounded perspectives on engaging communities in research* (pp. 167-179). London: Muddy Creek Publisher.

Research focus/aims: The authors outline the methodological issues they experienced conducting focus group discussions with refugees.

Participants: Refugees and asylum seekers from five different ethnic groups in Scotland.

Key findings/outcomes: The authors initially experienced considerable difficulty in negotiating access to suitable people in the community and in recruiting appropriate people from the refugee community to facilitate focus group sessions. Potential facilitators raised concerns at initial meetings and preparatory sessions. The facilitators helped the researchers rewrite information sheets and urged them to provide nursery facilities. After a pilot, the

researchers decided to have two facilitators for groups and to allow adequate time for debriefing immediately after each session. The sessions and subsequent analysis were enhanced by facilitators' in-depth background information on participants' countries of origin, including on economic conditions and healthcare systems. The researchers held a postproject focus group with facilitators to explore their experiences of participation. Some had experienced a negative reaction from their communities.

Recommendations: The authors concluded that community participation was a good way of informing the refugee community. Community members need to be allowed to define the issues addressed. Researchers need to devise a way to capture naturalistic talk that happens around the sharing of food and in other informal settings. Sufficient funding is also needed to disseminate research findings within the community.

Scope: The paper is a detailed analysis of the process and outcomes of involving refugees in focus groups on a sensitive topic (health). It is based on field notes and includes frank discussion of challenges the researchers faced.

Country research undertaken in: Scotland.

Keywords: methodological issues of refugee research; role of host country; health; host country/region: Scotland; research methods: interviews; refugees, including asylum seekers.

B4 Hynes, T. (2003). *New issues in refugee research: the issue of 'trust' or 'mistrust' in research with refugees: choices, caveats and considerations for researchers.* Working Paper No. 98. UNHCR Evaluation and Policy Analysis Unit.

Research focus / aims: Investigates the role of trust in research with refugees in the UK.

Participants: Not applicable.

Key findings / outcomes: The paper makes an argument about why refugees mistrust people and agencies, the potential for mistrust on both sides in the process of reception and settlement and the implications for researchers.

Recommendations: The paper recommends that researchers take time to build trust and use multiple 'gatekeepers' to access the refugee population.

Scope: This is an issues paper intended to inform research design.

Country research undertaken in: Not applicable.

Keywords: methodological issues of refugee research; social exclusion; research methods; discussion paper.

B5 McKenzie, D. and Mistiaen, J. (2007). *Surveying migrant households: a comparison of Census-based, snowball, and intercept point surveys.* No. 4419. The World Bank Development Research Group.

Research focus / aims: The research focuses on the pros and cons of different survey methodologies used with migrant households.

Participants: Brazilians of Japanese descent (called Nikkei) living in Sao Paulo and Parana.

Key findings / outcomes: Intercept point and snowball surveys are unlikely to provide a representative sample of the whole population of migrants or migrant-sending families. Snowball surveys may be ineffective at creating the long referral chains needed to capture target population. Intercept survey are most likely to be of use for exploratory analysis and

where the target population attend community locations. The author concludes that there is no substitute for two-phase stratified sampling to obtain truly representative surveys.

Recommendations: No specific recommendations are included.

Scope: The researchers undertook an experiment in which they used intercept point, snowball sampling and a stratified random sample survey to identify Nikkei households in Sao Paulo and Parana in Brazil and compared the results.

Country research undertaken in: Brazil.

Keywords: methodological issues of refugee research; host country/region: Brazil; research methods: survey; migrants, including refugees.

B6 Powles, J. (2004). *New issues in refugee research: life history and personal narrative: theoretical and methodological issues relevant to research and evaluation in refugee contexts.* Working Paper No. 106. UNHCR Evaluation and Policy Analysis Unit.

Research focus / aims: Use of life history and personal narrative in refugee research. Discusses theoretical and methodological issues from a social anthropology perspective.

Participants: Not applicable.

Key findings / outcomes: The paper raises issues of interpretation and the need to consider the current situation of the informant, informant's experience of trauma, genre, prevailing images or themes. The author also discusses recording and writing life history and personal narrative and ethical considerations.

Recommendations: No specific recommendations included.

Scope: Discussion paper on methodological issues, focusing on the use of life history and personal narrative in refugee research.

Country research undertaken in: UNHCR paper.

Keywords: methodological issues of refugee research; research methods: ethnographic.

Bibliographies

B7 Guerin, B. (2004). *Reference materials prepared for the first New Zealand refugee research conference*. Auckland: Unitec.

Research focus / aims: To compile a bibliography of international and New Zealand references on research involving refugees.

Participants: Not applicable.

Key findings / outcomes: Collects references under the following headings: New Zealand research, New Zealand PhD and Masters theses involving refugees, general refugee references, methodological issues, refugee health, maternity, refugee mental health, traditional beliefs about mental health, new ideas on refugee mental health, reducing discrimination, dealing with bureaucracies, housing issues for refugees, veils, research on interpreters, language and social networks, education and youth and community and social participation.

Recommendations: The author acknowledges that the collection is incomplete and calls for further information, additions, corrections and comments.

Scope: The references were collated by a researcher at Waikato University as background material for participants at the first refugee research conference held in New Zealand.

Country research undertaken in: New Zealand.

Keywords: methodological issues of refugee research; social capital/networks; community participation; role of host country; social exclusion; health/wellbeing; education/training; language acquisition/ESOL; housing; children/youth; women; research method: review; refugees.

B8 Nam, B. and Ward, R. (2006). *Refugee and migrant needs: an annotated bibliography of research and consultations.* Wellington: RMS Refugee Resettlement Inc.

Research focus/aims: An annotated bibliography of research relating to refugee and migrant needs.

Participants: Not applicable.

Key findings/outcomes: The bibliography summarises New Zealand research on refugee and migrant needs in the areas of: health; housing; education for children, youth and adults; employment and economic wellbeing; immigration and family reunification; capacity building and community development; family and social support; leisure and recreation; women; children and youth; elderly; policy; accessing information and social harmony. The first section of the document provide references with a sole focus on refugees while the second section provides references that also include migrants in their focus.

Recommendations: Not applicable.

Scope: Covers published and unpublished work from 1989 to 2004.

Country research undertaken in: New Zealand.

Keywords: methodological issues of refugee research; transnationalism; social capital/networks; role of host community; education/training; economic participation; women; children/youth; research methods: review; migrants, including refugees.

C. Identity and citizenship

Citizenship

C1 Bloemraad, I. (2003). 'Achieving full citizenship: an institutional approach to the political incorporation of immigrants and refugees in the United States and Canada'. Abstract only. *Dissertation Abstracts International, A: The Humanities and Social Sciences*, *64(*5), 1858-A.

Research focus / aims: The thesis focuses on how immigrants and refugees gain full citizenship.

Participants: Portuguese immigrants and Vietnamese refugees in Toronto and Boston.

Key findings / outcomes: Immigrants, as outsiders, must mobilise themselves to become politically incorporated, but mobilisation dynamics are nested within the broader political and social institutions of the receiving society. Newcomer settlement and diversity policies affect the process and outcome of political incorporation. Such policies create interpretative effects that shape immigrants' understanding of citizenship and provide material resources that can enhance newcomers' ability to mobilise by increasing organisational capacity and opportunities for leadership. Given Canadian policies of official multiculturalism and newcomer settlement, one could expect greater political incorporation by immigrants in Canada than in the United States.

Conversely, the existence of a US refugee resettlement policy means that there should be fewer cross-national differences among refugees, but greater differences in political incorporation between refugee and non-refugee populations in the United States. Three indicators of political incorporation – naturalisation, advocacy and immigrants' election to political office – show that these hypotheses are largely borne out. Problems of political incorporation might have less to do with immigrants than with their reception in the host country.

Recommendations: None in abstract.

Scope: Discusses four communities using 147 qualitative interviews, documentary materials from ethnic organisations and government, and US and Canadian Census data.

Country research undertaken in: US/Canada.

Keywords: citizenship; civic/political participation; host country/region: United States; host country/region: Canada; source country/region: Vietnam; research methods: interviews; research methods: survey; migrants, including refugees.

C2 Fangen, K. (2006). 'Citizenship among young adult Somalis in Norway'. *Journal of Refugee Studies*, *19*(1), 69-93.

Research focus / aims: The article explores young Somalis' citizenship in the sense of their civic activities on different geographic levels, and the interrelationship between civic activity, class ethnicity and age. The author draws on the concept of citizenship outlined by Conover (1995)[29] as the fundamental relationship of a person to a political community that consists of a collection of individuals who are 'committed to dividing, exchanging and sharing social goods'.

Participants: Three Somalis living in Norway. The author had previously interviewed 50 Somalis living in Norway.

Key findings / outcomes: Findings are presented under a series of headings:

[29] Conover, P. (1995). 'Citizen identities and conceptions of the self'. *Journal of Political Philosophy*, *3*(20), 133-165.

- Citizenship and youth – Similar to Hall et al. (2000),[30] the author found that young people she interviewed made connection between the transition to adulthood and citizenship in the sense of becoming responsible.
- Citizenship and class – The author argues that, while everyone of age (and who are citizens) has the right to education, to work, to vote, to be members of organisations and so on, the opportunities are unequally distributed. Class is conceptualised as constituted by work position and economic position, as well as by cultural values of taste, language and lifestyle. Class is relevant both in terms of resulting in an unequal distribution of resources and also in the making of different cultures. The study found that the different class backgrounds of the individuals interviewed made them aspire and orient themselves differently in Norwegian society, while also seeming to lead them to different levels of civic participation.
- Citizenship and ethnicity – The author suggests that the question concerns how young people in exile conceive their sense of ethnicity and how it informs their citizenship role. The possible conflict between participation in immigrant organisations and the national paradigm of citizenship is mentioned.

The three case studies found that all had a Somali ethnic identity, but they differed as to whether they felt they belonged in Norway or Somalia and the groups towards which they directed their political responsibility (community, national or global). The author suggests that their 'sense of citizenship' also varied.

Before presenting more detailed findings from the case studies, background information is presented on the history of Somalis in Norway and on the continuing importance of the clan in and on Somali organisations in Norway. Through the case study material, five forms of citizenship roles are identified: clan-based citizenship roles; the bridge builder role; the involvement in majority society politics role; the rebuilding of homeland role; and the international role. One person may be involved in several of these roles. The author suggests that Somalis whose parents have higher levels of education and/or who have higher education themselves are less concerned with clan and may be more likely to participate in Norwegian state or international organisations.

The author found that participation in Somali organisations did not necessarily mean that there was weak citizenship with the majority culture. Those acting as bridge builders in relation to less integrated Somalis serve to help them function in the majority society. Being active in organisations also fosters a sense of wellbeing, which strengthens affiliation to the majority society instead of the opposite.

Recommendations: None.

Scope: Case studies of three Somalis – a man in his early 20s, a man in his 30s and a woman in her mid 20s – all three had been interviewed as part of an earlier sample of 50 Somalis living in Norway, and five who had returned to Somaliland.

Country research undertaken in: Norway.

Keywords: citizenship; civic/political participation; ethnic/cultural identity; education/training; children/youth; host country/region: Norway; source country/region: Somalia; research methods: interviews.

C3 Lange, C., Kamalkhani, Z. and Baldassar, L. (2007). 'Afghan Hazara refugees in Australia: constructing Australian citizens'. *Social Identities*, *13*(1), 350.

Research focus / aims: This article explored the interactions occurring between volunteer English language tutors and Afghan Hazara refugees living in an Australian town and framed

[30] Hall, T., Coffey, A. and Williamson, H. (2000). 'Self, space and place: youth identities and citizenship'. *British Journal of Sociology of Education*, 20(4), 501-513.

the discussion in terms of the extent to which the refugees were seen as new Australians/citizens.

Participants: Approximately 85 Hazara refugees from Afghanistan living in Albany, a small town in Western Australia, as well as their volunteer English language tutors and other residents of Albany.

Key findings/outcomes: The first part of the paper discusses the relationships between the Hazara and the tutors, and outlines how this relationship influenced the construction of Hazara as 'Australians'. Previous refugee research had found that it is common among both volunteer and paid refugee aid workers to (unwittingly) construct refugees as subordinates and to position them in inferior positions of power. The Hazara empowered themselves by:

- refusing to continue the English language lessons
- seeing the tutors as lonely people without a lot to do who needed the Hazara more than the Hazara needed them
- attending an immigrant association, specifically the Albany Community for Afghan Refugees (ACFAR).

The paper continues to discuss how advocacy groups (generally human rights groups) and the media sought to construct the Hazara in a positive light to help them become formal citizens.

Once the Hazara received formal, legal status, many of them chose to leave Albany. This upset many in Albany – particularly a local meat packing plant where many of the Hazara men worked. The assistant general manager of the company said, "It's disappointing, not only for the community, but because the company went out of their way to help them. We treated them like family."

Recommendations: No specific recommendations provided.

Scope: Participant observation.

Country research undertaken in: Australia.

Keywords: integration/social cohesion; citizenship; social capital/networks; language acquisition/ESOL; host country/region: Australia; source country/region: Afghanistan; research methods: ethnographic; refugees.

C4 Mortensen, A. (2008). *Refugees as 'others': social and cultural citizenship rights for refugees in New Zealand health services.* A thesis presented in partial fulfilment of the requirements for the degree of Doctor of Philosophy at Massey University, Albany, New Zealand. Retrieved on 5 January 2009 from http://muir.massey.ac.nz/bitstream/10179/631/1/02whole.pdf.

Research focus/aims: This thesis examines the interaction between refugee resettlement, integration and social policy in New Zealand in the context of theoretical debates about the nature of citizenship in receiving societies. As New Zealand's refugee policy focuses on those with high health and social needs, the research has focused primarily on the health system.

Participants: 28 healthcare providers in community, primary and secondary care sectors in the Auckland region.

Key findings/outcomes: Before presenting her findings on refugees and New Zealand's healthcare system, the author presents theoretical discussions about the nature of integration, integration models and the concept of citizenship. In her thesis, the author defines 'citizenship' as effective social, cultural and economic participation.

The author found that refugee groups are overlooked as social, cultural and linguistic citizens by New Zealand's health system. Her findings are discussed in five chapters, including a chapter that discusses how refugees fall into the 'other' category in ethnic data collection

systems in healthcare and the implications of this. For example, refugees are not given priority in national initiatives to reduce inequalities, and regionally based health providers find it difficult to plan for and provide services for refugee groups within existing specifications. The author suggests that the policy of defining refugee groups as 'other' results in an inequitable distribution of benefits for these high needs populations. A chapter on barriers to healthcare outlines difficulties that refugees have accessing health services including: problems with language; the isolation of refugee women; and other physical, social and cultural issues. A lack of trained interpreters in the primary and community sectors, and the use of children as interpreters are also identified as issues. In the area of preventative medicine, such as participation in health screening programmes, a lack of literacy may be an additional issue. The author suggests that, while health, housing and income support services are publicly available, access to services by refugees is inequitable, as there is little or no cultural and linguistic accommodation of their needs.

Recommendations: The author concludes that:
- an overarching integration policy for refugees (led by central government) is required
- institutional responses that accommodate the special psychosocial, socioeconomic and cultural/religious requirements of refugee groups are needed – this would include the development of a locally relevant multiculturalism to guide social policy in New Zealand
- in the long-term, for people from refugee backgrounds to become full political, social, economic and cultural members of New Zealand society, there needs to be a rethinking of the contemporary models of citizenship offered.

Scope: This qualitative study uses multiple methods, including historical and social policy analysis, and interviews with 28 healthcare providers.

Country research undertaken in: New Zealand.

Keywords: integration/social cohesion: definitions or models; citizenship; civic/political participation; religion; social exclusion; language acquisition/ESOL; health/wellbeing; women; research methods: review; research methods: interviews; host country/region: New Zealand; refugees.

Ethnic/cultural identity

C5 Bihi, A. (1999). *Cultural identity, adaptation and wellbeing of Somali refugees in New Zealand*. Unpublished research paper submitted in partial fulfilment of the Master of Development Studies degree, Victoria University, Wellington.

Research focus/aims: The main purpose of the research was to assess the relative importance of cultural identity to refugee adaptation and wellbeing.

Participants: Somali refugees in Wellington, NGO officials and government officials.

Key findings/outcomes: The findings show that retaining cultural identity contributes significantly to refugee wellbeing and is vital for refugees' successful adaptation into a new society. It enables refugees to cope with many adversities and function as normal human beings. As refugees' cultural needs cannot be separated from their socioeconomic needs, the findings suggest that resettlement should encompass:
- restoration – or recovery of livelihoods and restoration of family, peace and a sense of control over their lives
- re-adaptation – learning how to live in new material conditions and different cultural settings; enhancing the refugees' capabilities
- retention – of the core values of Somali identity, i.e. language, religion and kin solidarity.

Lack of language ability, a relatively low level of qualifications compared to normal immigrants, cultural barriers, the lack of their own means to improve job and language skills and lack of 'mates' to introduce them to a job all hamper refugees' employability. Refugees are always viewed as victimised and vulnerable people but not as capable people who can actively contribute to society.

Recommendations: The author recommends affirmative action to enhance refugees' employability in the form of financial incentives for refugees and tax and other incentives for employers.

- At the policy level, there is an urgent need for a comprehensive refugee resettlement policy based on close co-ordination between different government departments that deal with refugees.
- Ensuring that NGOs involved with refugees are adequately resourced is vital.
- Language proficiency is vital for refugee integration. A minimum of 520 hours of free English language training, together with childcare arrangements for women (to start within the first months of arrival), is absolutely essential.
- Concrete efforts putting refugees into the job market should be the priority.
- On health matters, the refugees need trauma treatment, which is, at present, inadequately addressed. In primary healthcare, there should be more culturally sensitive service delivery to Somalis.
- Alternative teaching with bilingual teachers, particularly at secondary school level.
- Family reunion is essential to refugee adaptation. It is the most serious factor that causes refugee anxiety.
- Currently, refugee involvement in decisions that concern their lives is minimal or non-existent. A genuine participatory approach that involves refugee communities in policy formulation on resettlement, integration matters and service delivery is long overdue.
- Cultural identity maintenance should be duly recognised for its role in refugee integration.

Scope: A relatively small scale thesis that draws on wide personal experience. It includes useful background information on Somali society, history and culture as well as views on resettlement. It does not take a particularly long-term view.

Country research undertaken in: New Zealand.

Keywords: ethnic/cultural identity; religion; transnationalism/diaspora; social capital/networks; role of host country; social exclusion; education/training; language acquisition/ESOL; economic participation; health/wellbeing; host country/region: New Zealand; source country/region: Somalia; research methods: interviews; research methods: ethnographic; refugees.

C6 Colic-Peisker, V. (1999). 'Two waves of Croatian migrants in Western Australia: class and national identity'. *Australian Journal of Social Issues*, *34*(4), 353-370.

Research focus/aims: The paper examines the ways in which two waves of Croatian migrants in Western Australia have constructed their ethnic/national identity following migration.

Participants: Croatian migrants who arrived in the 1960s and 1970s, and migrants who arrived in the 1980s and 1990s. Neither group came as refugees.

Key findings/outcomes: The first group of migrants were largely working class people from rural areas; the second wave was mostly professional people from urban areas. The two groups differ in most of the central elements of ethnicity: religion, values, type of community and language. A rural-urban divide combined with a class gap is a crucial point of division. The two groups interact very little and cannot be considered to belong to a single 'ethnic community' in any meaningful way.

Recommendations: No specific recommendations are included.

Scope: The paper draws on semi-structured interviews and participant observation carried out over a number of years while the author worked as a Croatian interpreter.

Country research undertaken in: Australia.

Keywords: ethnic/cultural identity; religion; host country/region: Australia; source country/region: Croatia; research methods: interviews; research methods: ethnographic; migrants.

C7 Colic-Peisker, V. (2003). 'Identity loss and reconstruction in forced migration: the case of Bosnian refugees in Australia'. Abstract only. *Australian Journal of Psychology Supplement*, 2003, *Combined Abstracts of 2003 Psychology Conferences*, 172.

Research focus / aims: This paper explores the processes of identity loss during forced migration and identity reconstruction upon arrival of refugees in Australia.

Participants: Bosnian refugees in Perth and Sydney.

Key findings / outcomes: People's identities are embedded in their former communities, jobs, skills, language and culture, which are lost in forced migration. Unsatisfactory reconstruction of identity is associated with unemployment, loss of status, acculturation stress and social marginalisation. Identity processes are mediated by the groups refugees belong to or aspire to belong to. For most people, their refugee community mediates this process. A more enduring and substantial identity reconstruction seems to depend on successful socioeconomic integration, which opens the possibility of new desirable social roles and memberships.

Recommendations: No recommendations are included in the abstract.

Scope: This abstract draws on the same information and covers similar topics as Colic-Peisker and Walker (2003) [H12].

Country research undertaken in: Australia.

Keywords: ethnic/cultural identity; integration/social cohesion; language maintenance; social capital/networks; economic participation; host country/region: Australia; source country/region: Bosnia; research methods: interviews; refugees.

C8 Debski, S. (2008). *An exploratory study of the concept of identity for some adult refugee women in the context of their resettlement in New Zealand*. Unpublished thesis submitted in partial fulfilment of the requirements for the Degree of MA (Applied) in Social Science Research, Victoria University, Wellington.

Research focus / aims: Relationship between women's sense of identity and their wellbeing.

Participants: Nine well-educated English-speaking refugee women from different ethnic backgrounds – Africa, Asia, the Middle East and Europe. All were aged 20 or older.

Key findings / outcomes: Explores identity in four areas: being a woman, being a refugee, social relations, and adaptation time and space. Women viewed education and employment as key to identity and as a means to a better life. Being labelled as a refugee had lost its significance over time. Social relations within their own communities facilitated cultural retention and transmission. Social relations with other communities were sporadic. Participants retained some aspects of their culture, modified others and adopted English as the medium of communication with their new culture.

Recommendations:
- Providing more information to refugees as soon as their application is processed.
- Create resettlement programmes aimed exclusively at women.
- Resettle families at the same time and together.
- Provide regular ESOL classes to women that are appropriate to their needs.

- Strengthen the current policies of settling refugees from the same ethnocultural backgrounds and/or same faith together.
- Increase refugees' opportunities for integration into New Zealand society by making educational and training opportunities more accessible and affordable.
- Support and encourage current community initiatives that aim to strengthen ethnic communities and build their capability (for example, ChangeMakers Refugee Forum).
- Develop education programmes that present the advantages of cultural diversity and positive implications of national identity. These programmes should be implemented in various places such as schools and workplaces in order to reach as many people as possible (New Zealanders as well as voluntary migrants and refugees). The aim of these programmes would be to educate people about the benefits of living in a culturally diverse country and deflate the popular belief that too much diversity weakens one's identity.

Scope: Small study of nine women – findings are similar to those of other studies.

Country research undertaken in: New Zealand.

Keywords: integration/social cohesion; ethnic/cultural identity; social capital/networks; education/training; language acquisition/ESOL; women; host country/region: New Zealand; source country/region: mixed ethnicities; research methods: interviews; refugees.

C9 Engebritsen, A. (2007). 'Kinship, gender and adaptation processes in exile: the case of Tamil and Somali families in Norway'. *Journal of Ethnic and Migration Studies*, *33*(5), 727-746.

Research focus / aims: The paper uses cultural scripts concerning kinship, marriage and gender to challenge media constructions of two groups' adaptation to the host country.

Participants: Tamil and Somali families in Oslo, Norway.

Key findings / outcomes: Both Tamil and Somali families had a substantial part of their network outside Norway, both in their country of origin and in other countries around the world. The financial demands of these networks were greater on Somali than Tamil families. Whereas the cultural scripts of the Tamil community appeared to work towards a concentration of resources in Tamil society, the opposite was the case with Somali families. In Tamil families, spouses had a high level of common friends and close family networks; conformity was expected while personal autonomy was restricted. The nomadic background of Somali families has led to separate social and support networks for spouses and more differentiated roles for men and women. Women increasingly worked outside the home, but the majority of Somali men were without work in Norway. Gender tension and divorce rates were relatively high. Divorce and economic support can empower Somali women but have adverse consequences for men. When men cannot obtain paid labour, welfare policy and family benefits set up to support families and promote gender equality may instead support the breakdown of families and the marginalisation of males.

Recommendations: The author stresses the importance of understanding the different cultural aspects that inform adaptation processes, particularly cultural scripts relating to families, marriage and gender.

Scope: A qualitative study based on participant fieldwork among Tamil and Somali migrants in Norway, in-depth interviews with spouses in 21 families and a network diagram mapping the social relations of spouses.

Country research undertaken in: Norway.

Keywords: integration/social cohesion; ethnic/cultural identity; social capital/networks; economic participation; transnationalism/diaspora; women; men; host country/region: Norway; source country/region: Somalia; source country/region: Asia; refugees; research methods: interviews; research methods: ethnographic; refugees.

C10 Gozdziak, E. and Shandy, D. (2002). 'Editorial introduction: religion and spirituality in forced migration'. *Journal of Refugee Studies*, *15*(2), 129-135.

Research focus / aims: A discussion of religion and spirituality as a source of emotional and cognitive support, as a form of social and political expression and as a vehicle for community building and group identity.

Participants: Not applicable.

Key findings / outcomes: Themes identified in the paper include the role of religion in conflict settings and the politicisation of religious identity, and the role of religion in coping with trauma. Religion serves as a source of resiliency. It may act to facilitate or impede integration processes. The authors highlight three themes: the importance of an inclusive conceptualisation of religion in its broadest sense; the ways in which world religions are culturally constructed; and the impact of those trained as secularists on issues of policy, practice and research concerning refugee populations.

Recommendations: There is a need for additional research and policy discussion into the role of religion in forced migration.

Scope: This is a high-level discussion paper, introducing a number of papers relating to religion and refugees.

Country research undertaken in: United States.

Keywords: integration/social cohesion; ethnic/cultural identity; religion; research methods: discussion paper; refugees.

C11 Keel, M. and Brew, N. (2004). 'The settlement experiences of refugees from the former Yugoslavia: acculturation, ethnic identity, ethnicity, community and social network development'. *Community, Work and Family*, *7*(1), 95-115.

Research focus / aims: The paper explores the processes of acculturation and adaptation, the development of social support networks and community as well as ethnic identity and ethnicity among refugees in mixed marriages.

Participants: Refugees from the former Yugoslavia who were in a mixed marriage and had been in Australia at least two years.

Key findings / outcomes: Many had a desire to mix with mainstream Australians but did not yet feel part of the Australian community. As a group, they saw value in maintaining their identity, language and cultural traditions. They were working towards an outcome of biculturalism – maintaining their cultural identity while being part of the dominant society.

Participants continued to identify as Yugoslav, but having Australian citizenship gave them a country with which to identify. Citizenship was tied to security. All had been made refugees on the basis of their ethnicity, not their identity.

Most had found it harder to become friends with Australians than they had imagined, partly due to language barriers and partly due to the way Australian society is structured, i.e. more in homes and less in the street or cafés.

Recommendations: The authors recommend more research into barriers to social networking and longitudinal research into network development.

Scope: A small descriptive study based on a series of conversational interviews with 12 refugees in mixed marriages.

Country research undertaken in: Australia.

Keywords: ethnic/cultural identity; language maintenance; citizenship; social capital/networks; language acquisition/ESOL; host country/region: Australia; source country/region: former Yugoslavia; research methods: interviews; refugees.

C12 Weine, S., Muzurovic, N., Kulauzovic, Y., Besic, S., Lezic, A., Mujagic, A., Muzurovic, J., Spahovic, D., Feetham, S., Ware, N., Knafl, K. and Pavkovic, I. (2004). 'Family consequences of refugee trauma'. *Family Process*, *43*(2), 147-160.

Research focus/aims: The study aimed to construct a model of the consequences of political violence for refugee families.

Participants: Bosnian refugees in Chicago.

Key findings/outcomes: The authors constructed a model across four realms of family life: changes in family roles and obligations; changes in family memories and communications; changes in family relationships with other family members; and changes in family connections with the ethnic community and the nation. The model outlined consequences for families displaced by war in each realm and strategies that help families rebuild their lives.

Recommendations: The authors recommend that refugee services become more family oriented and make interventions that are aligned with family perspectives. This includes recognising that refugee families often regard themselves as belonging to an extended transnational family.

Scope: The study used a grounded theory approach and textual coding and analysis with data from Bosnian refugee families in Chicago.

Country research undertaken in: United States.

Keywords: ethnic/cultural identity; transnationalism/diaspora; role of host country; health/wellbeing; host country/region: United States; source country/region: Bosnia; research methods: interviews; refugees.

Transnationalism/diaspora/global links

C13 Al-Ali, N., Black, R. and Koser, K. (2001a). 'The limits to transnationalism: Bosnian and Eritrean refugees in Europe as emerging transnational communities'. *Ethnic and Racial Studies*, *24*(4), 578-600.

Research focus/aims: This article aims to explore limits in the practical application of the term 'transnational'. It particularly focuses on three areas:

- Exploring the historical context of migration in emerging transnationalism, suggesting that this is crucial to understanding the form that transnational activities will take.
- Focusing on the role of the state, identifying potential for and limitations on nation states and state-promoted nationalism in playing a key role in the development of transnational practices.
- Exploring the importance of social factors in stimulating transnational activities. This is done in part through examining how groups of Bosnian and Eritrean refugees came to be outside their countries of origin and looking at the extent to which they might be classified as engaging in transnational activities.

Participants: Around 30 Bosnian refugees in the United Kingdom and Netherlands, and Eritrean refugees in the United Kingdom and Germany in 1998–1999. Additional interviews were conducted with refugees' family and friends in Bosnia and Herzegovina and Eritrea during 1999. Participant observation also occurred at family gatherings and community events.

Key findings/outcomes: This article first identifies the approaches taken to the study of transnationalism including:

- the examination of transnational social, economic and political practices of migrants in different continents
- a focus on the potential role and importance of the concept of transnationalism on different academic disciplines
- study of the history of migratory practices and consideration of whether it is a recent or ongoing historical phenomenon
- demonstration of how transnationalism has been promoted as part of nation-building processes
- identification of examples of refugees developing global linkages demonstrating that transnationalism is not just linked to globalisation of the world economy.

Some definitions of transnationalism are provided as the basis for developing their own operational definition of transnationalism, which distinguishes between transnational 'activities' (which can be observed and measured) and transnational 'capabilities' (which encompass the willingness and ability of migrant groups to engage in activities that transcend national borders. The authors suggest that 'activities' can be political (for example, lobbying), economic (for example, remittances and investment), social (for example, promotion of human and other rights) and cultural (for example, articles in newspapers). Activities can take place at the individual leave (through family networks) or through institutional channels (for example, through community or international organisations). The 'capabilities' of migrant or exile groups to participate in activities transcending national borders involves the extent to which individuals or communities identify with the social, economic or political processes in their home countries. In practice, the capability of individuals, families and communities to become involved may depend on the skills and resources available to them. This, in turn, is influenced by factors such as length of time and opportunity structures in their destination country and on the internal organisation of migrant or exile communities and the level of motivation to maintain group solidarity. Uncertainties about legal status and the right to permanent residence in the country of refuge alongside financial instability, language problems and lack of employment are factors that impact negatively on the capabilities to get involved in transnational activities with the home country. Another factor is whether the 'home' that had been known still exists.

Application of this framework identified differences between the two groups, with Eritrean refugees having stronger transnational ties than the Bosnian refugees. The Eritreans had lived in the host country longer and were more likely to have legal status. In addition, their decision to stay outside was both voluntary and permanent. They had maintained strong links with family and friends in the State of Eritrea, and the state has taken steps to institutionalise transnational activities, particularly during recent conflict with Ethiopia (with a range of economic incentives to encourage remittances and investment as well as encouraging political involvement of the diaspora in voting and referendums).

In contrast, Bosnian refugees were sometimes perceived as traitors who fled during the war and failed to defend their homes. Differences were found within the Eritrean group, with those that had fled earlier having stronger links than those that had arrived more recently who were still focused on securing their positions in the new country. There were also differences between the groups in terms of social and identity base influences. Within the Bosnian group, those refugees who had travelled prior to experiencing exile and who had been living in urban centres found the settlement process easier and were more able to transcend boundaries of cultures, political entities and economic systems than those who had not travelled and who had lived in small rural centres. The authors considered, however, that transnational communities in both instances were in the process of emerging rather being than fully formed.

Recommendations: Suggests that more attention should be given to the nuances and variations between and within states of both sending and receiving countries.

Scope: Based on fieldwork in Netherlands, UK and Germany using in-depth interviews with around 30 refugees in each country using a snowball sampling technique that explicitly sought

to include people from different backgrounds (men and women, different occupational backgrounds, rural and urban areas and different ethnic groups).

Country research undertaken in: United Kingdom, Netherlands, Germany, Bosnia and Herzegovina, and Eritrea.

Keywords: transnationalism/diaspora; community participation; civic/political participation; language acquisition/ESOL; economic participation; source country/region: Bosnia; source country/region: Eritrea; host country/region: United Kingdom; host country/region: Netherlands; host country/region: Germany; research methods: interviews; research methods: ethnographic.

C14 Al-Ali, N., Black, R. and Koser, K. (2001b). 'Refugees and transnationalism: the experience of Bosnians and Eritreans in Europe'. *Journal of Ethnic and Migration Studies*, *27*(4), 615-634.

Research focus / aims: The purpose of this research was to explore the full range of transnational activity and capability of Bosnian and Eritrean refugees in Europe. These authors were concerned that the refugees had largely been excluded from studies of transnational activity and the limited number of studies that included refugees focused on their political activity.

Participants: Around 30 Bosnian refugees in the United Kingdom and Netherlands and Eritrean refugees in the United Kingdom and Germany in 1998–1999. Additional interviews were conducted with refugees' family and friends in Bosnia and Herzegovina and Eritrea during 1999, and participant observation occurred at family gatherings and community events.

Key findings / outcomes: While the two groups of refugees differed in the details of their transnational activity (largely due to differences in the way in which the home country recognised the diaspora), the range of activities undertaken was much broader than just political activities. Two typographies relating to the transnational activities undertaken by these groups were presented.

The first typography is a categorisation of a refugee's individual and community activities by type (economic, political, social and cultural) and by geographical focus.

Economic activities with a home country focus included financial remittances, other remittances (for example, medicine, clothes), charitable donations, taxes, purchases of government bonds and purchase of entry to government programmes, while those with a host country focus included charitable donations and donations to community organisations.

Political activities with a home country focus included participation in election and membership of political parties, while those with a host country focus included political rallies and demonstrations, and mobilisations of political contacts in the host country.

Social activities with a home country focus included visits to friends and family, social contacts, social remittances and contributions to newspapers circulated in the home country, while those with a host country focus included membership of social clubs, attendance at social gatherings, links with other organisations (for example, religious or refugee organisations), contribution to newspapers and participation in discussion groups (for example, internet bulletin boards).

Cultural activities with a home country focus included cultural events with visiting performers from the home country, while those with a host country focus included events to promote culture (for example, concerts, theatre and exhibitions) and education.

The article provides further illustration of such activities.

The second typography sets out factors that increase individual capacities to participate in reconstruction in the home country and distinguishes between capacity and desire in relation to economic, political and social factors.

Economic capacity factors include employment, savings, access to welfare and pensions from both home and from the host country and access to information and to banking facilities, while economic desire factors include financial stability in host country, economic incentives (or lack of disincentives) for remittances and investments in the home country and economic stability in home country.

Political capacity is dependent upon secure legal status, positive attitude of the host government and population towards ethnic/national diasporas and political integration of diaspora by the home government, while political desire relates to secure legal status in the host country, non-alienating circumstances of flight, positive attitudes of the home government towards diaspora, political stability in the home country and lack of ethnic/religious discrimination in the home country.

Social capacity relates to freedom of movement within the host country, gender equality, successful social integration in the host country and place of origin in the home country, while social desire relates to links with family and friends in both the home country and in other host countries, integration with the diaspora in the host country, positive attitudes towards the home country and desire to maintain national consciousness.

Recommendations: That transnationalism be considered a dynamic process.

Scope: The authors point out that their discussion is based on work in progress involving interviews with relatively small population samples. Based on fieldwork in Netherlands, UK and Germany using in-depth interviews with around 30 refugees from Bosnia and a similar number from Eritrea.

Country research undertaken in: United Kingdom, Netherlands, Germany, Bosnia and Herzegovina, and Eritrea.

Keywords: transnationalism/diaspora; civic/political participation; social capital/networks; community participation; education/training; economic participation; source country/region: Bosnia; source country/region: Eritrea; host country/region: United Kingdom; host country/region: Netherlands; host country/region: Germany; research methods: interviews; research methods: ethnographic; refugees.

C15 Crisp, J. (1999). *Policy challenges of the new diaspora: migrant networks and their impact on asylum flows and refugees*. Policy Research Unit, UNHCR.

Research focus / aims: To redress the lack of academic discourse on the relationships maintained by refugees and asylum seekers, as they form a significant proportion (approximately a third) of the people currently living outside their country of birth. The author suggests that there has been a rigid separation between exiles' 'country of origin' and 'country of asylum' as well as a division between the field of refugee studies and the study of international migration.

Participants: Not applicable.

Key findings / outcomes: Sets the context of numbers of people with refugee status and asylum seekers since 1970s. It states that the decline in scale of resettlement has been matched by growth in the number of asylum seekers submitting applications for refugee status in Western Europe.

Legal categories and social networks – The author rejects the suggestion that refugees should be treated as special and separate cases because of their distinct legal and psychological considerations (due to involuntary leaving), but rather suggests that asylum seekers, refugees

and refugee networks should be considered as an integral part of the new migrant diaspora. Reasons provided include:
- that it is increasingly difficult to distinguish between voluntary and involuntary population movements
- that many refugees in Western Europe live alongside compatriots and co-ethnics who are part of the broader diaspora/transnational community but not necessarily refugees i.e. focusing on communities as a whole rather than just those recognised as refugees
- the global networks and transnational communities of which refugees may be part rarely consist only of refugees (but are likely to incorporate a range of migrants categories).

The author suggests that:
- little attention has been given to the role of social networks in prompting, facilitating, sustaining and directing the movement of asylum seekers and other migrants into Western Europe
- there is a dearth of information on the migration strategies/decision making done by asylum seekers (rather an emphasis on public policy), i.e. what information was available when they made a decision to leave their own country, what information is available to them, how their journey is financed and the extent to which they had prior contact with the country.

The author also suggests that social networks perform a number of important functions in the process of asylum migration including:
- being an important source of information on details such as transport arrangements, asylum procedures, social policies and detention and deportation policies, and about the quality of life generally
- possibly providing a means of mobilising the financial resources required for a person to leave a low- or middle-income country and to seek asylum in a more prosperous state (mentions both payments to traffickers and remittance
- networks can provide organisational infrastructure required for people to move from one part of country to other
- networks can also provide asylum seekers and irregular workers with subsistence and support (especially employment).

Recommendations: Calls for need for:
- empirical research (for example, analysis of UNHCR data) in order to identify the changing pattern of asylum seeking in the region and the extent to which applications for refugee status have been made in countries with greater presence of co-ethnics/compatriots
- more consideration of the impact migrant networks have had on asylum regimes in Western Europe.

Scope: Based on review of secondary sources.

Country research undertaken in: Not applicable.

Keywords: transnationalism/diaspora; social capital/networks; economic participation; research methods: discussion paper; refugees, including asylum seekers.

C16 Horst, C. (2006). *Connected lives: Somalis in Minneapolis, family responsibilities and the migration dreams of relatives*. Switzerland: Policy and Evaluation Service, UNHCR.

Research focus/aims: The focus of this paper is to explore three types of transnational connections (detailed below) between Somalis living in Minneapolis and those living in the Kenyan Dadaab refugee camps.

Participants: Somalis living in and around Minneapolis in the United States.

Key findings/outcomes: After describing the situation of Somalis in Dadaab and the importance of remittance and discussing the concept of 'buufis' (one meaning of which is

'migration dreams'), the author provides background information on the Somali community in Minneapolis. Three types of connections were explored by the author:

- The nature of material assistance provided by Somalis in the West to those in Dadaab, the capacities and constraints they faced and the effect of their current position on their willingness to remit. The author found that age, gender, education, English proficiency, length of stay, type of employment, social networks and number of dependents were all vital factors in determining whether someone was successful or not. Regardless of success and financial stability, almost all Somalis sent some money to relatives left behind and found money if there was an urgent need. The author suggests that the fulfilling of family obligations is not only a matter of having no option, but also related to the status that is acquired when helping others.
- The nature of information exchanged between those in Minneapolis and those in Kenya and the effect of this information on images of life in the West and the migration dreams held by those in Kenya and on shared decision making on livelihood strategies in general and migration options in particular by family members. When asked if people back home knew where money came from, some Somalis said they told relatives they worked in better jobs than was the reality. Others described how their families did not understand how life was for them and made unrealistic demands, while, in other cases, remittances were not spent wisely or cause dependence.
- The nature of migration processes that are taking place, related to historical patterns as well as to current opportunities. The author describes the importance to Somalis of obtaining documents that allow Somalis to travel freely. Once these are obtained, she suggests that Somalis engage in various forms of short-term and long-term travel and may move from the place of initial resettlement to a destination that they think provides more opportunities.

Recommendations: None.

Scope: Discussions with Somali refugees living in Minneapolis and research in Kenyan refugee camps. Findings from these discussions are interwoven with the literature.

Country research undertaken in: United States and Kenya.

Keywords: Transnationalism/diaspora; social capital/networks; education/training; language acquisition/ESOL; host country/region: United States; source country/region: Somalia; research methods: interviews; refugees.

See also:

- Horst, C. (2004). 'Money and mobility: transnational livelihood strategies of the Somali diaspora'. *Global Migration Perspectives*, 9(October). Global Commission on International Migration.

C17 Shandy, D. (2006). 'Global transactions: Sudanese refugees sending money home'. *Refuge: Canada's Periodical on Refugees*, *23*(2), 28-35.

Research focus / aims: This paper explores Sudanese (Nuer) refugee remittances from those in the US-based diaspora to those who remain behind in Africa.

Participants: South Sudanese refugees in both United States and Ethiopia (numbers not specified).

Key findings / outcomes: The author suggests that, while it is impossible to calculate the precise sums remitted by Sudanese refugees (because of a lack of data), it is possible to describe the formal and informal ways used to remit. She found that formal channels like Western Union and Moneygram were used heavily, but not direct back transfers. Informal (but not casual) ways of dispatching funds included sending money with acquaintances visiting Africa and using alternative remittance systems (some of which may have changed since 11 September 2001). The author provides details of these processes, and much of the article concerns the impact of the funds on the lives of Sudanese recipients in Ethiopia.

However, some points do relate to the integration of refugees in the United States. She suggests that, if resettled Africans in the United States are using resources to support families in Africa as well as immediate families in the United States, this clearly has impact on their integration into a new society. This may be through forgoing educational opportunities in lieu of income generating ones or taking a job that pays more immediately rather than an entry-level job with upward mobility potential. She also raises the question of the effects on the next generation if parents are working more hours during shifts when their children are at home and in need of care. The author then suggests that two points need to be considered:

- Many Sudanese refugees may be barred from working 'prime' shifts simply because they occupy the lowest rungs of the socioeconomic ladder.
- In response to the anti-immigration rhetoric, that remittances are a threat to social cohesion in the host country. She suggests that it is unrealistic for host country members to expect that refugees will turn their back on loved ones (for example, parents or children) who are suffering in Africa in order to invest fully in their new societies in the diaspora.

Recommendations: None.

Scope: Details of methodology are not provided but the author describes her work as an ethnographic study in two locations.

Country research undertaken in: United States and Ethiopia.

Keywords: transnationalism/diaspora; role of host country; economic participation; education/training; host country/region: United States; source country/region: Ethiopia; research methods: ethnographic; refugees.

C18 Um, K. (2006). 'Diasporic nationalism, citizenship and postwar reconstruction'. *Refuge: Canada's Periodical on Refugees, 23*(2), 8-19.

Research focus/aims: This article examines the relationship between Cambodian diaspora and homeland, and aims to illustrate the complexities of transnational connection and the liberalisations in state control that have occurred since 1993.

Participants: Notes indicate interviews were conducted in both Phnom Penh and the US.

Key findings/outcomes: The author outlines a number of key findings:

- Reasons for 'exilic longing for homeland' include: because return is denied; to redress the sense of dissociation created by atrocities and the inability to carry out rituals over mass graves through reconnecting; a wish to contribute skills to rebuilding in acknowledgement that they have had opportunities denied to those who remained; to create a sense of belonging that has been undermined by working in less professional roles than in the homeland and experience of racism; and a sense of wanting to keep options open. It is suggested that the option of dual citizenship is not a matter of splintered loyalty but a strategy for maximising social and economic capital to enhance personal and collective security.
- Instances of transnational political remittance where Cambodian Americans mobilise to provide economic and political support for homeland and how the right to vote as diaspora was gained.
- Roles of community organisations in providing space for affirming cultural and ethnic identity and political activity/communications about homeland.
- Examples of formal economic ties – entrepreneurship, multinational companies, travel agencies and investing in Cambodian business (although lack of legal and business infrastructure puts some off) and transfer of skills and technology.
- Non-formal economic engagement, for example, through travellers to and from the homeland avoiding carrier charges.
- Transnational cultural projects, for example, ceremonies held simultaneously, or sister city projects.

Other headings include gender; generation and transnationalism; role of the receiving and sending states; and the role of international, transnational and supranational forces.

The article concludes with a discussion of the problems involved with return to the homeland, identifying a range of issues including the losses that then occur within the diasporean community and community groups, the loss of earnings, and the expectations and imbalances that occur between those providing capital and those dependent on it.

There is some mention of generational perspectives and use of the term '1.8 generation' to mean those who migrate in their preadolescence as opposed to the 1.5 generation who arrive in their early teens.

Recommendations: Transnationalism is more than sending financial remittances and involves a complex range of factors operating at personal and national levels.

Scope: The findings draw from interviews and secondary sources in both Cambodia and the United States.

Country research undertaken in: United States.

Keywords: transnationalism/diaspora; citizenship; ethnic/cultural identity; civic/political participation; social capital/networks; economic participation; gender; 1.5 generation; host country/region: United States; source country/region: Vietnam; refugees; research methods: interviews.

C19 Valverde, C. (2003). 'Making transnational Vietnam: Vietnamese American Community– Vietnam linkages through money, music and modems'. Abstract only. *Dissertation Abstracts International, A: The Humanities and Social Sciences*, *64*(2), 676-677-A.

Research focus/aims: Transnational links between Vietnamese Americans and Vietnam.

Participants: Vietnamese Americans.

Key findings/outcomes: This dissertation examines how, despite pressures from their own ethnic community as well as national forces and international restrictions to keep Vietnamese Americans from having connections with their home country and its inhabitants, they still manage to forge and maintain strong political, economic and cultural transnational ties with Vietnam. A close investigation of factors such as remittances, internet virtual communities and popular music productions reveals dynamic transnational linkages that directly and indirectly shape the complex nature of Vietnamese American contemporary diasporic experiences. Vietnamese Americans are actors and agents with multiple identifications and vast familial, political, economic and cultural networks spanning the globe.

Recommendations: None in abstract.

Scope: The available abstract gave limited information on scale, but it can be assumed to be modest given that this is a thesis.

Country research undertaken in: Vietnam.

Keywords: transnationalism/diaspora; ethnic/cultural identity; social capital/networks; host country/region: United States; source country/region: Vietnam; research methods: interviews; migrants, including refugees.

C20 Van Hear, N. (2003). *Refugee diasporas, remittances, development and conflict.* Migration Information Source, Migration Policy Institute. Retrieved from www.migrationinformation.org/feature/display.cfm?ID=125.

Research focus / aims: A discussion of the factors that influence the contribution those refugees and other migrants can make in influencing their homelands. This depends on what resources they can mobilise and this may depend on where they are located (for example, availability of communications technologies).

Participants: Not applicable.

Key findings / outcomes: Remittances are an important influence on country of origin. However, it is difficult to estimate the extent to which refugees contribute to global flows because:

- data on remittances is patchy
- existing data may not disaggregate the contribution from refugees (versus other migrants)
- refugees in richer countries may remit both to homeland and neighbouring countries of first asylum, making contributions more diffuse than for other migrants.

The paper identifies advantages and downsides of refugee remittances in terms of distribution (they may just go to better-off households) and end use (for example, they could be used to perpetuate conflict). It also points out the dilemma facing source countries in terms of whether it is more helpful to have refugees return/repatriated or to have them continue to contribute to the economy as diaspora. The author also suggests (in this and other articles) that refugees who end up in Western countries where they are in a position to send remittances may have had more resources to begin with.

Recommendations: Recommendations are intended for those developing aid and migration policies.

Scope: A discussion paper.

Country research undertaken in: Denmark,

Keywords: transnationalism/diaspora; economic participation; refugees; research methods: discussion paper.

C21 Vertovec, S. (2001). 'Transnationalism and identity'. *Journal of Ethnic and Migration Studies, 27*(4), 573-582.

Research focus / aims: This introduction to a special edition of JEMS on transnationalism first outlines key features of the transnational perspective in migration studies and then outlines critiques and outstanding questions surrounding the notion of transnationalism.

Participants: Not applicable.

Key findings / outcomes: The author states that researchers on migration have generally recognised that migrants maintain various forms of contact with people and institutions in their place of origin (for example, through scale of correspondence and remittances around the turn of the 20th century). However, from the 1920s through until the early 1990s, most migration research focused on how migrants adapt themselves to or are socially excluded from their place of immigration. Since the 1990s (due to key anthropological texts), there has been an increased focus on the attachment that migrants maintain to families, communities, traditions and causes outside the nation state from which they have moved. More recently, there is a focus on how the nature of these linkages has changed due to developments in travel and communications technologies and how new, cheaper and more efficient forms of technology and transport allow migrants to maintain home-based relationships and interests. The author outlines how the economic, social and cultural, and political impacts of transnationalism have been studied. He suggests that the economic impacts of transnational communities are extensive – in particular, how contributions made through remittances affect economic life and resources in the home country. Social and cultural impacts are varied as well and include marriage alliances, religious activity, media and community construction.

The author suggests that these forms of transnational connection affect migrants as never before, in terms of the construction, maintenance and negotiation of collective identities. This has significant bearing on the culture of second generation or children born to migrants. Political impacts include impacts on citizenship and homeland politics and challenge the notion that "the nation state acts as a kind of container of social, economic and political processes". Other points discussed include the area of multiple citizenships and the effect of maintaining a transnational identity on integration. The authors suggest that the literature varies as to whether having transnational ties weakens immigration in the receiving country or enhances democracy.

The paper then briefly reviews several critiques that "should be born in mind concerning the shift towards a transnational approach towards migration processes and migrant community". These critiques include:

- a questioning of how new or unique the theoretical approach really is
- a questioning of the use of the term itself in a broad or narrow sense and suggestion that there is a need to develop a typology of multiple transnationalisms and the conditions that affect them
- the need to include a historical perspective (including consideration of extent, structural and technical capabilities and migrants' own desires, strategies and practices of remaining connected around the world
- the extent to which contemporary transnationalism is wholly attributable to shifts in technology, the context of transnational activity within global capitalism
- a questioning of the extent to which transnationalism is exclusive to the first generation of migrants.

The author then briefly reviews the articles in the rest of the issue. Only one specifically mentions refugees – Al-Ali, Black and Koser (2001b) [C14] emphasise the need to incorporate refugees into the emergent transnational perspective and suggest that this will undermine the long-standing conceptual distinction between migrants and refugees in contrast to the views of Crisp (1999) [C15].

Recommendations: None.

Scope: Discussion paper providing an overview of literature on transnationalism and a synopsis of the contributing articles in this journal, pointing out ways in which the authors consider transnational settings and dynamics along with effects on the construction, negotiation and reproduction of individual and group identity.

Country research undertaken in: Not applicable.

Keywords: transnationalism/diaspora; ethnic/cultural identity; citizenship; religion; civic/political participation; social capital/networks; social exclusion; children/youth; second generation; research methods: discussion paper; migrants, including refugees.

C22 Wahlbeck, O. (2002). 'The concept of diaspora as an analytic tool in the study of refugee communities'. *Journal of Ethnic and Migration Studies*, *28*(2), 221-238.

Research focus/aims: To explore how contemporary discussions about the concepts of transnationalism and diaspora can contribute to the study of refugees, in part drawing from the findings of ethnographic studies conducted in the 1990s.

Participants: Kurdish refugees in the United Kingdom and Finland.

Key findings/outcomes: The conclusion of the ethnographic research was that refugees' social relations cannot be understood through usual theories of ethnic relations (within a host country) because the social groups with whom they interact are maintained through transnational contacts. The concept of diaspora is first explored with examples of recent literature and then an argument is presented that the concept of diaspora 'as an ideal type'

should be regarded as an analytical tool that can be used to study refugee communities. This involves the adoption of a perspective that regards diaspora as a form of social organisation. The ideal type adopted is a definition presented by Safran (1991:83-84).[31] While not all refugee communities will have all these characteristics, it is argued that having an ideal type is a useful analytical tool and can be used to study the causes and consequences of diasporic formation as well as categorising types of diasporic communities as expatriate minority communities whose members share several of the following characteristics:

- They or their ancestors, have been dispersed from a specific original 'centre' to two or more 'peripheral', or foreign, regions.
- They retain a collective memory, vision or myth about their original homeland – its physical location, history and achievements.
- They believe that they are not – and perhaps cannot be – fully accepted by their host society and therefore feel partly alienated and insulated from it.
- They regard their ancestral homeland as their true, ideal home and as the place to which they or their descendents would (or should) eventually return – when conditions are appropriate.
- They believe that they should collectively be committed to the maintenance or restoration of their original homeland and to its safety and prosperity.
- They continue to relate, personally or vicariously, to that homeland in one way or another, and their ethnocommunal consciousness and solidarity are importantly defined by the existence of such a relationship.

The author suggests that studying refugees' diasporic social relations is important in describing their experience but that it must not be at the exclusion of also studying experiences within the host country (for example, phenomena such as racism, discrimination and exclusion).

Recommendations: The paper suggests that adoption of an ideal concept of diaspora to refugee studies would more realistically describe the refugee experience through bridging the before and after migration gap.

Scope: A discussion piece drawing from the findings of an ethnographic study conducted by the author in the 1990s. The purpose of the study was to obtain a broad understanding of the Kurdish refugees' situation and problems as seen from their own point of view and, in particular, to examine the effects of diaspora formation on the integration of refugee communities into the host society.

Country research undertaken in: United Kingdom and Finland.

Keywords: methodological issues of refugee research; transnationalism/diaspora; social capital/networks; social exclusion; host country/region: Finland; host country/region: United Kingdom; source country/region: Middle East; research methods: ethnographic; refugees.

[31] Safran, W. (1991). 'Diasporas in modern societies: myths of homeland and return'. *Diaspora*. 1(1), 83-99.

D. Community and social networks

Social capital and social networks

D1 Atfield, G., Brahmbhatt, K. and O'Toole, T. (2007). *Refugees' experiences of integration*. Birmingham: Refugee Council and University of Birmingham.

Research focus / aims: This comparative study explored the impact of local context on the social aspects of refugee integration through comparing the experiences of refugees living in two different localities and across different groups of refugees.

Participants: 90 refugees in Haringey and Dudley, United Kingdom. There was a mix of refugees in terms of gender, age, ethnicity, country of origin, length of settlement in the United Kingdom and family status.

Key findings / outcomes: This study drew on the work of Zetter et al. (2002) [A18] and used Ager and Strang's model of integration (2004b) [A20] and found that locality had a strong impact on refugees' experiences of integration.

The research found instances of good practice were evident in areas with a relatively short history of refugee settlement as well as in the area with a longer history. Refugees' own conceptions of integration focused on: functional aspects such as employment, education, language acquisition and housing; avenues for social integration; and aspirations for equal citizenship. Social networks generated resources in the form of information, material goods, emotional support and capacity building. Bonded social networks were primarily based on shared nationality or language and could be formal or informal. Bridging social networks were primarily formed through social contacts in neighbourhoods, childcare activities, attending ESOL courses and places of worship and engaging in voluntary activities.

Social networks are often important for recently settled refugees in meeting material and informational needs. Over time, they may be more useful for generating emotional or capacity building resources. Barriers to accessing and maintaining social networks included lack of choice, for example, in housing or employment, lack of material resources, immigration status and lack of employment.

Recommendations: The report includes recommendations at the national as well as at the regional and local level to promote social integration.

National level recommendations related to: dispersal policies; financial support; access to entitlements such as education, employment, and legal advice; integration; and the processing of immigration claims.

Regional and local level recommendations related to: provision of services, including ESOL, childcare, job training, and physical and mental healthcare; the development of shared interests between refugees and local community members; reliable and accessible information on refugees and asylum seekers; support for victims of hate crime; and local participation.

Voluntary organisations and inter-faith groups play significant roles as well.

Scope: A qualitative study based on in-depth interviews with 90 refugees with follow-up interviews of a subsample of 26 and profiling data from two areas.

Country research undertaken in: United Kingdom.

Keywords: integration/social cohesion; citizenship; religion; social capital/networks; dispersal policies; education/training; language acquisition/ESOL; economic participation; health/wellbeing; host country/region: United Kingdom; source country/region: mixed ethnicities; research methods: interviews; refugees.

D2 Beirens, H., Hughes, N., Hek, R. and Spicer, N. (2007). 'Preventing social exclusion of refugee and asylum seeking children: building new networks'. *Social Policy and Society*, *6*(2), 219-229.

Research focus / aims: The paper explores the role of social networks in mitigating social exclusion and barriers to building networks.

Participants: Case studies of services funded through the Children's Fund.

Key findings / outcomes: The research uses the domains of integration developed by Ager and Strang (2004b) [A20] relating to social connections: social bonds, which relate to connections within a community; social links, which relate to engagement with institutions, agencies and services; and social bridges, which are social connections with those of other national, ethnic or religious groupings, promoting two-way interaction to support social cohesion. It describes actions by two agencies, one in London and one in a metropolitan area, targeting newly arrived and second generation refugees. Services included after school clubs, home-school liaison, holiday activities, family support services, therapeutic services, community-led organisations and services promoting school integration. Adults and children interviewed were positive about the multifaceted approach, particularly in strengthening social bonds.

Recommendations: The development of social bonds and social links can help reduce incidents of social exclusion. On the other hand, the report notes that the growing emphasis on social bridges at the expense of the development of social bonds, could potentially limit the effectiveness of attempts to reduce social exclusion.

Scope: Based on case studies in two areas, using interviews with a wide range of service providers and participants, as well as observation and analysis of monitoring data.

Country research undertaken in: United Kingdom.

Keywords: integration/social cohesion: indicators or measures; social capital/networks; community participation; social exclusion; children/youth; second generation; host country/region: United Kingdom; source country/region: mixed ethnicities; refugees, including asylum seekers.

D3 Bloemraad, I. (2005). 'The limits of de Tocqueville: how government facilitates organisational capacity in newcomer communities'. *Journal of Ethnic and Migration Studies*, *31*(5), 865-888.

Research focus / aims: The role of state intervention in fostering immigrants' and refugees' ability to establish and sustain community organisations.

Participants: Portuguese and Vietnamese communities in Boston and Toronto.

Key findings / outcomes: The paper compares the effects of government policies in the United States and Canada on government support for ethnic organisations. The report concludes that government assistance promotes organisational capacity among immigrants in Canada to a greater extent than in the United States. Immigrant organisations benefit from government intervention. Organisations servicing immigrant and refugee clients received a higher proportion (more than two-thirds) of their revenue from government sources than other organisations. The author notes that many of the individuals running the large immigrant organisations that benefit most from government funding are the children of immigrants or individuals who came to the United States or Canada at a young age. She suggests that 1.5 and second generation individuals are better placed to maximise policy, coalition and funding networks given their greater linguistic and social integration into the host country.

Recommendations: The author argues for more research into whether state support benefits all groups equally, why such organisations matter and what kind of organisations groups want.

Scope: A comparative study of two ethnic groups (only one of which is a refugee group) in two cities in two countries.

Country research undertaken in: Canada and United States.

Keywords: social capital/networks; role of host country; 1.5 generation; second generation; host country/region: United States; host country/region: Canada; source country/region: Vietnam; source country/region: Portugal; research methods: case studies; migrants, including refugees.

D4 Grigoleit, G. (2006). 'Coming home? The integration of Hmong refugees from Wat Tham Krabok, Thailand into American society'. *Hmong Studies Journal*, *7*, 1-22.

Research focus/aims: To find out the experiences of Hmong refugees who moved from Wat Tham Krabok, Thailand to the United States under the Family Reunification Program from December 2003 and the host communities in the United States (some of whom had arrived 30 years before).

Participants: Government officials and International Office of Migration (IOM) staff in Thailand and Hmong refugees in Minneapolis, US.

Key findings/outcomes: Information was collected via interview, observations and discussions and fell into four specific areas: life and daily routine in refugee settlements in Wat Tham Krabok, Thailand; first impressions upon arriving in United States; the transition into American culture; and experiences related to the local Hmong-American community.

Resettling of the Hmong refugees from Wat Tham Krabok was very challenging particularly in states already housing large Hmong communities. Factors contributing to adjustment stress included a lack of federal finding, limited information about the refugee population, short timeframes and a lack of communication between state, federal and social service providers. Financial hardship was caused by federal state reforms. Economic and social integration was difficult due to educational limitations, a lack of transferable occupational skills, language barrier and cultural differences. Because of the limited assistance, there was a greater reliance on support offered by the US-based Hmong community who themselves had limited resources. The new refugees found adapting culturally even more difficult than they expected when confronted with a diverse and segmented American Hmong community and were uncertain about how to act and function in the outside world and within their own cultural community.

Recommendations: None.

Scope: This research was based on the author's doctoral field work. It included findings arising from face-to-face semi-structured interviews with officials in Thailand, observations made during fieldwork, and interviews and group discussions held with refugees from Wat Tham Krabok, Thailand, now based in Minneapolis, United Sates.

Country research undertaken in: United States and Thailand.

Keywords: social capital/networks; ethnic/cultural identity; transnationalism/diaspora; role of host country; education/training; language acquisition/ESOL; economic participation; host country/region: United States; source country/region: Southeast Asia; research methods: interviews; refugees.

D5 Haines, D. (2002). 'Binding the generations: household formation patterns among Vietnamese refugees'. *International Migration Review*, *36*(4), 1194-1218.

Research focus/aims: The paper examines key features of household formation among Vietnamese refugees and compares it with household formation in Vietnam.

Participants: Vietnamese refugees in the United States.

Key findings/outcomes: The historical analysis of households in South Vietnam found relatively high proportions of young adults who remain unmarried and reside with their parents. This pattern has been sustained in South (but not North) Vietnam over time. Analysis of households formed by refugees who arrived in the United States between May 1994 and April 1999 suggest an even sharper delay in marriage and even longer residence with parents. Those who had been in the country longer were less likely to be married, suggesting the influence of cohort characteristics rather than time in country per se. Married women were less likely to work than unmarried women. The author concludes that basic patterns of household formation persist even when the conditions of migration are – as they are for refugees – relatively disorderly. The implications of delayed marriage and prolonged co-residence might increase the likelihood of household self-sufficiency through a flexible allocation of roles. Options range from freeing a household member from work for education or parenting, to putting everybody to work to accrue capital for some joint goal, such as owning a home.

Recommendations: The study makes no specific recommendations.

Scope: This is a quantitative study, which considers historical data for Vietnamese households and comparative data for other refugee groups in the United States.

Country research undertaken in: United States.

Keywords: social capital/networks; education/training; economic participation; women; host country/region: United States; source country/region: Vietnam; research methods: survey; refugees.

D6 Korac, M. (2003). 'Integration and how we facilitate it: a comparative study of the settlement experiences of refugees in Italy and the Netherlands'. *Sociology*, *37*(1), 51-68.

Research focus/aims: This study compares the experiences and perceptions of refugees who live under two models of integration: in Italy or in the Netherlands. It focuses on how the refugees perceive their social condition, how they describe integration success and how they develop strategies to achieve their goals.

Participants: Sixty refugees from Yugoslavia who settled in either Italy or the Netherlands.

Key findings/outcomes: This paper first highlights the lack of agreement over what 'integration' means. The author notes that studies about the problems of refugee settlement have tended to adopt a 'top-down' approach to the concept of 'integration' and focus on the structural and organisational aspects of the integration 'system'. The author describes the Netherlands approach to integration as 'top-down' and notes that many refugees were unsuccessful in establishing closer ties with the Dutch. Instead, their social networks were primarily based on family and kinship ties or established along ethnic lines. Even those who had citizenship felt a sense of insecurity about their legal status. By contrast, in Italy, assistance was minimal. Refugees had problems achieving a minimal degree of financial security. The need to find any kind of work interfered with education and training but it also meant that refugees were more likely to develop strong social ties outside their ethnic group. The author concludes that integration is importantly linked to the conditions of immediate settlement.

Recommendations: It is crucial to develop a policy framework that puts emphasis on all aspects of social inclusion. This means promoting strategies for building 'bridging social capital' – that is, links between established communities and newcomers.

Scope: An ethnographic piece of work, using in-depth interviews.

Country research undertaken in: Italy/Netherlands.

Keywords: integration/social cohesion: definitions or models; ethnic/cultural identity; citizenship; social capital/networks; role of host country; economic participation; education/training; host country/region: Italy; host country/region: Netherlands; source country/region: mixed ethnicities; research methods: interviews; refugees.

See also:
- Korac, M. (2001). *Dilemmas of integration: two policy contexts and refugee strategies for integration: final report of a comparative study of the integration experiences of refugees from former Yugoslavia in Rome and Amsterdam*. Online report prepared for the Refugee Studies Centre, Queen Elizabeth House, University of Oxford. Retrieved from www.rsc.ox.ac.uk/PDFs/rrdilemmasintegration01.pdf.

D7 Shelley, N. (2001). 'Building community from "scratch": forces at work among urban Vietnamese refugees in Milwaukee'. *Sociological Inquiry*, *71*(1), 473-482.

Research focus/aims: The research explores why a more cohesive, integrated community did not form among the Vietnamese in Milwaukee, given the circumstances of their entry, their cultural uniqueness and the publicity given to them as a group.

Participants: Vietnamese families who arrived in the United States between 1975 and 1991.

Key findings/outcomes: 'Community', including a degree of interdependence and more than surface familiarity with others, does not exist to a significant degree among the Vietnamese in Milwaukee. The author identifies four clusters of overlapping factors impacting on community fragmentation:
- Cultural factors such as generational differences, saving face, subethnic differences and success orientation.
- Demographics, including lack of critical mass, geographic isolation and dispersion.
- Resettlement processes, individual refugee experiences and adaptation strategies.
- Organisational issues including confusion/lack of formal organisations, adaptation strategies and success orientation and class/power interests that overlap with cultural factors and organisational issues.

The culmination of these forces is depicted as family isolationism and radical individualism, which together lead to community fragmentation.

The author concludes that:
- a common predicament, enemy or cause is not enough to induce or maintain a sustainable community
- ethnic identity alone is insufficient to build community
- environmental influences deserve more serious consideration in efforts to understand community building
- the desire for community and the means to affect community must be brought together
- community building is a process that combines social construction with self-definition
- sustainable community will not be formed unless it is seen as a viable tool for survival and adaptation.

Recommendations: No specific recommendations are included.

Scope: The paper is based on participant observation and qualitative interviewing over a period of three years with the Vietnamese community in Milwaukee.

Country research undertaken in: United States of America.

Keywords: social capital/networks; integration/social cohesion; ethnic/cultural identity; social exclusion; dispersal policies; host country/region: United States; source country/region: Vietnam; research methods: interviews; research methods: ethnographic; refugees.

D8 Simich, L. (2003). 'Negotiating boundaries of refugee resettlement: a study of settlement patterns and social support'. *Canadian Review of Sociology and Anthropology*, *40*(5), 575-591.

Research focus/aims: This paper analyses aspects of the bureaucratic process of negotiating placement and social support by and for resettled refugees in Canada.

Participants: A multiethnic sample of refugees who had made a secondary migration to Ontario from other parts of Canada.

Key findings/outcomes: Refugees do not make decisions in isolation but as members of extended social networks, including family, friends and ethnic community members. Through secondary migration, refugees maximised their opportunities for social support in ways meaningful to them, irrespective of the logistic problems that result for the resettlement system. The bureaucratic imperative of filling predetermined refugee targets for various provincial communities sometimes takes precedence over satisfying refugees' needs for social support. Family members and friends who are often considered essential contacts by the refugees are not considered 'close' by the bureaucracy.

Recommendations: The relative importance of qualitative social and cultural factors, as opposed to economic factors, needs to be reconsidered.

Scope: The study focuses on refugees from 12 ethnic groups who had moved to Ontario from other parts of Canada, mainly Quebec. A quarter never went to their original destination; more than 30 percent stayed in their original destination less than two weeks and the remainder stayed between two weeks and a year.

Country research undertaken in: Canada.

Keywords: social capital/networks; role of host country; transnational/diaspora; dispersal policies; research methods: interviews; host country/region: Canada; source country/region: mixed ethnicities; refugees.

D9 Simich, L., Mawani, F., Wu, F. and Noor, A. (2004). *Meanings of social support, coping, and help-seeking strategies among immigrants and refugees in Canada*. Toronto: Joint Centre of Excellence for Research on Immigration and Settlement.

Research focus/aims: The study reports on the meanings of social support for Chinese immigrants and Somali refugees in Canada.

Participants: Somali refugees and Chinese immigrants in Canada.

Key findings/outcomes: Refugees appear to be at a greater financial disadvantage than immigrants. Among the Somali interviewees, 19 out of 20 said they did not have enough money for daily living, whereas only three of 20 Chinese said that they did not. Most Somali respondents had been in Canada from five to ten or more years, whereas the majority of Chinese respondents had been in Canada less than four years.

Somalis offered holistic definitions of social support that included financial, emotional, psychological and moral support. Some participants perceived support as having an all-encompassing form, by which those in need are assisted completely.

Balancing dependence and independence was an issue for Somali interviewees. The Somali community in Toronto has grown over the years, and the norms of social reciprocity among

extended family members remain strong. Somalis compared social support in Canada and their homeland. They contrasted the notions of social support based on traditional norms of interdependence and reciprocity, on the one hand, with the norms and practices of a fragmented, impersonal Canadian social service bureaucracy on the other.

Culture and context both shape perceptions of social support and help-seeking. Meanings of social support are not only defined by the culture and context of the sending society, but also by the culture and context of the receiving society. Socioeconomic circumstances, structural barriers and the receiving society's responses shape coping strategies and help-seeking behaviours. Personal resources, such as newcomers' attitudes and cultural, educational and life experiences, also play a role in shaping coping mechanisms. Effective mechanisms of social support are those that are enabling and help newcomers to overcome barriers, both individual and systemic.

Recommendations: Canada needs not only to recognise how valuable informal social networks are, but also to use them. Alone, however, they are insufficient because they cannot fully counter the inequities and disadvantages associated with refugee status or the structural barriers that tend to trap refugee newcomers in poverty.

Service providers need to place greater emphasis on improving institutional attitudes towards immigrants and refugees. A change in public attitudes could be addressed through continued education and training of the Canadian public and public servants.

Facilitating traditional forms of social support delivery within Canadian institutions may help to enhance supportive services for many newcomers and has the added benefit of capacity building in the community.

Scope: The paper draws on a larger national qualitative study. Methods included in-depth interviews with service providers and Chinese immigrants and Somali refugees plus six focus groups with service providers and policy makers to explore policy and programme recommendations.

Country research undertaken in: Canada.

Keywords: integration/social cohesion; social capital/networks; ethnic/cultural identity; role of host country; host country/region: Canada; source country/region: Somalia; research methods: interviews; migrants, including refugees.

D10 Suzuki, R. (2005). *Social capital and the significance of premigration context among Burmese refugee communities in Canada*. CERIS Working Paper No. 36. Toronto: Joint Centre of Excellence for Research on Immigration and Settlement.

Research focus/aims: The paper explores the potential for social capital development among immigrant and/or refugee communities that have been subject to trauma and premigration contexts of distrust and violence.

Participants: Burmese refugees in Winnipeg and Toronto.

Key findings/outcomes: The study found few culturally acceptable sources of support for Burmese people suffering from mental illness in Canada. Burmese refugee communities had limited conflict resolution and negotiation skills. They were also unable to secure adequate employment or social connections to the Canadian mainstream. The jobs they held generally involved either physical labour or factory work. Some of those with higher education and longer stays in Canada were beginning to enter computer-related industries. Discrimination was a significant hurdle. Accessing settlement services was difficult, and the lack of Burmese-speaking staff at service delivery agencies was a serious deterrent.

Recommendations: The report includes recommendations for policy makers, service providers and the Burmese communities.

Scope: The research adopted a participatory action research approach, which called for ongoing review of research questions and objectives. The researcher used semi-structured interviews, group interviews and direct observation to gather data.

Country research undertaken in: Canada.

Keywords: integration/social cohesion; social capital/networks; role of host country; social exclusion; health/wellbeing; host country/region: Canada; source country/region: Burma; refugees; research methods: ethnographic; research methods: interviews; refugees.

D11 Tseng, W. (2004). 'The structure and role of ethnic community organizations in social adjustment and the development of social capital in Chinese and Vietnamese immigrant communities'. Abstract only. *Dissertation Abstracts International, A: The Humanities and Social Sciences*, *64*(10), 3857-A.

Research focus/aims: The thesis examines the resources and networks of ethnic community-based organisations and their impact on social adjustment and community empowerment needs of Chinese and Vietnamese immigrant communities.

Participants: Four refugee community organisations in California.

Key findings/outcomes: The findings suggest that government agencies and ethnic community elites have the most control and influence over the mission, programmes and viability of ethnic community organisations and provide key organisational financial legitimacy and human resources. Ethnic community organisations are not passive players, but experienced hands in the immigrant service industry and are resilient and flexible to political and fiscal challenges. While the organisations can provide community leadership, social adjustment, cultural preservation, political empowerment and community building resources to their members, they can also restrict members of the ethnic community from full incorporation in American society. Building and sustaining American mainstream and home country resource networks can help to bridge barriers and build up ethnic community capacity. For Chinese and Vietnamese community organisations and their respective ethnic communities, maintaining ethnic solidarity and mainstream incorporation are both essential to their status and mobility in American society.

Recommendations: None in abstract.

Scope: This is a small-scale study of four organisations using participant observation, key informant interviews and collection of documentary materials.

Country research undertaken in: United States.

Keywords: integration/social cohesion; ethnic/cultural identity; social capital/networks; host country/region: United States; source country/region: China; source country/region: Vietnam; migrants, including refugees; research methods: ethnographic; migrants, including refugees.

D12 Williams, L. (2006). 'Social networks of refugees in the United Kingdom: tradition, tactics and new community spaces'. *Journal of Ethnic and Migration Studies*, *32*(5), 865-879.

Research focus/aims: The research explores the social networks of refugees, including cross-national networks and networks within the United Kingdom.

Participants: Refugees of mixed ethnicities living in a socially deprived district in southeast England.

Key findings/outcomes: Many informants found it hard to describe their own lives without referring to their family and group relationships. Refugees had friends and contacts locally, nationally, in other countries of exile and in their country of origin. Separation by distance was less of an issue than ease and cost of contact. Remittances were often sent back to home countries, and funds were frequently sent around the country and across borders.

Networks within the United Kingdom were useful for finding specific information. Transnational networks had high levels of 'intensity' and carried a high degree of social obligation. It was difficult for refugees to refuse the requests of members of these networks.

Networks of weak ties can be made up of friends, fellow nationals and British nationals. They can also be useful in obtaining information and support.

Recommendations: The government should investigate the benefits of supporting individuals and their networks to support new arrivals.

Scope: This research adopted a qualitative, ethnographic approach including participant observation, a narrative story-telling approach and ego-centred network analysis. Fifteen individuals had an in-depth involvement; another 45 had some involvement. The 15 had been in the United Kingdom from one to six years and were of mixed ethnicity.

Country research undertaken in: United Kingdom.

Keywords: social capital/networks; transnationalism/diaspora; host country/region: United Kingdom; source country/region: mixed ethnicities; research methods: ethnographic; refugees.

D13 Zetter, R., Griffiths, D. and Sigona, N. (2003). *Refugee community-based organisations in the UK: a social capital analysis*. Oxford: Brookes University.

Research focus/aims: The study focuses on the capacity of refugee community-based organisations (RCOs) in the United Kingdom to respond to policy changes and the barriers and resource constraints affecting their development. The research also addresses theoretical questions including the role of networks, resources and social capital in the formation of refugee organisations.

Participants: A sample of 40 RCOs in four locations in the United Kingdom and semi-structured interviews with NGO personnel involved with refugee community development and with representatives of statutory authorities.

Key findings/outcomes: The paper highlights the changing role and rationale of RCOs in the UK, reacting to the increasingly hostile policy environment in which they operate. A focus on the immediate needs of asylum seekers rather than the longer-term settlement needs of refugees is an inevitable reaction to the withdrawal of state support that has occurred over the previous ten years.

RCOs in the regions are 'small' (staffing less than four, funding typically well below £50,000 pa), whereas, in London, RCOs are mainly 'medium' sized (average of eight staff, funding between £50,000 to £250,000 pa). This variation indicates the heterogeneity of the RCO sector and a high degree of structural instability. A solid core of established organisations is surrounded by a periphery of volatile semi-secure and insecure organisations competing for shrinking financial support. The basic activity of most of the organisations is in providing advice and signposting to the statutory authorities. Only the minority of organisations offered more specialised services – generally the larger, better-funded organisations that had built up expertise over a number of years. There is considerably more diversity in the services provided in London than in the regions.

The dispersal of asylum seekers in the UK has stimulated a proliferation of RCO formation in new localities where no existing community 'foothold' exists, but this is a response to crisis and

social exclusion. The paper distinguishes between formal and informal networking in refugee communities and notes that some refugee groups are unwilling to formalise their networks. They may see RCOs as perpetuating the marginality of the communities they serve. Informal networks may be equal, if not more powerful, agencies of service provision and support, especially in the economic sphere.

Recommendations: The paper argues that the analysis of social capital in refugee communities should not seek to celebrate and reinforce what arises, in large part, from desperation. The broader institutional and structural level needs to be brought back into focus. The paper also draws attention to the ambiguities of a restrictive immigration policy set alongside an invitation to integration once people are accepted as refugees.

Scope: This paper is drawn from a larger study and applies theoretical thinking to a small empirical base. Findings are derived from extensive academic and grey literature on RCOs, primary data from fieldwork drawing on a sample of 40 RCOs in the study locations and semi-structured interviews with NGO personnel involved with refugee community development and with representatives of statutory authorities.

Country research undertaken in: United Kingdom.

Keywords: integration/social cohesion; social capital/networks; social exclusion; dispersal policies; host country/region: United Kingdom research methods: discussion paper; refugees.

D14 Zetter, R. Griffiths, D., Sigona, N. Flynn, D. Pasha, T. and Beynon, R. (2006). *Immigration, social cohesion and social capital: What are the links?* York: Joseph Rowntree Foundation.

Research focus/aims: The paper explores the relationship between social capital, social cohesion and immigration.

Participants: Representatives of migrant associations in the UK.

Key findings/outcomes: The paper argues that policies in the UK tilt firmly in the direction of inclusivity and assimilation as the instruments of social cohesion for new and settled migrant communities, with less recognition and celebration of difference.

The authors note that refugees, as 'social capitalists' turn to one another to reconstruct their networks in exile as a means of support and to establish a meaningful sense of social life and identity. However, these organisations perform an essentially defensive role in an environment of hostile immigration policy. In that role, the social capital constitutes the currency of differentiation, fragmentation and exclusion, rather than as a vehicle of social cohesion. Forming social capital can be a process of delineating boundaries among subgroups of a larger ethnic minority, as much as a process of stitching into the mainstream of social policy on cohesion.

If 'difference' is significant, the ability to sustain multiple identities is part of contemporary social life for migrant groups. Different statuses – gender, legal, ethnicity, length of residence – mediate the existence of very different forms of social capital among migrant groups.

The authors argue that a social capital perspective:
- highlights the complexity and localisation of power practices by which communities form and cohere
- highlights the significance of 'soft' variables such as social networks, leadership, community bonds and trust as the basis of a social cohesion policy premised on developing social relations between different groups
- calls attention to the importance of governance in community formation and the development of community relations, including providing public space for this to happen

- reveals how the activity and resources of migrant organisations often appear to be used as the media for advocacy, activism and access to public resources, and less as an instrument of cohesion
- shows how migrant communities can usually accommodate multiple social affiliations at different times and at different levels of governance
- reminds that associational activity among communities is a dynamic process
- emphasises that social cohesion for migrant groups is contingent on the wider policy discourse on immigration.

Recommendations: No specific recommendations included.

Scope: The paper is based on a literature review and interviews with a sample of 19 immigrant organisations.

Country research undertaken in: United Kingdom.

Keywords: integration/social cohesion: definitions or models; social capital/networks; host country/region: United Kingdom; research methods: review; research methods: interviews; migrants, including refugees.

Community participation

D15 Goodkind, J. and Foster-Fishman, P. (2002). 'Integrating diversity and fostering independence: ecological lessons learned about refugee participation in multiethnic communities'. *Journal of Community Psychology*, *30*(4), 389-409.

Research focus/aims: The research aimed to understand the participation experiences of Hmong residents living in multiethnic housing developments.

Participants: 54 Hmong refugees who had been living in the United States for an average of 12 years.

Key findings/outcomes: Three-quarters of residents wanted to be more involved in their communities but often felt precluded because of barriers. They valued participation because it involved working together, helping others, raising children together, maintaining good relations among community members and being a part of the community. Participation was also important for personal reasons, including acquiring knowledge, gaining experience, raising awareness about their community and being involved with their children. Some believed that participation would ensure that other people would like and respect them, know them and help them.

Participation was limited by language barriers and experience of discrimination. Many Hmong residents also felt they did not have the capacity to participate. Some lacked time because of work and family commitments. The settings of meetings did not provide resources and supports to enable Hmong participation. Notices were in English, translators were never present and lack of childcare was a barrier.

The imposition of 'individual' constructs of empowerment on communities with 'collective' ideologies can also be a barrier to involvement.

Recommendations: Communities need to recognise that barriers to participation are often due to the failure of communities to provide appropriate supports. Multiethnic communities need to work towards creating settings that are inclusive of all communities so that genuine interdependence can be developed.

Scope: The research gathered data through a structured interview with 54 Hmong, based around seven open-ended questions. Interviews were mostly in Hmong.

Country research undertaken in: United States.

Keywords: community participation; social capital/networks; language acquisition/ESOL; economic participation; women; host country/region: United States; source country/region: Laos; refugees; research methods: interviews.

D16 Sigona, N. and Torre, A. (2005). *Positive contributions: being a refugee in Britain*. London: Refugee Housing Association.

Research focus / aims: The research aimed to show, through their voices, that refugees and asylum seekers contribute positively to British society, not just in economic terms, but also socially and culturally.

Participants: Volunteers from Refugee Housing Association in the United Kingdom.

Key findings / outcomes: This research was conducted shortly after the 2005 general election and the London terrorist bombings of that year, both events that the authors suggest prompted negative public opinion and media coverage of refugees and asylum seekers (and did not include a refugee or asylum seeker perspective). The author describe how a "security and control approach to asylum" was strengthened at that time, and research undertaken by Lewis (2005)[32] that found that the United Kingdom public generally did not believe the majority of asylum seekers to be genuine in their fear of persecution, while also having little knowledge of international issues and the drivers of asylum.

Through their research, the authors further develop the concepts that refugees and asylum seekers contribute positively through contributing multiple points of view and an attitude that makes people more likely to question assumptions. In addition, once they become part of our common shared values, their knowledge, skills and resources enhance society as a whole. Finally, refugees, asylum seekers and other forced migrants bring direct and actual experience of the "highly interrelated social and economic processes occurring at a global level" that result in forced migration (Castles and Miller 2003;[33] Bauman 2004.[34])

The main findings of this report are presented as direct quotes from the refugee participants under the general heading of 'Being a refugee in Britain'. Quotes are grouped into themes.

Points relevant to the integration of refugees:

- Integration is about feeling part of a community and taking part in the social activities of that community. It is important to get to actively know the people you are living among and not isolating oneself.
- The importance of keeping one's identity or culture including fear of losing native language.
- Parents compromising on their preferred life and clothing for their children.
- Parents may have an intergenerational perspective, recognising that their children are learning and can speak English more easily than they can.
- Using different languages at different times or settings (for example, arguing about politics in English but using native tongue to argue personal matters).
- There can be many new challenges, including different understandings about what is right and wrong in different cultural settings (for example, sex education), differences in the role of women and the appropriateness of activities (education, living alone, driving).
- Arrival in Britain does not always mean you have fully left your country – you can be trapped in the middle, negotiating identity between two worlds.
- Supporting the role of newcomers in local community groups is an important tool for promoting community cohesion. Refugees and asylum seekers can contribute significantly, and at the same time, their participation can facilitate the process of settlement.

[32] Lewis, M. (2005). *Asylum: understanding public attitudes.* London: Institute for Public Policy Research.

[33] Castles, S. and Miller, M. (2003). *The age of migration: international population movements in the modern world*. New York: The Guilford Press.

[34] Bauman, Z. (2004). *Wasted lives: modernity and its outcasts*. Cambridge: Polity Press.

- For some refugees and asylum seekers, there is a desire to repay some of the support they received in the United Kingdom. Repayment can take many forms, for example, working and paying tax, helping others to settle or working towards improving community relations.
- Feeling at home is a crucial step in the process of settlement. Individuals can 'feel settled in the UK' yet also maintain an affiliation to one or more previous home countries. Buying a house is an important achievement and indicates a will to settle and stay. Home making requires a certain degree of safety and security.
- For many participants, churches were familiar spaces in their lives. As landmarks in a cityscape, they physically guide refugees as they discover new territory. They can provide opportunities for socialising with people from their own country or religious group or meeting new people, as well as being a source of support and comfort.

Recommendations: No recommendations included.

Scope: The research is largely descriptive. It is based on four workshops with 44 participants, in-depth individual interviews with 20 participants and the use of diaries and photographs. The range of methodologies gave participants who had differences in literacy and varying levels of fluency in English more options to communicate.

Country research undertaken in: United Kingdom.

Keywords: community participation; ethnic/cultural identity; religion; language maintenance; religion; housing; social capital/networks; women; children/youth; host country/region: United Kingdom; source country/region: mixed ethnicities; research methods: interviews; research methods: ethnographic; refugees.

Role of host country

D17 Department for Communities and Local Government. (2007). *Connecting communities in neighbourhoods: the 'what works guide' for organisations working with refugees, asylum seekers and migrant workers in neighbourhood renewal areas*. London: Department for Communities and Local Government.

Research focus / aims: A 'what works guide' for organisations working with refugees, asylum seekers and migrant workers in neighbourhood renewal areas

Participants: The guide targets all organisations working with refugees, asylum seekers and migrant workers, including local authority asylum support teams and other local public services. It is aimed at all partnerships involved in the delivery of neighbourhood renewal (Local Strategic Partnerships, Neighbourhood Wardens, Neighbourhood Management Pathfinders and New Deal for Communities) in areas that have refugee and asylum seeker and migrant worker populations.

Key findings / outcomes: Many refugees and asylum seekers have been housed in areas of depressed housing demand, including a number of neighbourhood renewal areas, as a result of the government's policy to disperse asylum seekers outside London and the southeast. The booklet describes various communities, their rights and likely needs, as well as programmes, funding sources and services available to meet those needs.

Recommendations: The guide urges co-ordination and co-operation among agencies and gives examples of some successful initiatives.

Scope: A resource for community groups and local and central government agencies.

Country research undertaken in: United Kingdom.

Keywords: community participation; role of host country; social capital/networks; dispersal policies; role of host country; host country/region: United Kingdom; research methods: review; migrants, including refugees.

D18 Ferris, E. (2001). 'Building hospitable communities'. *Refuge: Canada's Periodical on Refugees*, *20*(1), 13-19.

Research focus/aims: The paper explores global trends in the receptivity of communities to refugees and migrants.

Participants: Not applicable.

Key findings/outcomes: The author identifies a number of trends in response to increased refugee numbers: growing public debate about immigrants; increasingly restrictive policies; rising xenophobia and racism; public confusion about different types of migrants; tension between ethnic groups and questions of identity.

She argues that, in order to create communities that value diversity, action is needed at government level, in the media and by civil society. Government needs to pass laws prohibiting discrimination and providing for rapid naturalisation of refugees. She believes that most refugees see citizenship as an important stage in the process of refugee integration.

Decisions about placement of resettled refugees can have a long-term impact. The receptivity of the host community needs to be taken into account. Policies that support language training, affordable housing, job placement, vocational training, education and access to healthcare and other benefits are also important, as are policies recognising the credentials of migrants and refugees. Sensitisation of public workers in all domains to the specific needs and cultures of refugees is also important.

The media can play a role by offering balanced coverage. Civil society, including service providers, employers and ethnic-based associations are also important in building hospitable communities.

Recommendations: None are included.

Scope: This is a reflective paper rather than a piece of research.

Country research undertaken in: Not applicable.

Keywords: integration/social cohesion; citizenship; role of host country; social exclusion; language acquisition/ESOL; economic participation; health/wellbeing; housing; community cohesion; research methods: discussion paper; migrants, including refugees.

D19 Ghorashi, H. (2005). 'Agents of change or passive victims: the impact of welfare states (the case of the Netherlands) on refugees'. *Journal of Refugee Studies*, *18*(2), 181-198.

Research focus/aims: The paper explores the impact of a regulated society such as the Netherlands on the lives of refugees in general and on those of Iranian women in particular.

Participants: Iranian women who arrived in the Netherlands in the 1980s and 1990s.

Key findings/outcomes: The author argues that the explicit use of the concept of forced migration can lead to overlooking aspects of choice, especially limited choice. Many assume that refugees have no agency. In the context of highly regulated states, this image is stronger. Restrictive entry and reception policies are designed to protect society from bogus asylum seekers but have the effect that all refugees are seen as untrustworthy until otherwise proven. In the case of refugee women, the combination of gender and ethnicity makes the aspect of passivity and victimisation even stronger. According to these images, Dutch women are modern and emancipated, while Iranian women are seen as oppressed and traditional.

Iranian women who entered the Netherlands in the 1980s had better access to education opportunities and jobs than those who entered in the 1990s when the Reception of Asylum

Seekers Regulations were introduced. The latter had to wait sometimes several years to be granted residence permits and access to language training and other amenities. This made refugees state dependents and reminds former refugees that they are 'unwelcome guests' in Dutch society.

Recommendations: The paper makes no specific recommendations.

Scope: The paper draws on interviews, secondary sources and informal visits to asylum centres as well as the author's own experience.

Country research undertaken in: Netherlands.

Keywords: ethnic/cultural identity; role of host country; social capital/networks; education/training; economic participation; women; host country/region: Netherlands; source country/region: Iran; research methods: ethnographic; research methods: interviews; refugees.

D20 Hollands, M. (2001). 'Upon closer acquaintance: the impact of direct contact with refugees on Dutch hosts'. *Journal of Refugee Studies*, *14*(3), 295-314.

Research focus/aims: The paper explores the impact of direct contact with refugees on voluntary refugee workers and language tutors. It asks what motivates participants to assist refugees and what the effects of contact are.

Participants: Voluntary refugee workers and language tutors in the Netherlands, working with refugees in the initial settlement phase.

Key findings/outcomes: Motivation among volunteers was driven by: prior experience either by themselves or in their family; identification with refugees, or being able to imagine what their situation might be like; humanitarian commitment and self-interest i.e. wanting to give meaning to their lives; and an interest in intercultural contact.

The impacts of direct contact included for most a move from constructed images towards more differentiated views, for others, there was a risk of disillusionment, and for some, there was a growing awareness of differences in Dutch tolerance. The authors noted that humanitarian commitment without political awareness could result in misunderstanding rather than more understanding. Participants believed that their influence was limited to the people in their immediate surroundings.

Recommendations: Undoing structural causes of prejudice and xenophobia requires alternative policies that express more openness and courage than those existing at present.

Scope: Data was drawn from ten focus group discussions with voluntary workers who work with refugees in the early stages of settlement.

Country research undertaken in: Netherlands.

Keywords: integration/social cohesion; role of host country; social exclusion; host country/region: Netherlands; research methods: interviews; refugees.

D21 Vas Dev, S. (2002). 'The reluctant host: the sociocultural impact of refugees on developing communities'. *Mots Pluriels*, *21*, 1-5. Retrieved on 12 August 2008 from www.arts.uwa.edu.au/MotsPluriels/MP2102s.html.

Research focus/aims: Discusses impact/consequences refugees pose for host nations within the developing world. Headings include 'The host nation', 'Host perceptions regarding the integrity and security of communities in the face of mass refugee influxes' and 'The role of common ethnicity and culture in shaping the sociocultural impact on host societies'.

Participants: Not applicable.

Key findings/outcomes: General sociocultural impact of a mass refugee influx on a host society is shaped by the relationship between refugees and host. This is shaped by a range of factors including common ethnic and cultural affiliations between refugees and hosts, as well as beliefs and expectation held by the host community and refugees regarding the duration of asylum and their chances for repatriation.

The report highlights problems as well as potential benefits such as increased access to infrastructure provided by UNHCR and NGOs.

Recommendations: The author suggests that UNHCR steps for minimising security issues and reducing tensions (as outlined in the UNHCR booklet *Handbook for emergencies*) could make a difference. These include arranging regular meetings between the representatives of refugees/local communities, sensitising local populations to the plight of refugees through radio/TV and sensitising the refugees to local customs/traditions.

Scope: A discussion piece.

Country research undertaken in: Australia.

Keywords: ethnic/cultural identity; role of host country; research methods: discussion paper; refugees.

E. Social exclusion

E1 Ager, A., Malcolm, M., Sadollah, S. and May, F. (2002). 'Community contact and mental health amongst socially isolated refugees in Edinburgh'. *Journal of Refugee Studies*, *15*(1), 71-79.

Research focus/aims: The paper analyses experiences of humiliation among refugees and seeks to understand why and how they happen.

Participants: 25 refugees and asylum seekers in Edinburgh.

Key findings/outcomes: More than half the participants had been resident in the United Kingdom for more than two years; the longest time was eight years. While 92 percent of refugees reported having social contact outside the home, only 19 percent had established contacts outside refugee networks and language classes. Just over half (54 percent) had scores on the Hospital Anxiety and Depression Scale indicative of a diagnosis of an anxiety disorder, with 42 percent scoring at levels indicative of a diagnosis of depression. Among this group, levels of anxiety and depression increased with length of time in the United Kingdom. Social contacts outside the home were generally infrequent and, while their frequency was not found to be associated with lower levels of mental health symptoms, refugees themselves prioritised increased social contact above assistance with practical issues and the provision of counselling. They expressed particular interest in contact with local individuals and groups that could serve as a bridge into host country customs and practices.

Recommendations: The prioritisation of needs suggests that:
- refugee resettlement following a 'dispersal' strategy should explicitly seek both to facilitate family and wider co-ethnic links
- mechanisms for bridging support from indigenous, majority populations need to be identified.

Scope: A small-scale local study based on interviews with 25 refugees and asylum seekers resettling in Edinburgh identified as at particular risk of social isolation.

Country research undertaken in: United Kingdom – Scotland.

Keywords: social capital/networks; social exclusion; dispersal policies; health/wellbeing; host country/region: Scotland; source country/region: mixed ethnicities; research methods: interviews; refugees, including asylum seekers.

E2 Butcher, A., Spoonley, P. and Trlin, A. (2006). *Being accepted: the experience of discrimination and social exclusion by immigrants and refugees in New Zealand*. Occasional Paper No. 13. New Settlers Programme, Massey University, Palmerston North.

Research focus/aims: This report identifies the nature of discrimination experienced and/or perceived by new settlers (including refugees) in New Zealand.

Participants: 19 participants who took part in one of four focus groups held in Auckland, Wellington and Christchurch, New Zealand. One group included four refugees (each from a different source country, namely Pakistan, Somalia, Iran and Afghanistan).

Key findings/outcomes: This paper presents a discussion of the concepts of prejudice, discrimination, racism and legislation, and then a brief review of discrimination research in New Zealand. Findings relating to refugees include that refugees are among the top three groups that 750 participants in a Human Rights Commission Survey (2003)[35] thought there was a great deal of and some discrimination against. The authors comment that refugees are

[35] Human Rights Commission. (2003). *Discrimination in New Zealand.* Auckland: UMR Research.

often seen as 'problem' arrivals and are the subject of political campaigns to reduce their numbers or exclude them entirely.

In a survey of research on immigrant and refugee mental health, Abbott (1997)[36] notes that feelings of being discriminated against, inadequate language skills and conflicts concerning perceived moral standards were frequently identified as postmigration cultural stressors and that financial, cultural and loneliness/boredom stressors were closely linked to increased rates of mental disorder. Prejudice and discrimination are important postmigration stressors for refugees in particular.

Focus group participants identified three main arenas in which discrimination was experienced or perceived: in employment; in accessing goods and services (notably education and housing); and in neighbourhoods. Additional discrimination was also perceived or experienced by Muslims or those of Middle Eastern origin.

Of the three main arenas of discrimination, the authors considered employment to be most important, as it also has repercussions for other areas or aspects of settlement or resettlement. In this arena, discrimination was experienced or perceived in pre-employment and in the process of acquiring employment as well as in the labour force. Significant issues included: the recognition of overseas qualifications; the desirability of New Zealand qualifications and work experience; applications procedures; the sense of being an outsider; and language and accent.

Those from visible ethnic minority groups and/or the most different cultural backgrounds faced the most difficulty in gaining employment in New Zealand. The authors point to the complex effects of discrimination on settlement. For example, parents may be unable to earn sufficient money (in part, due to discrimination) in their employment to support the family, resulting in children being asked to contribute to the household. In turn, the children may also experience discrimination in this arena, both in terms of available work and remuneration. The study also indicated that, if young people are required to contribute to supporting the household, they may opt for employment over higher education.

Discrimination in accessing goods and services (education and housing) was more likely to be experienced or perceived by refugees or older migrants. In some instances, schools were not perceived as accommodating of difference or being cross-culturally aware, and some landlords were reluctant to let to refugees and certain immigrant groups. Language was the greatest barrier, and the lack of access or availability of information in languages other than English was identified as a factor in this. A lack of disposable income was another factor.

Neighbourhood discrimination appeared to stem from host communities' lack of knowledge and understanding about the backgrounds and situations of new settlers and the nature and importance of ethnic residential concentrations and was believed to be fuelled by negative media reporting. In general, however, both refugees and other immigrants had found New Zealanders to be friendly and helpful in their neighbourhood social interactions.

Muslims or those from the Middle East had encountered discrimination relating directly to the terrorist attacks of 11 September 2001 and thought that this made acquiring employment particularly difficult. They suggested that this discrimination was significantly propagated or maintained through negative media reporting or images of their groups.

Recommendations: When asked about what could be done about the difficulties of discrimination, prejudice and social exclusion in New Zealand, the three courses of action identified by the participants were:

- promoting the development of knowledge and understanding in the host population about the backgrounds and situations of new settlers

[36] Abbott, M. (1997). 'Refugees and immigrants'. In P. Ellis and S. Collings (Eds.), *Mental health in New Zealand from a public health perspective.* Public Health Report No. 3. Wellington: Ministry of Health.

- promoting equality in access to goods and services and in social interactions through providing education about the Human Rights Act and the Race Relations Act
- improving communication between New Zealanders and new settlers.

Scope: Findings were derived from focus group interviews and a review of annual reports of the Office of the Race Relations Commissioner and from the New Zealand and international literature in this field.

Country research undertaken in: New Zealand.

Keywords: role of host country; social exclusion; education/training; economic participation; health/wellbeing; housing; older refugees; children/youth; research methods: interviews; research methods: review; host country/region: New Zealand; source country/region: mixed ethnicities; migrants, including refugees.

E3 Chile, L. (2005). 'Locating and belonging: transition from refugee to citizen'. In Y. Tasew (Ed.), *Diasporic ghosts: a discourse on exile and refugee issues* (pp. 254-291). Wellington: First Edition Publishers.

Research focus/aims: This essay critically analyses refugees' attempts to integrate into a new society, based on New Zealand case studies.

Participants: Not applicable.

Key findings/outcomes: The author suggests that locating and belonging consists of the process of refugees being included and building their lives as part of the community. This needs to involve their participation in the activities of the community and an ability to understand and share in the history, culture, values and customs of the host community and culture. Language and communications are critical to this. A limited capacity to communicate in the local language may result in racism and discrimination and the desire to locate with others from the same region in order to create a community. This may result in refugee communities being isolated and reduce integration, and may create ethnocultural enclaves and ghettos of poverty and deprivation of citizens without citizenship.

The author states that citizenship commonly refers to a person's membership of a nation state and being availed of the rights, privileges and protection of that state. However, the concept of transition from refugee to citizen is not just about obtaining the passport of the host country but is about rights and responsibilities that relate to the active productive participation in the life of one's community and society. Lack of effective participation invariably constitutes non-citizenship, which is exclusion (the process of social alienation or disaffiliation where the individual is unable to effectively engage in functional relationships within and with the community and society).

The author argues that most refugees experience exclusion rather than inclusion and that exclusion is one of the primary reasons why people from refugee backgrounds, including children born to resettled refugees, consider themselves refugees despite many years of residence in the host country. A lack of language ability may also affect ability to participate effectively in democratic processes of community and nation (for example, in general and local body elections). It may also affect ability to get sustainable employment, which, alongside access to income, provides social legitimacy and social status.

The author's analysis of resettlement programmes concludes that most programmes treat refugee resettlement as if it is an emergency relief programme rather than a longer-term development programme that creates capacity within the communities to enable people to move from positions where they are dependent on the charity of service agencies and government benefits to become active participating citizens of their communities and society. The author discusses features of a community development approach that involved the conscientisation of host communities and community empowerment.

Recommendations:
- A deliberate process of raising people's awareness (community conscientisation) about diversity must be undertaken as part of the resettlement process to prepare host communities. This process is about creating awareness to enable individuals and groups within host communities to make connections between their own circumstances and struggles with those of others in the larger context of the society in which they live and engage in every day activities.
- The concept of empowerment through refugee development is central to the journey of citizenship. This involves individuals and refugee communities accessing political, social and economic resources to enable them to move from situations of socioeconomic marginalisation and political exclusion to active effective participation in the functions of citizenship. The author advocates a participatory approach in the decision making processes of organisations working with refugees as well as an increased participation by refugee communities in the planning, decision making and control of settlement processes and outcomes.

Scope: An essay including information on international refugee trends and on source countries of New Zealand refugees over the years sourced from UNHCR and the New Zealand Immigration Service.

Country research undertaken in: New Zealand.

Keywords: integration/social cohesion; definition of refugees; citizenship; civic/political participation; role of host country; social exclusion; education/training; language acquisition/ESOL; economic participation; host country/region: New Zealand; research methods: discussion paper; refugees.

E4 Fangen, K. (2006). 'Humiliation experienced by Somali refugees in Norway'. *Journal of Refugee Studies*, *19*(1), 69-93.

Research focus/aims: The paper analyses experiences of humiliation among refugees and seeks to understand why and how they happen.

Participants: Somali refugees in Norway.

Key findings/outcomes: Humiliation between the majority and minority groups fell into the categories of:
- misunderstandings because of language and cultural difficulties
- lack of knowledge of rights
- lack of knowledge concerning routines common in the welcoming of new refugees
- mismatch between expectations of how to be treated and the extent of different services and benefits
- stigmatisation, prejudices and racism that might lead to disrespect and disbelief.

Intra-minority humiliation can take the form of:
- continuation of conflicts during a war period, as well as continuation of traditional discrimination against minorities in the home country
- harassment or humiliating over-protection of girls, often as a counter-reaction to girls' changing behaviour and environment in a new country.

Recommendations: These different kinds of humiliation-triggering situations can best be prevented by:
- communication of rights to newly arrived refugees in order to adjust expectations
- clearer communication of why things are said and done – openness about motives and the logic behind them
- closer follow-up in order to overcome the first problems related to language and misunderstanding due to cultural differences
- more balanced portrayal of minorities in the media, including the well-functioning persons – the 25 percent who have a job or are educating themselves

- self-help groups to overcome war conflicts and clan disputes
- follow-up of families – both girls and parents – when harassment occurs, making use of Somali resource persons in such cases.

In general, more use of clear and informative vocally transmitted welcome information, culturally sensitive follow-up and use of bridge builders – natural helpers with the same minority background – are useful methods in order to decrease humiliation.

Scope: This is a discursive paper based on participatory observation, focus groups and interviews with 27 Somalis and 20 Norwegian officials.

Country research undertaken in: Norway.

Keywords: ethnic/cultural identity; role of host country; social exclusion; children/youth; women; host country/region: Norway; source country/region: Somalia; research methods: ethnographic; refugees.

E5 Humpage, L. (2001). 'Systemic racism: refugee, resettlement, and education policy in New Zealand'. *Refuge: Canada's Periodical on Refugees*, *19*(6), 33-44.

Research focus/aims: This paper explores ways in which poorly formulated refugee and resettlement policy has resulted in quota refugees being favoured over others in New Zealand.

Participants: Not applicable.

Key findings/outcomes: The focus is on the institutional racism embedded in organisational practices and procedures, which either inadvertently or deliberately discriminate against 'others'. The author refers to quota refugees, asylum seekers, and humanitarian and family reunification refugees and notes differences in entitlements. She also refers to chronic under-funding of resettlement services and poor co-ordination between refugee policy and resettlement services. She refers to the lack of free ESOL education for refugees, the lack of adaptation of teaching methods in schools and lack of information and policy guidance for schools.

Recommendations: The paper has no specific recommendations.

Scope: The paper reviews policies and draws on research conducted with Somali students in Christchurch. The discussion is primarily at the policy level.

Country research undertaken in: New Zealand.

Keywords: social exclusion; education/training; language acquisition/ESOL; role of host country; host country/region: New Zealand; source country/region: Somalia; research methods: discussion paper; refugees, including asylum seekers.

E6 Marginson, M. (1999). 'Immigrant and refugee women as victims of crime'. *Proceedings of the Support for Victims of Crime: Responding to the Challenges of Diversity: Different Cultures, Different Needs Conference*, April, 1999 (pp. 44-52). Victims Referral and Assistance Service, Victoria. (Cited in Nam [I5].)

Research focus/aims: Domestic violence among immigrant and refugee women.

Participants: Southeast Asian women refugees and migrants.

Key findings/outcomes: Unlike other immigrant groups in Australia, Southeast Asian women have higher victimisation rates than men, and with the exception of the Vietnamese, they are more likely to be killed by someone born in a country other than their own. They lack knowledge about domestic violence and assault laws, about the role of the Police and the role they play in domestic violence and/or are reluctant to seek Police intervention. They also lack

knowledge of and/or are reluctant to use community services. They cannot necessarily rely on kin for support or intervention. Many have experienced racism.

Recommendations: Strategies should be directed at changing organisational environments, sensitising service providers and political institutions, empowering the community through community education and lobbying policy decision makers. Community education should be undertaken in collaboration with ethnic communities and be appropriately resourced.

Scope: Draws on findings of a survey of 800 overseas-born victims of domestic violence.

Country research undertaken in: Australia.

Keywords: social capital/networks; role of host countries; social exclusion; health/wellbeing; host country/region: Australia; source country/region: Southeast Asia; research methods: survey; refugees.

E7 Mestheneos, E. and Ioannidi, E. (2002). 'Obstacles to refugee integration in the European Union member states'. *Journal of Refugee Studies*, *15*(3), 305-319.

Research focus/aims: This paper presents data from a study aimed at understanding refugee perspectives on integration in the EU. The study was undertaken in 1999 as part of a European funded project carried out by the European Council on Refugees and Exiles (ECRE) Taskforce on Integration. This exploratory study focused on refugees' personal survival and dynamic integration strategies in 15 diverse EU member states.

Participants: 143 refugees from 15 EU member states. Gender, nationality/ethnic origins, age, marital status, legal refugee status and length of time in the host country were taken into account in selection of participants within each state.

Key findings/outcomes: The emphasis of the paper was to focus on the Europe-wide common attitudes, experiences and perceptions of integration reported by refugees, rather than on variations in the national host country context or in the characteristics of individual refugees.

Barriers to integration, together with quotes were briefly described under these headings:

- Initial reception – Quotes provided under this heading related to the scarring effects experienced by refugees who had very long delays while seeking asylum (for example, losing years through not being helped to learn to speak the host country language).
- Racism and ignorance – This included the level of knowledge about the source country, attitudes of superiority to those from less developed or poorer countries, as well as institutional racism in the areas of employment, housing, training and education.
- Social class – Many refugees come from well-educated middle and upper class backgrounds, and many could not adjust to the loss of social status. Only a few were willing or able to start again with learning the local language to the level of educated people in the host society and requalifying or learning new skills as a way of achieving or regaining lost social status.
- Culture – While being brought up within a different culture can also be positive, it more commonly represents a barrier in terms of central values and not having previously experienced individualistic Western cultures and society.
- Welfare state systems – On the one hand, countries offering substantial support to refugees through welfare support and benefits helped confirm the picture of refugees as less able, dependent and belonging to the socially excluded. On the other hand, a lack of support creates tremendous problems during initial reception and ongoing survival (for example, in accessing housing).
- Employment – Throughout the EU, refugees find difficulty obtaining legal employment. This is not just due to high levels of unemployment but also to barriers such as lack of recognition of qualifications from third world countries, making it difficult for refugees to get employment commensurate with their abilities and training. Secondly, if the

mechanisms for finding work are through personal contacts (as in southern EU states), this is another form of social exclusion.
- Age and personality – Regardless of length of exile, younger people were found to be able to adapt more readily to the host society, while parents often deferred integration to the new host society to their children. Older age groups thought of the circumstances in their home country and the feasibility of return. The article suggests that some refugees are more able than others to deal with uncertainty, new cultures and situations and the traumas of the past, while others need a lot more help and support.
- Lack of information – Many refugees experienced difficulties in accessing the organisations designed to help refugees and the information provided by these organisations.

Recommendations: Governments and NGOs should involve refugees in policy planning, including the design, operation and organisation of services for them.

Scope: Refugees were identified through NGOs for refugees, refugee community organisations and interviewer networks. In-depth information was sought on the refugee experience through combining a biographical approach (where refugees were asked to tell their story from first arrival), followed by semi-structured open questions focusing on key issues such as employment, education, health, training, housing, social community relations and experiences with NGOs or other agencies.

Country research undertaken in: European Union.

Keywords: integration/social cohesion; social exclusion; role of host country; education/training; language acquisition/ESOL; economic participation; health/wellbeing; housing; women; children/youth; host country/region: European Union; source country/region: mixed ethnicities; research methods: interviews; refugees, including asylum seekers.

E8 Pittaway, E. and Bartolomei, L. (2001). 'Refugees, race, and gender: the multiple discrimination against refugee women'. *Refuge: Canada's Periodical on Refugees*, *19*(6), 21-32.

Research focus/aims: The paper examines the multiple forms of discrimination experienced by refugee women.

Participants: Not applicable.

Key findings/outcomes: The paper discusses issues relating to the gendered nature of the refugee experience and, in particular, looks at the intersection between race and gender. It describes manifestations of racism in refugee policy and gender discrimination in social structures.

Recommendations: The paper makes 11 recommendations for inclusion in the Outcomes Document of the World Conference Against Racism in 2001. The recommendations include the need: for a 'human rights' approach to the intersection of race and gender; to involve refugee women in all aspects of conflict resolution; to collect gender disaggregated data; to make resettlement services available on an equitable basis; and to recognise that refugees and immigrants, particularly women and children, face different barriers in resettlement.

Scope: This is a high-level paper discussing the gendered nature of the refugee experience and the relationship between race and gender. Much of it deals with presettlement experience and selection processes.

Country research undertaken in: Australia.

Keywords: social exclusion; ethnic/cultural identity; women; children/youth; host country/region: Australia; research methods: discussion paper; refugees.

E9 Reitz, J. and Bannerjee, R. (2007). 'Racial inequality, social cohesion and policy issues in Canada'. In K. Banting, T. Courchene and F. Seidle (Eds.), *The art of the state – belonging? diversity, recognition and shared citizenship in Canada* (Vol. III, pp. 489-545). Montreal: The Institute of Research on Public Policy.

Research focus/aims: The paper examines evidence of racial inequality and discrimination and considers their relation to the social integration of racial minorities in Canada.

Participants: Survey data in Canada.

Key findings/outcomes: The authors found, that among the various ethnic groups in Canada, racial minorities have the lowest incomes and highest rates of poverty, and many members of these groups believe they have experienced discrimination based on their minority racial origins. The perception that they have been affected by discrimination is more widespread among those who have been in Canada longer and the Canadian-born generation. Research on the extent of discrimination in Canada does not resolve the relationship between perception and fact.

They conclude that non-visible minorities with greater experience in Canada are better integrated into society than are visible minorities. The negative trends among those with greater experience in Canada were most pronounced with regard to self-identification as Canadian – voting, a sense of belonging, trust in others and life satisfaction. Low earnings did not, of themselves, contribute to trends in social integration. In the second generation, all visible minorities were more negative on all indicators.

Recommendations: Policies need to be more proactive and present clear objectives to bridge the racial divide.

Scope: The paper is based on an ethnic diversity survey in 2002.

Country research undertaken in: Canada.

Keywords: integration/social cohesion; civic/political participation; citizenship; economic participation; health/wellbeing; social exclusion; host country/region: Canada; research methods: survey; migrants, including refugees.

E10 Renaud, J., Piche, V. and Godin, J. (2003). '"One's bad and the other one's worse": differences in economic integration between asylum seekers and refugees selected abroad'. *Canadian Ethnic Studies*, *35*(2), 86-99.

Research focus/aims: The research compares economic integration of refugees selected abroad and asylum seekers granted refugee status in Canada.

Participants: Sources were a longitudinal survey of a cohort of immigrants who came to Montreal in 1989 and a survey of people who claimed refugee status in 1994 in Quebec.

Key findings/outcomes: Both surveys considered the time of acquiring first employment and employment status after 18 months and 30 months. Landed refugees and refugee claimants had a very different labour market experience during their first few years of settlement in Montreal. Refugee claimants took longer to find their first job and were less likely to be employed after 18 months and 30 months of settlement. The authors posit two hypotheses for this. The first is that claims for asylum arose from unplanned exits caused by political unrest and physical and psychological stress. This means asylum seekers may have begun the process of reconciliation to their circumstances later than refugees selected abroad. The other hypothesis is based on the stigmatising or marginalising impacts that claiming refugee status in Canada creates.

Recommendations: The authors recommend that government resources should be devoted to providing better support so as to accelerate procedures for refugee claimants.

Scope: The data was based on two questionnaire-based surveys with 113 and 407 respondents respectively.

Country research undertaken in: Canada.

Keywords: integration/social cohesion; social exclusion; economic participation; health/wellbeing; host country/region: Canada; source country/region: mixed ethnicities; research methods: survey; refugees, including asylum seekers.

E11 Richmond, A. (2001). 'Refugees and racism in Canada'. *Refuge: Canada's Periodical on Refugees*, *19*(6), 12-20.

Research focus/aims: The paper discusses institutional racism in Canada.

Participants: Not applicable.

Key findings/outcomes: The paper defines racism and differentiates between macro- and micro-racism. Macro-racism is institutionalised in the barriers that states erect when controlling borders; micro-racism occurs in everyday relations of people in the workplace or neighbourhood. The author discusses legislative and institutional changes in Canada that have sought to eliminate racism and promote multiculturalism. He notes differences between theory and practice in the implementation of these statutes and their interpretations by the courts.

The author concludes that, in practice, some potential refugees and asylum seekers find it difficult to enter Canada. Those who do face further systemic discrimination, personal prejudice and structured inequality.

Recommendations: No recommendations are included.

Scope: The article is based on a review of legislation and policies and is largely a think piece.

Country research undertaken in: Canada.

Keywords: Social exclusion; role of host country; host country/region: Canada; research methods: review; refugees, including asylum seekers.

E12 Sobrun-Maharaj, A., Tse, S., Hoque, E. and Rossen, F. (2008). *Migrant and refugee younth in New Zealand: a study of key informants*. Wellington: Department of Labour.

Research focus/aims: The report sought to describe settlement and social inclusion of youth from migrant and refugee backgrounds in New Zealand by examining factors that facilitate or act as barriers to their settlement and social inclusion.

Participants: 71 informants from agencies and service providers in New Zealand.

Key findings/outcomes: Key informants felt that most migrant and refugee youth do not feel settled and socially included in New Zealand. The most significant issues for young people were: racism, discrimination and non acceptance; stereotypes and assumptions; issues around language retention and English competence; employment; intergenerational conflict; and identity conflict. The host population and migrant and refugee groups sometimes have different understandings of the concepts of settlement and social inclusion.

Refugee youth experienced the same barriers as migrant youth but were considered to have greater challenges with education and language and be more vulnerable due to premigration trauma. Many refugees are from visible ethnic minorities, which adds to their stress, isolation,

frustration and anxiety. This can lead to mental health conditions, such as depression, which, in turn, can lead to alcohol and drug abuse, and violence and/or crime.

Facilitators of settlement include:
- positive attitudes and acceptance from an educated and informed host community
- a sense of belonging
- social support
- funding and resources to provide appropriate, accessible services
- appropriate employment
- English language proficiency and literacy
- a strong cultural base and resilience
- willingness to integrate.

The paper also refers to two models of integration. Cox (1985)[37] identified four stages: premovement, transition, resettlement and integration; Holton and Sloan (1994)[38] talk about resettlement – finding a job and accommodation; re-establishment – acquisition of better and more permanent accommodation; and integration – the process that leads to naturalisation.

Recommendations: The paper includes a number of recommendations to government relating to the promotion of tolerance, provision of funding and resources for support, encouraging collaboration and including young people and their communities in programme development. They also suggest that there should be more programmes for parents and compulsory and free language instruction for both parents and young people.

Scope: The report drew on interviews with 42 adult service providers and 29 experts from ethnic minority and majority groups in New Zealand.

Country research undertaken in: New Zealand.

Keywords: integration/social cohesion: definitions or models; social capital/networks; language maintenance; role of host country; social exclusion; language acquisition/ESOL; education/training; health/wellbeing; housing; children/youth; host country/region: New Zealand; research methods: interviews; migrants, including refugees.

E13 Soroka, S., Johnston, R. and Banting, K. (2007). 'Ties that bind? social cohesion and diversity in Canada'. In K. Banting, T. Courchene and F. Seidle (Eds.), *The art of the state – belonging? diversity, recognition and shared citizenship in Canada* (Vol. III, pp. 561-600). Montreal: The Institute of Research on Public Policy.

Research focus/aims: The paper explores core ideas of diversity on one side and social cohesion or integration on the other.

Participants: Canadian migrants and residents.

Key findings/outcomes: The researchers' primary focus is on ethnic diversity and religious orientation. They identify six variables related to social cohesion: pride in country; sense of belonging; interpersonal trust; social values; social networks; and voting.

The paper supports others in noting that, although newcomers from southern and eastern Europe eventually came to feel they belonged in Canada almost as much as those with ancestry in the United Kingdom and northern Europe, racially distinct minorities remained less confident that they fully belong. The values and attitudes of newcomers increasingly resembled those of the reference group of Canadian nationals, although the gap did not completely

[37] Cox, D (1985) Welfare services for migrants: can they be better planned? *International Migration*, 23, March, 73-94.

[38] Holton, R. and Sloan, J. (1994) Immigration policy – intake and settlement issues. In M. Wooden, R. Holton, G. Hugo and J. Sloan (Eds.), *Australian immigration: a survey of the issues.* Bureau of Immigration, Multicultural and Population Research, Canberra: Australian Government Publication Service

disappear. Levels of trust were persistently lower among newcomers, including among the second generation.

Recommendations: The authors stress the importance of maintaining multicultural strategies.

Scope: The paper is a quantitative study drawing on two opinion surveys – the Equality, Security and Community Survey 2002–03 and the Canadian Election Study 2004.

Country research undertaken in: Canada.

Keywords: integration/social cohesion; ethnic/cultural identity; religion; civic/political participation; social capital/networks; social exclusion; integration/social cohesion; community cohesion; host country/region: Canada; research methods: survey; migrants, including refugees.

E14 Spicer, N. (2008). 'Places of exclusion and inclusion: asylum seeker and refugee experiences of neighbourhoods in the UK'. *Journal of Ethnic and Migration Studies*, *34*(3), 491-510.

Research focus/aims: This paper explores asylum seekers' and refugees' experiences of place, social exclusion and social networks.

Participants: Asylum seekers and families from South Asia, the Middle East, Africa and Eastern Europe recently granted refugee status in three urban local authority areas in England.

Key findings/outcomes: Residents who were allocated housing in low-income neighbourhoods with few immigrants experienced hostility and racist harassment, limited resources, few inclusive social services and limited opportunities to develop supportive social bonds and bridges. Places of inclusion tended to be neighbourhoods with histories of immigration. Schools that were inclusive to refugee and asylum seeking children tended to be in and around neighbourhoods with large minority ethnic communities. Children also considered culturally diverse schools to be more inclusive in terms of their ability to form friendships, achieve at school and engage in after-school activities. Parents indicated that inclusive neighbourhoods helped them develop social networks, which helped them to access services and resources. Most formed social bonds only with families sharing the same religious or ethnic identity. Very few had built bridges to the wider community. Although some children developed social bonds and social bridges, most appeared to have stronger social bonds with children from similar cultural backgrounds. Inclusive neighbourhoods can have a positive effect for families but they may also limit asylum seekers' and refugees' willingness to form social bridges outside their community.

Recommendations: The author argues that the UK government needs to acknowledge both the intolerance of asylum seekers and refugees among some white and majority ethnic communities and the mitigating effect of living in an inclusive neighbourhood with a history of immigration.

Scope: A small qualitative study based on interviews with parents, children and workers from voluntary organisations.

Country research undertaken in: United Kingdom.

Keywords: ethnic/cultural identity; social capital/networks; social exclusion; dispersal policies; host country/region: United Kingdom; source country/region: mixed ethnicities; research methods: interviews; refugees, including asylum seekers.

E15 Wrench, J., Jandi, M., Kraler, A. and Stepein, A. (2003). *Migrants, minorities and employment in 15 EU member states.* Vienna: European Monitoring Centre on Racism and Xenophobia.

Research focus / aims: The report compares discrimination, exclusion and disadvantage among minorities and migrants in the employment sector in the EU.

Participants: Not applicable.

Key findings / outcomes: National labour markets are still highly segmented along national or ethnic lines. Third country nationals, in particular, are disproportionately often employed in low-skilled, low-paid professions and tend to have precarious employment situations. Immigrants from outside the EU are heavily concentrated in certain industrial sectors, parts of the service sector and sectors that have strong seasonal fluctuations. Women are often restricted to segments such as personal care and domestic services, cleaning, catering, health and care. Immigrant groups dominated by recent refugee flows faced extremely high unemployment rates.

Multivariate regression analysis determined that, while some factors relate to human capital, non-recognition of qualifications, structural changes in the economy and the increasing importance of social networks, a residue indicates evidence of discrimination.

Non-European (non-Western) migrants and certain minority groups are more exposed to discrimination in employment than others. Migrant women face the risk of dual discrimination. However, only a few cases come to court. The absence of specific anti-discrimination legislation and the inherent difficulty of proving discrimination in court have prevented effective legal redress against discrimination.

Recommendations: The paper notes the importance of treating discrimination at work.

Scope: The report is based on 15 national reports on the EUMC Racism and Xenophobia network.

Country research undertaken in: European Union.

Keywords: social capital/networks; social exclusion; economic participation; women; host country/region: European Union; migrants, including refugees; research methods: review.

F. Dispersal policies

F1 Abu-Laban, B., Derwing, T., Krahn, H., Mulder, M. and Wilkinson, L. (1999). *The settlement experiences of refugees in Alberta*. A study prepared for Citizenship and Immigration Canada. Alberta: Prairie Centre of Excellence for Research on Immigration and Integration and Population Research Laboratory, University of Alberta.

Research focus/aims: This research aimed to find out the geographical mobility of government sponsored and privately sponsored refugees sent to seven destination communities in Alberta, Canada in the period 1992–1997.

Participants: 616 refugees who were destined for one of seven settlements in Alberta; 81 social service/settlement workers; 802 respondents to public opinion surveys in the seven host communities.

Key findings/outcomes: The literature review component of this project was undertaken partly to identify the factors that influence the integration of refugees, positively or negatively, and partly to guide the construction of the data collection instruments.

Findings from the literature review included the following:

- The demographic variables of age, gender, education and occupational skills have generally been found to be important factors in integration. Specifically, immigrants/refugees who tend to integrate more readily into the host society are typically younger (rather than older), males (rather than females), with higher (rather than lower) education and with well developed (rather than less well developed) occupational skills. Length of residence in the host society and family coherence within the household have also been found to be positively related to successful integration.
- A number of factors have been found to be important for successful integration at the community level: presence of facilitative institutional arrangements and government support, awareness of all services provided, size of municipality of residence (inversely related to adjustment), patience with new refugees, helping refugees organise for change (empowerment), presence of a bridging approach where possible (i.e. hiring refugees as social workers or nurses) and presence of social workers who work simultaneously with refugee families and with the larger community (because integration is a two-way process occurring at both levels).
- Many studies showed that economic integration is facilitated immeasurably by host language proficiency, recognition of the refugees' foreign credentials, full-time employment (rather than underemployment or unemployment) and the presence of compatriot communities (ethnic enclaves).
- Research evidence repeatedly underlines the importance of planning for multicultural services in such areas as health and education. This involves, among other things, the use of interpreters; sufficient provision of English language instruction; adaptation to clients' cultural needs; education of healthcare professionals, social workers and teachers; and modifying teaching practices to respond more effectively to cultural diversity in the classroom.

Findings from the interviews, the survey and the official statistics on the geographical mobility of refugees included the following:

- Sixty percent of the refugees destined to the seven host cities between 1992 and 1997 were still living in these communities in mid-1998 when this study was completed. The refugee retention rate was highest in the largest cities and lowest in the smallest cities. 'Leavers' tended to move on to other larger cities.
- Over half the reasons given for leaving related to insufficient employment or educational opportunities, while 20 percent of reasons related to 'quality of life' issues, and proportions focused on dissatisfaction with services for refugees in the first host city or a desire to be closer to family, friends and compatriots. Almost nine out of ten 'leavers' were happy with their decision to move on to another community.

- Service providers emphasised employment and education opportunities as the most important reasons for refugees leaving their first host community as well as size of a compatriot community. In contrast, other residents of the seven host cities (interviewed in the public opinion survey) were more likely to mention social factors (for example, the presence of others from the same ethnic/cultural background and the presumed greater friendliness and slower pace of life) than employment factors when asked why refugees and immigrants adjust better in different size communities.

Recommendations: Recommendations included the need for:
- more accurate and complete information regarding destination communities by both citizenship and immigration personnel and by refugees themselves prior to entry into Canada
- additional funding to provide English language instruction at a higher level to facilitate refugees getting employment commensurate with their qualifications
- culturally sensitive services that are fair to all refugee groups, particularly in centres where there are very few people from a particular ethnic group and in centres where refugees frequently experience racism
- improved employment preparation programmes and job-finding assistance
- settlement services to those who need them after the first year in Canada and settlement agencies to be funded on the basis of the number of sessions per client rather than the total number of clients served – the current funding structure puts refugees with multiple barriers at a disadvantage, as well as the agencies that serve them
- implementation of an employer-government cost-sharing programme to ensure that refugees have opportunities to gain Canadian work experience and references
- review of processes for recognising foreign qualifications.
- review of the costs borne by refugees for travel loans, living expenses and citizenship applications, as some of the expectations with regard to payment schedules are unrealistic given the life circumstances of refugees.

Scope: This study had five components including:
- face-to-face interviews with a sample of 616 refugees originally destined for seven communities
- 72 semi-structured interviews with 81 settlement workers, educators, Citizenship and Immigration Canada staff, and other social service providers in the host communities
- public opinion surveys in the seven host communities (total sample of approximately 800)
- a literature review of previous research (primarily in Canada) on the geographic mobility and integration of immigrants and refugees
- analysis of Census data and other official statistics regarding ethnic, immigrant, language status and labour market characteristics of five smaller host communities, in comparison with Edmonton and Calgary.

Country research undertaken in: Canada.

Keywords: social capital/networks; citizenship; dispersal policies; economic participation; education/training; language acquisition/ESOL; health/wellbeing; research methods: review; research methods: interviews; research methods: survey; host country/region: Canada; source country/region: mixed ethnicities; refugees.

F2 Fair, L. (2007). 'Impact of spatial dispersal on refugees in Denmark'. Abstract only. *Dissertation Abstracts International, A: The Humanities and Social Sciences*, *67*(11), 4295.

Research focus/aims: The research addresses three questions.
- What are the effects of the 1998 spatial dispersal policy on refugees?
- How does the spatial dispersal policy aid or hinder 'integration?
- Is accelerated spatial assimilation possible?

Participants: Refugees in Denmark from the Middle East, Asia and Africa.

Key findings/outcomes: The interviews revealed that, for the most part, spatial dispersal to Northern Jutland was not an effective method of integration. Findings revealed governmental policies at cross purposes. The Danish government states that the best route to integration is via participation in the labour market, yet spatial dispersal is placing refugees in a region of the country where it is difficult to find employment. The Danish government places great importance on imparting to the refugees an understanding of the fundamental values and norms of Danish society, including concepts of democracy and equal rights, yet the spatial dispersal policy lies on the edge of violating human rights by taking away the refugees' rights to choose their own places of residence. Lastly, it appears that spatial dispersal is a politically, and perhaps racially, motivated policy, with refugees being used as scapegoats to solve the 'immigrant problem'.

Recommendations: None in abstract.

Scope: Qualitative work using semi-structured interviews. The size of the sample is unclear but probably modest given that this is a thesis.

Country research undertaken in: Denmark.

Keywords: integration/social cohesion; social exclusion; dispersal policies; economic participation; host country/region: Denmark; source country/region: mixed ethnicities; research methods: interviews; refugees.

F3 Griffiths, D., Sigona, N. and Zetter, R. (2006). 'Integrative paradigms, marginal reality: refugee community organisations and dispersal in Britain'. *Journal of Ethnic and Migration Studies*, *32*(5), 881-898.

Research focus/aims: The article addresses the effects of dispersal on refugee community organisations in the United Kingdom.

Participants: 40 refugee community organisations (RCOs) in three locations in the United Kingdom. The majority of the RCOs sampled in each location had been established for different lengths of time – the majority (85 percent) of London-based RCOs had been established before 1999, the majority (66 percent) of the RCOs based in West Midlands had been established since 1999 and over half the RCOs in the northwest had been established since 2001.

Key findings/outcomes: West Midlands RCOs were characterised as 'integrated' with a coherent managerial structure and clear relations between the different partner agencies. The northwest is 'multicentred' with integrated subregions. London is not a dispersal area but it has, nevertheless, been affected by the new reception arrangements. Funding was a fundamental organisational issue. The principal activity of most organisations was providing advice and signposting to statutory authorities. Only a minority of organisations were able to offer more specialised services. Organisational aims and rationales were heavily influenced by funding, and some organisations chose to organise outside mainstream funding channels.

Refugee communities in Manchester and Liverpool were characterised by their diversity rather than their homogeneity. Differentiation appeared to be growing rather than declining in significance. Funding bodies, statutory authorities and NGOs have an instrumental role in promoting particular forms of refugee organisation, based in large part on unified and readily identifiable refugee communities.

The positive role of RCOs for the integration of refugees is a dominant assumption in policy and practice, but lack of resources means that RCOs are rarely able to fulfil that role. Informal networks may be more effective than formal community-based organisations.

Recommendations: No specific recommendations are made.

Scope: A brief literature review on the role of RCOs in the integration and settlement of refugees is followed by development of a theoretical and policy framework in which to compare fieldwork findings from a study of 40 RCOs in three sites.

Country research undertaken in: United Kingdom.

Keywords: integration/social cohesion; social capital/networks; dispersal policies; host country/region: United Kingdom; research methods: interviews; research methods: review; refugees, including asylum seekers.

F4 McDonald, B., Gifford, S., Webster, K., Wiseman, J. and Casey S. (2008). *Refugee resettlement in regional and rural Victoria: impacts and policy issues*. Report commissioned by the Victorian Health Promotion Foundation. Melbourne: VicHealth.

Research focus / aims: Commissioned by the Victorian Health Promotion Foundation (VicHealth), this report aimed to increase understanding of the impacts of refugee regional and rural resettlement and relocation programmes on the health and wellbeing of refugees and on regional communities. The study also aimed to contribute to the development and evaluation of national, state and local government policies and programmes relevant to the resettlement of refugees in regional areas.

Participants: Community, government and non-government stakeholders who participated in a roundtable forum.

Key findings / outcomes: The authors highlight findings from the most recent experience of regional resettlement. These findings suggest that key success factors in resettling refugees outside major urban centres include: existence of adequate infrastructure to resettle sufficient numbers of refugees to make the locale viable in both human and economic terms; availability of secure and affordable housing; access to employment opportunities; supportive attitudes and environment in the host community; presence of appropriate cultural and religious support; and commitment to involving refugees in design and development of refugee programmes.

After providing an overview of regional refugee resettlement in Australia and of refugee resettlement policies and trends, the report then focuses on identifying factors relating to refugee health and wellbeing. The authors suggest that health and wellbeing of refugees is significantly influenced by experiences prior to arrival in Australia as well as by the social and economic context in which they live, including access to employment, housing and income. Other important factors include the following:

- Women face a number of challenges on arrival in Australia. They may be sole parents responsible for large numbers of children. They are also more likely than men to have minimal education, to have low English proficiency and to feel isolated from the broader community. Before resettlement, they may have been victims of sexual assault and, in the early settlement period, may be particularly vulnerable to domestic violence.
- Inter-generational issues can place particular pressure on both refugee young people and the older generations, for example, grappling with culture shock, a new language and family pressures.
- Cultural values and traditions that are commonly accepted in refugee homes may not be accepted or understood in Australia.

The authors present a table outlining experiences in countries of origin and in the settlement environment that affect refugee health and wellbeing. This table was originally developed by the Victorian Foundation for the Survivors of Torture. They then outline factors that promote successful refugee resettlement. It is suggested that resettlement is a dynamic process of transition involving readjustment. The first two phases (arrival and reality) are typical for all refugees. However, the nature of the third phase (either negotiation or alienation) and the fourth phase (either integration or marginalisation) experienced is dependent on factors in the person's broader environment that either facilitate or inhibit resettlement. If the factors that

facilitate resettlement are present, refugees may experience some form of negotiation and then integration. If such factors are absent, a refugee may experience alienation, then marginalisation. This report identifies three factors as being particularly important for mental health and wellbeing: social inclusion; freedom from discrimination; and access to economic resources such as housing, meaningful employment and income. Literature supporting these findings is presented, as well as literature on features of a supportive host community.

The report also includes a review of international experience in refugee resettlement, setting out the policy framework, procedures, approaches and outcomes in the United States, Canada, the United Kingdom, four Scandinavian countries and the Netherlands. The report concludes with a review of recent Australian initiatives.

Recommendations: The report makes several tentative propositions about approaches and actions likely to maximise the success of regional refugee programmes. These propositions relate to the need for long-term planning, for consultation processes and for adequate resources and systems for monitoring.

Scope: This report draws on a review of national and international studies of regional and rural settlement and other relevant literature and incorporates feedback provided by a range of community, government and non-government stakeholders at a roundtable forum organised by the authors.

Country research undertaken in: Australia.

Keywords: integration/social cohesion: definitions or models; ethnic/cultural identity; religion; role of host country; social exclusion; dispersal policies; economic participation; language acquisition/ESOL; health/wellbeing; housing; women; children/youth; older refugees; host country/region: Australia; research method: review.

F5 Simich, L., Beiser, M. and Mawani, F. (2002). *Paved with good intentions: Canada's refugee destining policy and paths of secondary migration*. Canadian Public Policy, *28*(4), 597-606.

Research focus/aims: The research explores reasons for secondary migration among government-assisted refugees.

Participants: Refugees from various countries (not specified), officials and counsellors.

Key findings/outcomes: Over 40 percent of the secondary migrants stayed in their assigned destination in Canada from two weeks to one year. The remainder moved more quickly. Decisions are affected by refugees' appraisal of government support services and sources of informal support from family, friends and their own community. The more highly educated were as likely to move to be near family and friends as those with less formal education, who were equally likely to include employment opportunities among reasons for moving.

Recommendations: The destining and matching system needs to be improved. Any settlement strategy should allow refugees to make informed choices. Sites must have the capacity to meet both immediate and long-term needs. Priority should be given to placing refugees close to family and friends.

Scope: A qualitative study based on interviews with 107 officials, counsellors and refugees, carried out in three phases.

Country research undertaken in: Canada.

Keywords: integration/social cohesion; social capital/networks; dispersal policies; host country/region: Canada; source country/region: mixed ethnicities; research methods: interviews; refugees.

G. Education and training

School-based education

G1 Alitolppa-Niitamo, A. (2004). 'Somali youth in the context of schooling in metropolitan Helsinki: a framework for assessing variability in educational performance'. *Journal of Ethnic and Migration Studies*, *30*(1), 81-107.

Research focus / aims: To identify factors affecting the educational performance of second-generation immigrants.

Participants: Somali-speaking population of metropolitan Helsinki.

Key findings / outcomes: The article considers incoming resources, social capital and receiving country variables. It concludes that the relative importance of different variables varies from case to case. Important factors included:

- the need to cope with cultural and language discontinuity
- the unwillingness of Finnish schools to receive students from diverse backgrounds
- racism, prejudice and anti-immigration sentiments in the receiving society
- the role of these youth as African-Muslim 'ice-breakers' in cases where there were no previous co-ethnic communities
- the bonding social capital based on family and kinship, traditionally strong among Somalis, was undermined by conflicts between the first and second generations in the diaspora.

Recommendations: The report acknowledges that there is no single field of intervention that would guarantee equal opportunity for the educational achievement of second generation immigrants. Because there are so many variables, there are several possible fields of action. Each student needs to be understood in relationship to his/her incoming resources and available social capital.

Scope: A small sample of Somali school students.

Country research undertaken in: Finland.

Keywords: ethnic/cultural identity; language maintenance; social capital/networks; education/training; language acquisition/ESOL; children/youth; first generation; second generation; host country/region: Finland; source country/region: Somalia; research methods: interviews; refugees.

G2 Baffoe, M. (2007). 'Navigating two worlds: culture and cultural adaptation of immigrant and refugee youth in a Quebec (Canadian) educational context'. Abstract only. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, *68*(5-A), 2168.

Research focus / aims: This study examined the social integration and educational experiences of teenage immigrant and refugee youth, mainly from minority backgrounds, in their first few years of contact with the Quebec educational system.

Participants: African immigrant and refugee youth in the Canadian educational system.

Key findings / outcomes: The findings showed that culture and cultural adaptation play very significant roles in the social and educational integration of immigrant and refugee children in Canadian society. They further pointed to how acculturation difficulties have led to many of these children feeling less motivated to study, losing interest in education or dropping out of the school system altogether. Implications of this research for curriculum development in education and social work practice with this population group are offered. These include the need for social service professionals and educators working with refugee youth to understand the different needs and history or cultural context of the country of origin of the refugees.

Others are the need for teachers to be culturally responsive and competent as they deal with increasingly diverse student populations. Of equal importance for policy formulators in the educational field is the need for curriculum that is designed to address the distinctive challenges of acculturation that these new arrivals face especially at the high school level in Quebec.

Recommendations: The thesis recommends structuring a longitudinal study to follow these youth participants over a period of time to examine the evolution of their ethnic identity, bicultural development, cultural values, educational attainment and the challenges they face as adults. A nationwide or an interprovincial study with similar population groups (with language as a significant variable) would provide a broader understanding of the integration issues associated with this population group.

Scope: Using a qualitative methodology, interviews were conducted with ten youth, eight parents, four community leaders, two social service reception centre workers and a school administrator, together with information from focus group discussions with a number of youth and parents from the same backgrounds.

Country research undertaken in: Canada.

Keywords: integration/social cohesion; ethnic/cultural identity; education/training; host country/region: Canada; source country/region: Africa; children/youth; research methods: interviews; migrants, including refugees.

G3 Hamilton, R. and Farrigua, S. (2006). *Literature review: achievement of secondary students from refugee backgrounds*. Wellington: Ministry of Education.

Research focus/aims: The purpose of this literature review is to examine theory and research relating to the influence of secondary school programmes and services on the achievement of students from refugee backgrounds. The review draws from three related areas of theory and research – the bioecological model of development, risk and resilience models, and adolescent development.

The review focuses on the achievement of students in non-language core curriculum courses such as mathematics and science.

Participants: Not applicable.

Key findings/outcomes: The first part of the review presents the literature relating to the refugee context, including acculturation, adaptation to the new school environment and best practices in assisting young people, parents, schools and communities to adapt (through school structure and policy; the interface between school, family and community; classroom environment and instruction; and teacher professional development).

Throughout the paper, key points are highlighted in boxes under the headings: acculturation; adapting to the new school environment; best practices; risk and resiliency models; bioecological model; cognitive transitions; achievement; identity; autonomy; intimacy; biological transition and sexuality; problems during adolescence; important non-parental adults; welcoming and supportive environment; enrolment and placement; teaching and learning; and facilitating transition from school.

The authors concluded that family, community and societal factors were identified as important influences on a student's potential to achieve at high levels. In addition, they concluded a number of risk factors need to be addressed, such as lack of language proficiency, unrealistic or divergent expectations, lack of prior educational experience and exposure to violence. Protective factors that need to be fostered and reinforced, in order for secondary students from refugee backgrounds to thrive, included parental involvement, supportive adults and student self-confidence and esteem.

The authors suggest that any changes within schools that may be required to take a more proactive approach will build on existing systems and that changes to school structures and services developed to address the needs of this population will have positive effects for all students, such as a multicultural curriculum, increased teacher awareness of diversity, greater career counselling opportunities, teacher professional development and adoption of an ecological view of education.

Recommendations: The authors suggest that more programmatic research is needed on factors that influence children from refugee backgrounds at secondary school, in order to build on the findings drawn from related populations (for example, migrants, minorities and adolescents).

Scope: Literature review drawing on review of international databases and search of specific refugee centres, institutes or organisations.

Country research undertaken in: New Zealand.

Keywords: social capital/networks; ethnic/cultural identity; education/training; children/youth; first generation; research methods: review; refugees.

G4 Hamilton, R. and Anderson, A. (2000). *Interventions for refugee children in New Zealand: methods, models and best practice*. Wellington: Ministry of Education.

Research focus/aims: Strategies for working with refugee children in New Zealand schools.

Participants: Refugee children in New Zealand schools.

Key findings/outcomes: Each section of the review covers five stages: premigration factors; postmigration and moderating factors; what is done; what can be done; and what happens. The review discusses refugee trauma, loss and grief and implications for intervention; second language concerns for refugee children; resilience; issues associated with migration, including acculturation; school and teacher effects; and conceptual and policy issues. The report includes potential indicators for documenting change in areas such as adapting to a new environment; ongoing risk and resilience factors, including barriers and facilitators, in the individual, the family, the school and the community; indicators of good practice and outcome indicators.

Recommendations: The final chapter suggests best practice in the areas of psychological and therapeutic needs; language needs; fostering resilience; easing the transition to a new country and culture; structure of schools, school policies and teaching practices; facilitating school change and teacher development and inclusive education.

Scope: Review of New Zealand and international literature from 1990 onwards.

Country research undertaken in: New Zealand.

Keywords: integration/social cohesion: definitions or models; social capital/networks; role of host country; education/training; language acquisition/ESOL; host country/region: New Zealand; research methods: review; research methods: indicators/measures; refugees.

G5 Hek, R. (2005). 'The role of education in the settlement of young refugees in the UK: the experiences of young refugees'. *Practice: Social Work in Action*, *17*(3), 157-171.

Research focus/aims: The research explores young refugees' views on factors that help them settle and achieve in schools.

Participants: Students aged between 13 and 17 from a range of ethnic backgrounds. Most had been in the UK for several years.

Key findings/outcomes: The factors that helped young people settle in school were:
- the presence of specialist teachers who speak their first language and have skills in addressing specific learning needs
- support from friends and peer group
- the whole school attitude to refugee children, allowing them to feel confident to identify themselves as refugees.

Having friends from their own background was vital, but there were also benefits in mixing with students from a variety of backgrounds in establishing a sense of belonging. The whole school attitude was evident in response to bullying and the development of an anti-bullying ethos, teachers' attitudes and positive links with home.

Recommendations: The author urges that recommendations already made by other bodies should be implemented. Social workers also need to be aware of the role the school plays in the lives of young refugees.

Scope: A small study based on in-depth interviews with 15 students from two schools.

Country research undertaken in: United Kingdom.

Keywords: language maintenance; social capital/networks; ethnic/cultural identity; role of host country exclusion; language acquisition/ESOL; education/training; children/youth; host country/region: United Kingdom; source country/region: mixed ethnicities; research methods: interviews; refugees.

G6 Warren, S. (2006). 'Integration of new migrants: education'. In S. Spencer (Ed.), *Refugees and other new migrants: a review of the evidence on successful approaches to integration* (pp. 73-83). Oxford: Centre on Migration, Policy and Society (COMPAS).

Research focus/aims: Reviews approaches to education as an aspect of integration for refugees and new migrants.

Participants: Migrants and refugees who have been in the UK less than five years.

Key findings/outcomes: As with other papers in this review, the author identifies a lack of evidence on refugee education. Evidence shows that refugee children, young people and their families see schools as a safe and supportive environment but do have an issue with language acquisition. There is a strong correlation between educational attainment, ethnicity and economic deprivation. These factors may compound or outweigh language difficulties. Access barriers include a lack of places in schools, frequent moves and poor housing conditions. Racism is also a problem. The provision of specialist teacher support has been a successful intervention, especially where there is good initial assessment and ongoing monitoring. Providing a positive transition when students change schools, support for families and language support have also had positive outcomes.

Recommendations: The author recommends that education should be judged by access to education, access to teaching and learning and access to achievement. He suggests that there should be effective and timely signposting of appropriate entitlements and provision, and sustainable, effective support provided in a holistic manner.

Scope: A literature review of approaches to education in the UK for new migrants and refugees. Discusses appropriate measures: the percentage of refugee children reaching benchmark achievement at the end of each stage of education; the number taking up preschool education; the proportion of refugee children placed in special needs provision; the

number of refugees entering university; and the clustering of refugee children in particular schools.

Country research undertaken in: United Kingdom.

Keywords: integration/social cohesion: indicators or measures; ethnic/cultural identity; education/training; language acquisition/ESOL; economic participation; housing; children/youth; research methods: review; research methods: indicators/measures; migrants, including refugees.

Post-school education and training

G7 Ben-Moshe, D., Bertone, S. and Grossman, M. (2008). *Refugee access and participation in tertiary education and training: final report to the Adult and Community Education Board (ACFE) and the Victorian Multicultural Commission (VMC)*. Melbourne: Institute for Community, Ethnicity and Policy Alternatives (ICEPA), Victoria University.

Research focus/aims: The research aimed to identify best practice in refugee access to education and training.

Participants: Melbourne-based ethnic leaders, tertiary education staff, teaching and administrative staff. and refugees and asylum seekers from four education providers.

Key findings/outcomes: The authors identified a number of key barriers for refugees and asylum seekers in accessing education and training. Those not specific to asylum seekers included the following:

- Financial barriers arising from low income, the need to support numerous dependents while studying and difficulties in accessing paid employment.
- Access to and affordability of public transport in both urban and regional locations limiting access to classes and to preferred courses.
- Housing problems – Most permanent refugees reported gaining assistance in the early days of settlement. However, ongoing problems with private housing (such as evictions, inappropriate residences and even demolition) posed major issues for those trying to study and attend courses on a regular basis. These problems were compounded by lack of information and awareness of housing options and rights.
- English language barriers – This is the case for any new group whose first language is not English, but it is particularly frustrating for highly educated refugees who were impatient to resume paid work at a professional level. The lack of English skills necessary to pursue training or qualifications was demoralising for some refugees, and some might feel tempted to give up because the journey to English proficiency was so long.
- Psychological barriers – These are mainly associated with past traumas overseas, but also arise from the experience of extended detention in Australia, loneliness, depression, isolation from friends and families overseas, a sense of helplessness and uncertainty or anxiety about the future. These psychological states were reported to have deleterious effects on students' ability to concentrate and persevere with their studies.
- Childcare barriers – Inability to access appropriate childcare within reasonable time periods, often due to long waiting lists.
- Gender barriers – A multitude of barriers (cultural, economic and social) were said to be faced by female refugees in particular, such as the uneven division of labour in the household, which impacted on the ability to study.
- Understanding systems – A lack of familiarity with the Australian education system and information gaps in regard to training and employment pathways is exacerbated by an inability to access most publicly funded services other than TAFE courses.
- Language training – The lack of access to 510 hours of English provision (for temporary refugees or asylum seekers) and inability to self-narrate or present a convincing self-portrait due to many years as a refugee.

Recommendations: The authors suggest that a critical element of success in supporting refugees is the adoption of an integrated approach that recognises the diversity of refugees as

well as the relationships between the broader needs of refugees (such as housing, childcare, finances, etc.) and their successful participation in education and training. As a first priority, refugee access to higher education needs to be supported by an overall programme approach that is underpinned by:

- an institutional policy framework that is endorsed and supported by the institution
- principles that recognise and celebrate the diversity of refugees and the specific barriers that refugees face in education access
- the development of links and communication between refugee support services, refugee community members and the institution
- resources for the engagement of a worker to support refugee access and to implement the strategies necessary to maximise retention and successful employment outcomes.

The authors also suggest that further research is required to understand the progress of refugees through the education and training system to employment. It is recommended that a longitudinal case study be undertaken of refugee cohorts to identify the extent to which refugees are achieving outcomes through their participation in education and training as well as to identify key constraints and success factors in the process of achieving a sustainable career path.

Scope: A multilayered approach was used, including a national and international literature review, consultations with a range of ethnic leaders and tertiary education staff, interviews with administrative and teaching staff within six education providers and focus group discussions with refugees and asylum seekers from four education providers.

Country research undertaken in: Australia.

Keywords: education/training; ESOL/language acquisition; housing; children/youth; women; host country/region: Australia; research methods: review; research methods: interview; refugees, including asylum seekers.

G8 Doyle, L. and McCorriston, M. (2008). *Beyond the school gates: supporting refugees and asylum seekers in secondary school*. London: Refugee Council.

Research focus/aims: This research explored the needs and experience of refugees and asylum seekers (including young people, their parents and refugee community organisations) in relation to secondary schools in England. It was undertaken as part of the Inclusive Secondary Schools Project – a three-year project aimed at researching and piloting new ways to links schools with refugees and asylum seeking young people, their parents and/or carers and refugee community organisations (RCOs).

Participants: The research was based on 70 in-depth interviews, and questionnaire surveys with RCOs, secondary schools and local authorities.

Key findings/outcomes: The findings fell into three main categories: experience and engagement; barriers to inclusion; and meeting the needs of refugees and asylum seekers. Under the heading experience and engagement, young people identified high levels of parent/carer involvement and generally felt very positively about the support they received from parents/carers, and while proficiency in English could be a barrier, parents continued to try and engage with secondary schools. Parents/carers had general levels of satisfaction with schools with high levels of involvement.

Recommendations: None.

Scope: This report was based on the findings of a review of secondary source material (published reports, guidance documents and academic articles), a survey of 50 local education authorities in greater London and key dispersal areas, visits to models of education provision in that area from which case studies and examples were drawn, interviews with practitioners in local education authorities and in non-school education settings, national experts in the field

other than school, asylum seekers and refugee children, and refugee and asylum seeking young people aged between 14 and 16 years.

Country research undertaken in: United Kingdom.

Keywords: education/training; dispersal policies; children/youth; host country/region: United Kingdom; refugees, including asylum seekers.

G9 Refugee Council. (2005). *Daring to dream: raising the achievement of 14 to 16 year old asylum seeking and refugee children and young people*. London: Refugee Council.

Research focus/aims: The theme of this United Kingdom-based research is the success and achievement of asylum seeking and refugee young people in education. The focus of this research was on young people aged 14–16 years, as the issues for this group have been previously identified as particularly complex. The aim of the research is to expand the evidence base to better inform education practice and further research or support for this group and to inform and influence and the development of national guidance materials from the Department for Education and Skills.

Participants: Survey participants from local education authorities in greater London and key dispersal areas, interviews with practitioners in local education authorities and in non-school education settings, subject experts in the field, and refugee children and refugee and asylum seeking young people aged between 14 and 16 years.

Key findings/outcomes: The authors first suggest that refugee children share common experiences that distinguish them from other new arrivals and from settled children in minority ethnic communities. These include that they may have experienced some or each of the following: violence or witnessing of violence and threatening situations, separation or loss of family members, destruction of their homes and/or a dangerous and stressful flight from their home country. In addition, they may have lost possessions and friends; have feared discovery, imprisonment, physical and sexual abuse; have emotionally detached parents or carers and may have had a disrupted education.

Some of the findings of this report were more relevant for asylum seeking young people, who, together with other family members, face a range of additional uncertainties than those who have been recognised as refugees in the United Kingdom.

The authors of this report suggest that the key intervention of restabilising a young person's environment by helping them to become part of the local school community will promote their emotional wellbeing and be the vehicle by which they, their families and the refugee community can achieve full integration. Detailed findings are broadly divided into context (including impact of asylum legislation and support on families, unaccompanied asylum seeking children, and education authorities and schools) and key issues (including access to schooling, pupil mobility and mid-phase admissions, provision and access to the curriculum, funding and support, and data collection and monitoring).

The conclusion draws together some of the complexities that may interact to work as barriers to the achievement of refugee young people, including the pressures on schools to improve examination results and funding arrangements. They also suggest that, while there are many examples of good practice around, there is no ready means of disseminating this information.

Recommendations: This report makes a number of recommendations specific to particular bodies including the Department for Education and Skills, the Office for Standards in Education, local education authorities, schools and colleges, and other organisations. For example, it was suggested that the Department for Education and Skills should:

- engage experts to help develop guidance materials using experts on supporting 14–16 year old asylum seeking and refugee youth
- ensure that schools are aware of their legal responsibilities

- improve the availability of statistical information on refugee and asylum seeking children
- monitor the effect of funding policies.

Finally, areas for further research were identified, including on the impacts of different forms of education practice with a view to developing models of best practice, the extent and barriers to the involvement of parents and carers of refugee children in their education, and the views of refugee and asylum seeking youth on their educational expectations, needs, barriers, strengths and aspirations.

Scope: This research included a review of secondary sources, including published reports, guidance documents and academic articles, a survey of 50 local education authorities in greater London and key dispersal areas, visits to models of education provision, and interviews of young people, key LEA staff, national experts in fields of refugee education and government officials with an interest or expertise in the field.

Country research undertaken in: United Kingdom.

Keywords: dispersal policies; role of host country; education/training; health/wellbeing; children/youth; host country/region: United Kingdom; source country/region: mixed ethnicities; research methods: review; research methods: interviews; refugees, including asylum seekers.

G10 Victorian Settlement Planning Committee. (2008). *Pathways and transitions: postcompulsory education, work and refugee young people*. Melbourne: Centre for Multicultural Youth.

Research focus / aims: This paper reports on the findings of the Postcompulsory Education Working Group of the Victorian Settlement Planning Committee.

Participants: Case studies.

Key findings / outcomes: In the main body of this report, the working group presents a set of case studies that illustrate effective ways of responding to the needs of adolescents and young people. The introduction of this report identifies a list of issues faced by refugee young people including:

- uncertainly about the future and how best to achieve their goals in new circumstances
- intense feelings associated with previous life experiences, such as for family and friends who remain in difficult circumstances (for example, in refugee camps)
- uncertainty about how to evaluate Australian society based on mixed experiences of racism and other forms of discrimination, and perceptions and experiences of racism and other forms of discrimination
- mismatches between a perception of themselves as old enough to make independent decisions and their experiences of Australian institutions that define them as too young, insufficiently qualified or incompetent
- conflicts between their perceptions of what they need to do and Australian requirements for specific levels of English and education.

The working group also identifies some broader structural factors that specifically affect the ways 'forced migrants' access education and training. These include:

- the settlement patterns of forced migrants, because they often move to newer or outer suburbs where housing is available and cheaper – these patterns of settlement mean that forced migrants are often in areas where infrastructure has not developed sufficiently
- the mobile and dispersed nature of the population means that established agencies in some locations may not have sufficient facilities or resources to meet the needs of young people in other places
- high transport costs and other difficulties (for example, lack of public transport services in outer metropolitan and regional areas and difficulties in getting a driver's licence)

To address these issues, the working group suggests application of the fundamental principles of flexibility; sensitivity to the wide range and interconnectedness of the issues; and connecting individuals, families and communities. Case study material is provided illustrating examples of one or more of:

- providing refugee and asylum seeker clients with supported choice resulting in the support of flexibility
- recognising and building on existing skills
- looking for diverse and inclusive ways of doing things, including community involvement
- communication across and between jurisdictions, institutions, programmes and pathways
- identifying the interrelated barriers to participation and transition
- scoping and creating linkages that align existing resources to integrate/connect education and other service provisions
- where gaps are identified, providing programmes and funding in ways that address the interconnectedness of the barriers.

Recommendations: The working group makes a range of recommendations, including enhanced and consistent methods of data collection, information and resource sharing, concessions in using public transport, allowing for flexibility in the ways in which training (including ESOL) hours are used and recognised (including between programmes) and ensuring that the transition to work doesn't happen prematurely.

Scope: This paper uses case studies to illustrate ways in which a range of agencies have addressed the needs of young people with disrupted education (such as refugee and asylum seeking young people).

Country research undertaken in: Australia.

Keywords: dispersal policies; education/training; language acquisition/ESOL; economic participation; children/youth; host country/region: Australia; research methods: case studies; refugees, including asylum seekers.

Language and literacy

G11 Boyd, S. (2003). *Language instruction and the integration of immigrants and refugees in the Nordic region, especially Sweden*. Retrieved on 28 November 2008 from www.amarauna-languages.com/orokorra/artikuluak/eu/1._Sally_Boyd.pdf.

Research focus/aims: This paper explores aspects of language instruction (both in the host country language and first language) across the four Nordic states: Sweden, Finland, Norway and Denmark. This research draws from the findings of an earlier study conducted by the author,[39] which looked at patterns of language use over time.

Participants: The earlier study included migrants from North America, Finland (who were now living in Sweden or Norway) Turkey and Vietnam. (Further details not provided in this article.)

Key findings/outcomes: The author found that the four Nordic countries were similar in that they each had universal welfare policies where social benefits are allocated to all residents and universal integration policies, requiring and assuming permanent residence on the part of migrants. Once a migrant has a residence permit, he or she is entitled to all benefits (except certain voting rights) and has access to the intra-Nordic labour market. The author then briefly reviews the policies in each of the countries on availability and location of host country language instruction for adults and school children, and the availability of instruction to immigrants in first language. The author notes that there is a trend in Nordic countries towards a less generous policy towards immigrant minority languages in favour of an emphasis on integration (which is equated with assimilation) through learning the majority language.

[39] Boyd, S., Holmen, A. and Normann Jorgensen, J. (1994). *Sprogbrug og sprogvalg blandt invandrere in Norden* [Language use and language choice among immigrants in the Nordic region]. Volumes 1-2. Copenhagen: Royal Danish School of Education.

From her early work on language use and transmission of immigrant minority languages from migrants to their children, the author found that all of the adults (and children to a lesser extent) in the Turkish and Vietnamese groups used their first language to a higher extent that the Americans and Finns. This was explained in terms of family building patterns, education and admittance (or discrimination within) the local labour market. The author suggests that some of the difference that did exist between groups in different countries may be due to a greater availability of preschools and school systems, which meant that children had been in education settings for more time.

A general conclusion was that language maintenance and shift depend not only on characteristics of the migrant groups in language contact, but also on the conditions that they come to, and the social networks they are able to build up in the new country.

Recommendations: In examining examples of best practice in bilingual education, the author suggests most benefit is gained from programmes with the following features:

- The goal of instruction is bilinguism or multilinguism, not only learning the majority language or integration.
- The projects are locally run, and participants and/or the community have been involved in initiating the projects and are involved in ongoing decision making processes.
- They involve members of the community as bilingual or multilingual teachers. This means children see that skills in their languages are valued and that the languages can be used as languages of instruction.
- Programmes teach other subjects (i.e. not just language classes) in other languages than the host country language. The author suggests that this further increases the status of other languages and develops skills in these languages at the same time as they learn other subject matter.

Scope: Review of the literature incorporating previous research undertaken by the author and examples of best practice.

Country research undertaken in: Sweden.

Keywords: language maintenance; ESOL/language acquisition; education/training; youth; host country/region: Nordic states; source country/region: mixed ethnicities; research method: review; migrants, including refugees.

H. Economic participation

H1 Bevelander, P. and Lundh, C. (2007). *Employment integration of refugees: the influence of local factors on refugee job opportunities in Sweden*. Discussion Paper No. 2551. Bonn: Institute for the Study of Labor.

Research focus / aims: The authors investigated the importance of local conditions for the employment integration of refugees in Sweden

Participants: Refugee groups who had migrated to Sweden from 1973 onwards. It includes all immigrants from refugee countries regardless of status.

Key findings / outcomes: Local variations of refugees' integration into the labour market were partly a result of internal migration, mostly from less to more populated municipalities. Local unemployment and employment rates significantly affected refugees' chances of obtaining employment. The size of the local labour market was also significant in that refugees were more likely to find work in a bigger labour market, because of the greater variation in number of jobs (even if there is more competition for jobs). Refugees were more likely to find work in areas with lower general education and skill levels. They had more chance of being employed in industry in less population dense areas and in the private sector in larger cities. The study also found marked differences by country of origin. Refugees from Bosnia-Herzegovina, Chile and Romania were more successful than refugees from the Middle East and Africa.

Recommendations: Notes the importance of taking into account local labour market factors in making dispersal plans.

Scope: Monitors regional variations in employment integration and uses logistic regressions to estimate the effect of individual and human capital characteristics, internal migration, municipality, local labour market and economic sector factors.

Country research undertaken in: Sweden.

Keywords: integration/social cohesion; dispersal policies; economic participation; host country/region: Sweden; source country/region: mixed ethnicities; research methods: survey; migrants, including refugees.

H2 Bevelander, P. and Veenman, J. (2006). *Naturalisation and socioeconomic integration: the Case of the Netherlands*. Bonn: Institute for the Study of Labor.

Research focus / aims: The paper focuses on two aspects of Dutch immigrants' naturalisation decisions – the acquisition of naturalisation in relation to demographic factors and socioeconomic integration, and the effect of naturalisation on employment chances and earnings in the Netherlands. Applicants are only eligible for naturalisation after five years' uninterrupted residence in the Netherlands with a valid residence permit.

Participants: A weighted subsample of respondents to the Dutch survey Social Position and Use of Public Utilities by Migrants for 2002 and 2003. This survey randomly surveys the population in 13 cities in the Netherlands and aims to describe and analyse the socioeconomic and cultural integration of the four largest immigrant groups and five largest refugee groups in the Netherlands. This analysis focuses on those aged 18–64 who had been in Netherlands for at least five years and included both immigrants and refugees. (Refugees were from Afghanistan, former Yugoslavia, Iraq, Iran and Somalia.)

Key findings / outcomes: Regression analysis was used to identify differences between groups of refugees and migrants first, in their acquisition of citizenship, and then on the effects of having citizenship on employment changes and earnings.

Acquisition of citizenship was found to be positively related to being a refugee (who had fled from war or left for political reasons or as a family reunion migrant) rather than having migrated for labour market or educational reasons where the link was weak. Women and those with longer years of residence also had a significantly higher probability of gaining citizenship than other immigrants. Contrary to expectation, participation in an 'integration' programme did not make acquiring citizenship any more likely. Higher education and education being received in the Netherlands also had a strong impact on the probability of naturalising.

An initial analysis suggests that Dutch citizenship correlates with both chances of being employed and having higher monthly earnings. Further analysis finds that having a higher education level and having being educated in the Netherlands had the greatest impact on employment chances. Immigrants from Somalia and Iraq had the lowest probability of being employed; those from the former Yugoslavia and Turkey had the highest. Among refugee groups, having Dutch citizenship was highly correlated with employment rates and wages for women but not for men. The authors conclude that a weak but significant citizenship premium can be found for refugees in the Dutch labour market.

Recommendations: None included.

Scope: The data is drawn from a survey of Social Position and the Use of Public Utilities by Migrants for the years 2002 and 2003. The findings are based on multivariate analysis.

Country research undertaken in: Netherlands.

Keywords: citizenship; education/training; economic participation; host country/region: Netherlands; source country/region: mixed ethnicities; research methods: survey; migrants, including refugees.

H3 Bloch, A. (2002). *Refugees' opportunities and barriers in employment and training*. Research Report No. 179. London: Department for Work and Pensions.

Research focus / aims: The aim of the research was to determine whether the training and employment support for forced migrants who are eligible to work are sufficient and appropriate.

Participants: Refugees, 39 percent of whom had been in Britain for five years or more.

Key findings / outcomes: Nearly all refugees had made new friends since living in Britain – 59 percent had made friends mainly with members of their own community; 35 percent had made friends with people from refugee communities, other ethnic minority groups and 'white' British people. Just under a third had moved to a different area since living in Britain. A third lived where they did because of family, 16 percent because of friends and 10 percent because of the existence of a community.

Nearly two-thirds had attended an English language course, but two-thirds of those who spoke no English and 28 percent of those who spoke English slightly on arrival in Britain had not attended a language course. Thirty-one percent did not complete their course because of childcare and family commitments.

Participation in training was low, although refugees were interested in training. They were inhibited by not having language skills, not knowing what was available or what they were entitled to, lack of childcare, and family commitments.

Refugees were much less likely to be employed than other ethnic minority people. Those who were working were employed in a few industries or types of jobs: catering, interpreting and translation, shop work and in administration and clerical jobs. Terms and conditions of employment were poor and notably worse than those experienced by ethnic minority people.

Refugees were more likely to be in temporary posts and to receive less pay. More found their jobs through friends than through other sources. They identified lack of English language schools and UK work experience as the main barriers to employment.

Recommendations: The report includes a number of recommendations for Jobcentre Plus staff, in relation to English language, education and training and for service providers.

Scope: The study is based on focus groups with organisations, an analysis of datasets, a survey of 400 refugees and asylum seekers and interviews with 80 refugees in six cities.

Country research undertaken in: United Kingdom.

Keywords: integration/social cohesion; role of host country; education/training; language acquisition/ESOL; economic participation; women; host country/region: United Kingdom; source country/region: mixed ethnicities; research methods: interviews; research methods: survey; migrants, including refugees.

H4 Bloch, A. (2004). 'Labour market participation and conditions of employment: a comparison of minority ethnic groups and refugees in Britain'. *Sociological Research Online, 9*(2). Retrieved on 22 December 2008 from www.socresonline.org.uk/9/2/bloch.html.

Research focus/aims: To present an up-to-date comparison of the labour market experiences of minority ethnic groups and refugees.

Participants: Data from the UK Labour Force Survey (LFS) and a survey of 400 refugees in Britain from five ethnic groups – Somalia, Turkey, Iraq, Sri Lanka and Kosavar – and five regions. 10 percent had refugee status, 17 percent were naturalised UK citizens, 21 percent had exceptional leave to remain, 22 were asylum seekers on temporary admission (who no longer had a right to work), 29 percent had indefinite leave to remain and 1 percent were a citizen of an EU country (i.e. 57 percent had security of status).

Key findings/outcomes: Refugees experienced lower rates of employment than their ethnic minority counterparts, and those refugees in employment were more likely to be in temporary and part-time work with poorer terms and conditions of employment and wages. In addition, male refugees had higher employment rates than female refugees. Reasons for this disadvantage included structural barriers such as dispersal policies, leaving refugees isolated from social and community networks that provide information and advice and information routes into employment, and in areas of higher unemployment. Also mentioned are circumstances of exile, attitudes to country of origin and insecurity of having temporary status as factors preventing economic activity.

Topics in the questionnaire included qualifications, language and literacy skills, training, employment histories and job seeking strategies in UK and prior to coming to UK, participation in English language classes, voluntary sector activity, social and community involvement among refugees in UK and demographic characteristics. Some questions from the LFS were included.

The research also included analysis of rates of self-employment by ethnic group, occupations and industry, earnings, and terms and conditions of employment.

It looked at differences by length of residence (less than one year, between one and three years, between three and five years, between five and ten years, and more than ten years) by age and by region.

Recommendations: None stated but implied that dispersal policies do not help with economic participation.

Scope: Combination of quantitative analysis from LFS and survey research of 400 refugees.

Country research undertaken in: United Kingdom.

Keywords: citizenship; social capital/networks; dispersal policies; education/training; language acquisition/ESOL; economic participation; host country/region: United Kingdom; source country/region: mixed ethnicities; research methods: survey; migrants, including refugees.

H5 Blom, S. (1997). 'Tracing the integration of refugees in the labour market'. *Statistical Journal of the UN Economic Commission for Europe*, *14*(3), 243-268.

Research focus/aims: The research traces the integration of refugees into the labour market in Norway.

Participants: Refugees who settled in Norway between 1987 and 1992.

Key findings/outcomes: The proportion of employed increased according to length of stay and dropped according to how late during the period from 1987 to 1992 the refugees settled. This may be attributable to the fact that earlier cohorts had easier access to the labour market. The employment rate was higher for refugees from Eastern Europe and South and Central America than for refugees from Asia and Africa. Refugees from Sri Lanka had the most success in becoming economically self-sufficient. Vietnamese refugees appeared to be the least successful.

Settlement cohort was more important than length of stay for the chance of being employed, emphasising the importance of the macroeconomic situation in relation to the refugees' chances on the labour market. Economic recovery benefited new refugee cohorts as well as those who settled during economic recession.

Recommendations: The paper includes no specific recommendations.

Scope: The research follows six refugee settlement cohorts with regard to their employment, educational activity and registered unemployment over a period from 1987 to 1993. It uses multivariate analysis to analyse data for periods of one to six years residence.

Country research undertaken in: Norway.

Keywords: integration/social cohesion; education/training; economic participation; host country/region: Norway; source country/region: mixed ethnicities; research methods: survey; refugees.

H6 Brahmbhatt, K., Atfield, G., Irving, H., Lee, J. and O'Toole, T. (2007). *Refugees' experiences of integration: policy related findings on employment, ESOL and vocational training*. Birmingham: University of Birmingham and Refugee Council.

Research focus/aims: The paper explores access and barriers to employment, ESOL and vocational training in a small sample of refugees.

Participants: 90 refugees and asylum seekers in two areas in Birmingham, plus a literature review.

Key findings/outcomes: The literature review identified informal networks as the most common method of job seeking and gaining employment advice. Key barriers to employment were language skills, recognition of overseas qualifications, little relevant UK work experience, lack of references, problems with cultural misunderstandings in the workplace and difficulties with housing and family circumstances. Other barriers include anxiety, lack of confidence and a lack of geographical and/or systemic knowledge.

The interviews found that the many barriers to accessing employment and training were a result of both external structural and situational factors as well as individual level barriers. Those who were not able to participate in employment, ESOL and vocational training found that integration goals were difficult, and in some cases impossible, to achieve.

Recommendations: The report includes ten recommendations relating to the right to work, funding for services and greater awareness of the needs of refugees.

Scope: A qualitative study that draws on a brief literature review, a review of current policy and interviews with 90 refugees and asylum seekers.

Country research undertaken in: United Kingdom.

Keywords: ethnic/cultural identity; social capital/networks; education/training; economic participation; host country/region: United Kingdom; source country/region: mixed ethnicities; research methods: interviews; research methods: review; refugees.

H7 Burnley, I. (1998). 'Immigrant city, global city? Advantage and disadvantage among communities from Asia in Sydney'. *Australian Geographer*, *29*(1), 49-69.

Research focus/aims: The paper examines the socioeconomic profiles of major immigrant groups from Asia in Sydney at the 1991 Census and reviews trends of concentration and mobility.

Participants: Multiethnic – Census data.

Key findings/outcomes: The authors conclude that, while there are strong residential concentrations on the part of established immigrants and recent settlers in Sydney, very few groups can be regarded as segregated. Very high unemployment has taken place in areas of concentration of Vietnamese, Laotian, Khmer and Arabic-speaking persons in Sydney. In part, this is because of language difficulties and recency of arrival, but it is also through job losses in the manufacturing sector. While disadvantage is associated with residential concentrations of refugee origin from Southeast Asia, and with Arabic-speaking groups from the Middle East, the residential concentrations do not necessarily cause disadvantage. Movements of Vietnamese-born, Cambodian-born and Laotian-born into concentrated areas from elsewhere in Australia have taken place, possibly to obtain communal support in a situation of economic adversity.

Recommendations: The report makes no specific recommendations.

Scope: Analysis of Census data. The paper does not specifically focus on refugees but does refer to them in discussion.

Country research undertaken in: Australia.

Keywords: integration/social cohesion; economic participation; language acquisition/ESOL; host country/region: Australia; source country/region: Asia; research methods: survey; migrants, including refugees.

H8 Charlaff, L., Ibrani, K., Lowe, M., Marsden, R. and Turney, L. (2004). *Refugees and asylum seekers in Scotland: a skills and aspirations audit*. Edinburgh: Scottish Executive and Scottish Refugee Council.

Research focus/aims: The project aimed to audit the skills and aspirations of refugees and asylum seekers living in Scotland.

Participants: 523 refugees and asylum seekers in Scotland.

Key findings/outcomes: Most refugees and asylum seekers were well qualified and possessed a broad range of technical and professional skills. Sixteen percent could speak English 'fluently' while another third could speak it 'fairly well'. Most respondents wanted to improve their English, and two-thirds would like to access further training.

Respondents identified access to employment as pivotal to the process of settlement and integration. Over a third would like to find any kind of work, while 58 percent would like to find work that matched their skills and experience.

Key barriers to employment were lack of proficiency in English language and in accessing training, proving qualifications and accessing appropriate conversion courses.

Despite their skills and experience, a very small proportion of refugees and asylum seekers had been able to access paid employment in Scotland.

Recommendations: No specific recommendations are included.

Scope: The research was based on a semi-structured questionnaire completed by 523 refugees and asylum seekers.

Country research undertaken in: Scotland.

Keywords: integration/social cohesion; economic participation; language acquisition/ESOL; host country/region: United Kingdom; source country/region: mixed ethnicities; research methods: survey; refugees, including asylum seekers.

H9 Chile, L. and Brown, P. (1999). *Retraining and professional employment of recent migrants and refugees in New Zealand: the myth and the reality*. Paper presented at the Educators and Planners: Symphony or Discord: AAIR Conference, 3 December 1999.

Research focus/aims: The paper challenges the assumption that there are appropriate avenues for retraining for professional migrants in New Zealand.

Participants: Professionally qualified migrants and refugees on a Work and Income-funded English language course.

Key findings/outcomes: The research found that only a small proportion of those who graduated from the English language programmes went on to get jobs in their professional area. Non-professional migrants and refugees were much more likely to obtain employment after completing the course. The authors conclude that policy responses to retraining professional immigrants into professional employment have failed. They identify a lack of fit between the content of the retraining programmes and requirements of the professional employment market.

Recommendations: The authors recommend greater collaboration between the professional bodies, the training institutions and the New Zealand Qualifications Authority.

Scope: The paper draws on a longitudinal study using questionnaires, interviews and ethnographic qualitative data from migrants and refugees. It focused on migrants and refugees taking the certificate course in Employment Skills English in the School of Languages, Unitec New Zealand. The material was gathered two years into a ten-year study.

Country research undertaken in: New Zealand.

Keywords: role of host country; education/training; language acquisition/ESOL; economic participation; host country/region: New Zealand; source country/region: mixed ethnicities; research methods: survey; research methods: ethnographic; research methods: interviews; migrants, including refugees.

H10 Chile, L. (2002). 'The imported underclass: poverty and social exclusion of black African refugees in Aotearoa New Zealand'. *Asia Pacific Viewpoint*, *43*(3), 355-366.

Research focus / aims: To identify issues leading to social exclusion for black African refugees

Participants: Black African refugees in New Zealand.

Key findings / outcomes: The paper discusses the concept of social exclusion and factors relevant to black African refugees. Chile argues that the capacity to participate in the democratic process is very severely limited by a lack of literacy skills. Many refugees arrive with a heavy debt burden, which impacts on their ability to save, access to appropriate housing and accommodation, and participation in social and cultural activities. Many experience discrimination and prejudice, including in work. Lack of community capacity often leaves them dependent on relief.

Recommendations: The author recommends a community development approach that is built on local expertise, local needs and principles of equity to build community capacity. Direct funding of employment and income generating activities may be beneficial.

Scope: This is largely a discussion paper but does draw on data from field surveys conducted between April and November 1999. Findings on sources of debt are presented for 46 respondents, while findings on economic status are presented for 68 respondents.

Country research undertaken in: New Zealand.

Keywords: social capital/networks; language acquisition/ESOL; economic participation; social exclusion; civic/political participation; host country/region: New Zealand; source country/region: Africa; research methods: discussion paper; research methods: survey; refugees.

H11 Colic-Peisker, V. (2005). '"At least you're the right colour": identity and social inclusion of Bosnian refugees in Australia'. *Journal of Ethnic and Migration Studies*, *31*(4), 615-638.

Research focus / aims: This article explores whether the apparent 'entry advantage' of Bosnians extends into their resettlement, on the basis of their 'whiteness' and 'invisibility' in a country still perceived as 'white'.

Participants: Bosnian refugees who had been in Australia at least two years.

Key findings / outcomes: In spite of the early claim for inclusion through 'being European', the social interaction of most Bosnians with the English-speaking community was limited, as was their economic and social inclusion in mainstream Australia. A majority of skilled and highly skilled Bosnians experienced 'down adjustment' in Australia, and most stayed within their 'ethnic' precinct. The successful transition from the early stage of 'self-inclusion' to the second stage, when real social inclusion on the basis of satisfactory employment and social interaction beyond the ethnic community should be achieved, seems crucial. The language barrier made many Bosnians aware of their 'otherness'. None found a job through government employment assistance.

Recommendations: The report emphasises the importance of satisfactory economic integration for the overall successful inclusion of migrants and refugees. With Bosnians, factors such as inadequate English, unrecognised formal qualifications, inexperience on the local job market and inadequate employment assistance need to be tackled in the early government resettlement programme and beyond.

Scope: Research in two Australian cities, based on 54 interviews with refugees, community leaders, resettlement workers and service providers.

Country research undertaken in: Australia.

Keywords: integration/social cohesion; role of host country; economic participation; host country/region: Australia; source country/region: Bosnia; research methods: interviews; refugees.

H12 Colic-Peisker, V. and Walker, I. (2003). 'Human capital, acculturation and social identity: Bosnian refugees in Australia'. *Journal of Community and Applied Social Psychology*, *13*, 337-360.

Research focus/aims: The paper explores influences on and processes towards acculturation among refugees.

Participants: Bosnian families who resettled in Australia during the 1990s.

Key findings/outcomes: The paper focuses particularly on middle class refugees who experience tension between the undesirable administrative identity of a refugee and the social identity they aspire to. Employment is, in many cases, an efficient way to acculturate and reconstruct one's identity. Middle class people who did not succeed in finding adequate employment, but were reluctant to accept a low-status job, seemed to live in relative social isolation, unable to integrate into mainstream society. They were also reluctant to get involved with the 'ethnic community'. In many cases, their formal qualifications were not recognised so they had to either accept occupational downgrading or had to study or undergo demanding examinations in order to be able to seek their previous job. University-educated Bosnians who acquired a professional job gained membership in socially more positively valued groups than the groups of refugees to which they were originally confined. The authors also describe separation and marginalisation of other groups within the Bosnian community, particularly working class people and those from rural areas. They note that the second generation appears to be integrating quickly.

Recommendations: The paper makes no specific recommendations.

Scope: A qualitative study based on interviews with 35 refugees and 25 refugee professionals. The refugees had all been in Australia at least two years; some had lived in Australia for ten years.

Country research undertaken in: Australia.

Keywords: economic participation; ethnic/cultural identity; social exclusion; second generation; host country/region: Australia; source country/region: Bosnia; research methods: interviews; refugees.

H13 Cortes, K. (2004). *Are refugees different from economic immigrants? Some empirical evidence on the heterogeneity of immigrant groups in the United States*. Discussion Paper No. 1063. Bonn: Institute for the Study of Labor.

Research focus/aims: The paper explores how the implicit difference in time horizons between refugees and economic immigrants affects their subsequent investment in human capital and wage assimilation.

Participants: Immigrants, including refugees of various ethnicities, who arrived in the United States from 1975 to 1980.

Key findings/outcomes: The author found that refugee immigrants had lower average earnings upon arrival. However, their annual earnings grew faster over time than those of

economic immigrants. In 1990, refugees earned 20 percent more and worked 4 percent more hours than economic immigrants.

On arrival, both immigrant groups had about the same level of English skills. Over time, refugees tended to have higher human capital investment than economic immigrants, i.e. they improved their English skills 11 percent more than economic immigrants.

The author concludes that English improvement accounted for a 7 percent and 5 percent gain in earnings for refugee males and females respectively, whereas, for economic immigrant males and females, English improvement accounted for a 6 percent and 4 percent gain in earnings respectively.

The differences between refugee and economic immigrants were not attributable to any single country of origin or ethnic group.

Recommendations: The paper includes no specific recommendations.

Scope: The author uses data from the 1980 and 1990 US Census Public Use Micro Samples to construct a synthetic cohort to compare the accumulation of human capital investments and earnings growth over a decade for refugees and economic migrants.

Country research undertaken in: United States.

Keywords: economic participation; language acquisition/ESOL; integration/social cohesion; host country/region: United States; source country/region: mixed ethnicities; research methods: survey; migrants, including refugees.

H14 DeVoretz, D., Pivnenko, S. and Beiser, M. (2004). *The economic experiences of refugees in Canada*. Discussion Paper No. 1088. Bonn: Institute for the Study of Labor.

Research focus/aims: This paper explores the economic experiences of refugees in Canada post 1981, including the length of time required for refugee economic integration.

Participants: Refugees and family migrants to Canada from 1980 to 2001

Key findings/outcomes: The analysis compared refugee earnings relative to independent and family class immigrant earnings over time. Approximately 52 percent of refugees aged 20–64 found employment. Employed refugees earned an equal amount of income both at the time of arrival and in each successive year of residence as family class immigrants. Privately sponsored refugee earnings exceeded other refugee group earnings over the study period. While employed refugees did comparatively well, refugees on social assistance still had an extremely low income after seven years' residence.

Economic outcome appeared to depend not only on human capital but on opportunity. Regional differences in refugee economic integration suggested that local job market conditions affected refugees' chances of successful integration, regardless of human capital characteristics.

Recommendations: More needs to be done to increase the employment rate among refugees. Factors such as lack of recognition of credentials, discrimination and job programmes need to be investigated.

Scope: Two administrative databases provided the information for this research. The first provided information on arrival for 4.1 million people between 1980 and 2001. The second covered approximately 2 million immigrants who file tax returns. The databases give information on education, language ability and income since arrival and allowed the researchers to develop some 'stylised facts'.

Country research undertaken in: Canada.

Keywords: economic participation; social exclusion; integration/social cohesion; host country/region: Canada; source country/region: mixed ethnicities; research methods: survey.

H15 Ghorashi, H. and van Tilburg, M. (2006). '"When is my Dutch good enough?" Experiences of refugee women with Dutch labour organisations'. *Journal of International Migration and Integration*, *7*(1), 51-70.

Research focus/aims: The article aims to show how female refugees who have completed higher education in the Netherlands experience the process of integration into the Dutch labour market through contacts with and in Dutch organisations.

Participants: Female refugees from Iran and Afghanistan.

Key findings/outcomes: Most of the women had completed higher education in their homelands and came to the Netherlands between 1984 and 1997. They went through a long asylum procedure, during which they could not attend school or work. Most had to repeat their studies in the Netherlands because their qualifications were not recognised. Some chose a new field at university level; others chose job-oriented education in order to have better chances for work. Despite difficulties in gaining admission, lack of recognition of past experience or education, financial barriers, family responsibilities and the demands of voluntary work, none of the women experienced delays in their studies. In looking for work once qualified, they experienced discrimination, particularly on the basis of language (their accented Dutch). Of those who approached the University Assistance Fund Job Support Service for advice, 85 percent found suitable jobs within a year. Those who did find jobs became 'token' employees. Because of their visibility, they were not permitted to make mistakes and often had to work harder than other employees to prove themselves.

The authors conclude that the 'so-called imperfection' in language is a manifestation of the fear of cultural difference. The language skills of new migrants can never meet the expectations of Dutch organisations. They argue that any instrumental attempts to solve integration problems based on the assumption that language proficiency and education are enough to achieve integration will fail.

Recommendations: More effort needs to be made to consider the dominant culturalist and assimilative discourses on integration.

Scope: This qualitative study gathered data through in-depth interviews, questionnaires and participant observation.

Country research undertaken in: Netherlands.

Keywords: integration/social cohesion: definitions or models; ethnic/cultural identity; language acquisition/ESOL; economic participation; host country/region: Netherlands; source country/region: Iran; source country/region: Afghanistan; research methods: interviews; research methods: ethnographic; refugees.

H16 Guerin, P. and Guerin, B. (2002). *Relocating refugees in developing countries: the poverty experiences of Somali resettling in New Zealand*. Paper presented at the 5th International APMRN Conference, Fiji.

Research focus/aims: This paper aims to describe the nature of problems that may be experienced by refugees when resettling in a developed country and uses the authors' experience with the Somali refugees in New Zealand.

Participants: Somali refugees in New Zealand.

Key findings/outcomes: The authors first discuss aspects of poverty in Somalia, and suggest that those arriving in New Zealand already have a long history of poverty conditions.

They then outline a range of issues affecting the social mobility of Somali refugees in New Zealand. These include differences in culture, religion, race and language. Gender constraints on socialising and religious implications concerning food and clothing inhibit socialising and employment with Westerners. In addition, a family's economic prospects may be reduced, as the majority of refugees are women and children. Family roles are disrupted because women need to work, meaning that children become responsible for childcare and cooking. The authors suggest that the experience of extreme poverty in Africa affects how refugees adapt to life in the host country. The authors provide examples of how living in poverty has affected behaviours in the host country, particularly those related to parenting styles (for example, young children being left on their own, or in the care of sick children), mental and social health (where it is often assumed that a mental health problem is related to trauma, but may be due to missing and absent family), economic expectations (where it is difficult to meet the remittance and family reunification expectations of those still in the home country or in camps), food (for example, in sugar consumption) and lifestyle (for example, not having the financial resources to pay for school uniforms or participate in sports activities). The authors suggest that these factors may lead to some refugees feeling very poor and dissatisfied with their new country after a few years.

Recommendations: The authors refer to the need to improve the employment and education (including children's education) prospects of refugees along with their ability to deal with everyday life in situations of poverty and suggests that this might occur through studying the ways in which other poor and disadvantaged groups live in and move out of a poverty cycle.

Scope: A discussion paper drawing on the authors' experience with the Somali refugee community in Auckland, New Zealand, and a review of the literature on resettlement of refugees in developed countries.

Country research undertaken in: New Zealand.

Keywords: Ethnic/cultural identity; economic participation; health/wellbeing; education/training; women; children/youth; host country/region: New Zealand; source country/region: Somalia; research methods: discussion paper; research methods: review; refugees.

H17 Hansen, J. and Lofstrom, M. (1999). *Immigrant assimilation and welfare participation: do immigrants assimilate into or out of welfare?* IZA Discussion Paper No. 100. Bonn: Institute for the Study of Labor.

Research focus / aims: The paper analyses differences in welfare use between immigrants and native Swedish people for the years 1990 to 1996.

Participants: Refugees, immigrants and natives of Sweden.

Key findings / outcomes: Immigrants used welfare to a greater extent than natives, and non-refugee immigrants used welfare less than refugee immigrants. Immigrants lowered their reliance on welfare with time spent in Sweden. Refugees had substantially higher welfare participation rates when they arrived in Sweden compared to non-refugee immigrants, but they moved off welfare at a faster rate than non-refugee immigrants. The authors estimate that, even after 20 years, differences will still remain between Swedish natives and immigrants in rates of welfare use. They suggest that this may be due to increases in the number of immigrants and changing labour markets but that further research is needed to establish if this is so.

Recommendations: The authors argue that welfare costs on arrival should not be used to make long-term predictions of welfare costs caused by immigration.

Scope: This is a quantitative study drawn from a large panel dataset covering more than 300,000 people.

Country research undertaken in: Sweden.

Keywords: economic participation; host country/region: Sweden; source country/region: mixed ethnicities; research methods: survey; migrants, including refugees.

H18 Lamba, N. (2003). 'The employment experiences of Canadian refugees: measuring the impact of human social capital on quality of employment'. *Canadian Review of Sociology and Anthropology*, *40*(1), 45-64.

Research focus / aims: The research investigates the impact of human and social capital on refugees' quality of employment.

Participants: 525 adult refugees from a range of source countries, who had been living in Canada between one and six years.

Key findings / outcomes: A large majority (82 percent) of adult refugees held a paying job in Canada at some point after arrival but the quality of employment was low. Steady employment was not common, with a high proportion in temporary or part-time jobs. Former occupation or educational status accounted for virtually none of the variation in quality of employment. Nor did English-language training or additional training obtained in Canada. Gaining recognition for foreign credentials was a major barrier for refugees in their attempt to secure employment comparable to their former careers. Experiences of discrimination also interfered with positive employment outcomes, particularly for visible minority refugees. A refugee's network structure showed the greatest impact on quality of employment, with the largest positive impact coming from living with a spouse/partner. Without a working spouse in the household, refugees may not have the flexibility to look for high-quality employment. Refugees who used friends and family to find a job were more likely to have a greater quality of employment. Residential stability may increase opportunities to broaden the range of network ties instrumental in employment adjustment and advancement.

Recommendations: Service providers can supply network ties with appropriate and useful knowledge about the Canadian labour market and its structural restrictions, as well as opportunities to build an extensive range of ethnic group-based resources ranging from help in caring for dependents to opportunities for career advancement.

Scope: A large-scale interview survey of 525 refugees, with the results subject to regression analysis.

Country research undertaken in: Canada.

Keywords: integration/social cohesion; social capital/networks; education/training; language acquisition/ESOL; economic participation; host country/region: Canada; source country/region: mixed ethnicities; research methods: survey; refugees.

H19 Lamba, N. (2002). 'The impact of capital on resettlement outcomes among adult refugees in Canada'. Abstract only. *Dissertation Abstracts International, A: The Humanities and Social Sciences*, *63*(5), 2012-A.

Research focus / aims: The thesis focuses on the value of a refugee's network structure and human capital in shaping resettlement outcomes.

Participants: 525 adult refugees who arrived in Canada in the 1990s.

Key findings / outcomes: Results show that in-group ties, specifically close family and co-ethnic friends, have a positive impact on employment outcomes, income levels and purchasing power towards buying a home. However, constrained by a combination of structural barriers, a significant proportion of refugees find that their human capital has virtually no power in the Canadian labour market and, moreover, that the networks refugees are presently employing are unable to restore their former occupational status. Network ties also play a significant role

with respect to self-identification as a Canadian. However, rather than in-group ties, ties outside the inner circle enhance refugees' sense of Canadian identity and belonging, suggesting that Canadian identity is defined, in part, as aligning oneself with an ideal sense of an 'average' Canadian.

Recommendations: Several policy and programme recommendations are suggested to facilitate and improve refugees' use of network ties in their resettlement. (These are not included in the abstract.)

Scope: The paper provides a detailed description of refugees' surviving and emerging familial and extra-familial network structures in Canada. Employing a multistep multiple regression analysis, it investigates the impacts of networks and other forms of potential capital (human and economic capital) on four resettlement outcomes: quality of employment, annual household income, home ownership and self-identification as a Canadian.

Country research undertaken in: Canada.

Keywords: integration/social cohesion: indicators or measures; social capital/networks; citizenship; ethnic/cultural identity; economic participation; housing; host country/region: Canada; source country/region: mixed ethnicities; refugees; research methods: survey.

H20 Mamgain, V. and Collins, K. (2003). 'Off the boat, now off to work: refugees in the labour market in Portland, Maine'. *Journal of Refugee Studies*, *16*(2), 113-142.

Research focus/aims: The paper explores how refugees reconstruct their work lives.

Participants: Refugees who arrived in Portland between 1993 and 2000.

Key findings/outcomes: English language skills are a very important determinant of success in the US labour market. Many refugees reported working two or more jobs to save money or help their extended family back home. Refugees often reported finding their first job through family and tribal networks. Connections to a wider community were also useful. The authors comment: "Ultimately, success depends not on how many people one knows. Rather, what matters is how many people of the dominant racial group one knows socially."

Recommendations: No specific recommendations are included.

Scope: The study uses locally generated data about refugees settled in the greater Portland area to examine their first forays in the local labour market. The study incorporates a brief literature review, qualitative research and an econometrically estimated human capital model.

Country research undertaken in: United States.

Keywords: transnationalism/diaspora; social capital/networks; economic participation; host country/region: United States; source country/region: mixed ethnicities.

H21 Potocky-Tripodi, M. (2001). 'Micro and macro determinants of refugee economic status'. *Journal of Social Service Research*, *27*(4), 33-59.

Research focus/aims: This study investigated the relative influences of micro and macro factors on refugee economic status and sought to identify the most important determinants of refugee economic status.

Participants: A nationally representative sample of Soviet/East European, Southeast Asian and Cuban refugees who had come to the United States after 1948 (Soviets and Soviet bloc countries), from 1959 (Cubans) or after 1975 (Southeast Asians). The sample was restricted to working-age people.

Key findings/outcomes: Statistical analysis showed that demographic characteristics were by far the most influential in determining economic status. Residency, acculturation and community characteristics all had a relatively small effect on refugees' economic status. The determinants most strongly associated with economic status were education, disability, gender and household composition. These determinants are the same as for the population as a whole and the same across all three groups of refugees. The author argues that, while English proficiency is a desirable outcome in itself and obviously a prerequisite to obtaining higher education, it is clearly not sufficient for enhancing refugee economic status.

Recommendations: Interventions beyond English language training are needed. Because refugees' economic status does not improve simply as a function of time, active intervention is needed to improve refugees' economic situation.

Scope: This was a large sample drawing on Census and metropolitan data. It used statistical regression analysis to identify relevant factors.

Country research undertaken in: United States.

Keywords: role of host country; education/training; language acquisition/ESOL; economic participation; housing; host country/region: United States; source country/region: Southeast Asia; source country/region: Cuba; source country/region: Soviet bloc; research methods: survey; refugees.

H22 Potocky-Tripodi, M. (2003). 'Refugee economic adaptation: theory, evidence, and implications for policy and practice'. *Journal of Social Service Research*, *30*(1), 63-91.

Research focus/aims: The study assessed the relative effects of flight-related characteristics, perceived attitudes of host society members, adaptation stress and acculturation on refugee economic adaptation.

Participants: Hmong, Somali and Russian refugees.

Key findings/outcomes: The analysis showed that the four factors – flight-related characteristics, perceived attitudes of host society members, adaptation stress and acculturation – added little explanation to the variance in refugees' economic adaptation. The most important predictors were demographic characteristics, in particular, education, gender and household composition (marital status and presence of children in the household). The Russian refugees were an exception in one regard – the most important predictor of employment status for them was their English-speaking ability. A confounding factor was that 60 percent of the Russians were college graduates, compared to only 7 percent of Hmong and 23 percent of the Somalis.

Recommendations: The author recommends that refugee resettlement policies, programmes and practices that aim to enhance economic adaptation should target those demographic characteristics that have the greatest influence on economic adaptation. Education is the one variable that is most amenable to intervention.

Scope: The study was a secondary analysis of data from a large survey of Hmong, Somali and Russian refugees in a city in the United States. Most had been resident in the United States for at least ten years.

Country research undertaken in: United States.

Keywords: integration/social cohesion; economic participation; education/training; children/youth; host country/region: United States; source country/region: Southeast Asian; source country/region: Somalia; source country/region: Russia; research methods: survey; refugees.

H23 Potocky-Tripodi, M. (2004). 'The role of social capital in immigrant and refugee economic adaptation'. *Journal of Social Service Research*, *31*(1), 59-91.

Research focus/aims: This study examined the effects of social capital on the economic adaptation of Latin American and Asian refugees in the United States.

Participants: First generation Latin American and Asian refugees in Florida and San Diego.

Key findings/outcomes: Social capital theory suggests that social capital is an important factor in immigration and refugee economic adaptation. This study found that social capital explained very little of the variance in employment status, use of public assistance or earnings, after controlling for background variables. Given that, there was some relationship between the number of friends living in the same city/county as the respondent and whether the respondent socialised mostly with compatriots. Each additional friend in the social network slightly increased the odds of being employed. Those who socialised mostly with their compatriots were less likely to be employed than those who had wider networks. Overall, the study casts doubt on the importance of social capital as a determinant of immigrant and refugee economic outcomes. The study did find that US citizenship, English ability, education and gender were strongly associated with economic outcomes.

Recommendations: The author recommends that resources should be targeted to education, English ability and citizenship.

Scope: A large multivariate, cross-sectional survey (2,336 respondents).

Country research undertaken in: United States.

Keywords: citizenship; education/training; language acquisition/ESOL; social capital/networks; economic participation; gender; host country/region: United States; source country/region: Latin America; source country/region: Asia; research methods: survey; refugees.

H24 Shields, J., Rahi, K. and Scholtz, A. (2006). *Voices from the margins: visible-minority immigrant and refugee youth experiences with employment exclusion in Toronto*. CERIS Working Paper No. 47. Toronto: Joint Centre of Excellence for Research on Immigration and Settlement.

Research focus/aims: The research examines the 'lived labour market' experience of immigrant and refugee young people who have been unsuccessful in their attempts to integrate into the Toronto labour market.

Participants: Visibly identifiable African and Asian youth aged 18–29. Some were refugees, others were immigrants.

Key findings/outcomes: The experiences of refugees and immigrants reflected more commonalities than differences in their search for employment. Many had considerable educational skills and meaningful work experience.

As with other studies, lack of Canadian work experience, lack of recognition of qualifications and English language proficiency were the main barriers. Others were blockages caused by refugee and immigration processes, resource deficiencies in settlement services, lack of co-ordination between settlement and employment services, serious information deficits and the questionable nature of volunteering as a way to gain experience and to provide a network to help gain employment. Racism and discrimination were also major barriers. Lack of success in the labour market produced frustration and anxiety that often resulted in social and psychological difficulties and a general pattern of social exclusion.

Recommendations: No specific recommendations are included.

Scope: This is a qualitative study drawing on eight focus groups with young people from a wide range of ethnic groups.

Country research undertaken in: Canada.

Keywords: role of host country; education/training; social exclusion; health/wellbeing; children/youth; economic participation; host country/region: Canada; source country/region: Africa; source country/region: Asia; research methods: interviews; migrants, including refugees.

H25 Somerville, W. and Wintour, P. (2006). 'Integration of new migrants: employment'. In S. Spencer (Ed.), *Refugees and other new migrants: a review of the evidence on successful approaches to integration* (pp. 37-56.). Oxford: Centre on Migration, Policy and Society (COMPAS).

Research focus / aims: Employment issues relating to integration of new migrants.

Participants: Migrants and refugees who have been in the UK less than five years.

Key findings / outcomes: The authors note that refugees are rarely differentiated from other migrants in statistics. They found that the employment rate for the foreign-born population was worse than for the UK-born population. Female migrants were more likely to be economically inactive or unemployed than males. Studies suggest that unemployment rates for refugees vary from 75–90 percent depending on geographical area and mobility. A recent study found a refugee unemployment rate of 36 percent, six times higher than the national average. Migrant performance in the labour market was affected by education, the country where qualifications were obtained, English language fluency and the number of years since arrival in the UK. Discrimination was also a factor, as was lack of documentation. The voluntary sector has a weak record in supporting employment as a result of low, precarious and inconsistent funding. Positive policy interventions include protective employment legislation, language tuition, skills training, work with refugee health professionals, and partnerships between agencies to access jobs and work experience.

The paper refers to measures of employment including rates of employment, unemployment and inactivity, and levels of income. Other measures could be levels of under-employment, self-employment, unionisation, training, levels of job satisfaction, days off for sickness and proportion of migrants in senior positions.

Recommendations: Along with others in this review, the study recommends joined-up practice in the delivery of services at the point of need.

Scope: Review of literature relating to employment and new migrants in the UK.

Country research undertaken in: United Kingdom.

Keywords: integration/social cohesion: indicators or measures; role of host country; social exclusion; education/training; health/wellbeing; economic participation; host country/region: United Kingdom; source country/region: mixed ethnicities; research methods: review; migrants, including refugees.

H26 Ugbe, U. (2007). 'The new Americans: factors affecting economic integration among African refugees in New Hampshire'. Abstract only. *Dissertation Abstracts International, A: The Humanities and Social Sciences*, 67(11), 4354.

Research focus / aims: The research focuses on labour market activities, as well as current and potential micro-entrepreneurial activities among the African refugees in New Hampshire.

Participants: African refugees in New Hampshire.

Key findings/outcomes: Findings include varying degrees of statistical association between human capital and situational indicators (such as gender, age, education, country of origin, and length of stay in the USA) and the participants' wage income; a downward occupational mobility for refugees with educational or professional qualifications; systemic barriers to the transfer, recognition, retraining, credentialling and licensing of occupational skills that the refugees bring from their countries of origin; illiteracy and lack of English language proficiency; cultural disconnectedness and lack of familiarity with the American workplace etiquette; and creative uses of the welfare state by refugees as coping strategies in combination with wage income or informal micro-entrepreneurial activities. Due to the combined effects of these factors, 24 percent of the study participants were unemployed, while those employed were concentrated in unskilled, entry-level jobs in the manufacturing sector, which placed them among the so-called working poor in America.

Recommendations: The study recommends policies, programmes and self-help interventions for promoting economic integration among the refugees.

Scope: The New Hampshire state government and Lutheran Social Services supplied the secondary data for the study, complemented by primary data from a researcher-administered survey of 110 cases, phenomenological interviews with 44 African refugees and triangulation of these with six community-based resource persons who work with African refugees.

Country research undertaken in: United States.

Keywords: integration/social cohesion; ethnic/cultural identity; education/training; economic participation; host country/region: United States; source country/region: Africa; research methods: survey; research methods: interviews; refugees.

H27 Valtonen, K. (2001). 'Social work with immigrants and refugees: developing a participation-based framework for anti-oppressive practice'. *British Journal of Social Work*, *31*, 955-960.

Research focus/aims: Relates research findings in the area of employment to the skills and abilities social workers need to contribute in this area.

Participants: Vietnamese, Somali and Middle Eastern refugees who had been in Finland approximately five years.

Key findings/outcomes: High unemployment indicates that resettling groups are in a very marginal position in the labour market. Most refugees had been active job seekers using a broad range of job seeking channels. Young job seekers experienced attitudinal and institutional resistance along the boundaries of the job market. The more highly skilled and educated had not been able to use their education or experience in Finland.

Recommendations: Social workers need to establish links with institutions such as the labour market and its agencies so that they can support their clients.

Scope: Based on interviews with 240 refugees in the context of an advanced welfare state.

Country research undertaken in: Finland.

Keywords: social exclusion; education/training; role of host country; economic participation; host country/region: Finland; source country/region: Vietnam; source country/region: Somalia; source country/region: Middle East; research methods: interviews; refugees.

H28 Valtonen, K. (2004). 'From the margin to the mainstream: conceptualizing refugee settlement processes'. *Journal of Refugee Studies*, *17*(1), 70-96.

Research focus/aims: The article explores settlement processes and the difficulties experienced by refugee individuals and communities in Finland.

Participants: Vietnamese, Iraqi, Kurdish and Cambodian refugees who arrived as quota refugees, plus a group of Somali refugees who arrived as asylum seekers.

Key findings/outcomes: Integration is defined as the ability to participate fully in economic, social, cultural and political activities, without having to relinquish one's own distinct ethnocultural identity and culture.

Across the target groups, there was a strong similarity in settlement goals, which were employment, a place to study, retention of own culture, family reunification, knowing what the settling person's rights and duties were in the society and reduction of negative stereotyping of refugees.

Unemployment was around 70 percent for all groups for both case studies and remained consistently higher than in both the general population and the foreigner category. Job applicants were often rejected on the grounds of presumed lack of language skills. Very few had received vocational training or been admitted to universities. For women, the provision of a living allowance and the universal childcare arrangements of the Finnish state facilitated labour market participation. Data on chain employment pointed to the emergence of valuable social capital networks that extend to the majority population. The provision of references from Finnish friends to potential employers is an example of interlinkages and their crucial function on effecting access to mainstream areas at an individual level.

Between the two periods of study, ethnic communities became numerically stronger and more established. They established networks that spread vital information, assistance and support. Risk of social isolation was reduced by the level of secondary migration towards urban centres with greater concentrations of countrymen and women.

Recommendations: The recurring phenomena of resistance and discrimination need to be addressed through state intervention. Resources need to be directed to achieving change in the receiving society, to complement the individual adjustment efforts of refugees.

Scope: The study is based on data from two qualitative collective case studies on refugee settlement in Finland – one undertaken in 1993–94 and the other in 1997–98.

Country research undertaken in: Finland.

Keywords: integration/social cohesion: definitions or models; ethnic/cultural identity; civic/political participation; role of host country; social capital/networks; language acquisition/ESOL; economic participation; women; host country/region: Finland; source country/region: mixed ethnicities; research methods: case studies; refugees, including asylum seekers.

H29 Zimmermann, K., Kahanec, M., Constant, A., DeVoretz, D., Gataullina, L. and Zaiceva, A. (2008). *Study on the social and labour market integration of ethnic minorities.* IZA Research Report No. 16. Bonn: Institute for the Study of Labor.

Research focus/aims: The research analyses barriers to the labour market integration of ethnic minorities in the European Union.

Participants: Country experts.

Key findings/outcomes: The authors note the insufficiency and inconsistency of the available European data. Nevertheless, they find ethnic minorities tend to have higher unemployment rates, lower occupational attainment and wages, and often a smaller labour market attachment when measured by participation rates. Furthermore, the economic status of minorities does not necessarily adapt across generations.

A study of European social surveys found that the largest proportion of the host society with more hostile attitudes were those who were permanently sick or disabled, discouraged workers, the unemployed and retirees, whereas young people and the higher educated were more open about ethnic minorities. Roma and Africans were most frequently cited as those facing the largest risk of exclusion.

They found that most integration initiatives were implemented by non-governmental and public organisations, with very few by the business sector.

Scope: This report presents findings from several sources including ten case studies developed by country experts, attitudinal data and findings from an expert opinion survey.

Country research undertaken in: European Union.

Keywords: integration/social cohesion: definitions or models; social exclusion; economic participation; second generation; host country/region: European Union; source country/region: mixed ethnicities; migrants, including refugees; research methods: case studies.

I. Health and wellbeing

I1 De Souza, R. (2006). 'Sailing in a new direction: multicultural mental health in New Zealand'. *Australian e-Journal for the Advancement of Mental Health*, *5*(2) 1-11.

Research focus/aims: Discusses efforts to make mental health in New Zealand more responsive to cultural groups. This general paper describes efforts to make mental health services more multicultural. It points to the need to disentangle labels such as 'migrants, refugees and Asians' and to consider needs of long-term settled ethnic communities.

Participants: Not applicable.

Key findings/outcomes: Refers to changing migration patterns and growing Asian population. The author identifies policies that aim to improve responsiveness at national, regional and local level.

Recommendations: Recommends further discussion of the terms 'migrants, refugees and Asians' and recognition of the needs of long-term settled ethnic communities and international students.

Scope: Discussion paper.

Country research undertaken in: New Zealand.

Keywords: role of host country; health/wellbeing; host country/region: New Zealand; research methods: discussion paper; migrants, including refugees.

I2 Guerin, B., Abdi, A. and Guerin, P. (2003). 'Experiences with the medical and health systems for Somali refugees Living in Hamilton'. *New Zealand Journal of Psychology*, *32*(1), 27-32.

Research focus/aims: Reported health status and barriers to health service use among Somali refugees.

Participants: Somali refugees in Hamilton.

Key findings/outcomes: Overall, the sample rated themselves in good health with few special health problems. The most important issue was poor English skills, limiting use of health services. Greatest barriers were payment for medical care, the doctor understanding them, availability of interpreters, satisfaction with communication and their understanding the doctor. Refugees reported that there were not enough English classes available that were affordable and appropriate.

Special issues for Somali women included poor English language skills, isolation and concerns relating to childbirth practices.

Recommendations: The authors recommend training Somali nurses, public health contacts and lay personnel to convey health information and advice. Extra emphasis needs to be given to providing public health services for women in a way that makes them feel comfortable.

Scope: Interviews with 100 refugees on health issues and access to health services.

Country research undertaken in: New Zealand.

Keywords: ethnic/cultural identity; role of host country; social exclusion; health/wellbeing; language acquisition/ESOL; economic participation; host country/region: New Zealand; source country/region: Somalia; refugees; research methods: interviews.

I3 Johnson, M. (2006). 'Integration of new migrants: health'. In S. Spencer (Ed.), *Refugees and other new migrants: a review of the evidence on successful approaches to integration* (pp. 57-72). Oxford: Centre on Migration, Policy and Society (COMPAS).

Research focus/aims: Investigates approaches in health that promote integration of new migrants.

Participants: Not applicable.

Key findings/outcomes: The author refers to the lack of evidence on migrant health outcomes, including refugees. Data rarely differentiates between asylum seekers, refugees and migrants. There appears to be a low uptake of many services and a need for outreach and patient education programmes. Swedish research suggests worse health outcomes and a greater probability of work-related ill-health for migrants and refugees, primarily because of the low social support available to them. Studies of migrant and refugee health in London indicate that: migrants' needs change over time; health status on arrival on average is not especially poor; disease problems are exacerbated by the conditions in which refugees live after arrival; there is little evidence of effective initial health assessment, screening, monitoring and referral. Key issues are: language; 'newness' and ignorance of the system; cultural competence of local healthcare systems and staff; disposable income and poverty and the psychological climate. Possible policy interventions include information and education for refugees, migrants, health professionals; better health assessments, proper recording of data, specialist service delivery facilities, links to and support for refugee community-based organisations and the integration of health professionals of refugee and new migrant origin.

Recommendations: The author stresses the need for better information and acceptance of the valid findings of existing reviews, along with appropriate action and resources to support them. He makes nine recommendations relating to integrated services, provision of information, improved assessment, training of healthcare workers, including refugees and better systems for exchanging information.

Scope: A review of literature on refugee and migrant health initiatives in the United Kingdom. It focuses on equality of access and responsiveness.

Country research undertaken in: United Kingdom.

Keywords: role of host country; social capital/networks; housing; language acquisition/ESOL; host country/region: United Kingdom; research methods: review; migrants, including refugees.

I4 McKelvey, R. and Sang, D. (2002). 'The prevalence of psychiatric disorders among Vietnamese children and adolescents'. *The Medical Journal of Australia*, *177*(8), 413-417.

Research focus/aims: Prevalence of psychiatric disorders among Vietnamese children and young people.

Participants: 519 children aged 9–17 and their parents.

Key findings/outcomes: The combined prevalence of psychiatric disorders among Vietnamese children aged 9–17 was similar to that found among children in Western Australia's general population. Vietnamese children in the study were much more likely to report symptoms of a psychiatric disorder than were their parents. The great majority of disorders reported by both children and parents were anxiety disorders, especially simple and social phobias. Anxiety disorders accounted for 85 percent of disorders described by children and 88 percent of disorders described by parents. Over half the children were born in Vietnam, and of these, over half arrived in Australia between 1990 and 1995.

Almost all were rated by their parents as having adapted easily to Australian life. Almost all parents described their children's health and mental health as excellent or good.

Recommendations: The authors identify a need to develop clinical services that are sensitive to Vietnamese cultural traditions that may affect the recognition, reporting and treatment of child and adolescent psychiatric disorders.

Scope: This study was based on interviews with adults and children during which each responded to a medical questionnaire/checklist.

Country research undertaken in: Australia.

Keywords: integration/social cohesion; role of host country; health/wellbeing; children/youth; host country/region: Australia; source country/region: Vietnam; migrants, including refugees; research methods: interviews; research methods: test; migrants, including refugees.

I5 Nam, B. (In preparation). *Improving our understanding of the nature of family violence in new migrant and refugee families and successful models of prevention and intervention*. Wellington: Centre for Social Research and Evaluation, Ministry of Social Development.

Research focus/aims: This annotated bibliography is a work in progress and provides a summary of research relating to family violence among the refugee communities represented in New Zealand. It will be updated and changed as necessary to provide a comprehensive overview of current and emerging research for the refugee and migrant family violence project.

Participants: Not applicable.

Key findings/outcomes: The annotations summarise key points from each item and relate to a wide range of ethnic groups, including refugee groups represented in New Zealand.

Recommendations: None included.

Scope: This is an annotated bibliography covering migrant and refugee groups. Only 15 of the citations refer specifically to refugees – six are from Australia, five from the United States, one from Denmark, one from New Zealand and the origin of one is unclear.

Country research undertaken in: New Zealand.

Keywords: ethnic/cultural identity; social capital/networks; health/wellbeing; women; men; children/youth; research methods: review.

I6 Ryan, D., Dooley, B. and Benson, D. (2008). 'Theoretical perspectives on postmigration adaptation and psychological wellbeing among refugees: towards a resource based model'. *Journal of Refugee Studies*, *21*(1), 1-18.

Research focus/aims: This paper first critically examines major theoretical approaches that have guided research on the psychological wellbeing of refugees. The authors then present their own framework of adaptation involving the concept of resources (to be understood in terms of an individual's needs, personal goals and the demands he or she encounters).

Participants: Not applicable.

Key findings/outcomes: This paper defines migrant adaptation as the process through which persons reorganise or rebuild their lives after relocating to a new sociocultural context. Different models focus on different aspects of the adaptation process. For example:

- Sociocultural models are concerned with the demands of interacting effectively in a new cultural environment (for example, Ward and Kennedy 1999[40]).
- Social identity models focus on how individuals come to terms with changing perceptions of their ethnic identity, as a result of intercultural contact (for example, Ward et al. 2001[41]).
- Economic approaches focus on migrants' ability to access the labour market of the host environment and regain premigration levels of occupational status (for example, Aycan and Berry 1996[42]).
- Medical models focus on pathological conditions, the diagnosis of disorders, epidemiological studies and the treatment of pharmacological or psychotherapeutic interventions. The authors suggest that introduction of the diagnostic category of post-traumatic stress disorder in the Diagnostic and Statistical Manual of Mental Disorders (DSM-III) (American Psychiatric Association 1980)[43] prompted much research interest in this area and resulted in an overemphasis on the effects of premigration trauma. This may have been at the expense of basic needs in the present lives of resettled refugees. The authors suggest that, while having experienced trauma may be a key aspect of psychological wellbeing of refugees, it is only part of the picture. Their view is that the discussions focused on trauma make little contribution to an understanding of the actual migrant adaptation process or how the social environment in the host country impacts on psychological wellbeing of refugees.
- A psychosocial stress model that examines wellbeing in terms of exposure to demands being stressful and access to resources that moderate their impact (Lazarus and Folkman 1984)[44] – In this model, there is an emphasis placed on psychological resources (for example, adaptive coping strategies) and social resources (for example, supportive personal relationships). In this model, personal distress is not pathologised (as in the medical model) but is thought of as a normal response to major life changes.
- An acculturation framework developed by Berry (1997)[45] builds on the psychosocial stress model by incorporating a sensitivity to the demands of cross-cultural transitions but, in the authors' view, exaggerates the importance of this aspect.
- Hobfoll's conservation of resources theory[46] is based on the premise that "individuals strive to obtain, retain, protect and foster the things they value" (Hobfall 2001, 341). In this theory, resource loss is seen as a key component of the stress process. Psychological stress can arise either where individuals face a threat of resource loss, resources are actually lost or an investment of resources fails to produce an expected return. This model assumes that there is shared notion of what is perceived is loss.

The authors discuss the limitations of each of these models with respect to their ability to explain migrant adaptation. They then explain how their own resource-based model builds on the strengths of Berry's acculturation model (1997), Hobfall's conservation of resources theory (2001) and Lazarus and Folkman's (1984) psychostress model. The authors suggest that resources can be grouped under four headings:

- Personal resources, which can be physical (for example, health, energy, physical attractiveness) or psychological (skills-based or personal traits). Skills-based resources include problem solving and social skills while personal traits include self-esteem, self-efficacy and hope (which can change in response to stressful circumstances).
- Material resources include money, property, means of transport and personal possessions in general and can include paid employment.

[40] Ward, C. and Kennedy, A. (1999). 'The measurement of sociocultural adaptation'. *International Journal of Intercultural Relations, 23*, 659-677.

[41] Ward, C., Bochner, S. and Furnham, A. (2001). *The psychology of culture shock* (2nd edition). Hove, East Sussex: Routledge.

[42] Aycan, Z. and Berry, J. (1996). 'Impact of employment-related experiences on immigrants' wellbeing and adaptation to Canada'. *Canadian Journal of Behavioural Science, 28*, 240-251.

[43] American Psychiatric Association. (1980). *Diagnostic and Statistical Manual of Mental Disorders (DSM-III)* (3rd edition). Washington DC: American Psychiatric Association.

[44] Lazarus, R. and Folkman, S. (1984). *Stress, appraisal and coping*. New York: Springer.

[45] Berry, J. (1997). 'Immigration, acculturation, and adaptation'. *Applied Psychology: An International Review, 46*, 5-68.

[46] Hobfall, S. (2001). 'The influence of culture, community, and the nested-self in the stress process, advancing conservation of resources theory'. *Applied Psychology: An International Review, 50*, 337-421.

- Social resources refer to the beneficial aspects of personal relationships including emotional, informational and tangible support, as well as the sense of identity and belonging that integration into a social network brings.
- Cultural resources include skills, knowledge and beliefs that are learned within a particular cultural setting whose value to adaptation lies in their ability to be used in such settings, or similar ones. It is this category of resource in particular that the authors believe has been overlooked in previous models. It includes linguistic skills, literacy, education, computer skills and occupational skills as well as familiarity with various services and systems, knowledge of physical surroundings and climate, and shared religious and philosophical systems, which provide people with a sense of meaning.

The authors acknowledge that there are overlaps between the four categories and that a loss or gain in one area can affect another resource category. They then outline the remainder of their model, which includes the centrality of concepts of needs, goals and demands; psychological wellbeing (and not just resource loss as in Hobfall's model); and the importance of considering all phases of the migration experience – premigration phase, the migration or flight phase and the postmigration phase.

Recommendations: The authors see the main value of their model as guiding in-depth interviews with resettled refugees. A semi-structured interview can be developed to examine the individual's resources, needs and goals in each phase (premigration, flight and postmigration) as well as the perceived constraints in the host society. They consider that allowing the refugees to describe what they perceive to be their needs and goals and the resources needed to attain them is more culturally sensitive than previous approaches.

Scope: This theoretical article presents a range of theoretical approaches taken to the study of the psychological wellbeing of refugees

Country research undertaken in: Ireland.

Keywords: integration/social cohesion: definitions or models; ethnic/cultural identity; religion; role of host country; social capital/networks; economic participation; health/wellbeing; housing; research methods: discussion paper; migrants, including refugees.

J. Housing

J1 Addario, S., Hiebert, D. and Sherrell, K. (2007). 'Restricted access: the role of social capital in mitigating absolute homelessness among immigrants and refugees in the GVRD (Greater Vancouver Regional District)'. *Refuge: Canada's Periodical on Refugees*, *24*(1), 107-115.

Research focus / aims: The paper examines the role that social capital plays in housing trajectories of immigrants, with particular attention to the experiences of refugee claimants.

Participants: The authors draw from their earlier study (Hiebert, D'Addario and Sherrell 2007)[47] and included those providing or using emergency and temporary housing, refugees who had recently been approved to stay in Canada and respondents to an Immigrant and Refugee Housing Survey (not cited in this article).

Key findings / outcomes: The paper highlights the importance of social networks in the housing careers of newcomers and argues that access to social networks varies according to the mode of entry for immigrants (for example, skilled immigrants versus refugees). It finds that refugee claimants are particularly vulnerable, given their combination of uncertain legal status, lack of official language ability and unfamiliarity with Canadian society. They are the most likely of all newcomers to 'fall between the cracks' of the housing system. The paper discusses the benefits of social capital for immigrants and refugees, especially the key role that social capital plays in the integration process.

Recommendations: There is a need for all levels of government to facilitate the development of social capital among newcomers.

Scope: The authors' earlier study involved in-depth interviews with key informants involved with emergency and temporary accommodation, data collected from users of this accommodation, in-depth interviews with refugees with a positive decision about their ability to stay in Canada and use of the Immigrant and Refugee Housing Survey.

Country research undertaken in: Canada.

Keywords: integration/social cohesion; social capital/networks; language acquisition/ESOL; host country/region: Canada; migrants, including refugees; research methods: interviews; research methods: survey.

J2 Halango, A. (2007). *The housing experiences of the Auckland Somali population and their impact on the resettlement process.* Unpublished thesis submitted in partial fulfilment of the requirements for the degree of Master of Arts in Human Services, Faculty of Applied Humanities, Auckland University of Technology, Auckland.

Research focus / aims: The thesis examines the impact of the housing experiences of Somali resettled refugees.

Participants: Somali refugees in Auckland.

Key findings / outcomes: The thesis investigates the effect of housing policy and provision in Auckland and demonstrates the links of housing to employment, education and health.

Challenges include ethnocentrism, immigration status, household composition, socioeconomic conditions, lack of English language proficiency, a variety of educational backgrounds and unfamiliarity with institutional practices.

[47] Hiebert, D., D'Addario, S. and Sherrell, K. (2005). *The profile of absolute and relative homelessness among immigrants, refugees, and refugee claimants in the GVRD.* Vancouver: Multilingual Orientation Service Association for Immigrant Communities.

Recommendations: The author recommends keeping up-to-date information to increase the provider's awareness of housing experiences and their impact on the resettlement process. Policy, interventions and implementation need to address the barriers experienced by Somali refugees.

Scope: Case study approach with field data collected from focus group discussions and through a survey.

Country research undertaken in: New Zealand.

Keywords: integration/social cohesion; ethnic/cultural identity; role of host country; social capital/networks; education/training; language acquisition/ESOL housing; host country/region: New Zealand; source country/region: Somalia; research methods:: interview; research methods: case studies: research methods: survey, refugees.

J3 Phillimore, J. (2006). *Feeling at home in the UK*. Paper presented at the 2006 UK National Refugee Integration Conference: Belonging, June 29-30, 2006, Queens Hotel, Leeds.

Research focus/aims: This conference paper presents findings of research conducted by the Centre for Urban and Regional Studies, Birmingham, in which refugees were asked to consider what needs to be in place for them to feel at home in Birmingham. Particular reference was made in interviews to the Integration Matters (2005) [A28] indicators.

Participants: Fifteen refugee families and 17 single refugees in Birmingham.

Key findings/outcomes: In order of priority, key factors involved with feeling at home in Birmingham were housing, employment, English, adult education, communities, and security. Other significant issues were learning, childcare, advice, family reunion, healthcare, leisure, finance, happiness and equal opportunities:

- Housing stability was a key issue, as was overcrowding and poor quality accommodation and access to suitable furniture. The author stressed the lack of stable housing impacts on everything.
- Of those who had been employed in the United Kingdom, many were in temporary jobs and were paid the minimum wage or below. What they wanted most was a good job that reflected their skills and experience. Those on benefits wanted to get off them and support their family themselves, regardless of the nature of the job.
- Respondents recognised that speaking English enables integration with society and stressed its importance in accessing services and obtaining employment. Of those that had attended ESOL classes, most felt the level was too low. There were also long waiting lists, and moving house seriously disrupted learning as they had to enrol in new classes.
- Respondents wanted friendly neighbours and opportunities to make friends generally. Many had felt isolated and now valued being part of an ethnic or refugee community and sharing their experiences.
- There was a general feeling of insecurity, and some respondents had been harassed on the street (both physically and verbally, often by young men towards women and children). Often incidents were not reported because of a fear of retaliation, not knowing how to report the assault or dismissing verbal assaults.

Recommendations: The author suggests the following:

- Refugees need to be supported into permanent work and helped to utilise their skills. It was also important to gain faster access to better quality ESOL to speed up their access to work and vocational training.
- Government agency staff working with refugees need tools and resources, and to focus on locating stable accommodation that meets the needs of refugees, mapping pathways to employment from ESOL to training and work experience and helping to make social links and to educate refugees about dealing with harassment.

She also suggests that many projects in the United Kingdom are focused on local needs. This means that refugees gain access to projects based on where they live (i.e. their postcode), rather than their need. She suggests that the United Kingdom may want to look at Scandinavian integration projects, especially the aspects of funding and the areas in which government agencies are compulsorily obliged to take part in the programmes. She suggests that this investment has paid off both financially and in terms of cohesion. Finally, the author states that "integration indicators should stress permanence and quality, otherwise integration will not be achieved".

Scope: Small-scale study based on in-depth interviews.

Country research undertaken in: United Kingdom.

Keywords: integration/social cohesion: indicators or measures; social capital/networks; social exclusion; role of host country; dispersal policies; education/training; ESOL/language acquisition; economic participation; host country/region: United Kingdom; source country/region: mixed ethnicities; research methods: interviews; refugees.

J4 Phillips, D. (2005). 'Moving towards integration: the housing of asylum seekers and refugees in Britain'. *Housing Studies*, *21*(4), 539-553.

Research focus/aims: The paper examines steps that have been taken to facilitate refugees' and asylum seekers' access to decent, safe and affordable housing.

Participants: Local housing providers and community workers.

Key findings/outcomes: The paper discusses the national immigration policy and housing options, including the dispersal policy. It notes that this has produced significant challenges for housing providers, local residents and new migrants. Few areas have refugee housing strategies, yet these newcomers often need more support because of the trauma of forced migration, public hostility and lack of community support networks. The situation is particularly difficult for single refugees, who may not have priority for social housing and may have trouble securing a private tenancy.

Recommendations: Communities need to prepare for the arrival of refugees and asylum seekers and provide ongoing support, including involving and consulting with refugees when developing strategies. Communities also need a proactive policy to smooth the transition to permanent accommodation and to reduce racial harassment.

Scope: The paper draws on a qualitative study across five English localities. The author interviewed local housing providers and seven community workers and reviewed published documents.

Country research undertaken in: United Kingdom.

Keywords: role of host country; social capital/networks; social exclusion; dispersal policies; housing; host country/region: United Kingdom; research methods: interviews; research methods: review; refugees, including asylum seekers/

J5 Phillips, D. (2006). 'Integration of new migrants: housing'. In S. Spencer (Ed.), *Refugees and other new migrants: a review of the evidence on successful approaches to integration* (pp. 22-36). Oxford: Centre on Migration, Policy and Society (COMPAS).

Research focus/aims: Review of housing-related issues for new migrants.

Participants: Not applicable.

Key findings/outcomes: Identifies a lack of reliable data on the geographic mobility of refugees and new migrants and on the tenure and quality of their housing. The literature suggests that housing experiences are often characterised by instability and vulnerability. Outcomes are influenced by government policies, the limited resources of new migrants, the policies and practices of housing providers and the search for a safe, supportive environment. Positive policy interventions include preparation for the arrival of new migrants and refugees, continuing support, move-on support when refugees or new migrants have to move from temporary accommodation and steps to prevent homelessness. Success depends on a holistic approach, cultural sensitivity, expertise in new migrant and refugee issues, integrated services including legal advice, recreational and interpreting services and flexible service provision.

Recommendations: The author concludes that it is not possible to recommend good practice that will apply equally well in all localities for all groups of new migrants or refugees. The paper recognises the difficulties of multiagency working while noting that this is what is needed.

Scope: Reviews issues in measuring new migrants' housing outcomes and identifies the need to take into account safety and racial harassment; covers UK literature.

Country research undertaken in: United Kingdom.

Keywords: integration/social cohesion: indicators or measures; role of host country; housing; host country/region: United Kingdom; source country/region: mixed ethnicities; migrants, including refugees; research methods: review.

K. Integration and refugee characteristics

Gender

K1 Beg, N. (2005). *A qualitative study on the factors influencing the cultural, economic and social integration of Afghan women in Canada*. A thesis presented in partial fulfilment of the requirements for the degree of Master of Social Work, Carleton University. Abstract sourced from http://amicus.collectionscanada.ca.

Research focus/aims: This Master's thesis explores the cultural, economic and social integration of ten Afghan women living in three Canadian cities.

Participants: Ten Afghan women living in three Canadian cities.

Key findings/outcomes: The author suggests that, while the factors influencing the cultural economic and social integration of the Afghan women are similar, they are not a homogenous group. She suggests that it is important to recognise that their preflight and first country of asylum experiences influence their integration to Canada.

Recommendations: The author suggests that better understanding of the experiences of Afghan women living in Canada and the factors that shape their integration would help in the development of effective programmes and services to meet their needs. This could be facilitated by providing Afghan women with a voice and a means of documenting their experiences in their own words

Scope: Research undertaken for a Master's thesis in social work, based on interviews with ten Afghan women.

Country research undertaken in: Canada.

Keywords: integration/social cohesion: indicators or measures; ethnic/cultural identity; social capital/networks; social exclusion; economic participation; women; host country/region: Canada; source country/region: Afghanistan; refugees; research methods: interviews.

K2 Collie, P. (2006). *No straight lines or tidy boxes: young Assyrian women negotiating identities and educational pathways in New Zealand*. A thesis presented in partial fulfilment of the requirements for the degree of Master of Science, Victoria University. Report based on Masters Research Awards – Final Report to BRCSS Network. Retrieved on 4 January 2009 from www.brcss.net/images/Mastersprofiles/collie%20final%20report.doc

Research focus/aims: This Masters thesis focused on two aspects of the life of young Assyrian women in New Zealand – how they respond to questions of cultural maintenance and adaptation, and influences on their education and career pathways.

Participants: 60 young women and 72 Assyrian adults in New Zealand.

Key findings/outcomes: In addressing the questions of cultural maintenance and adaptation in New Zealand, the author found that young women indicated that they wanted to integrate (i.e. to both maintain their culture and adapt to aspects of New Zealand culture). However, the young women were treated as 'different' by other New Zealanders and discouraged from 'acting too Kiwi' by other Assyrians. Participants managed these diverse expectations by alternating between cultures or by combining them together. The paper suggests that these approaches are not always appropriate or effective in situations where the young women face stereotyping or discrimination or where they want to simultaneously convey their loyalty and commitment to the heritage culture and their desire to make some adaptations to it now they are living in New Zealand. The author also found that the participants often changed how they aligned themselves within the course of a conversation rather than across situations (as

previously identified in the literature). She suggests that this behaviour is engaging in mindful identity negotiation (a term described by Ting-Toomey 2005[48]).

In addressing the second topic of educational pathways and career choices, the author concludes that encouragement from family, friends and teachers and the development of a shared or personal goal played a key role in these decisions. The young women identified the following challenges and life commitments as inhibiting their progress along education and career pathways: studying in a new language; getting used to a new teaching style (for example, less strictly disciplined classrooms); inability to get help with schoolwork from home; being an older student; financial constraints; perceived discrimination; and other life interests such as marriage.

Recommendations: The author suggests that future research could investigate:
- whether mindful identity negotiation and feelings of ambivalence and uncertainty about questions of cultural maintenance and adaptation are more prevalent among young people from particular ethnic groups
- what implications these feelings have for psychological and sociocultural adaptation
- whether mindful identity negotiation is associated with superior sociocultural competence and intercultural communication effectiveness
- the impact of being in classes with younger students
- how families on tight budgets with financial obligations overseas make spending decisions on their children's education.

Scope: Findings were derived from a thematic analysis of material gained from 400 hours of ethnographic work, and interviews and focus groups with Assyrian young people, adults, parents and teachers of Assyrian students.

Country research undertaken in: New Zealand.

Keywords: integration/social cohesion; ethnic/cultural identity; social capital/networks; social exclusion; economic participation; education/training; language acquisition/ESOL; economic participation; women; children/youth; 1.5 generation; host country/region: New Zealand; source country/region: Middle East; research methods: ethnographic; research methods: interviews; refugees.

K3 Mulvihill, M., Mailloux, L. and Atkin, W. (2001). *Advancing policy and research responses to immigrant and refugee women's health in Canada*. Winnipeg: Canadian Women's Health Network.

Research focus / aims: This paper presents an overview of Canadian research on immigrant and refugee women's health. It also presents preliminary policy issues and suggests next steps for policy and research development in this area.

Participants: Not applicable.

Key findings / outcomes: The authors identified the following themes and findings as key policy and research issues:
- Research on the sociocultural context of immigrant and refugee women raises questions about the impact on health of variables such as country of origin, age, circumstances of migration, lifestyle changes and economic health. Research also raises questions about how and whether the influence of these factors changes over time. Research is needed to explore whether the underutilisation of preventative services is due to differences in concepts of health and healthcare or whether it is due to systemic barriers.
- A significant body of research was found on the economic integration of immigrant and refugee women in Canada, but there is a need for more research that explores the links between economic wellbeing and health status. The authors outline findings from

[48] Ting-Toomey, S. (2005). 'Identity negotiation theory: cross cultural boundaries'. In W. Gudykunst (Ed.), *Theorising about intercultural communication* (pp 211-233). Thousand Oaks, California: Sage Publications.

mainstream populations suggesting that policies and programmes that improve the economic situation of immigrant and refugee women (for example, language and employment programmes) may significantly impact on their health.
- Recent research in the area of mental health has argued that, while recipients of mental health services are often treated on an individual basis, there are important social dimensions to the mental health issues of immigrant and refugee women. The authors suggest that more research on the accessibility of mental health services is needed, especially for those who have experienced premigratory trauma. Initiatives that reduce social isolation have been identified as important to mental health (for example, immigrant women's centres, networking and mentoring, language, employment and retraining programmes).
- There are still significant research gaps on migration and ageing, particularly on ageing within recent immigrant and refugee populations and on community-centred approaches to healthcare delivery. Targeted programmes and services are needed for this population.
- Understanding the complex context of immigrant and refugee women's lives is critical to developing culturally appropriate and accessible healthcare practices and programmes. Accessibility to healthcare can be improved by developing of cultural competency at all levels of the healthcare system along with investigating language barriers, cultural diversity, the effectiveness or necessity of matching the gender/ethnicity of healthcare users and providers, the use of alternative/traditional methods of healing and investing in outreach strategies.

Recommendations: The authors suggest that policy and research concerning the health of immigrant and refugee women need to consider issues of gender and diversity, as well as taking a 'determinants of health perspective' and a population health approach.

Scope: This paper draws together findings from Canadian research on immigrant and refugee women's health, drawing on work undertaken by Kinnon (1999),[49] Janzen (1998)[50] and research conducted by Canada's Centres of Excellence for Women's Health and Metropolitan Centres of Excellence.

Country research undertaken in: Canada.

Keywords: ethnic/cultural identity; role of host country; social exclusion; education/training; language acquisition/ESOL; economic participation; health/wellbeing; women; older refugees; research methods: review; host country/region: Canada; migrants, including refugees.

K4 Stoll, K. and Johnson, P. (2007). 'Determinants of the psychosocial adjustment of southern Sudanese men'. *Journal of Refugee Studies*, *20*(4), 626-40.

Research focus/aims: This research explores the following hypotheses with respect to Sudanese men in Canada:
- Hypothesis 1 – greater financial and emotional role strain from enacting the global breadwinner role is predictive of difficulties in psychosocial adjustment.
- Hypothesis 2 – greater religiosity and more social support are predictive of improved psychosocial adjustment.

Participants: 164 Sudanese men who responded to a questionnaire and who, on average, had been living in Canada for around 3.7 years.

Key findings/outcomes: The questionnaire used by the authors incorporated a 59 item Cultural Adjustment Difficulties Checklist (Sodowsky and Lai 1997[51]) and contained questions that measured financial role strain, emotional role strain, degree of religiosity (for example, through church attendance), degree of social support, time in Canada, education, marital

[49] Kinnon, D. (1999). *Canadian research on immigration and health*. Ottawa: Health Canada.

[50] Janzen, B. (1998). *Gender and health: a review of the recent literature*. Winnipeg: PWHCE.

[51] Sodowsky, G. and Lai, E. (1997). *The cultural adjustment difficulties checklist.* Keene, New Hampshire: Antioch New England Graduate School.

status, English language proficiency, employment status and psychological and social adjustment. These terms are discussed by the authors.

Of the 164 men, almost all (90.2 percent) indicated they were sending money to family members, and all the men reported that it was important or very important to do so and a similar proportion reported that it was difficult to do so while getting established in Canada. The labour force participation of the Sudanese men was found to be higher that the average for British Columbian men but they earned less and were underemployed when current occupations were compared with those held in Sudan. Findings also indicated that the men perceived a high degree of social support from family, friends and community; regarded themselves as very religious; are generally well-adjusted, suffer little depression and are using healthy coping strategies; and display comparable social adjustment difficulties.

In relation to the hypotheses, the authors found the following:

- Financial strain affected social adjustment in Canada (supporting part of hypothesis 1). They suggest possible reasons for this include having fewer financial resources may translate into fewer opportunities for socialising with friends. A vast majority of men indicated that they could not afford leisure activities, dating (for single men) or entertainment. Socialising may also be affected by a lack of transport.
- The most important variable that facilitated the social adjustment was social support from family and the Sudanese community (supporting hypothesis 2).
- The perceived emotional strain associated with sending remittances to Africa did not have a negative impact on psychosocial adjustment (rejecting part of hypothesis 1). They suggest that this is explained by the findings of Akeui (2004)[52] who suggests that remittances are important social gestures that give the sender a sense of wellbeing, pride and dignity and that knowledge of the benefits to the recipients outweighs the negative impact on adjustment.
- The psychological resilience of men is facilitated by their religiosity.

Recommendations: The authors make a number of suggestions to improve the capacity of Sudanese men to maintain financial and other ties, to reduce the financial and emotional strain involved in providing for overseas relatives and to provide more opportunities for social interaction in Canada.

Scope: Findings were based on results of a questionnaire completed by 164 Sudanese men living in Canada. Regression analysis was used to establish the relationship between variables.

Country research undertaken in: Canada.

Keywords: integration/social cohesion: indicators or measures; ethnic/cultural identity; religion; social capital/networks; transnationalism/diaspora; education/training; language acquisition/ESOL; economic participation; health/wellbeing; research methods: survey; research methods: test; host country/region: Canada; source country/region: Sudan; refugees.

Older refugees

K5 Chenoweth, J. and Burdick, L. (2001). 'The path to integration: meeting the needs of refugee elders in resettlement'. *Refuge: Canada's Periodical on Refugees*, *20*(1), 20-30.

Research focus/aims: Older refugees.

Participants: Not applicable.

[52] Akuie, S. (2004). *Remittances as unforeseen burdens: considering displacement, family and resettlement context in refugee livelihood and wellbeing. Is there anything states or organisations can do?* Retrieved on 7 January 2009 from www.unhcr.org/research/RESEARCH/40b1ea8a4.pdf.

Key findings/outcomes: The paper notes that elders play a critical role in upholding family strength and stability through the resettlement period, but few countries provide specific services for them. The paper refers to different culture perceptions of when old age begins and what that role entails. Refugee elders often face a sudden and severe loss of independence due to their inability to speak the language of the host country. They may remain dependent on help with even the smallest tasks and for transport. Many are unfamiliar with social services and are reluctant to use them. In defining integration for older refugees, it is important to consider whether the elder feels respected and valued by the receiving country and its social service providers or, as a result of resettlement, whether the elder has become subservient and undervalued.

Recommendations: The report recommends case management specifically for older refugees to clearly identify the older person's needs. These needs should be seen both individually and holistically within the family unit. Establishing elder refugee programmes requires attention to their needs, policy and resource adjustments, interagency co-operation and input from the elders. It also needs flexibility, creativity and innovation to modify traditional services.

Scope: A literature review with recommendations for intervention.

Country research undertaken in: United States.

Keywords: integration/social cohesion: definitions or models; ethnic/cultural identity; social capital/networks; role of host country; social exclusion; language acquisition/ESOL; health/wellbeing; older refugees; host country/region: United States; source country/region: mixed ethnicities; refugees; research methods: review.

K6 Connelly, N., Forsythe, L., Njike, G. and Rudiger, A. (2006). *Older refugees in the UK: a literature review*. Working paper. London: Age Concern and Refugee Council.

Research focus/aims: This literature review examines what is known about older refugees' views, experiences and needs, what gaps exist in the knowledge and evidence base and how these gaps are relevant to policy and practice. It also examines examples of policies or practices that either target or include older refugees in the United Kingdom.

Participants: Not applicable.

Key findings/outcomes: The review argues that 50 or 55 is an appropriate age to define 'older' refugees. Definitions could be pragmatic and contextual and different for different purposes or for people from different countries. The authors point to the need to pay particular attention to older women's perspectives and needs. More research is needed in the areas of health, mobility and social care and more targeted provision to address access, language and cultural issues. The housing needs of older refugees and access to appropriate housing are also discussed. The reviewers identify a lack of evidence regarding the situation of older refugees in the labour market and the social impact of moving from employment in their country of origin to unemployment or low-skilled work. The role of refugee community organisations in supporting older people is discussed as is the effectiveness of family networks in reducing isolation.

Recommendations: The authors identify research questions in the areas of definitions (perceptions of ageing) and demographics of older refugees; legal security; health and social care; housing; education; employment; financial support; information; and family and community networks.

Scope: Literature review mainly focused on literature from the United Kingdom. The focus is on older refugees, not specifically on integration. Possible research questions are included throughout the review.

Country research undertaken in: United Kingdom.

Keywords: integration/social cohesion; ethnic/cultural identity; citizenship; social capital/networks; community participation; role of host country; social exclusion; education/training; language acquisition/ESOL; economic participation; health; housing; older refugees; women; gender; host country/region: United Kingdom; research methods: review; refugees.

K7 Hugman, R., Bartolomei, L. and Pittaway, E. (2004). 'It's part of your life until you die: older refugees in Australia'. *Australasian Journal on Ageing*, *23*(3), 147-149.

Research focus/aims: To explore perceptions of issues facing older refugees, from the perspective of older refugees and the workers in their communities that assist them.

Participants: Five focus groups with a total of 28 older refugees from five ethnic groups in metropolitan Sydney (Bosnian, Cambodian, Somali, Sudanese and Vietnamese) and ten interviews and a focus group with community workers. No mention of length of time in Australia.

Key findings/outcomes: Roles/status can be reversed within families, with older family members being dependent on younger family members leading to intergenerational tensions (exacerbated by a sense that being a refugee is a necessity rather than a choice).

The impact of trauma manifests in older people wanting to talk about events with younger members of family who are sometimes not interested and wanting to talk about traumatic experiences within the ethnic community because of mistrust of professional services. Community workers mentioned links between the experience of seeking refuge and long-term mental health (for example, depression). All the refugees mentioned a sense of ageing in the wrong place.

Recommendations: There needs to be greater recognition of older refugees in policy and practice, particularly in relation to changing patterns of family relations, long-term effects of the refugee experience and in recognition that 'ordinary communities' are not available to them.

Scope: Small-scale exploratory study based on data derived from interviews and focus groups, which were then coded inductively.

Country research undertaken in: Australia.

Keywords: social capital/networks; ethnic/cultural identity; role of host country; social exclusion; health/wellbeing; older refugees; children/youth; host country/region: Australia; source country/region: mixed ethnicities; research methods: interviews; refugees.

K8 Wong, S. (2003). *Integration of older refugees: the integration experiences of older Assyrian, Cambodian and Somali refugees in Wellington.* A paper submitted in partial fulfilment of the requirements for a Graduate Diploma in Science, Victoria University of Wellington.

Research focus/aims: The purpose of this research was to investigate the integration experiences of older refugees into their local New Zealand community including identifying facilitators, barriers and possible improvements to current activities and services.

Participants: 19 refugees aged 50 years and above living in Wellington, New Zealand. All but four or the 19 had been living in New Zealand for five or more years.

Key findings/outcomes: The author identified the main activities and services that older refugees had considered helpful for integrating into the community. These included family reunification, social interactions with family and friends of the same ethnicity, participating in a

wide range of activities, and having access to benefits, services and high-skilled employment. Barriers to accessing integration-related activities and services included segregated family and family reunification policies, a lack of access to or understanding of transport options, inability to speak or learn English, poor health, poor access to interpreters, financial limitation and access to networks and support.

Other points to note:
- Refugee backgrounds, age at arrival, the ability of host communities to support the resettlement process and the length of time spent in a country of resettlement influences the level of integration felt by a refugee. The longer refugees spend in the new country, the more time and incentive they have to acquire language skills, establish families and become familiar with their new environment.
- Regardless of the background of refugees and the length of resettlement, in order to feel integrated into the community, the majority of older refugees require social interactions with family and friends, family responsibilities, access to religious services and ethnic community networks.
- Over time and with increased familiarity with their new environment, older refugees find activities that expose them to the wider community (for example, employment, non-ethnic-specific clubs and promoting culture) that are useful for long-term integration.

Recommendations: The paper concludes stating that the research has shown that well-integrated refugees have the potential to provide many benefits to their families and the community; therefore, it is important for older refugees to be given the support they need. This paper made a range of suggestions for improving the level of integration of older refugees. Suggestions included reviewing government policies on family reunification and social welfare benefits for older refugees, and involving stakeholders in the reviews; evaluating the effectiveness of and enhancing and tailoring policies and programmes for older refugees; educating older refugees on their rights to essential services and setting realistic expectations on the delivery and provision of such services; identifying avenues for involving older refugees in planning, decision making and implementing stages of integration-related activities; and involving ethnic communities, religious groups and families in the development of integration-related activities and services for older people.

Scope: This was a research paper prepared as part of a Graduate Diploma in Science. Interviews were conducted with six Assyrian refugees, seven Cambodian refugees and six Somali refugees living in Wellington, New Zealand.

Country research undertaken in: New Zealand.

Keywords: integration/social cohesion; ethnic/cultural identity; religion; transnationalism/diaspora; social capital/networks; community participation; role of host country; social exclusion; economic participation; health/wellbeing; older refugees; host country/region: New Zealand; source country/region: mixed ethnicities; refugees.

Refugees with disabilities

K9 Ward, K., Amas, N. and Lagnado, J. (2008). *Supporting disabled refugees and asylum seekers: opportunities for new approaches*. London: Refugee Support, Metropolitan Support Trust.

Research focus/aims: The research identifies how refugee community and mainstream organisations assist and support disabled asylum seekers and refugees in London. For the purposes of this research, disability included not only physical impairments but other impairments such as mental health impairments, learning difficulties, brain injury, autistic spectrum disorder and sensory impairments. It required that impairment to have a significant effect on daily life, and this could relate to the negative attitudes of others to disability.

Participants: Interviewees from a range of London-based organisations that had some involvement or focus on refugees, and 21 refugees or asylum seekers (of mixed age, gender, ethnicities and disability type).

Key findings/outcomes: The authors provide a brief outline of the policy context affecting asylum seekers, refugees and disabled people in London, as well as a review of the research literature relevant to refugees and asylum seekers with disabilities in the United Kingdom. With respect to refugees, the United Kingdom's national integration strategy Integration Matters (2005) [A28] focuses on increasing refugees' access to services and support to enhance their integration into society. At the regional level, the Greater London Authority's 2007 Draft Strategy for Refugee Integration in London[53] specifically refers to disabled asylum seekers and refugees. This document highlighted the need to pilot employment training programmes targeted at more isolated groups such as refugee women with children, older refugees and disabled refugees, and calling for actions that recognise the specific issues facing disabled children.

The authors found only a limited amount of research on disabled refugees or asylum seekers in the United Kingdom, which means that little is known about this population in terms of their experiences, needs and ability to access services. A major piece of work on disabilities among refugees and asylum seeker communities was undertaken between 1999 and 2002 and resulted in a range of publications (for example, Roberts and Harris 2001[54]). These researchers found that: the law around this group is complex and not well understood by voluntary and statutory service providers; data is not collected on the extent and nature of impairments; and this population experiences isolation, unmet personal needs, communication difficulties and faces barriers trying to access social services and benefits.

The authors found that a substantial amount of research had been undertaken on mental health issues in relation to refugees and asylum seekers and suggest more is known about this aspect of disability.

From their review activities and field research, the authors concluded the following:

- While other agencies (such as refugee organisations and citizens advice bureaux) provide information and advice to disabled refugees and asylum seekers, RCOs are disproportionately taking the strain of providing disability support for London's refugees and asylum seekers. These organisations are often staffed by volunteers and have to balance providing disability support alongside a range of other services. RCOs have become part of an information network of friends, family and community that strives to meet the diverse array of care needs. The RCOs were found to be falling short of comprehensively meeting the needs of disabled refugees and asylum seekers, due to reasons such as a lack of staff, lack of knowledge about disability law and policy and insufficient funding.
- There remains a considerable support gap between the specialist refugee sector and mainstream disability sector.
- There is a lack of reliable and comprehensive data on disabled refugees and asylum seekers. Data that does exist suggests that mental health issues are the most common cause of disability, followed to a much lesser extent by physical disability.
- A great deal of confusion exists about entitlements to benefits, both among providers and potential disabled refugee and asylum seeker recipients.
- Some barriers to care and support reported by interviewees are shared with other disabled ethnic minority populations. These included language; stigma and culturally determined attitudes towards disability and treatment of disability; extra hardship experienced by women; isolation and lack of understanding about rights and entitlements.
- Additional barriers are faced by refugees and asylum seekers with disabilities including difficulties in finding appropriate interpreters (including sign interpreters) given the vast array of languages spoken by these groups, refugees and asylum seekers are less likely to have existing social networks to rely on for informal support, the forced migration experience can present a range of symptoms that are unfamiliar to service providers (including the physical and mental impacts of war, torture, sexual violence or bereavement

[53] Mayor of London. (2007). *London enriched, the Mayor's draft strategy for refugee integration in London.* London: Greater London Authority. Retrieved on 7 January 2008 from www.london.gov.uk/mayor/equalities/immigration/docs/ref-int-strategy.pdf.

[54] Roberts, K. and Harris, J. (2002). *Disabled refugees and asylum seekers in Britain: numbers and social characteristics.* York: Research Unit, York University.

and the asylum process itself – in many cases, these intersect and result in multiple and compounding symptoms within one individual).

Recommendations: The authors make a range of recommendations aimed at a range of levels (disability organisations, statutory sector organisations, refugee support organisations). Recommendations address improvements to data collection, opportunities for working collaboratively, training, consultation and participation of those representing disabled refugees and asylum seekers.

Further research is also recommended including into the extent, nature and support needs of disabled refugee and asylum seeker groups particularly those with 'invisible' disabilities such as HIV and epilepsy, those with learning disabilities, carers and children.

Scope: A literature review and three-phase qualitative study. The first phase involved 51 short telephone interviews with members of staff responsible for service provision in a range of organisations providing support to refugees and asylum seekers and/or to those with disabilities. In the second phase, in-depth semi-structured interviews were conducted with staff members from 19 of these organisations. In the third phase, 21 in-depth semi-structured interviews were conducted with refugees and asylum seekers.

Country research undertaken in: United Kingdom.

Keywords: ethnic/cultural identity; social capital/networks; role of host country; social exclusion; education/training; language acquisition/ESOL; economic participation; health/wellbeing; women; children/youth; disability; research methods: review; research methods: interviews; host country/region: United Kingdom; source country/region: mixed ethnicities; refugees, including asylum seekers.

Children, youth and 1.5 generation

K10 Campbell, G. (2003). *The intergenerational settlement of refugee children in New Zealand: a report on the findings of a survey conducted for the New Zealand Refugee and Migrant Service.* Wellington: The New Zealand Refugee and Migrant Service.

Research focus / aims: The research focused on the academic and vocational qualifications obtained by former refugee children aged 14 years or younger on arrival who arrived in New Zealand between 1945 and 1995 and those of their children.

Participants: 120 former refugees who met the criteria above (86 were Polish and the remaining 32 were of mixed ethnicities) and 38 second generation New Zealanders born to refugee parents.

Key findings / outcomes: The author briefly describes the circumstances by which the Polish children became refugees, their situation before arrival in New Zealand and events that occurred after they arrived. Virtually all the Polish former refugees who returned the questionnaire said they could not speak any English when they arrived in New Zealand. In addition, they all had spent at least two years without their natural parents (generally because both parents had died) so, prior to arrival, had lacked parental guidance and encouragement. Findings are presented on the highest qualification gained by age of arrival for the former refugees and the highest qualification gained by children born in New Zealand to former refugees.

The author concludes that age on arrival appeared to have a marked effect on later educational success. The highest number of those who left school with no formal qualifications arrived in New Zealand at the age of 11 or older. The authors acknowledge that, for those refugees who arrived in the middle of the 1940s, leaving school early may have been in response to the economic climate and social attitudes of that time. Seventy-seven of the 120 respondents had gained some sort of qualification since leaving school, and 90 percent of the second generation respondents had gained some form of tertiary qualification.

Recommendations: None.

Scope: Findings are based on responses to a postal questionnaire sent to former refugees and their children.

Country research undertaken in: New Zealand.

Keywords: integration/social cohesion: indicators or measures; education/training; children/youth; second generation; host country/region: New Zealand; source country/region: Poland; Source country/region: mixed ethnicities; refugees.

K11 Couch, J. (2007). 'Mind the gap: considering the participation of refugee young people'. *Youth Studies Australia*, *26*(4), 37-44.

Research focus/aims: The paper explores the benefits and risks of involving refugee young people in participation processes.

Participants: Young refugees in Melbourne.

Key findings/outcomes: The author discusses the potential benefits of refugee youth participation in consultation and decision making. These include enhancing their commitment, contributing to their self-image and enhancing their resilience. The challenges include cultural constraints, particularly relating to youth empowerment. She notes that working with young people in isolation from their family situations risks loosening family ties that may be the young person's first line of protection. Programmes also need to take gender dimensions into account and acknowledge that young people often have to contribute to the maintenance of the household, take care of siblings, gain employment or go to school.

Recommendations: Programmes must take into account the issue of refugee young people's settlement experience, alienation and society's denial of their status and worth.

Scope: This is a discussion piece based on the author's experience of working with young refugees.

Country research undertaken in: Australia.

Keywords: ethnic/cultural identity; social capital/networks; role of host country; economic participation; health/wellbeing; gender; children/youth; host country/region: Australia; source country/region: mixed ethnicities; research methods: discussion paper; refugees.

K12 Higgins, J. (2008). *Annotated bibliography of New Zealand literature on migrant and refugee youth*. Wellington: Department of Labour.

Research focus/aims: This annotated bibliography was commissioned by the Department of Labour to provide a comprehensive account of the current evidence on settlement and social inclusion for migrant and refugee young people in New Zealand. The bibliography aims to identify evidence relating to factors that facilitate or act as barriers to the successful settlement and inclusion of these young people.

Participants: None.

Key findings/outcomes: The author found that there was a growing body of New Zealand literature about key groups of young migrants, with considerably less research specifically focused on refugee youth. Some literature focused on young people who are new arrivals to New Zealand and the provision of ESOL in schools. Much of the research focused on educational needs of refugee youth.

The author suggests that, in addition to the significant cultural change experienced by all young migrants, refugee youth are also likely to be dealing with the consequence of upheaval and trauma in their lives and may have experienced a disrupted form of schooling or no schooling at all. This disruption is identified as having implications for integration into the New Zealand school system and for post-employment prospects.

Research on intergenerational relationships has identified the importance of the family as a central social network for refugee and migrant youth, as well as being a site of tension as they negotiate transitions between heritage culture and that of the host society (including developing relationships with peers).

There is little research on the accessing of mainstream or specialist social services by refugee and migrant youth (aside from mental health services) or on the expression of identity through participation in civic, social and community activities. Some research undertaken by refugees or migrants, or their children, has focused on the experiences of being a young refugee or migrant in New Zealand. A few projects have suggested that some refugee and migrant youth do not feel safe expressing their ethnic identity outside their own communities.

Recommendations: The author suggests that there is a need for more research to help develop policies and practices to address the significant challenges faced by refugee youth. Given the vulnerable nature of this group, the author suggests any research developed must be designed in consultation with the refugee community including young people themselves. Particular areas of research gap include the school-to-work transition; the effects of family disruption on mental health and wellbeing; the services accessed by young people; identity/participation; use of electronic communications technologies; employment or family commitments managed alongside schooling; and aspects of the civic, social and community participation of refugee and migrant young people. Finally, the author suggests that the research community should consider ways of encouraging young refugees and migrants to become researchers in work that looks to address and enhance their social inclusion in New Zealand society.

Scope: A review of the New Zealand literature on migrant and refugee youth.

Country research undertaken in: New Zealand.

Keywords: integration/social cohesion; ethnic/cultural identity; language maintenance; civic/political participation; transnationalism/diaspora; social capital/networks; community participation; role of host country; social exclusion; education/training; language acquisition/ESOL; economic participation; health/wellbeing; gender; children/youth.

K13 Humpage, L. and Fleras, A. (2000). 'Systemic bias and the marginalisation of Somali refugee adolescents within New Zealand education'. *New Zealand Sociology*, *15*(1), 46-74.

Research focus/aims: The research identifies areas of systemic bias affecting Somali refugee adolescents at New Zealand schools.

Participants: Somali refugee adolescents and stakeholders.

Key findings/outcomes: The author identifies the following areas of systemic bias in New Zealand education settings:

- Learning and teaching rituals – The students lack what is assumed to be 'universal' knowledge and are inexperienced in working independently of the teacher or in group settings.
- Organisational rituals – The students are unused to making notes in class, organising them and using them to complete assignments.
- Role conflicts and confusion – Unfamiliar gender roles are particularly challenging, behaviour can differ from expectations and age-related roles differ from those expected in Somalia.

- Uniform rules do not take account of cultural difference.

Recommendations: Cultural accommodation needs to be a two-way process between ethnic groups and schools and must result in the transformation of educational institutions to succeed.

Scope: A qualitative study based on 35 interviews with Somali students and other stakeholders.

Country research undertaken in: New Zealand.

Keywords: ethnic/cultural identity; role of host country; education/training; children/youth; gender; host country/region: New Zealand; source country/region: Somalia; research methods: interviews; refugees.

K14 Hyman, I., Vu, N. and Beiser, M. (2000). 'Post-migration stresses among Southeast Asian refugee youth in Canada: a research note'. *Journal of Comparative Family Studies*, *31*(2), 281-295.

Research focus/aims: The study focuses on the experiences of Southeast Asian youth in Canada.

Participants: First generation Southeast Asian youth in Toronto.

Key findings/outcomes: For most participants, adjustment to a new school was the most difficult experience. They experienced marginalisation and cultural conflict. Lack of English fluency was a major source of school stress and created social and academic frustration. Students had to adjust to unfamiliar cultural values at school. Communication difficulties and high parent expectations caused conflicts at home. Most of the youth expressed respect for their parents' values and a desire to maintain the language and way of life. However, they were also attracted to sometimes incompatible Canadian values and practices. Many were ambivalent about their ethnic identity. Some were conscious that other Canadians viewed Vietnamese in a less than sympathetic light.

Recommendations: Recognition of the multiple stresses experienced by Southeast Asian youth should help improve the cultural sensitivity of educators and clinicians working with this group. Orientation programmes to help families identify competing intrafamilial and host country values and greater parental involvement in the school system would help to alleviate family tensions.

Scope: This was a qualitative study among Southeast Asian youth in Toronto. It formed the basis for an epidemiological study reported elsewhere.

Country research undertaken in: United States.

Keywords: ethnic/cultural identity; language maintenance; role of host country; social exclusion; education/training; language acquisition/ESOL; health/wellbeing; children/youth; host country/region: Canada; source country/region: Southeast Asia; research methods: interviews; migrants, including refugees.

K15 Kenny, M. (2007). *The integration experience of Somali refugee youth in Ottawa, Canada: "Failure is not an option for us"*. Thesis completed in partial fulfilment of the requirements for a Master of Arts, Carleton University. Abstract only. Sourced from http://amicus.collectionscanada.ca.

Research focus/aims: This purpose of this thesis was to better understand the impact of the refugee experience on the integration process, as well as to explore the factors that hamper and/or assist the integration of Somali youth.

Participants: Young Somali refugees in Canada who were under the age of ten when they arrived and who, at the time of participation, were aged between 15 and 24.

Key findings/outcomes: This study examined how culture, identity, schools, the ethnic community, the youths' larger social world, family and gender weave together to shape the integration experience.

The young people interviewed faced similar barriers to integration such as low socioeconomic status as a result of migration, issues associated with poverty, language, and single female-headed households. The author found that, for this group of youth, "failure is not an option". The full thesis includes a chapter reviewing the literature on children and youth, including the psychological and social factors that may hamper or assist the integration of youth. Two chapters then present findings from interviews and focus groups on perceived factors affecting the integration and lives of young Somalis in Ottawa and what they would do if they were 'in charge' of making decisions in their neighbourhood.

Recommendations: The full thesis contains suggestions developed by the author and the Somali youth participants on how the integration of Somali youth in Ottawa might be improved. The author also suggests that, when studying the integration experience of youth, it is necessary to examine the subject at the individual level as well as in the context of the family and the larger social world.

Scope: Findings are drawn from ethnographic research, literature review, and interviews and discussion with Somali youth and community organisations.

Country research undertaken in: Canada.

Keywords: integration/social cohesion; ethnic/cultural identity; social capital/networks; social exclusion; education/training; language acquisition/ESOL; economic participation; health/wellbeing; women; children/youth; research methods: ethnographic; research methods: review; research methods: interviews; host country/region: Canada; source country/region: Somalia; refugees.

K16 Kumsa, M. (2006). '"No! I'm not a refugee!" The poetics of be-longing among young Oromos in Toronto'. *Journal of Refugee Studies*, *19*(2), 230-255.

Research focus/aims: The author aims to address a research gap on the experiences of young refugees in Canada. She states her focus as on "poetics of national be-longing". Her use of the hyphenated word 'be-longing' emphasises the affinity and longing (regarding nation) that is inherent in the word belonging while 'poetics' refers to metaphorical extensions of selfhood.

Participants: 18 young refugees who identified as Oromo living in Toronto. They were either high school (the majority) or university students.

Key findings/outcomes: The statement "No! I'm not a refugee!" is a quote from a young refugee who did not want to be associated with trickery, deceit or cheating, which were perceived to be associated with being a refugee. The author uses quotes from the discussion that occurred in the focus groups to illustrate the young people's views on the refugee label.

In her analysis, the author argues that all forms of identity are constructed through the social interaction of 'self' and 'other'. She applies a framework she has developed, based on concepts of dispersal and affinity, which she argues provides a contextual and relational understanding of refugee experience. In this framework, dispersal signifies the violence of disrupting ties, and hurling refugee bodies into global space, as well as dislocation and displacement. Affinity signifies refugee resistance to disruption, dislocation and displacement, and a yearning to relocate disrupted social ties as well as intense longings to be-long. The author suggests dispersal and affinity occur within four paradoxical spaces: the relational space, the reflexive

space, the temporal space and the glocal (an intertwining of local and global) space. These settings are described along with the implications for refugee studies.

Recommendations: None.

Scope: Findings are based on in-depth individual and group discussions carried out over a period of seven weeks and an analysis of literature.

Country research undertaken in: Canada.

Keywords: integration/social cohesion: definitions or models; ethnic/cultural identity; social capital/networks; transnationalism/diaspora; social exclusion; health/wellbeing; defining refugees; youth; research methods: ethnographic; research methods: interview; host country/region: Canada; source country/region: Ethiopia; refugees.

K17 Rousseau, C. and Drapeau, A. (2003). 'Are refugee children an at-risk group? A longitudinal study of Cambodian adolescents'. *Journal of Refugee Studies*, *16*(1), 67-81.

Research focus/aims: The paper explored the discrepancy between the intensity of psychiatric symptoms and the social adjustment of adolescent refugees.

Participants: Cambodian adolescents in Quebec.

Key findings/outcomes: Several studies have shown that, with young refugees, diagnostic status does not necessarily relate to functional status. In this study, social competence, academic difficulty and gender of young Cambodians was not significantly related to emotional and behavioural symptoms. The profile of emotional and behavioural symptoms reported by Cambodian-born adolescents and native Quebecois was similar, but the latter reported more risk behaviours than Cambodians.

Recommendations: Population studies should assess adjustment variables in addition to symptoms with the attendant risk of pathologising the experience of children as passive victims rather than active survivors.

Scope: The researchers followed 57 young Cambodians for four years and compared them with a peer group of 45 native Quebecois. Young people and their parents were interviewed. Cambodian adolescents were growing up in harsher economic environments than their peers.

Country research undertaken in: Canada.

Keywords: integration/social cohesion: indicators or measures; social capital/networks; health/wellbeing; children/youth; host country/region: Canada; source country/region: Cambodia; research methods: interviews; refugees.

K18 Trickett, E., Birman, D. and Persky, I. (2003). *The acculturalisation and adaptation of adolescent Vietnamese refugees in Maryland*. Research supported by a grant from the Maryland Office for New Americans of the Maryland Department of Human Resources, Retrieved on 9 January 2009 from www.dhr.state.md.us/mona/pdf/vietnam.pdf.

Research focus/aims: The purpose of this study was to understand the acculturation and adaptation of Vietnamese adolescents to allow comparison with an earlier study of Soviet Jewish adolescents (Birman 1994).[55]

[55] Birman, D. and Tyler, F. (1994). 'Acculturation and alienation of Soviet Jewish refugees in the United States'. *Generic Social and Psychological Monographs, 120*, 101-115.

Participants: 159 first and second generation Vietnamese adolescents living in Maryland, United States.

Key findings/outcomes: The authors defined the process of acculturation as the "overarching task of refugees in terms of their coming to grips with life in their new land. Acculturation refers to changes in behaviour, identification, values, language and other aspects of one's culture as a result of migration to the new culture." These elements were explored in interviews and focus groups.

In response to a question on identification, just under one-third (31 percent) of participants regarded themselves as more Vietnamese than American, while 16 percent regarded themselves as more American than Vietnamese. Nearly half (48 percent) thought of themselves as equally American and Vietnamese, and a very small proportion considered themselves as neither American nor Vietnamese (3 percent) or identified in another way (2 percent). When generation was considered, 34 percent of all first generation participants were more likely to consider themselves as more Vietnamese, compared with 23 percent of all second generation participants. Conversely, 28 percent of second generation participants were more likely to consider themselves as more American, compared to 12 percent of the first generation participants.

A language, identity, and behaviour scale was used to assess acculturation to Vietnamese and American culture. For the sample as a whole, acculturation to American culture was higher than retention of Vietnamese culture. Participants rated competence in English more highly than competence in Vietnamese and engaged in American behaviours far more than Vietnamese behaviours. However, Vietnamese identity remains higher than American identity. The authors suggest that this demonstrates the complexity and multidimensionality of acculturation. When generation is considered, first generation adolescents are significantly less Americanised and more Vietnamese than second generation adolescents, including with respect to language and behaviour. However the two groups are similar with respect to Vietnamese identity.

Other findings related to participants' ability to write in English and Vietnamese; their views on their future identity as adults; religious affiliation; social integration and sources of social support; their role as cultural broker (helping their family translate American culture); their degree of decision making autonomy; elements of family life; experience of acculturation hassles (including with parents, peers, school, language and discrimination in daily lives); elements of self-esteem, predictors of psychological adjustment, elements of school adjustment and expectations for success; and predictors of school outcomes.

The report concluded that Vietnamese adolescents appeared to be adapting relatively well to life in the United States as evidenced by their psychological wellbeing, school achievement and friendships with other American adolescents. Adolescents also value their Vietnamese cultural identity, which they wish to retain as adults, and to continue to have friendships with other Asian and Vietnamese peers. Academic success was an important goal for both adolescents and their parents. Parents may place pressure on them to do well at school but may not be in a position to help and support them because they are not familiar with the American education system. This means adolescents have to motivate themselves to succeed, with those who expect more of themselves achieving greater success.

The majority of hassles experienced by the adolescents were with their parents concerning retaining Vietnamese identity and the cultural broker role. The degree of autonomy desired by second generation adolescents was higher than for first generation refugees. The second generation group wanted to be able to make a wider range of decisions and be responsible for many tasks at an earlier age than the first generation adolescents. While parents of both first and second generation adolescents functioned in a similar manner, second generation adolescents were less satisfied with their family life (because they wished for more decision making) than first generation adolescents.

Recommendations: None.

Scope: Findings were drawn from interview and focus groups.

Country research undertaken in: United States.

Keywords: ethnic/cultural identity; language maintenance; social capital/networks; social exclusion; education/training; ESOL/language acquisition; health/wellbeing; children/youth; first generation; second generation; host country/region: United States; source country/region: Vietnam; research methods: test; research methods: interviews; refugees.

K19 Um, K. (2003). *A dream denied: educational experiences of Southeast Asian American youth: issues and recommendations*. An issue paper based on findings from the first national Southeast Asian Youth Summit, University of California, Berkeley, 9 December 2000. Washington: Southeast Asian Resource Action Centre (SEARAC).

Research focus / aims: This paper reports the findings of roundtable discussions held at the first national Southeast Asian Youth Summit. These roundtable discussions aimed to identify barriers that Southeast Asian students face in secondary and post-secondary education and to generate policy and programme recommendations to address those concerns.

Participants: Summit participants (number unspecified) from the Southeast Asian countries of Laos, Vietnam or Cambodia, the majority of whom came to the United States as refugees or were the children of refugees. Roundtable participants included students in high school or undergraduate and graduate programmes, young professionals, advocates, practitioners and policy makers from six states. Other findings came from 106 college (university) respondents to a questionnaire.

Key findings / outcomes: Summit findings and those from the questionnaire were consistent and together identified the following barriers to educational advancements:

- Students having little or no access to information about the importance of higher education and college preparatory courses and to other essential information about college admission.
- Students having limited access to support from both family and school. Those who had done well academically attributed their success to the availability of support and positive reinforcement from family members and school staff. Other students were from families that faced severe constraints, including parents with no or little formal education, who may have limited English proficiency and only a limited understanding of the US educational system. Some participants would have also appreciated much more support from school teachers or counsellors. This included more accurate assessment of their educational needs and ESOL needs (for example, addressing academic English as well as conversational needs). Some described a trend to place Southeast Asian students in remedial or vocational (as opposed to academic) streams and/or being discouraged from seeking a college career.
- Educators holding stereotypes or having low expectations from the academic ability of students (particularly Cambodian and Laotian students). Some students felt that they were labelled as gangsters, 'at risk' or being of limited ability because of the clothes they wear, the music they enjoy and their manner of speech. Of those that had achieved well, some felt they had been directed towards mathematics and science courses because of stereotyping.
- Those in paraprofessional and teaching support roles (including bilingual teachers and community liaison staff) being the only resources that Southeast Asian adolescents have. There may be very few people in these positions relative to the number of students, and these positions are often very under-resourced. In addition, paraprofessional and teaching support staff often themselves face discrimination within the school system and are not an adequate source of support (alternative to school educators or counsellors).
- Very few students having access to community-based educational support, with those that do possibly being prevented from participating in them because of a lack of transport or family responsibilities. Another issue is that many Southeast Asian parents may not recognise the importance of extracurricular activities. Students may also have to balance

academic and family responsibilities, and women students may be expected to come home straight after class.
- Racism, with Southeast Asian youth being subject to two extremes. On the one hand, they are lumped together with other Asian youth as the model minority and assumed to experience no educational challenges or racism (which may result in their learning needs not being identified). At the other extreme, they are depicted as a traumatised community of welfare dependents, high school dropouts and delinquents. Other racism was thought to be negative perceptions of Southeast Asians linked to the US role in Southeast Asia, in particular the Vietnam war or as portrayed in media.
- A lack of Southeast Asian language/history courses, particularly language courses at the secondary level. Participants felt that they would like to have the choice to acquire or enhance competence in their native language and not be forced to learn another foreign language in order to fulfil curriculum requirements. Similarly, they identified a lack of opportunity to learn about their own histories as Southeast Asians and about the histories of their countries.

Recommendations: Key recommendations included:
- promoting parent, youth and community advocacy to address the educational needs of Southeast Asian youth
- rethinking the existing education curriculum to reflect more accurately the complexity of American history and society
- fostering collaboration among stakeholders to enhance the educational achievement of Southeast Asians in secondary and post-secondary institutions
- creating a scholarship programme and co-ordinating institution
- organising activities such as parent-student conferences to strengthen intergenerational communication.

Scope: Findings were drawn from roundtable discussions at a Youth Summit and from responses to a written questionnaire.

Country research undertaken in: United States.

Keywords: ethnic/cultural identity; language maintenance; role of host country; social capital/networks; social exclusion; education/training; language acquisition/ESOL; gender; children/youth; second generation; host country/region: United States; source country/region: Southeast Asia; migrants, including refugees.

K20 Ward, C. (2008). *The experiences of migrant youth: a generational analysis*. Wellington: Department of Labour.

Research focus/aims: This research is part of a larger international project, the International Comparative Study of Ethno-cultural Youth, undertaken in 13 countries with almost 8,000 adolescents and young adults. The project examines a range of intracultural and intercultural variables, such as ethnic and English language proficiency and use, peer contacts, identity, acculturation attitudes, family values, perceived discrimination, and both psychological (life satisfaction and psychological symptoms) and social (school adjustment and behavioural problems) domains of adaptation.

Participants: The comparisons are based on the responses of 1,226 New Zealand adolescents and young adults; that is, 744 migrant (including refugee) youth and 482 national (New Zealand European and Māori) youth. The migrant or refugee youth includes 201 first generation (immigrant youth who were born overseas and arrived in New Zealand after the age of 12), 402 1.5 generation (immigrant youth who were born overseas and arrived in New Zealand by the age of 12) and 141 second generation (New Zealand-born youth with both parents born overseas) adolescents and young adults.

Key findings/outcomes: Overall, the results of this research are in accordance with international findings on generational changes in migrant communities:

- Migrant youth have a strong orientation towards their heritage culture, and this largely remains stable across generations as evidenced by strong ethnic identity and frequent contact with ethnic peers; however, ethnic language use and proficiency decrease over successive generations.
- Migrant youth increasingly orient themselves towards the larger New Zealand society. This is evidenced by an increase in national identity, an increase in national peer contacts and more frequent use of and greater proficiency in English over successive generations.
- There are variations in acculturation attitudes over generations. Integration (the preference to maintain cultural heritage and participate in the wider society) is strongly endorsed and remains stable over generations. In contrast, while assimilation (participation gained at the expense of cultural maintenance) is not widely endorsed, it is better accepted amongst second generation youth.
- There are few changes in family values over generations, although first generation migrants see parental obligations as more important than their second generation peers. All migrant groups are less likely to endorse children's rights and more likely to endorse parental obligations than national youth.
- Migrant youth report more discrimination than their national peers, but this does not vary significantly over generations.
- Migrant youth fare as well or better than their national counterparts in terms of psychological adaptation. There are no significant differences in life satisfaction between groups; however, migrant youth report fewer symptoms of psychological distress. Psychological symptomatology does not vary across generations.
- Migrant youth report better social adaptation than their national peers; however, there is some evidence that this advantage diminishes over successive generations. For example, second generation migrants report more behavioural problems and poorer school adjustment than their first and 1.5 generation counterparts.

Recommendations: The findings suggest that a view to the future should consider ways in which participation can be encouraged without threat to cultural maintenance in migrant communities.

Scope: This report is based on a subset of the New Zealand data collected through a survey and provides:
- a generational analysis of the experiences of migrant youth
- where appropriate, comparisons between migrant and national youth.

Country research undertaken in: New Zealand.

Keywords: integration/social cohesion; ethnic/cultural identity; language maintenance; social capital/networks; social exclusion; education/training; language acquisition/ESOL; children/youth; 1.5 generation; second generation; host country/region: New Zealand; source country/region: mixed ethnicities; research methods: survey; migrants, including refugees.

K21 Weine, S., Feetham, S., Kulauzovic, Y., Knafl, K., Besic, S., Klebic, A., Mujagic, R., Muzurovic, J., Spahovic, M. and Pavkovic, M. (2006). 'A family beliefs framework for socially and culturally specific preventive interventions with refugee youths and families'. *American Journal of Orthopsychiatry*, *76*(1), 9.

Research focus/aims: The study identified processes by which refugee families adapt and apply family beliefs concerning youth.

Participants: Bosnian refugees.

Key findings/outcomes: The study identified four clusters of family beliefs about refugee youth: obliging family; keeping tradition; working hard; and living through children. Contextual factors interacting with family beliefs included traditions, family togetherness, war memories, economic opportunities, American culture and disappointing schools. Family members described behaviours that showed how they adapted their family beliefs to their situation.

One group of parents reported having very little support or guidance in coping with urban fears, war traumas, isolation and lack of information. A second group had become more involved in their young people's school and had strong links with other parents, almost all of whom were Bosnian. One group of youth wanted more family time and mentoring while a second group had become alienated from their families, had no supervision, accessed no services and preferred working over school.

Recommendations: The authors suggest that those working with young people and their families need to take into account the impact of family beliefs, family behaviours and the information available to youth and their parents.

Scope: This is a qualitative study based on group discussions with youth and families in Chicago. Statements were coded to develop a grounded theory.

Country research undertaken in: United States.

Keywords: integration/social cohesion; social capital/networks; community participation; role of host country; education/training; host country/region: United States; source country/region: Bosnia; research methods: interviews; refugees.

K22 Wilkinson, L. (2001). 'The integration of refugee youth in Canada'. Abstract only. *Dissertation Abstracts International, A: The Humanities and Social Sciences*, *62*(5), 1953-A.

Research focus/aims: The research investigated how well refugee youth integrate into Canada.

Participants: 91 refugee youth who arrived in Alberta between 1992 and 1997.

Key findings/outcomes: Refugee youth appear to be more integrated than the relevant literature suggests. For example, three-quarters of refugee youth stated that they feel like 'real' Canadians. Just over 70 percent of refugee youth indicated that keeping their heritage culture is important to them, suggesting that their integration is best understood within a multicultural framework. Second, the majority of refugee youth were relatively successful in the Canadian education system. Despite the fact that 40 percent of refugee youth were placed in grades too low for their age when they arrived in Canada, most were able to 'catch up' within a short time. Over half of refugee youth were on track for postsecondary education, should they choose to go. The occupational aspirations of refugee youth were comparable to those of Canadian-born youth, suggesting that, in this sense, integration had occurred. A number of the factors (for example, family socioeconomic status) typically found to influence educational success and occupational aspirations among Canadian-born youth appeared to be of less importance for refugee youth. Furthermore, the traumatic experiences of being a refugee (for example, having spent time in a refugee camp) did not have such a large effect. The study showed that Yugoslavian refugee youth generally performed better in the education system than did youth from other countries.

Recommendations: None included in abstract.

Scope: A relatively small-scale study but it does have the advantage of looking at youth five to ten years after settlement.

Country research undertaken in: Canada.

Keywords: integration/social cohesion; ethnic/cultural identity; education/training; children/youth; host country/region: Canada; source country/region: mixed ethnicities; research methods: survey; refugees.

K23 Young, T., Spigner, C., Farwell, N. and Stubblefield, M. (2006). 'Defining "community": perceptions of east African and Southeast Asian immigrant and refugee youths residing in public housing sites'. *Journal of Immigrant and Refugee Studies*, *4*(4), 55-68.

Research focus/aims: The authors begin by acknowledging the complexities involved with defining 'community' and provide several definitions, concluding that "definitions of community include a shared notion of togetherness, united by common history or goals, sharing and participating in activities, culture and ideology".

'Outsiders' often assume that refugee and immigrant youth living in public housing constitute a community. This study aimed to explore how teenagers with refugee and immigrant status themselves perceive community.

Participants: East African and Southeast Asian refugees aged 12–17 living in Seattle public housing sites.

Key findings/outcomes: Transcripts of focus groups were analysed using content analysis and three key themes in relation to community. Concepts of 'community' were framed in terms of 'location', 'identity' and 'interests'. Under 'location', participants discussed geographic location, personal safety and the threat of violence. Under 'identity', they referred to experiencing cultural ambivalence, desiring respect and feeling pride in ethnic diversity. Under 'interests', they referred to participation in youth-oriented activities and sharing values and similarities in lifestyles with American peers. They indicated more of an awareness of their ascribed status as racial/ethnic minority teens than as refugees and immigrants, although the latter was not lost on them.

Recommendations: The characteristics of being refugees and immigrants of low-income status and holding the ascribed status of racial and ethnic minorities in the United States should not be ignored in designing youth intervention programmes.

Scope: A study based on six focus groups with 39 teenagers in three Seattle public housing sites.

Country research undertaken in: United States.

Keywords: social capital/networks; ethnic/cultural identity; children/youth; host country/region: United States; source country/region: East Africa; source country/region: Southeast Asia; research methods: interviews; migrants, including refugees.

K24 Zhou, M. and Bankston III, C. (2000). *Straddling two social worlds: the experience of Vietnamese refugee children in the United States.* Urban Diversity Series No. 111. Eric Clearinghouse on Urban Education, Institute for Urban and Minority Education.

Research focus/aims: This monograph aims to provide a general account of the current state of Vietnamese America and to summarise existing research findings on Vietnamese children, both those born in the United States as well as those born in Vietnam and raised in the United States. The stated goal of the paper is to help educators, administrators, social workers and other who work with Vietnamese youth to deal effectively with their problems and encourage their achievement.

Participants: Not applicable.

Key findings/outcomes: The report is in five parts:
- The first part provides a brief history of the Vietnam war, refugee exodus and arrival in US.
- The second part describes the American context that received the refugees, focusing on how the premigration characteristics of the parent generation and the resettlement process have affected the adaptation of children.

- The third part focuses on Vietnamese American families and communities and how distinct social processes of Vietnamese family life can create social capital, which helps to overcome disadvantages associated with parents' low socioeconomic status and ghettoised conditions in inner city neighbourhoods.
- The fourth part examines various aspects of the adaptation of Vietnamese children, especially schooling.
- The fifth part provides recommendations.

This article suggests that, for adult immigrants, finding employment and housing is central to adaptation to a new land, whereas for children and immigrant offspring, success in school is the yardstick of their adjustment, because of the amount of time spent at school and the effects of the 'information age', which has intensified the importance of schooling and narrowed the opportunities available to those with little formal schooling. Findings from the research and theoretical literature are presented under the headings language, bicultural conflicts between home and school, gender roles, and ethnic involvement, and these lead to the recommendations detailed below.

There is also an in-depth discussion of some of the conflicts experienced within the Vietnamese refugees' community. Interesting points include the following:
- The cultural orientation received by refugees in the camps prior to arriving in the US emphasised the importance of economic independence (versus dependence on the state). It is suggested that this orientation had the effect of pushing people into minimum wage jobs and to new arrivals feeling emotionally conflicted over receiving the assistance they need to survive on arrival in the US.
- The premigration characteristics of Vietnamese refugees were found to differ from other contemporary migrants in that they were mainly rural (except for the first wave in 1974), had minimal formal education, had few marketable skills, had little proficiency in English, had little knowledge of a highly industrialised society, did not have a pre-existing community that could help with assistance with many having experienced hardships in camps and came to the United States without personal or financial assets.
- A feature of Vietnamese families is that they generally arrived as extended family groups as opposed to isolated individuals.

Recommendations: The recommendations are intended for those working with Vietnamese youth and include points to note. Main points included that working with Vietnamese children:
- needs to involve seeing them in familial and community contexts
- may require working with their elders
- needs to recognise they often experience considerable pressure from their families and communities and may need culturally sensitive assistance in coping with it
- needs to recognise that even apparently well-adjusted children often feel the pressures and anxieties of bicultural conflicts and that the most effective way of managing bicultural problems lies in the development of bicultural ties and skills.

A number of other recommendations concerned the importance of using the resources offered by the Vietnamese community, counsellors and the community, as well as the need to strengthen connection between schools, at-risk children and the Vietnamese community and, finally, that Vietnamese language classes and other programmes featuring ethnic culture can enhance scholastic performance.

Scope: Discussion paper, drawing from research on the Vietnamese community in the United States, woven in with segmented assimilation theory with presentation of numeric information on different aspects of refugee youth experience and achievement.

Country research undertaken in: United States.

Keywords: Social capital/networks; education/training; language acquisition/ESOL; economic participation; housing; children/youth; 1.5 generation; source country/region: Vietnam; host country/region: United States; Integration/social cohesion; research methods: discussion paper.

APPENDICES

Appendix A: MSD Information Service search of bibliographic databases

A search was undertaken by MSD Information Centre staff on the topic 'long-term integration of refugees and factors that facilitate or act as barriers to integration' in the following areas: overview of integration, identity and citizenship, community and social networks, and resettlement of future refugees. The focus was on literature published over the last ten years and focused on countries receiving quota refugees through the UNHCR.

The databases searched included the following:

- **Australia/NZ Reference Centre** – Produced by EBSCO. Australia/NZ Reference Centre combines Australasian magazines, newspapers, newswires and reference books to create the largest collection of regional full text content available for Oceania. This database includes leading Australia/New Zealand periodicals and international periodicals in full text.
- **Austrom** – Produced by RMIT Publishing (Royal Melbourne Institute of Technology). Austrom is an Australasian suite of 13 databases covering Australian education, architecture, law, librarianship and information science, public affairs, sport, criminology, English language teaching, family and society, home economics, leisure and tourism.
- **Business and Management Practices (BaMP)** – Business and Management Practices focuses on practical approaches to management processes and methods, dealing with real-life applications, case studies, and how-to guidelines**.** BaMP offers coverage from more than 300 professional and trade journals containing information relevant to the fields of management, planning, production, finance, marketing, information technology and human resources.
- **CareData** – A product of the National Institute for Social Work, UK. Supports management and practice through extensive abstracting of relevant social work and social care literature, containing over 50,000 abstracts of books, central and local government reports, research papers, and publications of voluntary organisations, and articles from a wide range of journal titles – academic, research, practice and news-orientated.
- **ChildData** – Produced by the National Children's Bureau, UK. Provides references to a number of child- related sources from six databases that link to books, reports and journals, organisations concerned with children, index to Children and Parliament, conferences and meetings, children in the news and the UN Convention and Children's Rights in the UK.
- **Cochrane Library** – A source of reliable evidence about the effects of health care. A regularly updated collection of evidence-based medical databases.
- **EconLit** – Compiled by the American Economic Association. EconLit provides bibliographic citations, with selected abstracts to the international literature on economics since 1969.
- **Index New Zealand** – Produced by the National Library of NZ. Index NZ contains abstracts of selected New Zealand serial publications, including newspapers and nearly 300 New Zealand journals about New Zealand and the South Pacific. Focuses on general interest material, social research, current affairs, the arts and humanities.
- **InfoTrac OneFile** – Produced by Gale. InfoTrac OneFile is an international multidisciplinary journal and news database that provides full text access to information on a diverse set of topics, including humanities, education, business, science, current events, art, politics, economics, social science, law, healthcare, computers, technology, environmental issues, and general interest topics.
- **International Bibliography of the Social Sciences** – Comprehensive database of international social science and interdisciplinary research – produced by the London School of Economics and published by Cambridge Scientific Abstracts. IBSS includes nearly two million bibliographic references to journal articles and to books, reviews and selected chapters dating back to 1951. Over 2,700 journals are regularly indexed and some 7,000 books included each year. Abstracts are provided for half of all current journal articles.
- **MasterFILE Premier** – Produced by EBSCO. MasterFILE Premier contains full text for over 2,000 periodicals covering general reference, business, health, education, general science,

multicultural issues and more. In addition to the full text, this database provides indexing and abstracts for more than 2,700 titles.

- **New Zealand National Bibliographic Database** – operated by the National Library of New Zealand. Provides bibliographic records of New Zealand and the world's books, reports and other literature.
- **Newztext Magazines** – Produced by The Knowledge Basket. Full text database of the key New Zealand business and trade magazines, including *Management*, *NZ Business*, *The Independent* and *NBR*.
- **Newztext Newspapers** – Produced by The Knowledge Basket. Full text database of the major New Zealand newspapers and transcripts of RadioNZ news bulletins.
- **PAIS International** – Produced by the Online Computer Library Centre, Inc (OCLC) in the US. Public Affairs Information Service International is an index to the world's public and social policy literature in business, economics, local and federal government, political science, international relations, finance and other social sciences.
- **PsycINFO** – Formerly known as PsycLit, PsycINFO is produced by the American Psychological Association. Contains more than 1.5 million references to psychological literature from 1887 to the present, from journal articles, books, book chapters, technical reports and dissertations. There are at least 1,646 journals on the Coverage List.
- **Social Sciences Index** – Produced by the H. W. Wilson Company in the US. Provides indexing of more than 518 English-language periodicals in the areas of addiction studies, anthropology, area studies, community, health and medical care, corrections, criminal justice, criminology, economics, environmental studies, ethics, family studies, gender studies, geography, gerontology, international relations, law, minority studies, planning and public administration, policy sciences, political science, psychiatry, psychology, public welfare, social work, sociology, and urban studies. No abstracts.
- **Social Services Abstracts** – Published by Cambridge Scientific Abstracts. Social Services Abstracts provides bibliographic coverage of current research focused on social work, human services, and related areas, including social welfare, social policy, and community development. The database abstracts and indexes over 1,406 serials publications and includes abstracts of journal articles and dissertations, and citations to book reviews.
- **Social Work Abstracts** – Produced by the US National Association of Social Workers. Social Work Abstracts indexes and abstracts social work and related journals on topics such as homelessness, AIDS, child and family welfare, ageing, substance abuse, legislation and community organisation among others.
- **Sociological Abstracts** - Produced by Cambridge Scientific Abstracts in the US. Sociological Abstracts provides citations and abstracts for worldwide findings in theoretical and applied sociology, social science, and policy science. Covers 29 broad topics including anthropology, business, collective behaviour, community development, education, environmental studies, gender studies, gerontology, law and penology, marriage and family studies, medicine and health, racial interactions, social psychology, social work, sociological theory, substance abuse, urban studies, and violence.

Appendix B: Acronyms used in this report

ESOL	English for speakers of other languages
EU	European Union
EUMC	European Union Monitoring Centre
IMDB	Immigration Database (Canada)
LCR	Landed in Canada refugees
LEA	Local education authority (UK)
LFS	Labour Force Survey (United Kingdom)
LSIC	Longitudinal Survey of Immigrants to Canada
MIPEX	Migration Integration Policy Index (Europe)
MSD	Ministry of Social Development (New Zealand)
NZ	New Zealand
NGO	Non-government organisation
ORR	Office of Refugee Resettlement (United States)
NZQA	New Zealand Qualifications Authority
RCO	Refugee community organisation (United Kingdom)
SSNZ	Settlement Support New Zealand
UK	United Kingdom
UNHCR	The United Nations High Commissioner for Refugees
US	United States of America

Appendix C: Examples of indicators and frameworks

Example 1. United Kingdom
Ager, A. and Strang, A. (2004b). *Indicators of integration: final report.* Development and Practice Report No. 28. London: Home Office. [A20]

The following authors refer to this framework: Rudiger 2006 [A16]; Spencer 2006 [A17]; Ager and Strang 2008 [A21]; Phillimore and Goodson 2008 [A34]; Atfield, Brahmbhatt and O'Toole 2007 [D1]; Beirens, Hughes, Hek and Spicer 2007 [D2].

The framework

The framework is structured around ten key domains that the evidence suggests are of central importance to the integration of refugees. The ten domains are grouped under four headings:

- Means and markers
  - Employment
  - Housing
  - Education
  - Health
- Social connections
  - Social bridges
  - Social bonds
  - Social links
- Facilitators
  - Language and cultural knowledge
  - Safety and stability
- Foundation
  - Rights and citizenship

MEANS AND MARKERS
These are key areas for the participation of refugees in the life of communities. They serve as markers of integration because they show evidence of achieving or accessing things that are valued within the community. They also serve as means to those ends, in that they will often help achieve other things relevant to integration.

There are four domains under this heading: employment, housing, education and health.

Grouped together, these domains represent major areas of attainment that are widely recognised as critical factors in the integration process. Achievement in each of these four domains should not be seen purely as an 'outcome' of integration; they also clearly serve as 'means' to that end as well.

Employment
Policy level indicators include the following:

Core indicators:
- Employment and unemployment rates of refugees (compared with rates amongst the general population).
- Average annual earnings and/or income for refugees and/or refugee households.

Other indicators:
- Rates of under-employment.
- Rates of under-employment (number of refugees with professional and university qualifications holding manual employment).

Potential sources of data: Department of Work and Pensions records, Home Office Longitudinal Survey; Regional Development Agency; Labour Force Survey; Home Citizenship Survey.

Housing
Policy-level indicators include the following:

Core indicators:
- Proportion of refugees living in owner-occupier and secure tenancy (or assured tenancy) conditions (compared with general population).
- Proportion of refugees resident in housing areas targeted for renewal and support.

Other indicators:
- Housing occupation/overcrowding for refugee households (compared with the general population and allowing for household size).

Potential sources of data: ODPM records; local surveys; housing association records; Home Office Citizenship Survey; Survey of English housing.

Education
Policy-level indicators include the following:

Core indicators:
- The percentage of children from refugees families achieving: specified key stages (or equivalent) at primary level; five or more GCSEs/Standard grade at A*-C; two or more A levels or Achieved Higher passes; admission to university.
- Number of refugees completing vocational qualifications (for example, NVQs/SVQs).

Potential sources of data: school reports, HMI Inspectorate reports; LEA records; Pupil Level Annual School Census; UCAS; university admission records.

Health
Policy-level indicators include the following:

Core indicators:
- Morbidity and mortality rates compared with the general population.
- Immunisation, antenatal care and cervical and breast screening (coverage compared with general population).

Other indicators:
- The number of refugee doctors and nurses joining professional registers.
- Strategies identifiable at health authority/board level for addressing priority health needs amongst refugee populations.

Potential sources of data: DoH/NHS central records; LHCC and practice records; professional body registers; health authority/board reports.

SOCIAL CONNECTIONS

This involves the different social relationships and networks that help towards integration. Those connections may be with people who share your own experiences and values through ethnicity, religion or country of origin. These connections are defined as 'bonds' within communities. Connections with other groups are seen as 'bridges' between communities. Finally, connections that help to access services and be fully involved as a citizen are defined as 'links to services and government'. All serve to connect an individual or group into the wider community. The three domains within the framework under the heading 'social connections' that, taken together, stress the importance of relationships to the understanding of the integration are:
- social bonds (connections within a community defined by, for example, ethnic, national or religious identity)
- social bridges (with members of other communities)
- social links (with institutions, including local and central government services).

Social bridges
Core indicators:
- The proportion of refugees who report actively mixing with people from different ethnic backgrounds in everyday situations.
- Number of refugees undertaking social work in the community in the last month.

Other indicators:
- Reported public attitudes to refugees.
- Perceived friendliness of local people (by refugees and non-refugees).

Potential sources of data: Home Office longitudinal survey; Home Office Citizenship Survey; Audit Commission assessment of cohesion within CPA; programme records; attitude surveys.

Social bonds
Core indicators:
- Number of registered refugee community organisations (current totals and those operational for two years or more).
- Number of reported social contacts with members of own ethnic group.

Other indicators:
- National press and media coverage of events promoting diverse cultural heritage of refugee communities.

Potential sources of data: umbrella voluntary organisations; Home Office Longitudinal Survey; media coverage reviews; Home Office Citizenship Survey.

Social links
Core indicators:
- Number of registered non-governmental agencies with one or more refugees on their management board.
- Number of refugees on membership roll and assuming political office through registered political parties.

Other indicators:
- Number of refugees employed by local councils (and other public bodies).

Potential sources of data: Charities Commission and umbrella voluntary organisation records; political party records; local authority records.

FACILITATORS
These are the key skills, knowledge and circumstances that help people to be active, engaged and secure within communities.

There are two domains within the framework under the heading 'facilitators' – 'language and cultural knowledge' and 'safety and stability'. These represent key facilitating factors for the process of integration.

Language and cultural knowledge
Core indicators:
- Proportion of refugees demonstrating English (or where appropriate Welsh or Scottish Gaelic) language fluency at ESOL level 2 within two years of receiving refugee status.
- Proportion of people living in areas of significant refugee settlement who feel that local ethnic differences are respected and valued.

Other indicators:
- The availability and update of public sector interpreter and translation services for refugees.

Potential sources of data: DfES reports; Home Office Citizenship Survey; utilisation surveys.

Safety and stability
Core indicators:
- Proportion of refugees living in areas with high reported crime rates (upper quartile).
- Number of racial incidents involving refugees recorded by Police.

Other indicators:
- Mean length of residence at current address across refugee households.

Potential sources of data: HMIC/Home Office records; LA Best Value performance indicators; Comprehensive Performance Assessment: Home Office Citizenship Survey; British Crime Survey.

FOUNDATION
This refers to the principles that define what you have a right to expect from the state and from other members of your communities and what is expected of you. These principles include the rights that are given to individuals, and the expectations and obligations of citizenship.

There is one domain within the framework under the heading 'Foundation' – 'rights and citizenship'. This represents the basis upon which expectations and obligations for the process of integration are established.

Rights and citizenship
Core indicators:
- Mean length of asylum application procedure for successful claimants.
- Rates of application for citizenship by refugees.

Other indicators:
- Acceptance rate of family reunion applications by refugees.
- Proportion of refugees involved in a political party or trade union in the past 12 months (compared with the general population).
- Number of refugees consulted in the course of general public surveys.

Potential sources of data: Home Office records; Home Office Citizenship Survey; survey records.

Example 2. United Kingdom
Castles, S., Korac, M., Vasta, E. and Vertovec, S. (2002). *Integration: mapping the field*. Home Office Online Report No. 29/03. Oxford: University of Oxford Centre for Migration and Policy Research and Refugee Studies Centre. [A24]

Possible indicators were identified through the authors' literature review.

Indicators of education, training and employment
- Statistics of accessing and completing training programmes.
- Statistics of accessing and completing further education courses.
- Statistics of those who successfully requalify and are able to practise their original profession.
- Statistics of those who have their qualifications recognised for academic or employment purposes.
- Number of job applications made, interviews attended and job offers granted.
- Number of successfully self-employed immigrants and refugees.
- Number of immigrants and refugees who set up successful businesses.
- Unemployment rates amongst immigrants and refugees (considering different categories, such as gender, age etc).
- Employment distribution by occupation and industry.
- Economic outcomes (such as income levels or home ownership) of immigrants and refugees compared with those of the majority population.

Indicators of social integration
- Residential segregation (for example, indexes of dissimilarity and segregation).
- Intermarriage.
- English acquisition.
- Social interaction within and outside group.
- Rates of victimisation to crime.
- Rates of racially motivated offences.
- Rates of offending for various types of crime.

Indicators of health
- Life expectancy.
- Age and gender specific mortality rates.
- Age and gender specific morbidity rates for significant illnesses.
- Accident rates.
- Access to medical services.

Indicators of legal integration
- Right to reside in the country.
- Right to participate in the labour market.
- Right to access social services.
- Acquisition of citizenship.

Indicators of political integration
- Participation in trade unions and professional associations.
- Participation in other associations.
- Participation in political parties.
- Participation as voters.
- Election to representative positions in local, regional and national government.

Indicators of overall integration
- Demographic indicators, such as fertility and mortality rates, life expectancy and intermarriage.
- Personal assessments of the availability, quality and adequacy of assistance programmes and services provided.
- Personal assessments of satisfaction with one's achievements and situation in the receiving society.

Example 3. United Kingdom
Zetter, R., Griffiths, D., Sigona, N. and Hauser, M. (2002). *Survey on policy and practice related to refugee integration*. Oxford: European Commission. [A18]

The authors state they are sceptical of both the feasibility and value of designing a comprehensive checklist format of indicators. They suggest the research points towards four main clusters of indicators built around key policy variables that constrain and facilitate (often simultaneously) the process of integration (p135).

The citizenship domain
A map of the relevant indicators of citizenship might include:
- the legal frameworks and procedural obligations for acquiring citizenship
- the different statuses available to asylum seekers as they progress through the stages to full refugee status and then citizenship
- the defined time period for this journey
- the differential rights of access to social, economic and welfare rights accorded to the different stage of refugee status and citizenship determination (p136).

The governance domain
Governance is the platform on which integration policies are implemented. A framework of indicators should:

- map the stakeholders involved in the process of integration
- define distribution and articulation of powers, resources and responsibilities between them
- map the distribution of responsibility between the different levels of government and also between the agencies of state and civil society
- explore the mediating role of these factors and their impact on the process of integration (p137).

The functional domain – social and economic participation

The authors included the following in their report:

- Language skills – levels of performance and hence the emphasis, in countries like Germany, on obligatory language training as a pre-condition of citizenship.
- Labour market participation – for example, eligibility for training, employment and unemployment rates, skill levels. In this respect, labour market mobility is cited as a key variable in refugee (and economic migrant) settlement and integration, yet constraint on access to labour markets and labour mobility reinforce the marginality and exclusion that refugees confront.
- Housing – for example, access to social and public housing by special client groups such as refugees.
- Education and skill training – for example, scope and scale of programmes, participation rates (p138).

The social domain

The quest here is for indicators of integration that capture the processes of membership and social participation in the host society. The authors propose indicators that reveal the extent to which the cultural and social networks flourish and support refugees alongside the instruments and resources of the host society. Indicators that might disclose how refugees perceive and exert their rights as members of the host community or that appraise the extent to which they balance the retention of cultural identity with processes of social inclusion in the mainstream are more likely to demonstrate whether integration is successful or not. In this sense, integration is subjective and suggests that social compatibility and adaptability are as significant for the sense of inclusion as structured measures to make integration. The authors are looking at measurements such as:

- formation of refugee community groups (including their coverage and functions)
- their access to resources similar to host groups
- how physical and social resources within the communities are mobilised and empowered
- the proactive capacities of the refugees and the individual level.

Example 4. New Zealand

Peace, R., Spoonley, P., Butcher, A. and O'Neill, D. (2005). *Immigration and social cohesion: developing an indicator framework for measuring the impact of settlement policies in New Zealand.* Working Paper 01/05. Wellington: Centre for Social Research and Evaluation, Ministry of Social Development. [A33]

These authors identify a number of key indicators in international indicator sets. In most projects of the Council for Europe and the EU, the key indicators are:

- demography
- inclusion in the labour market
- employment/training
- social benefits
- housing
- education
- participation in social, cultural and political life.

These are often accompanied by indicators of racism and discrimination, including data on:

- racism and discriminatory acts
- racially violent crimes and harassment
- the number of complaints of discrimination and convictions
- patterns of discrimination in government
- direct and indirect discrimination.

Indicators suggested as part of the draft indicator framework for measuring the impact of settlement policies on social cohesion

Note that the authors undertook a stocktake of existing sources of information for the following indicators. None of the sources included in the stocktake specifically identified refugees.

High level outcome:
- New Zealand becomes an increasingly socially cohesive society with a climate of collaboration because all groups have a sense of belonging, participation, inclusion, recognition and legitimacy.

Intermediate outcomes:
- Individuals and groups exhibit elements of socially cohesive behaviour: belonging and participation.
- Conditions for a socially cohesive society are demonstrated through inclusion, recognition, and legitimacy.

MIGRANT/REFUGEE COMMUNITY	HOST COMMUNITY
Elements of socially cohesive behaviour – belonging	
• sense of belonging • frequency of intimate/family/friend contact/networks • social involvement index • membership of groups • telephone and internet access • unpaid work outside the home	• sense of belonging • frequency of intimate networks • social involvement index • membership of groups • telephone and internet access • unpaid work outside the home
Elements of socially cohesive behaviour – participation	
• participation in tertiary and adult education • participation in preschool education • participation in arts and cultural activities • involvement in sports teams and leisure • percentage of immigrants voting • civic engagement	• participation in tertiary and adult education • participation in preschool education • participation in arts and cultural activities • involvement in sports teams and leisure • percentage of individuals voting • civic engagement
Conditions for a social inclusive society – inclusion	
• market income per person • paid employment rate • labour market participation rates • English literacy skills • unemployment rates • education and qualification recognition • welfare receipt • occupational distribution • home ownership	• market income per person • paid employment rate • unemployment rates • welfare receipt • occupational distribution • home ownership • education and qualification • numbers of support programmes
Conditions for a social inclusive society – recognition	
• racism and discrimination • representation in local/national government • own language media • own language use	• racism and discrimination • resourcing for media
Conditions for a social inclusive society – legitimacy	
• confidence in key societal institutions • perceptions of safety • service delivery to refugee and migrant groups • health levels and access to health services • appropriate representation in the mass media	• surveys on racism and discrimination • confidence in key society institutions • credential and qualification verification • position in relation to New Zealand's bicultural commitments

BROAD-BASED DEMOGRAPHIC KNOWLEDGE ABOUT MIGRANT AND REFUGEE COMMUNITIES	
• numbers of overseas immigrants • numbers of returning migrants • migration status (business, family reunification, refugee, returning resident) • length of time in New Zealand • first time or return • previous knowledge of country • existing links to family or friends • education level • qualifications • health status • languages spoken • occupation	• labour force participation • industries worked in • personal income • population distribution • location in New Zealand on arrival • mobility within New Zealand over first 5 years • home ownership • household size • household composition • telecommunications • vehicle ownership • religious beliefs

Example 5. Europe
Niessen, J., Huddleston, T., Citron, L., Geddes, A. and Jacobs, D. (2007). *Migrant Integration Policy Index*. Brussels: British Council and Migration Policy Group. [A32]

The Migration Integration Policy Index (MIPEX) aims to measure policies to integrate migrants and covers the six policy areas the authors suggest shape a migrant's journey to full citizenship. These areas are:
- labour market access
- family reunion
- long-term residence
- political participation
- access to nationality (i.e. citizenship)
- anti-discrimination.

MIPEX indicators

1. LABOUR MARKET ACCESS

1.1 Eligibility: are migrants excluded from taking some jobs?
1. Renewal of third-country nationals' work permits
2. Ability to accept any employment (excluding exercise of public authority) equal to that of EU nationals
3. Ability to take up self-employed activity (excluding exercise of public authority) equal to that of EU nationals
4. Procedures for recognition of academic and professional skills and qualifications

1.2 Labour market integration measures: what is the state doing to help migrants adjust to the demands of the labour market?
5. Measures to further the integration of third-country nationals into the labour market (reduce unemployment, promote vocational training, encourage language acquisition)
6. State facilitation of the recognition of skills and qualifications obtained outside the EU
7. Equality of access to vocational training and study grants

1.3 Security of employment: can migrants easily lose their work permits?
8. Renewal of work permits
9. Termination of work contract is a reason for revoking or refusing to renew work/residence permit

1.4 Rights associated: what rights do migrants have as workers?
10. Membership in trade unions associations and work-related negotiation bodies
11. Changes in working status/permit (different employer, different job, different industry, different permit category etc.)

2. FAMILY REUNION

2.1 a) Eligibility for sponsor: which migrants can sponsor relatives?
12. Eligibility for legal residents

2.1 b) Eligibility for family members: which relatives can they sponsor?
13. Eligibility for the sponsor's spouse and registered partner
14. Eligibility for minor children
15. Eligibility for dependent relatives in the ascending line
16. Eligibility for dependent adult children

2.2 Acquisition conditions (for sponsor and/or family members): is a migrant's right to live in a family not made conditional on requirements, tests or courses?
17. Integration measures
18. Imposition of integration course
19. Format of language assessment
20. Format of integration assessment
21. Content of integration assessment
22. Flexibility of all test criteria
23. Criteria for exemptions
24. Cost of test
25. Study guide
26. Accommodation requirement
27. Economic resources requirement
28. Length of application procedure
29. Costs of application and/or issue of permit or renewal

2.3 Security of status: does the state protect a migrant's right to settle with their family?
30. Duration of validity of permit
31. Grounds for rejecting, withdrawing or refusing to renew status
32. Factors taken into account for refusal or withdrawal
33. Legal guarantees and redress in case of withdrawal or nonrenewal of permit or expulsion order

2.4 Rights associated: do family members have the same rights as their sponsor?
34. Right to autonomous residence permit for partners and children reaching age of majority
35. Right to autonomous residence permit for other family members
36. Access to education and training for adult family members
37. Access to employment and self-employment
38. Access to social security and social assistance, healthcare and housing

3. LONG-TERM RESIDENCE

3.1 Eligibility: how long do migrants have to wait to become long-term residents?
39. Required time of habitual residence, disregarding work activity
40. Required time in legal employment or self-employment
41. Period as pupil or student counts counted
42. Period awaiting asylum decision counted
43. Periods of absence from country allowed previous to granting long-term residence

3.2 Acquisition conditions: are eligible migrants not compelled to meet restrictive requirements?
44. Integration measures
45. Imposition of integration course
46. Format of language assessment
47 Format of integration assessment
48 Content of integration assessment

49. Flexibility of test criteria
50. Criteria for exemptions
51. Cost of test
52. Study-guide
53. Economic resources requirement
54. Insurance requirement
55. Length of application procedure
56 Costs of application and/or issue of permit or renewal

3.3 Security of status: how easily can long-term residents lose their permits?
57. Duration of validity of permit
58. Renewable permit
59. Periods of absence allowed for renewal
60. Grounds for withdrawal
61. Factors taken into account for protection against expulsion
62. Groups precluded from expulsion
63. Legal guarantees and redress in case of withdrawal or non-renewal of permit or expulsion order

3.4 Rights associated: do long-term residents have equal access as nationals to many areas of life?
64. Residence right after retirement
65. Access to employment (only exception from exercise of public 189 Annex authority), self-employment and other economic activities
66. Access to social security, social assistance, healthcare and housing
67. Recognition of academic and professional qualifications
68. Freedom of movement and residence within the EU
69. Simultaneous holding of a LTR permit in more than one Member State

4. POLITICAL PARTICIPATION

4.1 Electoral rights: can non-EU migrants vote and stand as candidates in elections?
70. Right to vote in national elections (not weighted)
71. Right to vote in regional elections (any level of government between the lowest local and the highest national/federal)
72. Right to vote in local elections
73. Right to stand for elections at local level

4.2 Political liberties: are migrants free to join political parties or form their own associations?
74. Right to association, including political, for foreign residents
75. Membership in political parties

4.3 Consultative bodies: does the government systematically consult migrants through representatives they chose themselves?
76. Form of consultation of foreign residents on national level
77. Composition of consultation body on national level
78. Form of consultation of foreign residents on regional level
79. Composition of consultation body on regional level
80. Form of consultation of foreign residents on local level in capital city
81. Composition of consultation body of foreign residents on local level in capital city
82. Form of consultation of foreign residents in city (other than capital city) with highest proportion of foreign residents
83. Composition of consultation body of foreign residents in city (other than capital city) with highest proportion of foreign residents in the population

4.4 Implementation policies: does the government activity actively inform migrants about their political rights? Does it help fund their associations?

84. Active policy of information on political rights by national level (or regional level in federal states)
85. Public funding or support of immigrant organisations on national level
86. Public funding or support of immigrant organisations on regional level
87. Public funding or support of immigrant organisations in capital city
88. Public funding or support of immigrant organisations in city (other than capital city) with highest proportion of foreign residents5.

5. ACCESS TO NATIONALITY

5.1 Eligibility: how long do migrants have to wait to become citizens? are their children and grandchildren nationals at birth?

89. Years of residence required for ordinary naturalisation of first generation immigrants
90. Years of residence/marriage required for spouses of nationals
91. Years of residence required for partners/cohabitees of nationals
92. Automatic or restricted naturalisation for second generation immigrants (born in country, both parents TCN born abroad)
93. Automatic or restricted naturalisation for third generation immigrants (born in country, both parents TCN and at least one parent born in country)
94. Periods of absence from country allowed previous to naturalisation

5.2 Acquisition conditions: are eligible migrants not compelled to meet restrictive requirements?

95. Language or integration measures
96. Format of language assessment
97. Format of citizenship assessment
98. Cost of tests
99. Format of study guide
100 Cost of study guide
101. Name change for applicants for naturalisation
102. Requirements for oaths, declarations, or ceremonies that are tantamount to denial or exclusion
103. Economic resources requirement
104. Health insurance requirement
105. Criminal record requirement
106. 'Good character' requirement
107. Maximum length of application procedure set down in law
108. Costs of application and/or issue of nationality title

5.3 Security of status: how easily can naturalised migrants lose their nationality? Who is exempt from withdrawal?

109. Grounds for refusing or withdrawing citizenship
110. Time limits for withdrawal as prescribed in law
111. Legal prohibitions against withdrawal that would lead to statelessness
112. Factors taken into account before refusal or withdrawal
113. Legal guarantees and redress in case of withdrawal

5.4 Dual nationality: can naturalising citizens or children born in the country have dual nationality?

114. Requirement to renounce / lose foreign nationality upon naturalization
115. Dual nationality for children of TCNs born in the country
116. Ratification of Council of Europe 1997 'European Convention on Nationality'

6. ANTI-DISCRIMINATION

6.1 Definitions and concepts: is discrimination on the grounds of religion/belief; ethnicity/race; and nationality punished?

117. Definition of discrimination includes direct and indirect discrimination, harassment and instruction to discriminate on race and ethnicity, religion and belief and nationality, hereafter referred to as 'all three grounds'
118. Definition of discrimination includes discrimination by association and on basis of assumed characteristics on all three grounds
119. Anti-discrimination law applies to public/private sector and natural and legal persons
120. Law prohibits public incitement, public threats/defamation and instigation to commit offences on all three grounds
121. All three grounds covered in employment and vocational training

6.2 Fields of application: in which areas of life does antidiscrimination law apply?
122. All three grounds covered in education (primary and secondary level)
123. All three grounds covered in social protection, including social security
124. All three grounds covered in social advantages
125. All three grounds covered for access to and supply of goods and services available to the public, including housing
126. All three grounds covered for access to supply of goods and services available to the public, including health

6.3 Enforcement: are victims encouraged to bring forward a case?
127. Access for victims, irrespective of grounds of discrimination, to all procedures
128. Access for victims on all three grounds
129. Average length of both judicial civil and administrative procedures
130. Shift in burden of proof in all procedures
131. Protection against victimisation in all relevant sectors
132. State assistance for victims
133. Powers of legal entities with a legitimate interest in defending the principle of equality to assist victims
134. Range of sanctions available in discrimination cases
135. Discriminatory motivation treated as aggravating circumstance for all three grounds

6.4 Equality policies: what roles can equality bodies and the state play?
136. Mandate of Specialised Equality Agency on all three grounds
137. Powers of Specialised Agency to assist victims
138. Legal standing of specialised agency in different procedures
139. Powers of Specialised Agency to initiate proceedings and investigations
140. Legal obligations of the state on information, social dialogue, and civil society dialogue on discrimination
141. Legal obligations of the state to promote equality in lawmaking, administration, service delivery and recruitment
142. All three grounds covered for restriction of freedom of association, assembly and speech

Example 6. United States
Institute for Social and Economic Development (ISED). (2007). *Report of the Integration Working Group*. Report submitted to the Office of Refugee Resettlement (ORR). Washington: Department of Health and Human Services. [A29]

In their report submitted to the Office of Refugee Resettlement (ORR) in January 2007, the Integration Working Group agreed on the following indicators of integration:
- health/wellbeing
- language
- economic opportunity
- civic values/participation/engagement
- education
- housing
- social connections
- belonging/safety.

Appendix D: Keyword indexes

D1. Research content

KEYWORD: RESEARCH CONTENT	REFERENCE NUMBER
A. Integration and social cohesion, including:	
integration/social cohesion – where an item discusses integration or social cohesion generally without a focus on definitions, models, indicator or measures	A2, A3, A4, A5, A6, A7, A40, A41, A42, A43, A44, A46, A48, C3, C7, C8, C9, D1, D10, D11, D13, D18, D20, D7, D9, E3, E7, E9, E10, E13, F2, F3, F5, H3, H5, H7, H8, G2, H1, H11, H13, H14, H18, H22, H26, I4, J1, J2, K6, K8, K12, K15, K2, K20, K21, K22, K24
integration/social cohesion: definitions or models – where a item has a clear focus on defining or developing a model of integration or social cohesion	A9, A10, A11, A12, A13, A14, A15, A16, A17, A18, A28, A29, A30, A45, C4, D6, D14, E12, F4, G4, H15, H28, H29, I6, K5, K16
integration/social cohesion: indicators or measures – where a item has a clear focus on defining or developing a model of integration or social cohesion	A8, A9, A18, A19, A20, A21, A22, A23, A24, A25, A26, A27, A28, A29, A30, A31, A32, A32, A33, A34, A35, A36, B2, D2, G6,
studies of settlement – general studies of refugee settling in a host country which are not clearly focused on a specific area of integration/social cohesion	A37, A38, A39, A41, A42, A43, A44, A45, A46
definition of refugees – where an item discusses non-legal meanings of the term or label 'refugee' (not legal categories of refugees)	A47, A48, A49, E3, K16,
C. Identity and citizenship, including:	
citizenship – where an item discusses obtaining of host country nationality or citizenship	A1, A4, A8, A11, A13, A18, A19, A20, A21, A25, A26, A28, A29, A30, A32, A32, A40, A45, A47, A48, C1, C2, C3, C4, C11, C18, C21, D1, D6, D18, E3, E9, F1, H2, H4, H19, H23, K6
civic/political participation – where an item mentions civic or political involvements or the need for education about this	A1, A4, A5, A8, A11, A12, A13, A14, A17, A24, A26, A27, A29, A32, A32, A33, A35, A40, A42, A45, A47, C1, C2, C4, C13, C14, C18, C21, E3, E9, E13, H10, H28, K12
ethnic/cultural identity – where aspects of ethnic or cultural identity both the influence of these factors and/or the desire retain identity and/or new identities	A2, A3, A9, A11, A14, A30, A37, A41, A42, A43, A44, A46, A48, C2, C5, C6, C7, C8, C9, C10, C11, C12, C18, C19, C21, D4, D6, D7, D9, D11, D16, D19, D21, E4, E8, E13, E14, F4, G1, G2, G3, G5, G6, H6, H12, H15, H16, H19, H26, H28, I2, I5, I6, J2, K1, K2, K3, K4, K5, K6, K7, K8, K9, K11, K12, K13, K14, K15, K16, K18, K19, K20, K22, K23
language maintenance – where an item discusses use of the refugees heritage language	H9, A14, A33, A35, A44, A46, C7, C11, D16, E12, G1, G5, G11, K12, K14, K18, K19, K20
religion – where an item discusses the role of religion or church	A2, A4, A9, A13, A20, A27, A42, A43, A46, C4, C5, C6, C10, C21, D1, D16, E13, F4, I6, K4, K8
transnationalism/diaspora where an item discusses transnational activities and/or having family members overseas	A10, A37, A38, A43, B8, C5, C9, C12, C13, C14, C15, C16, C17, C18, C19, C20, C21, C22, D4, D8, D12, H20, K4, K8, K12, K16
D. Community and social networks, including:	
social capital/networks – where an item discusses the value of networks on other aspects of integration	A2, A3, A5, A6, A7, A8, A9, A10, A13, A16, A17, A19, A20, A21, A27, A28, A29, A30, A33, A35, A37, A38, A39, A41, A42, A43, A44, A45, A46, B7, B8, C3, C5, C7, C8, C9, C11, C14, C15, C16, C18, C19, C21, C22, D1, D2, D3, D4, D5, D5, D6, D7

KEYWORD: RESEARCH CONTENT	REFERENCE NUMBER
	D8, D9, D10, D11, D12, D13, D14, D15, D16, D17, D19, E1, E6, E12, E13, E14, E15, F1, F3, F5, G1, G3, G4, G5, H4, H6, H10, H18, H19, H20, H23, H28, I3, I5, I6, J1, J2, J3, J4, K1, K2, K4, K5, K6, K7, K8, K9, K11, K12, K15, K16, K17, K18, K19, K20, K21, K23, K24
community participation – where an item discusses participation in local activities more generally	A3, A6, A9, A10, A16, A19, A21, A23, A27, A33, A35, A41, A42, A43, B7, C13, C14, D2, D5, D15, D16, D17, K6, K8, K12, K21
role of host country – where an item discusses the role of the host country – this can be at an individual, community or government level	A2, A7, A9, A10, A16, A27, A28, A29, A30, A33, A35, A37, A40, A44, A45, A46, A47, A48, A49, B1, B3, B7, B8, C5, C12, C17, D3, D4, D6, D8, D9, D10, D17, D18, D19, D20, D21, E2, E3, E4, E5, E6, E7, E11, E12, F4, G4, G5, G9, H3, H11, H21, H24, H25, H27, H28, I1, I2, I3, I4, I6, J2, J3, J4, J5, K3, K5, K6, K7, K8, K9, K11, K12, K13, K14, K19, K21
E. Social exclusion	
social exclusion – where an item mentions discrimination, social isolation, humiliation, and feelings of not belonging	A1, A2, A4, A5, A9, A16, A18, A24, A27, A28, A29, A30, A32, A32, A33, A35, A37, A38, A41, A42, A43, A44, A45, A47, A48, B4, B7, C4, C5, C21, C22, D2, D5, D7, D10, D13, D18, D20, E1, E2, E3, E4, E5, E6, E7, E8, E9, E10, E11, E12, E13, E14, E15, F2, F4, G5, H10, H12, H14, H24, H25, H27, H29, I2, J3, J4, K1, K2, K3, K5, K6, K7, K8, K9, K12, K14, K15, K16, K18, K19, K20
F. Dispersal policies	
dispersal policies – where an item mentions government directed dispersal policies	A33, A35, A38, A41, A42, A45, D1, D7, D8, D13, D17, E1, E14, F1, F2, F3, F4, F5, G8, G9, G10, H1, H4, J3, J4,
G. Education and training, including:	
education/training – where an item mentions education and training generally (not language acquisition/ESOL). (The category below has been included to help identify papers that are more likely to be about school education.)	A1, A3, A4, A5, A9, A13, A17, A18, A24, A26, A28, A29, A30, A33, A34, A35, A37, A38, A40, A41, A44, A45, A46, A47, B7, B8, C2, C5, C8, C14, C16, C17, D1, D4, D5, D6, D19, E2, E3, E5, E7, E12, F1, G1, G2, G3, G4, G5, G6, G7, G8, G9, G10, G11, H2, H3, H4, H5, H6, H9, H16, H18, H21, H22, H23, H24, H25, H26, H27, J2, J3, K2, K3, K4, K6, K9, K10, K12, K13, K14, K15, K18, K19, K20, K21, K22, K24
education/training and children/youth	A24, A37, A46, B7, B8, C2, E12, E2, E7, G1, G10, G11, G2, G3, G5, G6, G7, G8, G9, H16, H22, H24, K10, K12, K13, K14, K15, K18, K19, K2, K20, K22, K24, K9
ESOL/language acquisition – where an item mentions a lack of host country language as an issue as well as experiences in host language classes	A3, A4, A6, A7, A8, A9, A13, A14, A19, A21, A23, A28, A29, A33, A34, A35, A37, A38, A39, A40, A41, A43, A45, A46, B7, C3, C4, C5, C8, C11, C13, C16, D1, D4, D15, D18, E3, E5, E7, E12, F1, F4, G1, G4, G5, G6, G7, G10, G11, H3, H4, H7, H8, H9, H10, H13, H15, H18, H21, H23, H28, I2, I3, J1, J2, J3, K2, K3, K4, K5, K6, K9, K12, K14, K15, K18, K19, K20, K24
H. Economic participation	
economic participation – where an item includes mention of income, employment or underemployment (which may reflect inability to use qualifications)	A1, A3, A5, A6, A8, A9, A10, A11, A13, A15, A16, A17, A18, A19, A20, A24, A26, A27, A32, A32, A33, A34, A35, A37, A38, A39, A40, A41, A44, A46, A47, B8, C5, C7, C9, C13, C14, C15, C17, C18, C20, D1, D4, D5, D6, D15, D18, D19, E2, E3,

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I. Health and wellbeing	
health/wellbeing – where an item mentions health or aspects of wellbeing including mental health	A5, A6, A8, A20, A21, A23, A24, A26, A29, A30, A31, A33, A34, A35, A37, A38, A39, A40, A47, B3, B7, C4, C5, C12, D1, D10, D18, E1, E2, E6, E7, E9, E10, E12, F1, F4, G4, G9, H16, H24, H25, I1, I2, I4, I5, I6, K3, K4, K5, K6, K7, K8, K9, K11, K12, K14, K15, K16, K17, K18
J. Housing	
housing – where an item discusses housing or the influence of housing	A3, A6, A17, A19, A20, A21, A24, A26, A29, A30, A33, A34, A35, A37, A38, A41, A45, A48, B7, D16, D18, E2, E7, E12, F4, G6, G7, H19, H21, I3, I6, J2, J4, J5, K6, K24
K. Demographic categories of refugee, including:	
gender	H23, K6, K11, K12, K13
men	C9, C18, I5
women	A5, A24, A30, A31, A43, B7, B8, C4, C8, C9, C18, D5, D15, D16, D19, E4, E7, E8, E15, F4, G7, H3, H16, H28, I5, K1, K2, K3, K6, K9, K15, K19
children/youth	A24, A31, A37, A42, A46, B7, B8, C2, C21, D2, D5, D16, E2, E4, E7, E8, E12, F4, G1, G2, G3, G5, G6, G7, G8, G9, G10, G11, H16, H22, H24, I4, I5, K2, K7, K9, K10, K11, K12, K13, K14, K15, K16, K17, K18, K19, K20, K22, K23, K24
1.5 generation	C18, D3, K2, K20, K24
first generation	G1, G3, K18
second generation	C21, D2, D3, D5, G1, H12, H29, K10, K18, K19, K20
older refugees	A31, A42, E2, F4, K3, K5, K6, K7, K8
disability	K9

D2. Research methods used

RESEARCH METHOD	REFERENCE NUMBER
Case studies – refers to studies of a particular group or area	D3, G10, H28, H29, J2
Discussion paper – refers to opinion pieces and conference papers that are not directly based on research	A1, A4, A11, A14, A15, A21, A26, A28, A33, A35, A36, A47, A48, A49, B4, C10, C15, C20, C21, D13, D18, D21, E3, E5, E8, H10, H16, I1, I6, K11, K24
Ethnographic – includes participant observation, observation and activities such as social mapping, diary keeping	A2, A31, A41, A45, B6, C3, C5, C6, C9, C13, C14, C17, C22, D7, D10, D11, D12, D16, D19, E4, H9, H15, K2, K15, K16
Interviews – these include individual interviews and focus group discussions	A2, A3, A6, A9, A10, A13, A15, A19, A20, A22, A24, A27, A34, A37, A38, A41, A42, A43, A44, A46, B1, B3, C1, C2, C4, C5, C6, C7, C8, C9, C11, C12, C13, C14, C16, C18, C19, D1, D4, D6, D7, D8, D9, D10, D14, D15, D16, D19, D20, E1, E2, E7, E12, E14, F1, F2, F3, F5, G1, G2, G5, G7, G9, H3, H6, H9, H11, H12, H15, H24, H26, H27, I2, I4, J1, J2, J3, J4, K1, K2, K7, K9, K13, K14, K15, K16, K17, K18, K21, K23
Review – includes literature reviews and reviews of policies/strategies	A5, A7, A12, A16, A17, A18, A20, A23, A24, A29, A30, A40, B7, B8, C4, D14, D17, E2, E11, E15, F1,

	F3, F4, G3, G4, G6, G7, G9, G11, H6, H16, H25, I3, I5, J4, J5, K3, K5, K6, K9, K15
Survey – includes questionnaire data and analysis of large datasets	A6, A8, A10, A12, A27, A34, A39, A46, B5, C1, D5, E6, E9, E10, E13, F1, H1, H2, H3, H4, H5, H7, H8, H9, H10, H13, H14, H17, H18, H19, H21, H22, H23, H26, J1, J2, K4, K20, K22
Methodological issues of refugee research – refers to articles that include a focus on methodological issues of conducting research with refugees	B1, B2, B3, B4, B5, B6, B7, B8, C22
Test – this refers to a recognised test of some kind, usually in relation to health and psychological wellbeing	I4, K4, K18

D3. Host country

HOST COUNTRY/REGION	REFERENCE NUMBER
Australia	A38, C3, C6, C7, C11, E6, E8, F4, G7, G10, H7, H11, H12, I4, K7, K11
Canada	A8, A39, A44, C1, D3, D8, D9, D10, E9, E10, E11, E13, F1, F5, G2, H14, H18, H19, H24, J1, K1, K3, K4, K14, K15, K16, K17, K22
Cyprus	A48
Denmark	A2, A11, F2
Europe or European Union	A1, A4, A14, A15, A25, A12, A18, A32, A32, E7, E15, H29,
Finland	A27, A31, A46, C22, G1, H27, H28
Germany	C13, C14
Ireland	A3, A30
Italy	D6
Netherlands	A10, C13, C14, D6, D19, D20, H2, H15
New Zealand	A23, A33, A35, A37, A40, B1, B2, C4, C5, C8, E2, E3, E5, E12, G4, H9, H10, H16, I1, I2, J2, K2, K8, K10, K13, K20
Nordic states	G11
Norway	A22, C2, C9, E4, H5
Scotland	B3, E1
Sweden	H1, H17
United Kingdom	A9, A16, A17, A19, A20, A24, A28, A34, A41, A42, A43, A45, C13, C14, C22, D1, D2, D5, D12, D13, D14, D16, D17, E14, F3, G5, G8, G9, H3, H4, H6, H8, H25, I3, J3, J4, J5, K6, K9
United States	A2, A13, A15, A29, A40, C1, C12, C16, C17, C18, C19, D3, D4, D5, D7, D11, D15, H13, H20, H21, H22, H23, H26, K5, K18, K19, K21, K23, K24

D4. Source country of refugee participants

SOURCE COUNTRY/REGION	REFERENCE NUMBER
Afghanistan	C3, H15, K1
Africa	A48, G2, H10, H24, H26
Asia	C9, H7, H23, H24
Bosnia	A2, A13, C7, C12, C13, C14, H11, H12, K21
Burma	D10
Cambodia	K17
China	D11
Croatia	C6
Cuba	H21
East Africa	K23
Eritrea	C13, C14
Ethiopia	C17, K16
Former Yugoslavia	A39, C11

Iran	D19, H15
Laos	A44, D15
Latin America	H23
Middle East	C22, H27, K2
Participants from several host countries/ethnicities	A3, A16, A19, A27, A34, A37, A38,A41, A42, A43, A45, A46, C8, D1, D2, D5, D6, D8, D12, D16, E1, E2, E7,E10, E14, F1, F2, F5, G5, G9, G11, H1, H2, H3, H4, H5, H6, H8, H9, H13, H14, H17, H18, H19, H20, H25,H28, H29, J3, J5, K5, K7, K8, K9, K10, K11, K20, K22
Poland	K10
Portugal	D3
Russia/Soviet bloc	H21, H22
Somalia	B2, C2, C5, C9, C16, D9, E4, E5, G1, H16, H22, H27, I2, J2, K13, K15
Southeast Asia	D4, E6, H21, H22, K14, K19, K23
Sudan	K4
Vietnam	C1, C18, C19, D3, D5, D7, D11, H27, I4, K18, K24,

D5. Focus on refugees

RESEARCH PARTICIPANTS	REFERENCE NUMBER
migrants, including refugees	A4, A5, A7, A8, A9, A11, A12, A14, A16, A17, A20, A21, A22, A23, A24, A25, A26, A32, A32, A33, A35, A36, A39, A40, A41, A43, A47, B5, B8, C1, C6, C19, C21, D3, D9, D11, D14, D17, D18, E2, E9, E12, E13, E15, G2, G6, G11, H1, H2, H3, H4, H7, H9, H13, H17, H24, H25, H29, I1, I3, I4, I6, J1, J5, K3, K14, K19, K20, K23
refugees	A18, A27, A29, A30, A31, A34, A37, A38, A44, A45, A46, B2, B7, C3, C4, C5, C7, C8, C9, C10, C11, C12, C14, C16 C17, C18, C20, C22, D1, D4, D5, D6, D7, D8, D10, D12, D13, D15, D16, D19, D20, D21, E3, E4, E6, E8, F1, F2, F4, F5, G1, G3, G4, G5, H5, H6, H10, H11, H12, H15, H16, H18, H19, H21, H22, H23, H26, H27, I2, J2, J3, K1, K2, K4, K5, K6, K7, K8, K10, K11, K13, K15, K16, K17, K18, K21, K22
refugees, including asylum seekers	A1, A2, A3, A6, A10, A13, A15, A19, A28, A42, A48, A49, B3, C15, D2, D5, E1, E5, E7, E10, E11, E14, F3, G7, G8, G9, G10, H8, H28, J4, K9

D6. List of authors

AUTHORS	REFERENCE
Abu-Laban, B., Derwing, T., Krahn, H., Mulder, M., Wilkinson, L.	F1
Addario, S., Hiebert, D., Sherrell, K.	J1
Ager, A., Malcolm, M., Sadollah, S., May, F.	E1
Ager, A., Strang, A.	A19, A20, A21
Al-Ali, N., Black, R., Koser, K.	C13, C14
Alitolppa-Niitamo, A.	G1
Atfield, G., Brambhatt, K., O'Toole, T.	D1
Baffoe, M.	G2
Beg, N.	K1
Beirens, H., Hughes, N., Hek, R., Spicer, N.	D2
Ben-Moshe, D, Bertone, S., Grossman, M.	G7
Berg, B.	A22
Bevelander, P., Lundh, C.	H1
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Bihi, A.	C5
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Boyd, S.	G11
Brahmbhatt, K., Atfield, G., Irving, H., Lee, J., O'Toole, T.	H6
Burnley, I.	H7
Butcher, A., Hall, L.	A23
Butcher, A., Spoonley, P., Trlin, A.	E2
Campbell, G.	K10
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Victorian Settlement Planning Committee (Australia)	G10
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Hickman, M., Crowley, H., Mai, N.	A41
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Home Office (United Kingdom)	A28
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Ministry of Social Development (New Zealand)	A5
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Nam, B., Ward, R.	B8
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