

Tiltak for å øke sosial integrering av innvandrere og deres familier

Notat fra Kunnskapssenteret
Systematisk litteratursøk med sortering
Juni 2014

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Nasjonalt kunnskapssenter for helsetjenesten fremskaffer og formidler kunnskap om effekt av metoder, virkemidler og tiltak og om kvalitet innen alle deler av helsetjenesten. Målet er å bidra til gode beslutninger slik at brukerne får best mulig helsetjenester. Kunnskapssenteret er formelt et forvaltningsorgan under Helsedirektoratet, men har ingen myndighetsfunksjoner og kan ikke instrueres i faglige spørsmål.

Nasjonalt kunnskapssenter for helsetjenesten
Oslo, juni 2014

Hovedfunn

Nasjonalt kunnskapssenter for helsetjenesten fikk i oppdrag av Integrerings- og mangfolddirektoratet (IMDi), Helsedirektoratet og Husbanken å utføre et systematisk litteratursøk med sortering over studier om effekt av tiltak for å øke sosial integrering av innvandrere og deres familier. Dette litteratursøket ble gjort som en forberedelse til å utarbeide en systematisk oversikt over primærstudier, men med et mer spissformulert PICO-spørsmål.

Prosjektet bygger på en bred definisjon av sosial integrering med følgende indikatorer: 1) sosial deltakelse 2) kunnskap om og tilgang til offentlige tjenester 3) tilgang til bolig- og arbeidsmarkedet på samme måte som befolkningen for øvrig. Vi søkte etter relevante studier og oversiktsartikler i 15 helse- og sosialfaglige databaser, Google og relevante nettsider.

- Søket resulterte totalt i 8 992 referanser (uten dubletter). Vi identifiserte i alt 160 relevante referanser.
- Blant de mulig aktuelle referansene kategoriserte vi blant annet 81 studier som kvantitative studier (effektstudier og evalueringer) og 43 som kvalitative studier.
- Relevante referanser ble kodet etter publiseringsår, land, publikasjonsstatus, studiens hensikt/studiedesign, populasjon og tiltakstype.
- Vi kategoriserte 73 studier som språkopplæringstiltak/tiltak for å øke kulturkompetanse, 13 som veilednings- og mentoringprogrammer, 11 som introduksjonsprogrammer, 11 som tiltak rettet mot å øke kunnskap om tilgang til det offentlige tjenesteapparatet og 10 som arbeidstrening/sysselsettingstiltak.
- Det var tre studier som så på sosial integrering som utfall, mens kun én studie evaluerte et 'sosialt integreringsprogram'.
- Følgende temaområder peker seg ut som mulige PICO-spørsmål for en eller flere systematiske oversikter:
 - Effekt av tiltak for å øke språk- og kulturkompetanse
 - Effekt av tiltak for å øke innvandreres deltakelse i regulært arbeidsliv/sysselsetting.

I dette notatet har vi hverken lest artiklene i fulltekst, vurdert den metodiske kvaliteten eller sammenstilt funn og konklusjoner.

Tittel:

Effekt av tiltak for å øke sosial integrering av innvandrere og deres familier

Publikasjonstype:

Systematisk litteratursøk med sortering

Systematisk litteratursøk med sortering er resultatet av å

- søke etter relevant litteratur ifølge en søkestrategi og
- eventuelt sortere denne litteraturen i grupper presentert med referanser og vanligvis sammendrag

Svarer ikke på alt:

- Ingen kritisk vurdering av studienes kvalitet
- Ingen analyse eller sammenfatning av studiene
- Ingen anbefalinger

Hvem står bak denne publikasjonen?

Kunnskapssenteret har skrevet rapporten på oppdrag av Integrerings- og mangfoldsdirektoratet, sammen med Helsedirektoratet og Husbanken.

Når ble litteratursøket utført?

Søk etter studier ble avsluttet i februar 2014.

Key messages

The Directorate of Integration and Diversity, the Norwegian Directorate of Health and the Norwegian State Housing Bank commissioned a systematic literature search and mapping of studies on the effect and experiences with interventions to facilitate social integration of immigrants and their families. We conducted this literature search to refine the question for a systematic review.

This project draws on a broad definition of ‘social integration,’ which includes the following indicators: 1) social participation 2) knowledge of and access to public services 3) participation in real-estate and job market. We searched for relevant studies and review articles in 15 health and social science databases, Google, and relevant web-pages.

- A total of 8 992 unique references were identified; among these we identified in total 160 possibly relevant references. Among those, 81 were categorized as quantitative studies (coded as effect or evaluation studies) and 43 were categorized as qualitative studies.
- Included references were coded according to year of publication, country, type of publication, study purpose, population characteristics and type of intervention.
- We categorized 73 studies as program to increase second language acquisition or cultural competence, 13 as tutoring or mentoring programs, 11 as introductory programs, 11 as programs to facilitate knowledge on how to access public services and 10 to facilitate regular employment.
- Only three studies explicitly aimed at social integrations as an outcome, while only one study did evaluate a ‘social integration program’.
- The following topics areas are potential PICO-questions for systematic reviews:
 - Effect of interventions to increase language and cultural competency
 - Effect of interventions to increase employment of immigrants.

In this report, we have neither read nor assessed the corresponding articles in full text.

Title:

Effect of interventions to facilitate social integration of immigrants and their families

Type of publication:

Systematic reference list

A systematic reference list is the result of a search for relevant literature according to a specific search strategy. The references resulting from the search are then grouped and presented with their abstracts.

Doesn't answer everything:

- No critical evaluation of study quality
 - No analysis or synthesis of the studies
 - No recommendations
-

Publisher:

Norwegian Knowledge Centre for the Health Services

Updated:

Last search for studies conducted in February 2014.

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Forord

Seksjon for velferdstjenester ved Nasjonalt kunnskapssenter for helsetjenesten fikk i oppdrag av Integrerings- og mangfolddirektoratet (IMDi), Helsedirektoratet og Husbanken å utarbeide et systematisk litteratursøk med sortering over studier som ser på effekt av tiltak for å øke sosial integrering av innvandrere og deres familier.

Dette prosjektet bygger på en bred forståelse av sosial integrering av innvandrere. Sosial integrering kan dreie seg om 1) deltakelse i sivilsamfunnet og sosiale nettverk 2) kjennskap til og bruk av ulike velferdstjenester sammenlignet med majoritetsbefolkningen, eller 3) evne til å etablere seg i arbeids- og boligmarkedet, i likhet med majoriteten, for eksempel, gjennom langvarig leiekontrakt eller eie av bolig, og langvarig arbeidsforhold som også tilsvarende kvalifikasjoner fra hjemlandet.

Det systematiske litteratursøket inkluderer effektstudier uansett studiedesign, i tillegg til kvalitative studier om opplevelser og erfaringer med ulike tiltak for å øke sosial integrering.

Hensikten med denne rapporten er å kartlegge forskning om effekt av og erfaringer med tiltak for å øke sosial integrering av innvandrere og deres familier, for så å spissformulere ett eller flere PICO-spørsmål som legges til grunn for én eller flere systematiske oversikter over primærstudier.

Prosjektgruppen har bestått av:

- Sabine Wollscheid, Dr. phil., forsker, Kunnskapssenteret
- Heather Menzies Munthe-Kaas, forsker, Kunnskapssenteret
- Karianne Thune Hammerstrøm, forskningsbibliotekar, fung. seksjonsleder, Kunnskapssenteret

Gro Jamtvedt
Avdelingsdirektør

Karianne T. Hammerstrøm
Seksjonsleder

Sabine Wollscheid, forsker
Prosjektleder

Problemstilling

Formålet med prosjektet var å systematisk søke etter og sortere forskning om tiltak for å øke sosial integrering av innvandrere. Tiltak kan være rettet enten mot individuelle gruppe av innvandrere eller innvandrere og deres familier. Hensikten med dette systematiske litteratursøket med sortering er å få en helhetlig oversikt over forskning på dette feltet. I tillegg skal dette prosjektet danne et grunnlag for å utforme mer konkrete PICO-spørsmål knyttet til sosial integrering for én eller flere systematiske kunnskapsoversikter.

Hovedmålet med dette prosjektet var å kartlegge

- Forskning om effekt av tiltak for å øke sosial integrering hos innvandrere og deres familier, og
- Forskning om hvordan innvandrere og deres familier opplever slike tiltak.

Innledning

Bakgrunn

I de siste årene har innvandring, også arbeidsinnvandring, i Norge økt betraktelig (1). Tradisjonelt har arbeidsinnvandrere blitt oppfattet som selvhjulpne, og med begrenset opphold i det landet de innvandret til. I lys av nåværende forandringer i verdensøkonomien, internasjonalisering av arbeidsmarkedet, i tillegg til større mobilitet på tvers av grenser, vil det bli et større behov for sosiale integreringstiltak rettet mot både arbeidsinnvandrere og innvandrere generelt, både på kortere og lengre sikt (2).

Vi vil i dette prosjektet fokusere på innvandrere generelt, ettersom det er vanskelig å skille mellom innvandrere og arbeidsinnvandrere basert på informasjon ut fra tittel og sammendrag i forskningsartikler.

Definisjoner

Innvandrere: Med innvandrere definerer vi alle utenlandsfødte, eller barn med to utenlandsfødte foreldre, som har innvandret til det nye landet. I dette prosjektet vil vi inkludere alle studier om sosial integrering av innvandrere, selv om studiene bruker til dels ulike definisjoner av begrepet 'innvandrere' (3).

Vi er spesielt interessert i innvandrere med arbeid som oppholdsgrunnlag, og deres familier. Arbeidsinnvandrere defineres som utenlandske statsborgere som kommer fra ett annet land for å arbeide i minst seks måneder i det landet de har kommet til(4).

Integrering: Integrering er en tosidig prosess der innvandrere og majoritetsbefolkningen både påvirker hverandre og samfunnet. Det overordnede begrepet integrering er flerdimensjonalt og dreier seg om kvalifisering, utdanning, arbeid, levekår og sosial mobilitet, innflytelse i demokratiske prosesser, deltakelse i sivilsamfunn, tilhørighet, respekt for forskjeller og lojalitet til felles verdier (5).

En vellykket integrering forutsetter ifølge Berry (1997) en gjensidig tilpasning både hos innvandrere og majoritetsbefolkningen. Med andre ord forutsetter vellykket in-

tegrering både at innvandrere aksepterer de grunnleggende verdiene det nye samfunnet byr på, for eksempel demokrati og likestilling, og at majoriteten er villig i å tilpasse seg innvandrere. Dette kan skje ved at nasjonale institusjoner, for eksempel utdanningsinstitusjoner, helsetjenester, tilpasser seg til alle gruppenes behov, også innvandrernes. Integrering skiller seg dermed fra assimilering, sistnevnte definert som en ensidig tilpasningsprosess der hovedansvaret for å tilpasse seg utelukkende legges hos innvandrere. Separasjon, derimot, tilsier at innvandrere holder fast ved sin kultur og vaner fra hjemlandene sine, uten å tilpasse seg det nye samfunnet (6). I dette prosjektet ser vi kun på integrering som en toveis tilpasningsprosess, og på utfall som utelukkende er knyttet til populasjonen: innvandrere og deres familier.

Sosial integrering: I dette prosjektet fokuserer vi på sosial integrering som en vesentlig del av integrering. I NOU 2011:14 Bedre integrering defineres sosial integrering som deltakelse i sivilsamfunnet, i sosiale nettverk og sosiale relasjoner, med avgrensning til økonomisk, politisk og kulturell integrering (5). Det er dessuten vanskelig å skille mellom økonomisk integrering (f.eks. gjennom arbeidsrelaterte tiltak), politiske (f.eks. citizenship programmer) og tiltak for å øke kulturell integrering, f.eks. gjennom introduksjonsprogrammer. Vi bruker derfor en bred definisjon av sosial integrering.

Metode

Litteratursøking

Vi søkte systematisk etter litteratur i følgende databaser:

Ovid Medline

Ovid PsycINFO

Cochrane Library, alle databasene

ISI Web of Science

ASSIA

ERIC

Sociological Abstracts

Social Work Abstracts

Bibsys

Social Care Online

Open SIGLE – System for Information on Grey Literature in Europe

SSRN – Social Science Research Network e-library

HUD USER Database

Campbell Library

I tillegg søkte vi i Google, og i følgende nettsider:

Iza.org – IZA:Database for Migration Literature

European Migration Network

migrationpolicy.org

Federal Office for Migration and Refugees <http://www.bamf.de>

Forskningsbibliotekar Karianne T. Hammerstrøm (KTH) planla og utførte samtlige søk i samarbeid med prosjektlederen, Sabine Wollscheid (SW). Den fullstendige søkestrategien er vist i Vedlegg 1 til denne rapporten. Søk etter studier ble avsluttet i februar 2014.

Inklusjonskriterier

Populasjon:

Innvandrere, både som individer og familier

Tiltak:

Tiltak for sosial integrering av innvandrere, som for ek-

	<p>sempel:</p> <ul style="list-style-type: none"> - Alle typer introduksjonsprogrammer i regi av offentlig eller frivillig sektor - Språkopplæringstiltak i regi av offentlig sektor eller frivillig sektor - Veilednings- og mentorordninger, for eksempel eksplisitt rettet mot deltakelse i utdanning eller arbeid - Tiltak rettet å komme inn i boligmarkedet (for eksempel kurs eller juridisk bistand til å inngå kontrakt til å leie/kjøre bolig, økonomiske ytelser (for eksempel lån, tilskudd, eller bostøtte) - Nettverksbyggingstiltak - Andre tiltak med sosial integrering som formål.
Sammenlikning:	Alternative tiltak eller ingen tiltak.
Utfall:	For effektstudier: sosial integrering målt på ulike måter, f.eks. tilgang på og bruk av offentlige tjenester, språkferdigheter, etablering i boligmarkedet; for kvalitative studier: opplevelse og erfaringer med tiltaket.
Studiedesign	Ingen begrensning.
Språk:	Ingen begrensning.

Eksklusjonskriterier

Studier som omhandlet tiltak knyttet til helsetjenesten, og studier med som kun rapporterte utfall relatert til somatisk eller psykisk helse, ble ekskludert.

Artikkelutvelging

Sabine Wollscheid (SW) og Heather Menzies Munthe-Kaas (HMK) gikk uavhengig av hverandre gjennom alle titler og sammendrag for å vurdere relevans i henhold til forhåndsdefinert inklusjonskriteriene (nevnt ovenfor). Der det var uenighet om vurderingene, ble inklusjon eller eksklusjon avgjort ved konsensus.

I tillegg søkte prosjektleder på relevante websider og i Google, Open SIGLE, SSRN og HUD USER Database for å identifiserte relevante referanser. Sistnevnte ble kontrollert for inklusjon av Heather Menzies Munthe-Kaas.

Koding etter nøkkelord

Kodingskjemaet som ble brukt var basert på et skjema utviklet av the Social Care Institute for Excellence (7), og ble tilpasset den foreliggende problemstillingen. Den

første delen av skjemaet dekker generelle kategorier og nøkkelord relatert til publikasjonsstatus, år, land og populasjon (f.eks. alder, kjønn). Den andre delen omhandler tematiske kategorier, det vil si type populasjon og type tiltak. Ettersom titlene og sammendragene til våre referanser noen ganger manglet var det i mange tilfeller vanskelig å kategorisere disse ut fra denne informasjonen.

Vi gjorde ingen kvalitetsvurdering av studiene, siden vi kun leste titler og sammendrag, og ikke hentet inn artikler i fulltekst.

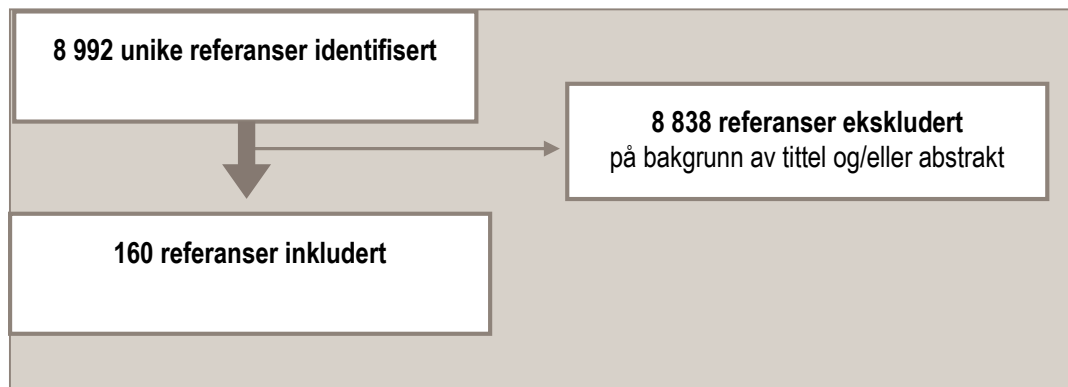
Prosjektlederen (SW) kodet hver referanse, mens HMK og KTH gikk gjennom kodingen i etterkant. I de tilfellene SW og HMK var uenige, ble sammendragene lest av en tredjeperson.

Resultat

Det systematiske søket i databasene resulterte i 8 467 referanser. Blant disse identifiserte vi 147 referanser til å være mulig relevante i henhold til inklusjonskriteriene. Vi identifiserte i tillegg 13 relevante referanser gjennom søket etter grå litteratur.

Identifikasjon av relevante referanser

Figur 1. Flytskjema over identifisert litteratur



Sortering og kartlegging av relevante identifiserte referanser

SW kodet alle inkluderte referanser på grunnlag av tittel og sammendrag ved hjelp av et kodingsskjema (se Vedlegg 2). HMK kontrollerte kodingen i etterkant, og eventuelle uenigheter ble diskutert. Hver referanse ble kodet etter nøkkelord relatert til de følgende kategoriene:

- Type publikasjon
- Land/sted studien ble utført
- Hensikten med studien/ Studiedesign
- År studien ble publisert/ utgitt
- Populasjon:
 - Innvandringsstatus (innvandrere (uspesifisert årsak), arbeidsinnvandrere, asylsøker)
- Nasjonalitet
- Intervensjon/ tiltak

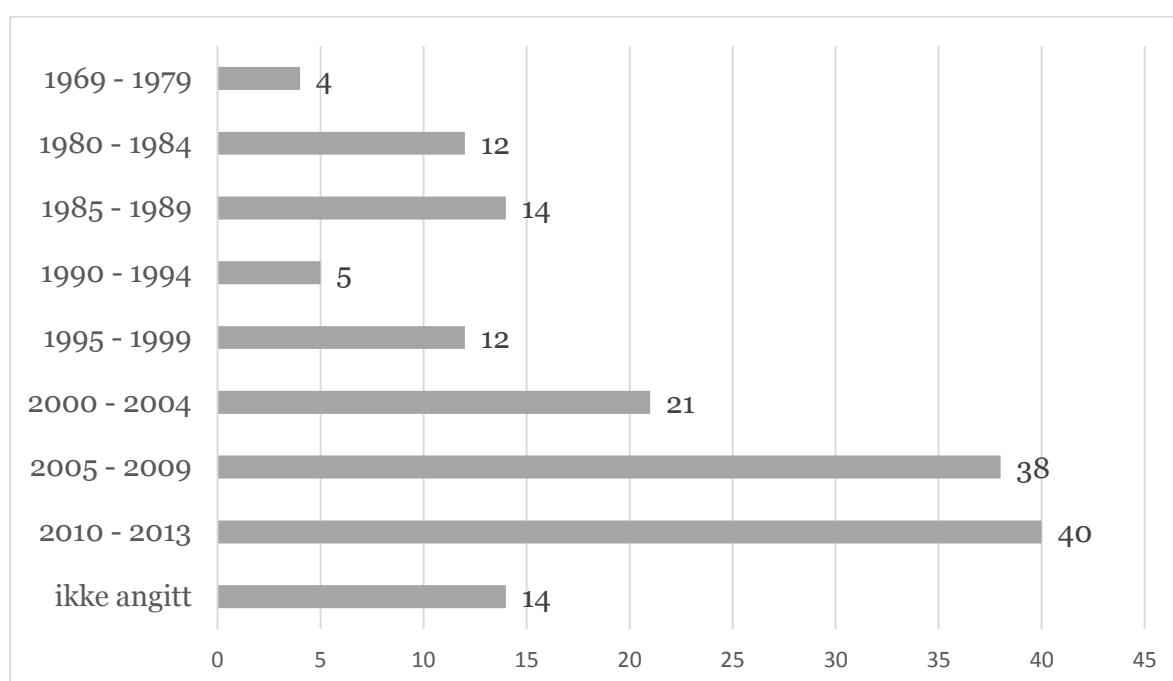
Studiekarakteristika

For det første gir vi en oversikt over fordelingen av de ulike kategoriene knyttet til generelle karakteristika av de inkluderte referanser. Referansene ble kodet etter,

- Publikasjonsår
- Publikasjonstype
- Land studien ble utført
- Hensikten med studien/studiedesign

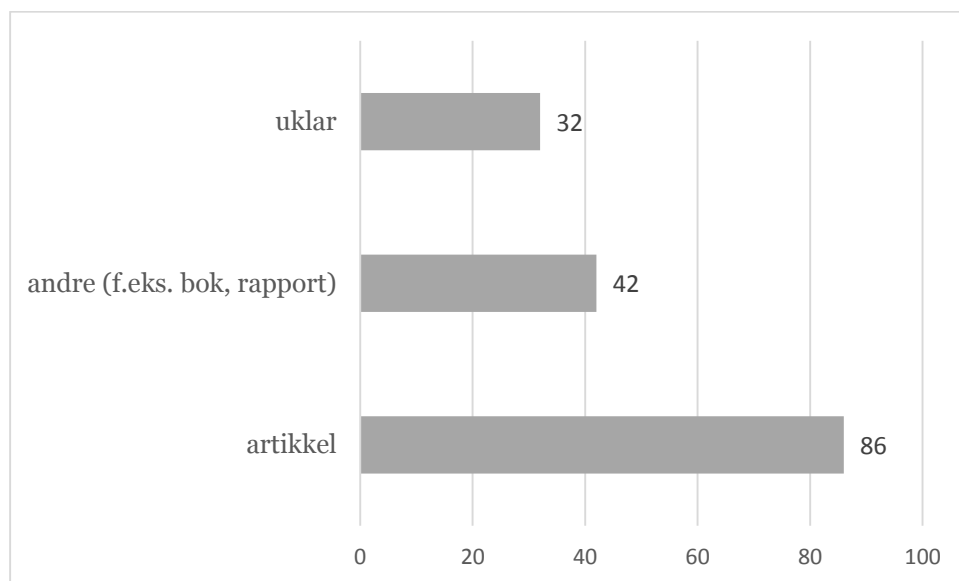
Vi identifiserte 40 studier som ble publisert mellom 2010 og 2013. De fleste studiene ble publisert de siste ti årene (se figur 2).

Figur 2. År studien ble publisert (antall referanser per år, n=160)



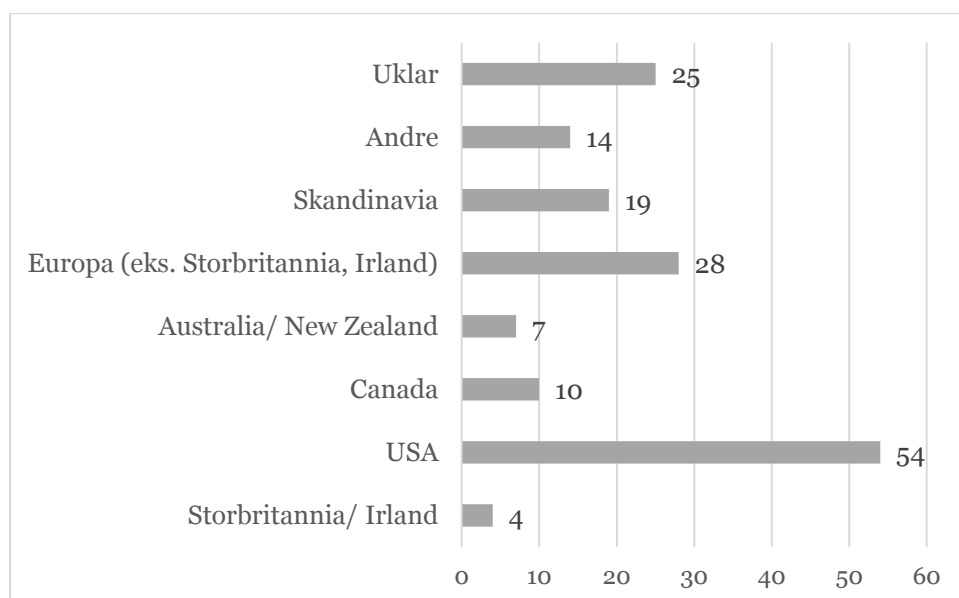
Vi identifiserte 86 studier som ble publisert som vitenskapelige artikler, mens publikasjonstypen var uklar for 32 av referansene (Figur 3).

Figur 3: Publikasjonstype, (antall referanser per kategori, n= 160)



Vi identifiserte 54 studier som ble publisert i USA, mens 19 ble publisert i skandinaviske land. Blant disse var det ti studier som ble publisert eller utgitt i Norge (figur 4).

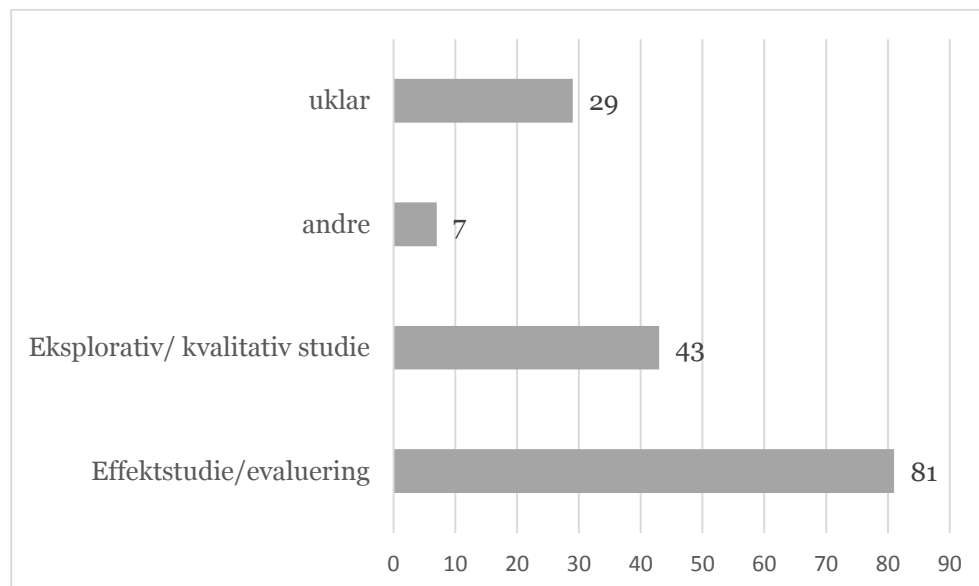
Figur 4: Land der studien ble utført (antall referanser per land, n=160)



Ut fra informasjon i sammendrag og tittel var det vanskelig å kategorisere de foreliggende referansene etter type studiedesign. Vi valgte derfor en mer grovmasket kategorisering i effektstudie/evaluering (kvantitative studie), eksplorerende/kvalitativ

studie, andre (f.eks. studie som kombinerer kvantitativ og kvalitativ metode, og uklar. 81 referanser ble kategorisert som effektstudie/evaluering og 43 som kvalitativ/eksplorerende studie (figur 5).

Figur 5: Hensikten med studien/studiedesign (antall referanser, n=160)

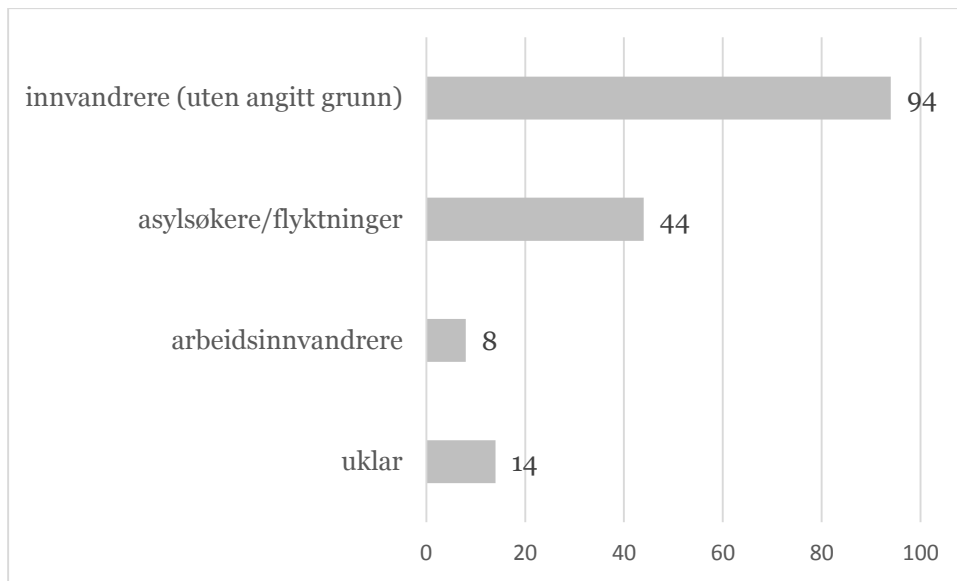


Populasjon og tiltak

- Innvandrersstatus
- Tiltakskategori

Figur 6 viser fordeling etter innvandrersstatus i de inkluderte studiene. Begrepet innvandrere ble ikke nærmere spesifisert i 58,7 prosent (94 referanser) av de inkluderte studiene. I 27,5 prosent (44 referanser) av studiene omhandler populasjonen asylsøkere eller flyktninger (figur 6).

Figur 6: Innvandrersstatus som angitt i referansene (n=160)



Type tiltak

Vi kategoriserte type tiltak i de inkluderte referansene (studiene) i syv kategorier, hvorav seks var predefinert i prosjektplanen: *Introduksjonsprogrammer* (i regi av offentlig, privat eller frivillig sektor), *språkopplæringstiltak/ tiltak for å øke kulturkompetanse* (i regi av offentlig, privat eller frivillig sektor), *veilednings- og mentorordninger*, for eksempel for å øke kunnskap om samfunnet, *tiltak rettet mot å øke kunnskap om det offentlige tjenestetilbudet*, *tiltak rettet å komme inn i boligmarkedet* og *nettverksbyggingstiltak*. I tillegg brukte vi en åpen kategori ('andre') for de tiltakene som ikke var predefinert i prosjektplanen, men som ble kategorisert i underkategorier i etterkant.

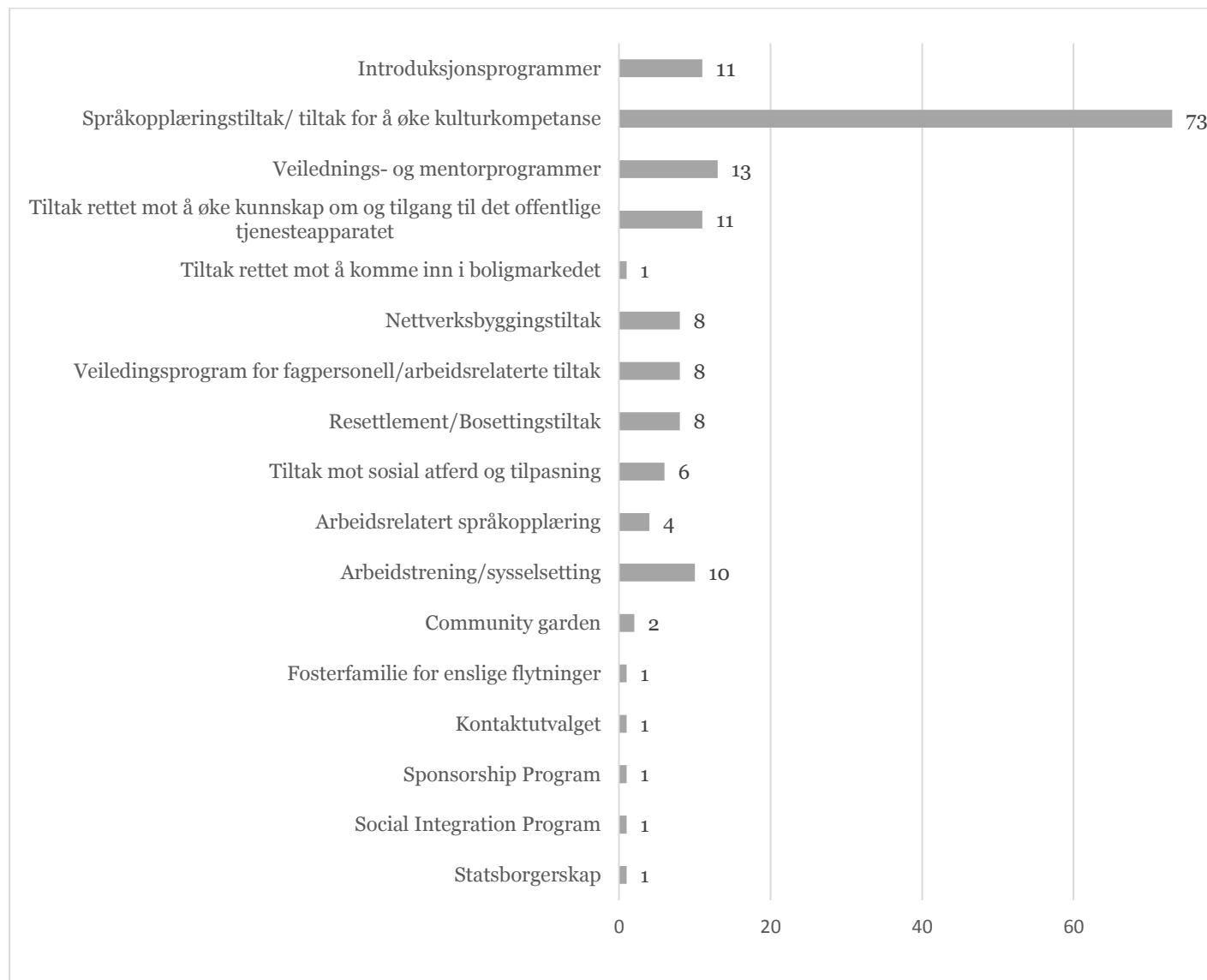
De fleste av disse kategoriene er ikke gjensidig ekskluderende. Introduksjonsprogrammer kan for eksempel også inkludere et språkopplæringstiltak, eller veiledningsprogrammer kan være tiltak som ligner på dem som er rettet mot å øke kunnskap om og tilgang til offentlig tjenester.

Knappt halvparten av studiene (45,6 prosent; 73 studier) ble kategorisert som språkopplæringstiltak/tiltak for å øke kulturkompetanse. 43 studier ble i første steg kategorisert som 'andre', fordi de ikke lot seg gruppere under de pre-definerte kategoriene fra prosjektplanen.

Disse 43 studiene om-kategoriserte vi i etterkant i følgende kategorier: *veiledningsprogram for fagpersonell/arbeidsrelaterte tiltak* (8 studier), *resettlement/bosettingstiltak* (8 studier), *tiltak rettet mot sosial atferd og tilpasning* (6

studier), arbeidsrelatert språkopplæring (4 studier), arbeidstreningstiltak/ sysselsettingstiltak (10 studier), 'Community gardens'¹ (2 studier), fosterfamilie for enslige flytninger (1 studie), kontaktutvalget (1 studie), sponsorprogram (1 studie), sosialt integreringsprogram (1 studie), statsborgerskapsprogram (1 studie).

Figur 7: Studier etter type tiltak (antall referanser, n=160)



De inkluderte referansene

Basert på foregående kategorisering, presenterer vi her de inkluderte studiene sortert på tiltakstype.

¹ Dette begrepet lar seg vanskelig oversette til norsk, derfor valgte vi å benytte det engelske begrepet.

Type tiltak	Side
<i>Introduksjonsprogrammer</i>	18
<i>Språkopplæringstiltak/tiltak for å øke kulturkompetanse</i>	23
Tiltak rettet mot innvandrere/flyktninger eller asylsøkere generelt	23
Tiltak rettet mot voksne	28
Tiltak rettet mot familier/ foreldre	32
Tiltak rettet mot skoleelever og studenter	38
Tiltak rettet mot (yngre) barn	51
<i>Veilednings- og mentorordninger</i>	59
<i>Tiltak rettet mot å øke kunnskap om og tilgang til det offentlige tjenesteapparatet</i>	65
<i>Tiltak rettet mot å komme inn i boligmarkedet</i>	71
<i>Nettverksbyggingstiltak</i>	72
<i>Veiledningsprogram for fagpersonell/ arbeidsrelaterte tiltak</i>	74
<i>Resettlement/Bosettingstiltak</i>	77
<i>Tiltak rettet mot sosial atferd og tilpasning</i>	81
<i>Arbeidsrelatert språkopplæring</i>	84
<i>Arbeidstrening/sysselsetting</i>	85
<i>Community gardens</i>	89
<i>Fosterfamilier for enslige flyktninger</i>	90
<i>Kontaktutvalget</i>	91
<i>Sponsorship Program</i>	91
<i>Social Integration Program</i>	91
<i>Statsborgerskap</i>	92

Introduksjonsprogrammer

1. The Chicago Project: *An Alternative Resettlement Approach*. 1984.

Abstract: This document reports on a model refugee resettlement project implemented in Chicago by the United States Catholic Conference. The project was initiated to document the incorrectness of the claim that the current dramatic reduction in U.S. refugee admissions is necessary due to the purported high cost of resettlement. The project served all Catholic Charities primary resettlement cases arriving in Chicago from March through September, 1983, with particular attention given to employable refugees. Four hundred and twenty-one people were served of whom 246 were employable. Approximately 25 percent of the refugees were Assyrian, 25 percent were Polish, and 25 percent Rumanian; 21.5% were Southeast Asian. The project emphasized rapid self-sufficiency while providing case-management and cash assistance and employment services. Each of these areas is discussed in detail in the report, along with an analysis of the project's costs. The major findings are as follows: (1) within six months of arrival, 74% of employable refugees had jobs and only 8% were in the job market and unemployed; (2) only 2% of the clients served were using public aid by the end of the project, as compared to 34% of other Chicago

refugees; (3) a substantial amount of sponsor support was located and took the form of financial assistance, aid in adjustment, and assistance in finding employment; and (4) total cash assistance costs were \$146,302 for six months, as compared to estimated Illinois Department of Public Assistance costs of \$264,808 for the same time period. Appendices include a description of the monitoring techniques for the project, copies of the various forms used by the project staff, and a table of costs and analysis of the cost methodology. (CG)

2. Djuve AB, Kavli HC, Lund M, Østberg T. *Fra sosialhjelp til lønnet kvalifisering: resultater fra forsøk med heldags introduksjonsprogram for flyktninger*. Oslo: Fafo; 2001.

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3. Djuve AB, Pettersen HC. *Virker tvang? erfaringer med bruk av økonomiske sanksjoner i integreringsprogrammer for flyktninger*. Oslo: Fafo; 1997.

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4. Hagelund A. Why It Is Bad to Be Kind. Educating Refugees to Life in the Welfare State: A Case Study from Norway. *Social Policy and Administration* 2005;39(6):669-683.

Abstract: In Norway, as elsewhere in Europe, the aim of policy-making is to ensure the integration of immigrants into mainstream society. This paper focuses on one of the most concrete and practical measures Norwegian authorities have ever taken in this field, namely the recent establishment of a compulsory two-year introduction programme for newly arrived refugees. This is an activation-style programme involving both a financial and an educational component, where out-payments depend on participation in a full-time training programme aimed at enabling participants to become self-sufficient members of Norwegian society. In the first part of the paper the establishment of this policy is located within a broader context of integration crisis, before it moves on to look more specifically at the background for the programme and the problems it is set up to address. The latter part of the paper addresses the implementation of the introduction programmes in one medium-sized Norwegian city. The local discourse here is one of before and after, where the failings of previous policies have been overcome and new and productive practices have been established. Connections can be made between public and political discourses on integration crisis and the local discourses of implementation through the notion of kindness and the idea that kindness has hampered the integration efforts of the state. Herein lies a story not only about views on immigrants and diversity, but also about how immigration has challenged the Norwegian welfare state model. References. Adapted from the source document.

5. Hagelund A, Kavli H. If work is out of sight. Activation and citizenship for new refugees. *Journal of European Social Policy* 2009;19(3):259-270.

Abstract: Activation has become an important paradigm for social policies in Europe. New migrants and refugees especially constitute a category with particular

problems in accessing the labour market, and have thus become a prime target group for activation in some countries. The article addresses the tension between aims of employment and economic self-sufficiency, and social inclusion and participation in a wider sense. Using data from the implementation of the Norwegian introductory programme for newly arrived refugees, we analyse local caseworkers' attempts at negotiating this tension when working with clients whose labour market prospects are conceived of as poor. Two distinct frameworks of interpretation, with distinct consequences for practical implementation, are identified: an activation discourse where the main emphasis is on labour market inclusion; and a citizenship discourse which broadens the goals to include other forms of social participation.

6. Kavli HC, Hagelund A, Bråthen M. *Med rett til å lære og plikt til å delta: en evaluering av introduksjonsordningen for nyankomne flyktninger*. Oslo: Fafo; 2007.

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7. Leptien K. The Osnabruck Integration Pilot Project: Concepts, Implementation, and Outlook. *IMIS-Beitraege* 2006 (28):25-58.

Abstract: The Osnabruck Integration Pilot Project, begun in October 2005, aims to improve & expand support services for new immigrants through use of educated & certified volunteers. There is an asymmetry in the information provided to new immigrants, who rely largely on already present family & ethnic associates as information sources. Based on a series of interviews with project participants from October 2005 through March 2006, this article evaluates the beginning phases of the project, examines interim conclusions in selected areas, & offers suggestions for further development. Within the framework of the project, successful qualification of volunteers shows signs of being a comparatively cost effective way to create networks from which positive effects on volunteer engagement can be expected. This pioneer work is based on broad consensus of participants. Integration efforts understood in this association could lead to an optimization of municipal integration processes in different politically relevant integration areas & thereby help to more effectively configure integration of immigrants in areas outside the administrative tax capacity. L. Reed

8. Nadeau CT. *The efficacy of pre-departure cultural orientation as a social work intervention in acculturation*. p. 1604.

Abstract: Each year the United States resettles thousands of refugees of in the United States. Coming from tragic situations, frequently experiencing tremendous suffering, the goal of the U.S. refugee program is to facilitate refugee self-sufficiency as soon as possible after arrival through requiring participation in a cultural orientation program in countries of asylum for U.S. bound refugees. This study explores the efficacy of pre-departure cultural orientation as a social work intervention in improving employment success. Based in the bidimensional acculturation theory of John Berry, the study uses a quasi-experimental design utilizing secondary analysis

of a sample of 15,737 Sudanese, Somali and Liberian refugees. The study operationalizes employment outcomes as an element of acculturation success, examining Berry's theory that all refugees experience the same levels of acculturation stress and success regardless of ethnicity while simultaneously exploring his suggestion that interventions should be provided prior to departure. The main hypothesis is: when controlling for length of time in the U.S., nationality, family reunification status, and marital status, refugees who receive cultural orientation have higher rates of employment than those who do not. The research of literature illustrates the importance of including the variables of length of stay in the host country, ethnicity, marital status, and family reunification status. The study population was selected from arrival data generated from the Refugee Processing Center, a contractor designated by the U.S. Department of State to process data on resettled refugees. Data analysis indicated that when employing control factors for those who participate in cultural orientation, those who participate in cultural orientation have higher rates of employment than those who do not. Length of stay and family reunification status positively affect employment outcomes at different time measures while marital status negative affects employment outcomes. Employment outcomes differ based on ethnicity. The analysis illustrates that refugees do not experience the acculturation process in the same manner. However, there are nuances to the intervention that indicate further scrutiny would suggest advantages inherent to the process that have social work practice and policy implications. Copies of dissertations may be obtained by addressing your request to ProQuest, 789 E. Eisenhower Parkway, P.O. Box 1346, Ann Arbor, MI 48106-1346. Telephone 1-800-521-3042; e-mail: disspub@umi.com

9. Næss R. *20 flyktninger i praksis i norsk arbeidsliv: en studie av bruk av praksisplasser som del av introduksjonsprogram for flyktninger*. Oslo: Pertinax; 2004.

Sammendrag Undersøkelsen er gjennomført i perioden august 2003 til april 2004 og dekker 20 flyktninger på praksisplass innen rammen av et introduksjonsprogram. Flyktningene er bosatt i to bydeler i Oslo samt tre kommuner i det sentrale Østlands-området. De to bydelene og to av kommunene har mottatt prosjektmidler fra UDI. Ved siden av flyktningene er deres nærmeste overordnede på arbeidsplassene samt kontaktperson i kommunene/bydelene intervjuet. Videre er representanter for relevante Aetat-avdelinger samt en del relevante personer i de to kommunale flyktningsarbeidet intervjuet. Praksisplasser brukes for å gi trening, avklare forutsetninger og prøve ut muligheter på arbeidsmarkedet. Undersøkelsen dekker praksisplassdeltakere som er regnet for klare for det ordinære arbeidsmarkedet. Samtlige flyktninger følges opp av kommunale kontaktpersoner, ikke av Aetat. Et utvalg på 20 deltakere er ikke representativt, men klare tendenser i svarene kan gi en pekepinn om hvor oppmerksomheten bør rettes i arbeidet med å forbedre praksisplassfunksjonen i introduksjonsprogrammene. De intervjuede kontaktpersonene har gjennomgående ansvar for flere enn 15 deltakere i praksis. De fleste har ansvar for mellom 15 og 30 deltakere, men noen har vesentlig fler. Informantene veksler mellom praksis og ulike kurs (primært norskundervisning) på ukebasis. De oppgir at de i liten eller ingen utstrekning er blitt forberedt på arbeidslivet gjennom temaet "ar-

beidsliv" i norskundervisning med samfunnskunnskap. De kjenner i liten eller ingen utstrekning til norske arbeidslivsrettigheter, eksempelvis verneombudsinstitusjonen og fagforeninger. Svarene tyder også på at de har et svak t eller ikke-eksisterende eierforhold til den individuelle planen som er forutsatt å være et viktig ledd i et introduksjonsprogram. De syne s videre i liten grad å ha deltatt i utvelgelsen av praksisplasser. I noen tilfeller opplever kontaktperson i kommune/bydel at flyktningene har valgt, mens flyktningene selv opplever at kontaktperson har bestemt. Det store flertallet av deltakerne finne r seg godt til rette på praksisplassene. Kontaktpersonene i bydelene følger de m primært opp i samband med etablering av praksis (finne arbeidsplass, undertegne avtale, m.m.), men i tilfeller der verken deltaker eller bedrift tar opp problemer på arbeidsplassen er det liten eller ingen kontakt mellom kommune/bydel og deltaker. Kontaktpersonene i kommune/bydel har gjennom gående ansvar for mellom 15 og 30 flyktninger hver. 6 En analyse av jobbene deltakerne faktisk utfører sammenlignet med de muligheter som reellt sett foreligger på arbeidsplassen tyder på at man kunne ta opp læringspotensialene på de aktuelle arbeidsplassene mer systematisk enn det skjer i dag. Dette med formål å øke læringen. Norskunnskapene til deltakerne oppgis som grovt sett tilfredsstillende av både deltakerne selv og deres overordnede, selv om flertallet av deltakerne mener at de burde kunnet mer norsk for å fungere i den aktuelle jobben. Gjennomgående er arbeidsmiljøet for flyktningene tilfredsstillende. Det er imidlertid noen eksempler på belastende forhold (tunge løft, manglende pause, isolasjon fra kolleger) som vitner om at man kan vinne en del på bedre opplæring, trening og oppfølging. Svarene fra de 20 betyr at en bør sette søkelyset på den veilednings- metodikken norsklærere og kontaktpersoner benytter se g av i forberedelse og oppfølging av flyktninger på praksisplass. Introduksjonen til norsk arbeidsliv forutsetter at flyktningen styrer ting selv i større grad enn situasjonen til de 20 tyder på. Dette slik at man i mindre grad "hjelper " deltakeren, men søker å være en samtalepartner, pådriver og en informasjonsressurs. Aktuelle tiltak kan være Fokusere på de språklige sidene av arbeidsutførelse som del av norskundervisningen, lage "lokale ordbøker", arbeide med kommunikasjon på arbeidsplassen, utvikle deltakerens evne og vilje til å si ifra når han/hun ikke forstår, noe som er urealistisk å oppnå dersom deltakeren selv ikke fungerer proaktivt på et mer generelt plan. Bruke tolk og skriftlig materiale på deltakerens eget språk i startfasen. Bruke norskundervisningen til å forbered e, klargjøre og bearbeide der som skjer på arbeidsplassen. Her kan en med fordel bruke langt mer tid på å forberede deltakeren ved rollespill, gjennomgang av konkrete situasjoner, m.m. • I større grad å forberede deltakeren gjennom undervisningen på selv å ta opp forhold som angår egen situasjon, snarere enn at bedrift og kontaktperson kommuniserer over hodet på deltakeren. Det man vinner ved å "ordne opp" for deltakeren tape r man i neste omgang ved at deltakerens eget initiativ reduseres. • Bruke norskundervisningen til jevnlig å få tatt opp den individuelle planen til revurdering, veilede deltakeren til å få eierskap til denne, vurdere realismen i 7 tidligere beslutninger og utvikle forståelse av hva som må til for å oppnå ulike målsettinger. Disse midlene er beskrevet i eksisterende veiledningsmateriell, men fremstillingen kunne med fordel være mer konkret, fokusere mer på dilemmaer underveis, og bør i tillegg være støttet

av coaching av de som veileder flyktninger. • Sett ut fra målsettingene om å få folk i arbeid er noen av de best fungerende praksisplassene slike der bedriften har inngått et mer omfattende samarbeid med kommune og Aetat, der det også foregår norsk-undervisning på arbeidsplassen parallelt med opplæring og arbeid, og der bedriften anbefaler flyktninger overfor det lokale arbeidslivet. Det er et spørsmål om man ikke i større grad bør satse på en slik måte og snarere enn ensidig å søke å formidle flyktninger til praksisplasser i det ordinære arbeidsliv.

10. Sundby A. *En historisk sjanse eller nederlag for flyktningekvinner?: muligheter og hindringer for mødre i introduksjonsprogrammet for nyankomne innvandrere, - sett i lys av målsetting om likestilling*. Oslo: HiO; 2006.

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11. The integration panel. Long-term integration trends among former participants in integration courses.

<http://www.bamf.de/SharedDocs/Anlagen/EN/Publikationen/WorkingPapers/wp52-abschluss-integrationspanel.html?nn=1452220>

Working paper 52 examines the long-term social integration trends among former participants in integration courses three years after completing their integration courses. This long-term perspective reveals positive trends in the various areas of overall social integration. The majority of former participants in integration courses retain their proficiency in German which they acquired on the course or are able to improve their proficiency by means of learning strategies adopted on their own initiative.

Språkopplæringstiltak/tiltak for å øke kulturkompetanse

Totalt identifiserte vi 81 studier som vi kategoriserte som studier rettet mot språkopplæring eller økning i kulturkompetanse. Tiltakene i disse studiene rettes mot helt ulike målgrupper (f.eks. yngre barn eller familier). Vi valgte derfor å lage fem undergrupper i forhold til målgruppen: innvandrere/flyktninger eller asylsøkere generelt (n=9), voksne (n=7), familier (n=10), skoleelever eller studenter (n=27) og (yngre) barn (n=18)

Tiltak rettet mot innvandrere/flyktninger eller asylsøkere generelt

1. Project BACIS, 1983-1984: *OEA Evaluation Report*. 1986.

Abstract: Project BACIS provides instructional, resource, and supportive services for recent immigrants from Cambodia, Haiti, and Vietnam at three New York City high schools (Christopher Columbus, Samuel J. Tilden, and Walton). At each site, students received instruction in English as a second language (ESL). Although the project proposed that both native language arts and content-area classes would be taught in the native language, students were placed in classes according to the availability of such instruction at each school. Supportive services to program students included academic, personal, and vocational counseling, contact with families, and

referrals to outside services. Development activities for staff members consisted of attendance at parent advisory council meetings and ESL classes taught by project staff. In 1983-84, the second year of funding, students were able to meet project objectives in ESL, but they were able to achieve attendance and content-area objectives only in the spring. In the fall, the objective was met only in science classes. Students at two sites met proposed objectives for improvement in attitude towards school and cultural heritage, although overall success rates fell below the program's criterion. Project weaknesses existed in the area of program supervision, training, and coordination. (KH)

2. Han C, Starkey H, Green A. The Politics of ESOL (English for Speakers of Other Languages): Implications for Citizenship and Social Justice. *International Journal of Lifelong Education* 2010;29(1):63-76.

Abstract: A number of countries in Europe, including the UK, have adopted language and citizenship tests or courses as a requirement for granting citizenship to immigrants. To acquire citizenship, immigrants to the UK must pass a test on British society and culture, or demonstrate progress in the English language. For those with an insufficient command of the language, there is the option in the UK of taking an English for speakers of other languages (ESOL) with citizenship course. These language and citizenship tests and courses are seen by governments as a way of encouraging immigrants to develop the competences believed necessary for social integration. Equally, these are seen as a means for immigrants to demonstrate their willingness to integrate. However, two types of criticisms have been made against compulsory tests and language programmes. The first questions the need for these. The second focuses on whether they are a genuine contribution to preparation for citizenship or whether these, in effect, constitute a gatekeeping mechanism, or otherwise lead to social injustice; related to this is the question of whether the emphasis on language as defining of nationhood and citizenship is a move away from multiculturalism towards a policy of assimilation. In addition, there are issues relating to funding. This paper presents the results of a study of a "skills for life" ESOL course at a community college in London that is specifically intended to help immigrants seeking to qualify for British citizenship. An interview was carried out with staff involved in ESOL at the college, and a focus group discussion was conducted with a student group. The aim of the paper is to provide an account of the experiences of the students in the light of the criticisms that have been made against compulsory tests and language programmes. We also examine the impact of policy changes, including funding cuts, on the college and students. Although we found the language and citizenship class to be a positive experience, we note inconsistencies and contradictions in policies and discourses around language. (Contains 3 notes.)

3. Janhonen-Abreuquah H, Palojoki P. Good practice in multicultural integration work in Finland: collaborative learning in culturally sensitive projects. *International Journal of Consumer Studies* 2005;29(4):359-370.

Abstract: Finland is undergoing a rapid change from a homogenous culture to a heterogeneous culture. With immigrants from all over the world making Finland their home, a lot of multicultural integration work is needed. Collaborative learning in peer groups can work as a useful framework for enhancing tolerance toward differences, and consumer education and home economics education offer a fruitful setting for this kind of collaborative teaching of tolerance. In particular, the practical nature of consumer education and home economics makes it suitable to teach multiculturalism in a daily life setting. In this study, 10 integration projects in Finland were examined through a qualitative summary to reveal the key elements in successful multicultural integration work. The focus was on multicultural, collaborative interactions. The results show that problems are bound to arise when people from different cultures meet. Daily life situations, culturally unequal settings, poor participation and a lack of real interaction between different cultural groups can be problematic. These problems need to be overcome before the richness of different cultures can be revealed. People need to learn how to use the tools of multicultural and collaborative learning before the group can act successfully. (Original abstract)

4. Lau SM-C. A Study of Critical Literacy Work with Beginning English Language Learners: An Integrated Approach. *Critical Inquiry in Language Studies* 2013;10(1):1-30.

Abstract: This article reports some main findings of a year-long participatory action research study of critical literacy (CL) practices with middle school recent immigrant English language learners (ELLs) in Ontario, Canada. The CL program followed an integrated instructional model informed by Cummins' (2001) "Academic Expertise Framework" and Janks' (2010) synthesis model of CL as well as the poststructuralist/feminist advocacy for emotional engagement and self-reflexivity in CL education. The researcher and the teacher collaboratively developed an emergent curriculum based on the ELLs' concerns about discrimination and cultural adjustment. Through these transformative literacy practices, students gained not only language skills but also a sense of efficacy for social change. The research challenges the linear and segregated view of literacy and CL development, and points to the need to position ELLs as competent learners and to structure classroom conditions and practices to facilitate their gradual development as critical language users. (Contains 1 figure, 1 table and 7 footnotes.)

5. Munoz-De Leon V. Evaluating the academic impact of the green apples learning "enterventions" on recent immigrant English language learners. Dissertation Abstracts International Section A: *Humanities and Social Sciences* 2008;68(7-A):2793.

Abstract: The study evaluated the academic impact of the Green Apples Learning "Enterventions" on recent immigrant English language learners. The purpose of the study was to establish a research-based design known as GALE and examine the academic impact of the GALE learning innovation on recent immigrant ELLS from a

South Texas school district. Student achievement was evaluated when ELL research-based best practices were incorporated with the Green Apples Education Designs. Hence, the GALE was evaluated with a control and experimental group in a mixed-methods study. The GALE's goal is to help ELLS attain academic success by meeting the affective, linguistic, and cognitive needs of this highly specialized population through the GALE approach to learning. The results of the qualitative portion of the study indicated that there are significant differences between the experimental and control groups in the affective domain areas of confidence, self assurance, and positive identity. The students in the experimental group were observed to have more confidence, self assurance, and positive identity in the learning environment as a result of the participation in the GALE program. The results of the quantitative portion of the study indicated that there are significant gains for the experimental group in the linguistic domain and cognitive domain that may strongly be attributed to the participation in the GALE program. The findings of the ANCOVA analyses indicated that both the experimental and the control groups made significant gains in both oral language and reading proficiency; however, the mean improvements for the GALE groups were larger than those of the control groups. Based on the review of literature and research findings, it is imperative that educators understand that helping learners build confidence, self-assurance, and a positive identity is not an unrealistic task and that helping meet affective needs of students also results in greater attainment in state-mandated linguistic and cognitive assessments. (PsycINFO Database Record (c) 2012 APA, all rights reserved).

6. Timko L. *Cultural Orientation for Vietnamese Montagnard Refugees: A Special Project of IOM Cambodia*. 2002.

Abstract: In 2002, the International Organization for Migration provided pre-arrival cultural orientation training to 905 Vietnamese Montagnard refugees living in a transit processing facility on the outskirts of Phnom Penh. The training was specifically designed to prepare the refugees for third country resettlement to the United States. It provided tools and information necessary for beginning new lives in the United States. Classes were intended to dispel misconceptions and unrealistic expectations about the new society; provide accurate information about the country of resettlement; and inform refugees about social and community services available to them. Other topics included refugees' rights and responsibilities, laws, cultural norms and values of the receiving country, and information regarding transit. The Vietnamese Montagnards presented a unique challenge because their sheltered, tribal way of life in the Central Highlands rendered them ill-equipped for the technologically driven world they were poised to enter. Post-training assessment was not possible, but overall, refugees were eager to attend the courses. They had very little knowledge of the United States or modern culture. Few had worked outside the home or farm. It appeared that the training allayed some of their fears, dispelled misconceptions, and taught them how to survive in the western world. (Adjunct ERIC Clearinghouse for ESL Literacy Education.) (SM)

7. Webster M, Belmont S. *Easing the Transition: Teaching Migrants in the Orderly Departure Program*. 1986.

Abstract: Immigrants leaving Vietnam through the Orderly Departure Program in Bangkok, Thailand, experience stress and difficulties very different from those endured by refugees fleeing by land or boat. The cultural orientation program addresses their needs to assimilate their loss, gain equilibrium, and get resettlement guidance and information. These refugees fall into two groups: those who will go directly to the United States and those who go to the Philippines for a 5-month refugee training program. The first group receives 9-12 hours of preparation, in which participants discuss their hopes and feelings, examine their expectations of Americans, look at cultural differences, study the cost of living and employment in the United States, prepare for new experiences such as the airplane flight and being new in school, discuss family and community life, learn where the United States is, and talk about culture shock. The second group participates in a 2- to 4-hour orientation session regarding the trip to and life in the Philippines center and on resettlement issues. Separate classes are provided for unaccompanied Amerasian minors, focusing on feelings and the experiences ahead. Staffing issues include resolution of intercultural stresses as well as working closely together to help anxious participants cope with stressful situations. (MSE)

8. Werge-Olsen IB, Vik K. Activity as a tool in language training for immigrants and refugees. *Scandinavian Journal of Occupational Therapy* 2012;19(6):530-541.

Abstract: OBJECTIVE: The focus of this study is how skills acquired from everyday life in one's native country can represent a resource in language training and work for immigrants and refugees. The specific aim is to explore what significance activity and participation in activity have on language training.

METHODS: This qualitative study is based on fieldwork carried out in relation to a group of illiterate immigrants at a centre for adult education. The sample consists of 11 adult immigrants and refugees, male and female, between the ages of 20 and 65. The interviews with all the participants were carried out with the help of an interpreter.

RESULTS: The main findings were that the individual immigrant's history of activities received little attention during the language training. There was hardly any mention of previous experience from everyday life and work. By relying on different activities in the language training, the resources and background of the individual immigrant would have become more visible. Familiar activities from one's own culture enable communication when language skills are limited.

9. Yates L. Interaction, language learning and social inclusion in early settlement. *International Journal of Bilingual Education and Bilingualism* 2011;14(4):457-471.

Abstract: While first language social networks offer immigrants practical and emotional support in the early period of their settlement in a new country, the development of social networks through English is crucial at this time not only for the acquisition of the linguistic and social capital vital to their long-term advancement, but also for the development of a community that is socially inclusive. In this paper I draw on data from a nation-wide study of the experiences of newly arrived immigrants over a one-year period as they studied English in an on-arrival program and moved on to work and study in the community. I first explore the opportunities they reported for using and making social connections through English and then consider the impact of the issues they encountered on their language learning and attitudes to the community. I then reflect on the implications for a dynamic view of social inclusion as driving rather than reacting to social change.

Tiltak rettet mot voksne

1. *Adult School for Cuban Refugees, Fort Indiantown Gap, Pennsylvania*. Final Report, August 25-November 28, 1980. 1980.

Abstract: The Adult School for Cuban Refugees, operated by the Central Susquehanna Intermediate Unit in 1980, supplied services to approximately 1,200 Cuban refugees in the six weeks of its operation at Fort Indiantown Gap, Pennsylvania. The program offered basic oral English classes to adults ranging in age from 18 to 81 years. The classes were conducted in the World War II Army barracks at the military installation. The mostly male students, who volunteered to attend classes, had a wide range of proficiency ranging from no English to an advanced understanding. The goals for this short-term educational project consisted of teaching oral English and providing for the acculturation of the Cuban students to the American way of life. Classes were conducted twice a day for three hours at a time, six days a week. Teachers used time before and after classes for additional preparation or tutoring. Students were recruited throughout the program, and a high percentage attended. Students were provided with textbooks, a dictionary, and supplies. An independent evaluator termed the program a success, since pre- and posttests showed a large gain in student English proficiency. The goal of teaching basic life skills for acculturation was also met. Teachers and students also felt that the program had been successful. Following evaluation of the project, recommendations were made for improving such programs if they are conducted again. (This report contains numerous appendixes covering facets of program operation such as planning, scheduling, student reports, attendance, service contracts for teachers, support personnel, and administrators, staff training, suggested lesson plans, use of teacher aides, and newspaper coverage.) (KC)

2. Becker LA. *Noncredit to Credit Transitions: The Role of Cultural Capital and Habitus for Adult Immigrant Learners in the Community College*. p. 238.

Abstract: Adults who immigrate to the United States recognize the value of fluency in the dominant language as a bridge to social mobility in their new homeland. In California, many of them invest time and energy in noncredit English as a Second Language (ESL) programs offered within the community college system to gain communicative competence and enhance their opportunities for a successful resettlement. For this study, Bourdieu's constructs of "cultural capital" and "habitus" provide a framework to explore the experiences and perceptions of the participants. The overarching question was: What are the supportive and impeding factors that influence the noncredit-to-credit progress of adult immigrant learners who have completed the highest level of noncredit ESL? The 17 participants interviewed for this phenomenological study came from an ESL bridge-to-credit program at a large suburban college in Southern California. Findings indicate that the educational background and socioeconomic status of the individuals in their countries of origin had an important influence upon their choices and options to continue into credit. Their sense of self-identity and marginality/mattering varied as did the strategies they used to adjust into a new cultural milieu. Participants who transitioned in a timely manner had high cultural capital (earned degrees) and through their habitus (social conditioning) knew how to utilize support services to maximize benefit; non-credit ESL was their bridge toward reclaiming a more prominent and active role in their new homeland. A subgroup of participants had no intentions of transitioning; they also were of high cultural capital but chose a more independent path to meet their lifelong learning needs. Participants who postponed their progress had low cultural capital (limited education) and were ambivalent about using available resources; they had greater stress due to conflicts of work, family, and school obligations. Nevertheless, learners with lower capital made great strides in terms of social mobility in the United States and could visualize a future transition into credit. Recommendations include the integration of reflective and emancipatory curriculum at the classroom level, the integration of instructional and support services in noncredit programs, and the inclusion of student narratives in accountability reports at the policy level. [The dissertation citations contained here are published with the permission of ProQuest LLC. Further reproduction is prohibited without permission. Copies of dissertations may be obtained by Telephone (800) 1-800-521-0600. Web page: <http://www.proquest.com/en-US/products/dissertations/individuals.shtml>.]

3. Buttaro L. *Second Language Acquisition, Culture Shock and Language Stress of Adult Latina Students in New York*. 2002.

Abstract: This study identified the second language acquisition, culture shock, and language stress of adult Latinas in New York as related to language, culture, and education. Participants were eight adult Latinas, for whom Spanish was the first language, who had come to the United States 10-15 years previously and developed some functioning English as a Second Language (ESL) skills. They were enrolled in an ESL program for adults. Researchers administered surveys and interviews and examined the women's essays and records. Results indicated that women's attitudes

made a difference in their language proficiency. Being in an ESL classroom influenced their linguistic, cultural, and educational experiences. Respondents indicated that their native culture and traditions had profoundly impacted their study habits. All of the women cared about English performance and mastery of English language skills. Program involvement was key to women's expectations versus the reality of success. Actions the women took to learn English included going to the library to get books, watching television, listening to tapes, reading newspapers, speaking with Americans, and imitating teachers' pronunciation. Respondents felt isolated when they first immigrated, and deterrents to learning English included being in mixed level classes, fear of speaking, fear of ridicule, and lack of child care. (Contains 51 references.) (SM)

4. Jun BJ. *Between Sundays: A Case Study of a Korean Immigrant Adult Learning Program*. p. 251.

Abstract: This study examined a Korean immigrant adult learning program, the Reading Facilitator Training program, at a Korean immigrant church in Los Angeles, CA, in 2008. The purpose of this research was to discover how Korean immigrant adults learn in a way that has meaning and brings about change and how the local church can function as a safe learning community. A qualitative research methodology consisting of document/narrative analysis, ethnographic in-depth interviewing, and participant observation provided rich data to conclude that first generation Korean immigrant adults are in a unique situation for learning and that the ethnic churches should play important roles for an effective learning and acculturation process in these adult learners. The research concludes that the needs for R.E.S.T. (Relational, Emotional, Spiritual, and Transformative) stimulate the Korean immigrant adult learners to take a critical reflective moments for learning, and Korean ethnic churches must provide the necessary learning environment to D.E.V.E.L.O.P. (restore their Dreams to follow, Empowering to achieve their dreams, Values to embrace, Experience to share with others, Lessons to learn, Opportunity for growth, and Potential to develop) the learners so that they can find real rest. [The dissertation citations contained here are published with the permission of ProQuest LLC. Further reproduction is prohibited without permission. Copies of dissertations may be obtained by Telephone (800) 1-800-521-0600. Web page: <http://www.proquest.com/en-US/products/dissertations/individuals.shtml>.]

5. Kissam E. *New Paradigms for Adult Learning: Building on Mexican Immigrants' Prior Experience To Develop Basic Skills for the Information Society*. 1993.

Abstract: This paper examines basic skills competencies developed by Mexican immigrant adult learners through participation in (although not always completion of) adult basic education programs conducted by the Mexican, Instituto Nacional para la Educacion de los Adultos (INEA). The comparison provides the conceptual basis for configuring instructional designs and for developing individual learner strategies

to improve the effectiveness and efficiency of English as a Second Language (ESL) and Adult Basic Education (ABE) programs serving Mexican-origin adult learners in California. The INEA program consists of three, sequential curricula dealing with basic literacy, core skills, and advanced skills as defined in nationally-accepted textbooks. This paper includes a summary overview of an emerging framework for understanding basic skills in the context of contemporary American worklife and social interactions to permit equitable access to employment opportunities and community life and understanding of the daily challenges faced by these immigrants in California. INEA's emphasis on cooperative learning and self-directed learning provides a solid basis for extending adult learner's educational experience out of the classroom and into real life situations, although oftentimes the individualized methodology cannot be replicated. (Contains 30 references) (Adjunct ERIC Clearinghouse for ESL Literacy Education) (Author/NAV)

6. Leith M. *How Learning English Facilitates Integration for Adult Migrants: The Jarrah Language Centre Experience. Occasional Paper.* National Centre for Vocational Education Research Ltd. P.O. Box 8288, Stational Arcade, Adelaide, SA 5000, Australia. Tel: +61-8-230-8400; Fax: +61-8-212-3436; e-mail: ncver@ncver.edu.au; Web site: <http://www.ncver.edu.au>; 2012.

Abstract: Building the research capacity of the vocational education and training (VET) sector is a key concern for the National Centre for Vocational Education Research (NCVER). To assist with this objective, NCVER supported an academic scholarship program, whereby VET practitioners are sponsored to undertake university study at honours, master's, or doctorate level. NCVER then published a snapshot of their research. The author received an academic scholarship in 2009 to assist with her doctoral studies at the University of Melbourne. The author is an English as a second language teacher of adult migrants and international students at Holmesglen in Melbourne. Her research explores how studying English as a second language can help adult migrants to integrate into Australian society. A survey was distributed to migrants at the commencement of their English studies at the Jarrah Language Centre to gather demographic data. Fourteen were selected from this group to be interviewed four times over a period of approximately two years to garner a sense of their post-course experiences, their level of integration and any changes to their circumstances during that time. Findings include: (1) Not being competent and confident in using English was seen by migrants and language centre teachers and staff as the biggest barrier to integration; (2) Most migrants undertook English as a second language classes to improve their spoken English and valued the speaking opportunities provided in their classes, but they would like more opportunities to speak everyday English in class; (3) Migrants found undertaking English language classes valuable in helping them to move into mainstream study and employment. By the time of the last interview, most migrants were either in full- or part-time work or were continuing with mainstream study; and (4) English as a second language programs, on their own, are not enough to ensure gaining permanent

employment. Instead, they are a pathway to further study or low-level jobs. Having a language centre located in a TAFE institute also encourages movement into further study. Appended are: (1) Surveyed migrants' countries of birth; (2) Surveyed migrants' highest completed level of schooling; (3) Interviewed migrant profile, July 2007; and (4) Interviewed migrants' post-2007 English as a second language course goals and outcomes, mid-2008 and January 2010. (Contains 8 tables and 15 footnotes.)

7. Shaner MJ. *Adult School for Cuban Refugees, Fort Indiantown Gap, Pennsylvania. Final Evaluation Report, August 25-November 28, 1980. 1980.*

Abstract: The Adult School for Cuban Refugees, operated by the Central Susquehanna Intermediate Unit in 1980, supplied services to approximately 1,200 Cuban refugee students in the six weeks of its operation at Fort Indiantown Gap, Pennsylvania. The program offered basic oral English classes to adults ranging in age from 18 to 81 years. The classes were conducted in the World War II Army barracks at the military installation. The mostly male students entered classes with a wide range of proficiency ranging from no English to an advanced understanding. The goals for this short-term educational project consisted of teaching oral English and providing for the acculturation of the Cuban students to the American way of life. The goal of teaching oral English was met. Students advanced rapidly in their ability to speak and understand English. Pre-post testing revealed a large gain in student English proficiency. The goal of teaching basic life skills for student acculturation to the American society was also met. Within the limitations placed upon the teachers and aides from the controlled environment, a basic understanding of the American way of life was developed. The students learned rapidly about American society and were eager to explore for themselves beyond the confines of Fort Indiantown Gap. (Author/KC)

Tiltak rettet mot familier/foreldre

1. Carter BR. *Engaging Latino Parents in Literacy Experiences at Two Urban Elementary Schools.* p. 190.

Abstract: The increased immigrant population in American schools has resulted in large numbers of parents who are unable to help their children achieve academic success because of language barriers and low literacy skills. The purpose of the study was to examine the impact of Latino parents' reading proficiency on engagement with their children. Epstein's typology of home school partnerships provided the conceptual framework for this study. The research questions addressed parental self-efficacy and changes in perceptions of involvement as a result of participation in the My Reading Coach program, a literacy skills treatment. This explanatory sequential mixed-methods study included a survey, focus groups, and the My Reading Coach treatment for the experiment group; the comparison group was comprised of

Latino parents who participated in parent activities at the research sites that did not include the My Reading Coach program. Analysis of covariance (ANCOVA) was used to analyze pre and post survey results of parents' perceptions of their involvement in their children's education. Quantitative data were supported by qualitative observation notes of the treatment and focus group data. Data results indicated that parents' perceptions of their contribution to children's academic success positively changed after receiving the treatment. Based on these findings, the conclusion was that educators could strengthen their academic programs by addressing parent needs and working collaboratively with parents to promote student academic achievement. Implications for social change include identifying and implementing strategies for effective parental involvement that promote home school partnerships to improve student academic achievement. [The dissertation citations contained here are published with the permission of ProQuest LLC. Further reproduction is prohibited without permission. Copies of dissertations may be obtained by Telephone (800) 1-800-521-0600. Web page: <http://www.proquest.com/en-US/products/dissertations/individuals.shtml>.]

2. Fraser S, Coulthard E. *An Assessment of the Immigrant Resources Project Preschools*. 1982.

Abstract: The effectiveness of the "Immigrant Resource Project" preschool program is evaluated. The preschools meet for two hours twice a week while the children's parents are in English as second language classes. Pupils range in age from 2 to 6 years and are drawn from a wide variety of immigrant backgrounds. The objectives are to teach English and foster social and cultural adjustment. English is introduced through songs and stories. Cultural and social adjustment are fostered through child-teacher interactions focusing on appropriate play behavior, experiences with toys and play environments, the learning of social frames, and the development of positive self-concepts outside of the family. It is concluded that the project is successfully providing linguistic, educational, and social services for both immigrant children and their parents. (RW)

3. Golova N, Alario AJ, Vivier PM, Rodriguez M, High PC. Literacy promotion for Hispanic families in a primary care setting: a randomized, controlled trial. *Pediatrics* 1999. p. 993-997.

Abstract: BACKGROUND: Reading aloud is an important activity to prepare children to succeed in learning to read. Many Hispanic children have reading difficulties and therefore are at increased risk for school failure. METHODS: We conducted a prospective, randomized, controlled study to evaluate the effectiveness of a literacy promoting intervention delivered to low-income Hispanic families with infants. We consecutively enrolled 135 low-income Hispanic parents of healthy 5 to 11 month old infants. Families were randomly assigned to an intervention (n = 65) or control (n = 70) group. At enrollment and at two consecutive well-child visits, pediatricians gave

intervention families: 1) an age-appropriate bilingual children's book, 2) a bilingual handout explaining the benefits of reading to children, and 3) literacy-promoting anticipatory guidance. Ten months after enrollment we reinterviewed 130 parents. RESULTS: Both groups were comparable at baseline. At follow-up, intervention parents were more likely to read books with their child at least 3 days/week (intervention = 66% vs control parents = 24%) and to report that reading books was one of their three most favorite things to do with their child (intervention = 43% vs controls = 13%). Intervention families also had a greater number of children's books and total books at home. Using a multiple logistic regression model, controlling for child and parental age, reading habits, and English proficiency, we found that the odds of parents reading to their child at least 3 days/week were 10 times greater in intervention families (OR 10.1, 95% CI 4.0-25.6) compared with control families. CONCLUSIONS: This simple, culturally appropriate intervention significantly increased literacy behaviors in low-income Hispanic families.

4. Guo Y. Multiple Perspectives of Chinese Immigrant Parents and Canadian Teachers on ESL Learning in Schools. *Diaspora, Indigenous, and Minority Education* 2007;1(1):43-64.

Abstract: Interest in home-school communication has paid little attention, to date, to the experiences of English as a second language (ESL) parents. This article examines recent Chinese immigrant parents' and Canadian teachers' perspectives of ESL learning presented at Parents' Night. On the basis of observations of three annual Parents' Nights, interviews of teachers and bilingual assistants who served as interpreters for parents and focus groups, the study reveals a deep division between the two on both what and how students should learn. Teachers believed that the ESL classes help socialize students into Canadian school and social cultures and develop language and study skills and appropriate attitudes to help prepare them for entry into mainstream classes. In contrast, in the parents' views, the current ESL program has many problems, such as the lengthy time students stayed in the program, the lack of exams, mixed grades, the low level of content, and the lack of grammar instruction. (Contains 3 footnotes and 2 tables.)

5. Harbin JT. Hispanic parents' perspective of English language learner programs. *Dissertation Abstracts International Section A: Humanities and Social Sciences* 2008;68(8-A):3254.

Abstract: The purpose of this study examines parental perceptions concerning New Albany Elementary School in North Mississippi. The study is twofold: (a) to examine perceptions of Hispanic English language learners' parents concerning three aspects of New Albany Elementary (learning environment, including an immersion program for English language learners; home-school relations; and the social and physical environment of the school) and (b) to examine three aspects concerning school par-

participation of English language learners' parents (the level of participation in school activities, the level of participation in home activities which support the school, and possible explanations for non-participation). Due to liberal immigration laws, linguistic diversity has increased significantly in the United States. It was estimated that in the 1980s one out of 10 students in the school system was from a non-English speaking family. This number reportedly increased to one out of seven in 1990 (McKay & Wong, 2000). The influx has forced school systems to face a language barrier in educating students and involving parents. Controversy thus exists on how to best incorporate the non-English speaking student and parent in the educational process (McKay & Wong). The survey instrument used in this study was the South Carolina Parent Survey instrument. The instrument was designed by Dr. Frank E. White, Jr. and Dr. Jo Anne Anderson of the South Carolina Department of Education. The questions used to develop this instrument were tested for reliability and validity by the statistics department of the University of South Carolina. The instrument focuses on the learning environment, school-parent relations, and the physical and social environment that the school provides for students. The six types of parental involvement identified by Dr. Joyce Epstein were influential in the development of this instrument. Dr. White and Dr. Anderson followed a rigorous course to devise a comprehensible instrument that would be easy to understand. The instrument was translated into Spanish and used by the South Carolina State Department of Education. Dr. White and Dr. Anderson's instrument was designed to reflect questions that will elicit information relating to parental perceptions and parental involvement patterns. Baker (1998) noted that teachers were surveyed regarding student success in the immersion program. The results indicated that the immersion program was more successful than the bilingual program. Even though the response of teachers is very positive toward the immersion method, barriers do exist. Baker stated that teachers need to have a strong command of the English language. A translator can be used to assist with the language barriers in the classroom. Wu (1995) noted the positive response of teachers concerning children in the immersion process as they advance through the grade levels. (PsycINFO Database Record (c) 2012 APA, all rights reserved).

6. Johnson B. *A Whole Family Approach to Teaching English as a Second Language. Final Report.* 1985.

Abstract: This final report provides descriptive and evaluative information on a 2-year demonstration project conducted at Des Moines Area Community College, as well as the curriculum guides developed during the project to meet the English language and cultural adaptation needs of refugee adults and children using a family approach. Initial sections of the report provide historical background, a brief project overview, a summary of project outcomes, information on means of dissemination of the family approach concept, samples showing parent response to the program, and an overview of program administrative issues. The "Refugee Pre-School Curriculum Guide" for teachers is presented, which includes: (1) background information on

pre-school second language learning, cultural differences, pre-school child development, and implications for teaching; (2) information of the outcomes of pre-school attendance; (3) suggestions on teaching methods related to fear, language arts, discipline, scheduling and routine, staffing, physical environment, and age and ability differences; (4) a three-level curriculum; (5) a list of books and games; and (6) references. Finally, the guide for teachers of adults is presented, which looks at the concept of teaching ESL in a whole-family setting; special considerations in teaching adult ESL students and particularly Southeast Asian adults; factors related to the instruction of non-literate adults; and the affects of the presence of the pre-school in conjunction with adult classes. In addition, this guide provides a checklist of concerns; information on the experience of loss and post-traumatic stress disorder, which are both common to political refugees; a chart of Westerners' preconceptions and stereotypes regarding Eastern culture. Operational

7. Levin-Rozalis M, Shafran N. A Sense of Belonging: A Tracer Study of ALMA-YA's Parents Cooperative Kindergarten, Israel. *Early Childhood Development: Practice and Reflections. Following Footsteps*. Bernard van Leer Foundation, P.O. Box 82334, 2508 EH, The Hague, The Netherlands. Tel: 31-70-3312200; Fax: 31-70-3502373; e-mail: registry@bvleerf.nl; Web site: <http://www.bernardvanleer.org>; 2003.

Abstract: This followup study traced the progress of one program assisting Jewish Ethiopian immigrants to Israel and their children, the Parents Cooperative Kindergarten (PCK) in Beer-Sheva, and examined its impact 10 years after program participation. The PCK was a daily program for young children run by paraprofessional counselors, all women from the Ethiopian community, with mothers attending on a rotational basis. Two groups of former participants were identified, along with two groups of children of Ethiopian origin of similar age from the same neighborhoods who had not participated and one group of children of the same age who were not of Ethiopian origin. Data collection methods included interviews of children and their parents, and teacher ratings of childrens scholastic and social abilities, achievement, and parent-school relationships. The main areas in which differences were found between PCK children and the comparison groups were in the organization of their activities and thinking, their activeness and initiative-taking, their perception of studies and school, the importance of home and family, their sense of belonging to the Ethiopian community, their ability to express emotion, and the nature of their social interactions. A majority of PCK children were rated by their teachers as having high scholastic ability, moderate to high scholastic achievement, and moderate to very high verbal skills. However, compared to the comparison group, a majority of the same children were perceived as not showing an interest or investing any effort in their studies, as not fully using their ability, and as not being interested in getting help or getting ahead. Mothers who participated in the kindergarten gained insights into the Israeli education system and its approach to organization and schedules, and learned different methods of disciplining their children. It was concluded that

participation in the kindergarten had a long-term effect on the lives of both children and parents. (Contains 31 references.) (KB)

8. Lunneblad J, Johansson T. Learning from Each Other? Multicultural Pedagogy, Parental Education and Governance. *Race, Ethnicity and Education* 2012;15(5):705-723.

Abstract: Today there is a strong tendency to involve local citizens in community work, and to mobilize social forces in poor urban districts. We will focus on one specific method used to educate and help immigrant parents raise and foster their children. This method is described as part of a wider ambition to integrate and involve immigrants in Swedish society. The aim is to get parents involved, and to create a dialogue and the necessary requirements for equal conditions. However, although the emphasis is on dialogue and shared experiences, this model is also based on and coloured by "governmentality". Through an empirical material consisting of a number of interviews with parents and teachers, we have focused on four thematic subjects: educational policies, homework, values and identities, and the importance of space and belonging. The results indicate that although the Swedish teachers try to create a dialogue and communicate with the parents, they do not succeed particularly well. The results indicate that when communication breaks down, the teachers often use different strategies of governance to implement their values, norms and ideas. In conclusion, it is not merely the clash between different value systems, and the different views on pedagogy and learning that contribute to distortions in the communication between teachers and parents, we also have to look more closely at the material and social conditions that create distance and alienation. Against the backdrop of the perception of whiteness and segregation, many of the communicative failures are understandable and logical. (Contains 1 note.)

9. Rah Y, Choi S, Nguyen TST. Building Bridges between Refugee Parents and Schools. *International Journal of Leadership in Education* 2009;12(4):347-365.

Abstract: This interview study examines the way practitioners in Wisconsin public schools created conditions to facilitate refugee parent involvement. Practitioners' perceptions of barriers to refugee parents' school involvement are explored as well as the strategies used to promote meaningful parent involvement. Interviewees included nine school practitioners who worked closely with recently arrived Hmong students. The findings of the study suggest school practitioners considered the following barriers to refugee parent involvement: (1) language proficiency; (2) time constraints due to family socio-economic status and traditional family structures; (3) deferential attitudes towards school authority. Strategies viewed as useful to the interviewees included: (1) creating a parent liaison position; (2) tapping into existing community service organisations; (3) providing parent education programmes.

While the findings illuminate ways school practitioners and policy-makers may better facilitate transitions of recently resettled refugee students into host communities, our discussion challenges school practitioners and policy-makers to question an ab-

sence of community control in traditional conceptions and enactments of parental involvement. Further, we raise concerns over technical rational approaches to social integration of refugee families and critique a colonial discourse of "helping" these vulnerable communities. (Contains 1 figure and 1 table.)

10. Rego MA, Otero AG, Moledo Mdel M. Evaluation of the implementation of a socio-educational program with immigrant families: a case study. *Evaluation & Program Planning* 2009;32(1):21-30.

Abstract: There exist an increasing number of studies that demonstrate the necessity to evaluate the processes which characterize a program and guarantee its implementation and evaluation. This paper deals with the implementation of a program designed to improve the acculturation of immigrant families in Spain (EU). Implementation followed a process that has proved successful in other settings, but is being applied here for the first time. Qualitative and quantitative measures are employed to assess each stage of implementation, with a particular emphasis on fidelity to program design. The intent was to guide effective revision of the program, and to establish it in a form that can be implemented on a larger scale.

Tiltak rettet mot skoleelever og studenter

1. *New York City Russian Bilingual Program*. ESEA Title VII Final Evaluation Report, 1979-1980. 1980.

Abstract: The New York City Russian Bilingual Program operated in three public and eight private secondary schools and served 740 students from families that immigrated from the Soviet Union. The program offered instruction in English as a Second Language, native language arts, and bilingual instruction in academic subjects. Program participants were mainstreamed for some areas of instruction. Additional program components included curriculum development, supportive services, staff development, parent and community involvement, and extracurricular activities. The program was evaluated through criterion referenced tests of student achievement, interviews with staff members, and evaluator observation. The program was found to be operating effectively. Tables of data are included. Translated competency examinations and program correspondence are appended. (MK)

2. *Erasmus Hall High School Bilingual Program, 1985-1986*. OEA Evaluation Report. Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.; 1986.

Abstract: In 1985-86, the Bilingual Program at Erasmus High School in Brooklyn, New York, was in the final year of a three-year funding cycle. It served 212 students of limited English proficiency (LEP), including 191 Haitian students, in addition to 14 Hispanic, 6 Asian, and 1 Middle Eastern student. All participants received English

as a second language (ESL) instruction. Native language arts instruction was available for the Haitian and Hispanic students, and bilingual classes in mathematics, science, social studies, and typing were available in Haitian Creole/French. A combination of Title VII and tax-levy funds supported administrative staff, instructional services, and paraprofessional assistance. Development activities for staff members included meetings, in-house workshops, and attendance at university courses. Supportive services to participants included counseling and tutoring sessions. In 1985-86, students failed to meet the project's ESL achievement goals, but Haitian students made significant gains in native language development. To improve the program's overall effectiveness, additional grade advisors should be identified to satisfy the needs of Hispanic students and to alleviate the current Haitian grade advisor's caseload, and formal collaborations with the parents of project students should be created. (KH)

3. *Newton High School Project CAPABLE 1984-1985*. OEA Evaluation Report. Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.; 1986.

Abstract: In 1984-85, Project CAPABLE was in its final year of a 3-year funding cycle at schools in New York City. The program provided instruction in English as a second language, native language arts, bilingual science, and bilingual social studies to 324 Chinese, Korean, and Vietnamese-speaking students of limited English proficiency (LEP) in Grades 9 through 12. Most were recent immigrants. The program operated at four sites: the primary resource at Newton High School; John Bowne High School; William Cullen Bryant High School; and Tottenville High School. The project's overall goal was to help LEP students achieve proficiency in English and thus to prepare them for mainstream classes. In addition, the project was intended to help these students adjust to their new environment and new culture. Findings concerning the implementation of the project were positive; both instructional and non-instructional objectives were met; the school authorities were supportive of the program; both the project director and staff members worked hard to make the program successful; the training of staff members was carried out as planned; the parental involvement project proved to be effective; and instructional materials were adapted and developed. (KH)

4. *Theodore Roosevelt High School: Project TEACH, 1984-1985*. OEA Evaluation Report. Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.; 1986.

Abstract: Project TEACH completed the first year of a three-year program serving 190 newly arrived limited English proficient (LEP) students from the Caribbean, Central America and Cambodia. Virtually all students belonged to low-income families and many had received little formal education in their native countries. The primary goal was to facilitate students' linguistic and cultural adjustment to U.S. so-

ciety through counseling and English as a second language (ESL) instruction, while providing computer literacy and business training. A long-term goal is to use computers to assist instruction in all content areas. Two bilingual counselors and a bilingual family assistant helped students with academic, career-oriented, and personal problems. Staff development was accomplished through outside courses, in-service workshops and presentations and involvement in developing computer assisted curricula. Parent involvement was effected via night classes in ESL and high school equivalency preparation, parent-teacher conferences, Parent Advisory Council meetings and project-sponsored theatre trips. Student data indicate that: (1) students met English language development objectives; (2) Spanish-speaking students met native language development objectives; (3) students surpassed mathematics and computing objectives both semesters; (4) students met attendance objectives; and (5) mainstreaming objectives in the business/computer program were met. A summary of the report is included. (MCK)

5. *George Washington High School Biliteracy Skills Development Program 1985-1986*. OEA Evaluation Report. 1986.

Abstract: The Biliteracy Skills Development Project at George Washington High School (New York, New York) completed its final year of a three-year funding cycle in June 1986. Using a mini-school structure, the program sought to enable students to develop oral proficiency in English and literacy skills in both English and Spanish through intensive language instruction. The program served 221 students, most of whom were semi-literate (in Spanish) recent arrivals from the Dominican Republic. Students received intensive English as a Second Language (ESL) instruction, native language skills instruction, and bilingual instruction in content areas. Efforts were made to keep curricula and materials in the program courses parallel with those of mainstream courses, and the program included staff support (e.g., computer training) and parent education. In 1985-86, the project underwent several personnel and curriculum changes. A Literacy Assistance Project (LAP) was launched to plan further improvements in George Washington's bilingual education program. An evaluation of this year found that students were making good progress as a result of their involvement in the intensive language component of the program, and all program instructional goals were met. Bilingual students were considered better motivated and had better school attendance records than mainstream students, and the bilingual program received recognition within and outside the school for its student achievement. This evaluation report includes recommendations for improving the program's effectiveness and four appendices providing data on staff and course characteristics. (KH)

6. *Career Assimilation Program for Entering Russian Students (Project CAPERS)*. *Final Evaluation Report, 1993-94*. OER Report. Office of Educational Research, Board of Education of the City of New York, 110 Livingston Street, Room 732, Brooklyn, NY 11201; 1995.

Abstract: The Career Assimilation Program for Entering Russian Students (Project CAPERS) was an Elementary and Secondary Education Act Title VII project in its second year in 1993-94. The project operated at three schools in a community school district in Brooklyn (New York), and served 128 Russian-speaking students, 104 of whom were of limited English proficiency, in 6th, 7th, and 8th grades. Participants received instruction in English as a Second Language (ESL), native language arts (NLA), and the content area subjects of mathematics, science, and social studies. Career awareness instruction was infused into the curriculum. Although the project sought an active parental component, the language barrier and parental employment responsibilities made parents reluctant to come to the schools. The project met most other objectives, although the objective for mathematics could not be measured due to lack of data. It is recommended that the program provide Russian-language activities for parents at times when they could attend, and that it offer ESL instruction for parents. Seven tables present evaluation findings. Three appendixes list instructional materials and class schedules and present the Likert scales used in the evaluation. (SLD)

7. Bare JB. A pilot program for limited english proficiency high school immigrant students. *Nurse Educator* 2007;32(5):199-201.

Abstract: Limited English proficiency immigrant students have a high risk of dropping out of high school, resulting in significantly restricted employment opportunities. At the same time, the nursing profession is desperately in need of increased ethnic diversity in the workforce to better serve its diverse patient population. Recognizing both of these situations, a group of nursing students from Emory University's Nell Hodgson Woodruff School of Nursing created a pilot program to introduce a group of limited English proficiency immigrant students to the field of nursing.

8. Booth NB. *English as a Second Language (ESL) Learning Communities: An Approach to Retaining ESL Students in a Community College*. p. 208.

Abstract: This study explores an English as a Second Language (ESL) Introduction to Psychology Learning Community (ESL-IPLC) as an approach to retaining ESL students in a community college. Retention is a problem in all higher education settings, but is especially important for community colleges because of their "open door" policy. Community colleges enroll the highest proportion of new immigrants. Most come from low-income families, and more than half, are employed full-time (Boswell, 2004), creating very challenging odds for retention. There is little research on retention of ESL students who participate in community college learning communities, but some of the literature on retention presents learning communities as an intervention. Combining the theories of Tinto and Astin, social and academic integration appear to be not just an integral part of learning communities but a stimulus for retention. The findings of this study indicate that there was evidence of social integration in the ESL-IPLC in the form of membership, influence, integration and

fulfillment of needs, and shared emotional connection. The factors that contributed to this social integration were the learning community's format, content, pedagogy, and tone. There was also evidence of academic integration in the form of membership in an academic community, faculty relationships, peer group relationships, and commitment to academic goals. The factors that contributed to academic integration in the ESL-IPLC were the academic activities, pedagogy, and academic environment. Finally, descriptive statistics showed that the ESL-IPLC students had retention rates that were equal to or higher than those of ESL students in comparable level classes. [The dissertation citations contained here are published with the permission of ProQuest LLC. Further reproduction is prohibited without permission. Copies of dissertations may be obtained by Telephone (800) 1-800-521-0600. Web page: <http://www.proquest.com/en-US/products/dissertations/individuals.shtml>.]

9. Cheng L, Fox J. Towards a Better Understanding of Academic Acculturation: Second Language Students in Canadian Universities. *Canadian Modern Language Review* 2008;65(2):307-333.

Abstract: The aggressive internationalization of Canadian universities and increased immigration to Canada over the past 20 years have resulted in a dramatic increase in the number of second language (L2) students in Canadian universities. However, little is known about the factors that influence academic acculturation of L2 students or about the role of English for academic purposes (EAP) instruction in their acculturation process. This study examined L2 university students' perceptions of academic acculturation and the role of EAP instruction by means of interviews conducted with 56 L2 students at three Canadian universities. Findings suggest that the students who characterized their academic engagement as successful had typically developed more strategic learning and social skills as part of their acculturation process. Implications are drawn for the importance of aligning students' agendas for learning (i.e., their perceptions of needs) with EAP programs.

10. Ching AM, Yeh CJ, Siu WY, Wu KA, Okubo Y. Evaluation of a school-based internship program for Chinese immigrant adolescents in the United States. *Adolescence* 2009;44(175):601-620.

Abstract: The experiences of five Chinese immigrant adolescents who became participatory action researchers (PAR) (Fine et al., 2002) through a school-based internship program in the United States are analyzed and presented. Evaluation of the project was conducted using content analysis of student researchers' journal entries. Discovery Oriented Approach analysis (Mahrer & Boulet, 1999; Mahrer 1988) was implemented and revealed the following main domains: Learning and Growth, Program Evaluation, Adjustment and Coping, Identity Development and Social Role, Pride, Social Support, Empathy, and Group Process. Implications for conducting PAR with ethnic minority populations are discussed in the context of the participants' experiences with cultural adjustment.

11. Clark A. *Project Aprendizaje. Transitional Bilingual Education, 1991-92*. Final Evaluation Profile. OREA Report. Office of Research, Evaluation, and Assessment, New York City Public Schools, 110 Livingston Street, Room 732, Brooklyn, NY 11201.; 1993.

Abstract: Project Aprendizaje was designed to ease the transition of Latino immigrant students to life and education in the United States. In 1991-92, the project admitted 153 male and 145 female students of limited English proficiency plus 1 student of unspecified gender in grades 9 through 12 at Seward Park High School in Manhattan (New York City). The project proposed to emphasize citizenship and to foster self-esteem by providing academic support and personal and career counseling. Instruction was given in English as a Second Language and in Spanish Native Language Arts (NLA) at beginning through advanced placement levels. In content area courses, students were to receive sheltered English or bilingual instruction. The project carried out almost all of the activities it had proposed; and it met its objectives in NLA advanced placement, attendance, suspension, and dropout rates. It fully met the English as a Second Language objectives and most of the career objectives. It was not possible to evaluate the objectives for extracurricular activities and attendance at parent-teacher conferences. Recommendations are made to improve program services and to enhance parent participation. Two appendixes describe data collection and analysis and instructional materials. (SLD)

12. Compagnoni E. *Case Study on Portuguese Culture in Cassis (France)*. The CDCC's Project No. 7.: "The Education and Cultural Development of Migrants". 1983.

Abstract: An experimental program financed by the Commission of the European Communities in two primary schools in Cassis, France, an area with a stable Portuguese immigrant population, involved intercultural education and the use of a Portuguese mother tongue teacher who served not only as a classroom teacher but also as a school-community liaison. The experiment operated on three levels. On the linguistic level, students discussed subjects from their intercultural classes to show that Portuguese could be used for subjects taught in the French educational system. On the intercultural level, the most important of the three, the mother tongue teacher evoked the students' country of origin through dialogue and through curricular activities relating to the local environment. On the social level, the most interesting of the three, the mother tongue teacher became a community focal point, serving as a social worker and school liaison for the Portuguese community. The experiment successfully created an appreciation of: the need for teachers to work as a group to develop teaching activities, the concept of cultural "discovery," the importance of school-community liaison and of opening the school to the community, and the pupil as focus of classroom communication. However, it did not completely solve the problem of Portuguese student underachievement. (SB)

13. Cowan SY. Assessment of an ESL program: Opinion and current research. *Dissertation Abstracts International Section A: Humanities and Social Sciences* 1998;58(12-A):4530.

Abstract: The high drop-out rate for Hispanic students from schools in the United States has remained a problem for many years. That combined with the continual increase in the Hispanic population computes into a larger percentage of students leaving school without skills or credentials to enter higher education or to be competitive in better paying job opportunities more likely to allow individuals to adequately provide for families. This is a major problem for the individual as well as for society. The purpose of this research project was to evaluate an ESL program in a public school district that serves a large Hispanic population. Based on the opinions of students, former student, drop-outs, and earlier research reported in the literature, the evaluation was designed to point out effective educational practices as well as practices perceived as detrimental by the targeted participants. Using questionnaires and interviews, the opinions of the participants were gathered. Using the constant comparative method of analysis, the responses were examined looking for patterns. Patterns found in the data of each of the three subgroups, along with findings of previous research as reported in the literature, were analyzed for commonalities between them and for new categories not previously reported. Results indicated that findings of the current project concurred with those of earlier research. Findings indicate that students perceive ESL programs to be a positive factor in their school success. Other important issues in affecting academic success for the Hispanic students were found to be language, social issues, family, and personal responsibility. These findings were consistent between students, graduates, drop-outs, and earlier research reported in the literature. This research project indicates that expansion of the ESL programs and increasing bilingual assistance would benefit the Hispanic population in the targeted school district. The academic success of students does not hinge entirely on the school, but is also influenced by the larger community as well as a student's personal willingness to work toward academic achievement. Academic success is not an isolated happening, but rather a culmination of the interactions between the individual, the family, the school, and all other experiences that make up the student's life. (PsycINFO Database Record (c) 2012 APA, all rights reserved).

14. Crawley N, Taylor M. Emergency School Aid Act, Pilot Project, 1975-76. Part I and Part II. *Research and Evaluation Report*, Vol. 10, No. 12. 1977.

Abstract: This paper describes and evaluates a pilot project funded under the Emergency School Aid Act (ESAA). The pilot project was subdivided into two parts: the Camp Learning Center program, and the Cultural Adjustment Program. Among the general goals of the Camp Learning Center were to improve mathematics and reading skills through a relevant and interesting program of outdoor education which included the natural, environmental, and social sciences. The overall objective was

to improve cognitive and effective skills and development while further reducing minority isolation. It was predicted that the participating students would make gains in the areas of reading, certain camping content areas, and social development. These objectives were met. The Cultural Adjustment Program extended the services provided through general funds for non-English speaking pupils and pupils with first language interferences. It also provided special services for native Spanish-speaking pupils. The major purpose of this project was to reduce isolation and educational problems related to non-English speaking pupils and those pupils who have first language interferences. Among the findings of the evaluation include: (1) pupils studying English as a second language increased their proficiency in English usage skills, (2) pupils studying Spanish as a native language increased their levels of skills in Spanish usage, and (3) the services provided by this project served a definite need of the school system by extending existing services to immigrant pupils. (Author/AM)

15. Eilam B. Toward the Formation of a "Cultural Mosaic": A Case Study. *Social Psychology of Education* 1999;2(3-4):263-296.

Abstract: Describes & evaluates an intervention designed to promote integration between Ethiopian & Israeli students (N = 93) in grades 2-5 & adaptation of the immigrants to Israeli school norms of behavior & discipline. The metaphor of "cultural mosaic" was used to describe the goal state. To achieve a comprehensive school reform, the curriculum was enacted on four levels: individual student, school & classroom, staff, & community (parents & local council). The intervention effects were evaluated in three domains via questionnaires, interviews, & observations -- the domains being the academic, behavioral, & personal-social realms. Four stages were identified in the process: the opening, euphoria, & setback stages, & a final stage of a new equilibrium. Results suggest that both the natives' & the immigrants' needs & difficulties have to be attended to in each of the stages. The social domain was found to be the most salient in the integration process, although integration within it may take less time & be more feasible than academic accommodation. 4 Tables, 2 Figures, 3 Appendixes, 31 References. Adapted from the source document.

16. Fraser LA. *Emergency School Aid Act Pilot Project*, Final Project Report, 1978-79. 1979.

Abstract: Two Emergency School Aid Act pilot programs were conducted by the Atlanta Public Schools: Cultural Adjustment and Special Mathematics. The purpose of the Cultural Adjustment program was to reduce isolation and educational problems related to non-English speaking pupils and pupils who have first language interference. Program evaluation conclusions reported that: students studying English as a second language increased their proficiency in English usage; pupils studying Spanish as a native language increased their levels of skills in Spanish usage; special services were provided to improve levels of interaction between parents of immigrant

students and the school; and the pupils were involved in varied activities designed to promote social adjustment and assist academic functioning. The Special Mathematics program sought to improve mathematics achievement of elementary pupils through a program in which students, parents, and school personnel could work cooperatively. The basic curriculum was the Curriculum Development Associates (CDA) Mathematics Program. Program evaluation concluded that: most pupils showed a loss in age achievement quotient after having used the CDA program; pupils made gains in self concept as learners; and teachers did not feel committed to the program, were not fully implementing it, and half the time used other teaching materials. Learning activities, behavioral objectives, and data tables are included. Cultural Adjustment program materials are appended. (Author/MK)

17. Galletta-Bruno D. *A Comprehensive Dropout-Prevention Program To Increase the Number of Spanish-Speaking ESL Students Remaining in High School*. p. 96.

Abstract: The practicum reported here addressed the difficulty some newly-immigrated Spanish-speaking, limited-English-proficient high school students experience in adjusting to a new culture, putting them at risk of dropping out of school. A program was designed for this population in a suburban high school with a substantial and increasing immigrant population. Program components included initial screening and interviews, four English classes, including a new one in conversational English, a small-group acculturation counseling program, and parent orientation workshops concerning the school system. Results of this intervention were positive for 33 of the 35 participating students; two dropped out of school. The majority of participants felt that the new conversational English course was valuable, and the counseling sessions helped students adjust to the new culture, community, and school more readily and deal with problems more effectively. Appendices include: preliminary ESL/bilingual survey (English and Spanish versions); preliminary teacher interview; follow-up ESL/bilingual survey (English and Spanish); family interviews; parent night flyers A&B (Spanish and English); 10 most-asked questions and answers; and parent-night evaluations (Spanish and English). (Author/MSE)

18. Ibarra RA. *Studying Latinos in a "Virtual" University: Reframing Diversity and Academic Culture Change*. *Occasional Paper No. 68. Latino Studies Series*. 2000.

Abstract: The impact of "virtual" universities on higher education and on Latino students was studied through interviews with Latino students and faculty at Walden University, an accredited distributed learning graduate school. Attracting career-bound practitioner scholars, Walden achieves high minority enrollments (around 37%) and significant diversity in doctoral production, unaided by either minority recruitment or retention programs. Previous studies of Latinos in graduate education had indicated that they were not entering academia in significant numbers. Despite the current state of Low Context (limited personal contact) learning technolo-

gy, Walden generates a High Context (student-oriented, multimedia) learning centered culture that fosters a very active Internet community that is reshaping traditional methods of graduate education. Findings from an informal group of seven Latino students comparing Walden with traditional resident institutions suggest that differences in organizational cultures and context hold important clues for explaining patterns of attraction and rejection among ethnic groups in academia. These cultural patterns offer new strategies for reframing the current model for enhancing diversity and attracting Latinos to higher education. (Contains 1 table and 35 references.) (SLD)

19. Kennedy R, Scott A. A pilot study: the effects of music therapy interventions on middle school students' ESL skills. *Journal of music therapy*. 2005. p. 244-261.

Abstract: The purpose of this study was to investigate the effects of music therapy techniques on the story retelling and speaking skills of English as a Second Language (ESL) middle school students. Thirty-four middle school students of Hispanic heritage, ages 10-12, in high and low-functioning groups participated in the study for 12 weeks. Pretest to posttest data yielded significant differences on the story retelling skills between the experimental and control groups. Chi Square comparisons on English speaking skills also yielded significant results over 3 months of music therapy intervention. A variety of music therapy techniques were used including music and movement, active music listening, group chanting and singing, musical games, rhythmic training, music and sign language, and lyric analysis and rewrite activities as supplemental activities to the ESL goals and objectives. Comparisons of individual subjects' scores indicated that all of the students in the experimental groups scored higher than the control groups on story retelling skills (with the exception of 1 pair of identical scores), regardless of high and low functioning placement. Monthly comparisons of the high and low functioning experimental groups indicated significant improvements in English speaking skills as well.

20. Lev-Aladgem S. Between Home and Homeland: Facilitating Theatre with Ethiopian Youth. *Research in Drama Education* 2008;13(3):275-293.

Abstract: The article discusses a community-based theatre project facilitated with a group of Jewish Ethiopian youth in a boarding school in Israel. The intention is to investigate how far a specific group of black immigrants are able to use theatre for their own needs in such a location. It begins with the presentation of the Jewish Ethiopians as a marginalised group in Israel. It then reconsiders the politics of the boarding school as one of the settings of community-based theatre in Israel in light of the Australian model of boarding schools for the Aboriginal children and the Australian government's recent expression of regret for this policy. In the second part the article focuses on the creative process from the play scripting, to the public performance and its reception. The analysis is based on the discourse of diaspora that addresses issues such as ethnicity/race, nationhood, identity, displacement and be-

longing, which are of major concern here and assist in understanding the complex diasporic condition of this group of Ethiopian youth. The article presents community-based theatre as that cultural intervention that manages to problematise the ambivalent and displaced lived experiences of these young performers as diasporic subjects, and provides them with a critical, reflexive practice with which to confront their "betwixt and between" daily life. (Contains 4 figures and 9 notes.)

21. Levy C. *Leveling the playing field: First generation Korean American males and school based extracurricular activities*. p. 5162.

Abstract: This study examined the manner in which extracurricular activities impacted the acculturation of first-generation adolescent males. Specifically, the project focused on the influence of organized high school soccer on the development of first-generation adolescent Korean American males. Eight adolescent participants, ranging in age from fourteen to eighteen were given semi-structured interviews within their high school. Based on this limited population, qualitative data was obtained and grouped into clusters of meaning which allowed for insight into these participants' experiences. The literature review for this project focused on acculturation theory, particularly integration theory and childhood immigration. It also reviewed theories of development, perceived benefits and limitations of adolescent extracurricular involvement, as well as the history of Korean immigration and acculturation to the United States. Based on the eight interviews conducted, this population clarified the numerous ways in which extracurricular involvement impacted English language development. These students also reported what attracted to them to become involved with high school soccer and the role that participating had on expanding their social circle. Participants spoke of the influence which extracurricular involvement had on their academic performance and clarified their feelings relating to their school's perception of their athletic involvement. The students also addressed how they believed their Korean background influenced their relationship with their teammates. The analysis of this small sample population revealed the extent to which English language development is positively affected by extracurricular participation. This benefit combined with the enlargement of peer contacts which accompanies athletic involvement appears to increase these participants general comfort level within their school. Numerous students also clarified how the work ethic they developed through athletics is one variable which positively impacted their academic drive. Lastly, these participants revealed what attracted them to become involved in extracurricular activities; insight which could likely benefit future research and community practice. Copies of dissertations may be obtained by addressing your request to ProQuest, 789 E. Eisenhower Parkway, P.O. Box 1346, Ann Arbor, MI 48106-1346. Telephone 1-800-521-3042; email: disspub@umi.com

22. Memmer MK, Worth CC. Retention of English-as-a-second-language (ESL) students: approaches used by California's 21 generic baccalaureate nursing programs. *Journal of Nursing Education* 1991;30(9):389-396.

Abstract: A rapidly growing number of California's ethnic minority nursing students are individuals whose primary language is not English; these English-as-a-second-language (ESL) students often have high attrition rates. This research surveys the approaches used in all of California's 21 generic baccalaureate nursing programs to retain their ESL students until graduation. Comparisons between the five programs with the highest ESL student retention rates and the group as a whole shows significant differences.

23. Mowat S. *Main Street School and Regional Reception Centres: A Comparison of "Graduates."* 1969. p. 55.

Abstract: This document presents a comparative study of two approaches to English as a second language and cultural education for immigrant children recently arrived in Canada. Both approaches have the same basic philosophy that the child should learn language and culture together, at his own pace, stimulated by his curiosity and his growing awareness of similarities and differences between cultures and languages. The difference lies in the physical settings and the resulting degree of isolation from regular schools. The Main Street School is completely independent while the Regional Reception Centres operate in classrooms, usually portables, attached to regular schools. The technique for comparison was two-fold. Interviews were conducted with students who had been "graduated" from either of the programs. For the second part, the regular-school English teachers of the students interviewed completed a rating of the students in such areas as discipline, general adjustment, general performance level, and prediction of how far the student will go in his schooling. (VM)

24. Newman M, Patino-Santos A, Trenchs-Parera M. Linguistic reception of Latin American students in Catalonia and their responses to educational language policies. *International Journal of Bilingual Education and Bilingualism* 2013;16(2):195-209.

Abstract: This study explores the connections between language policy implementation in three Barcelona-area secondary schools and the language attitudes and behaviors of Spanish-speaking Latin American newcomers. Data were collected through interviews and ethnographic participant observation document indexes of different forms of language socialization processes and highlight the role of teachers and of Reception Classes' (RCs) in which students receive Catalan language support. Different RC models and placements of the RC in the school have effects on those processes and the students' attitudes toward Catalan and schooling. Deficient models result from lack of institutional support and unfavorable conditions of the RC in the school. Positive models result from individual teacher initiative and commitment

to move beyond basic language teaching and include broader social and academic objectives for newcomers. We conclude that language policy meeting goals requires consistent commitment at all levels from policy-makers to individual teachers.

25. Perry JC, Calhoun-Butts C. A Qualitative Study of Urban Hispanic Youth in an After-School Program: Career, Cultural, and Educational Development. *Counseling Psychologist* 2012;40(4):477-519.

Abstract: Based on a diverse sample of 11 urban Hispanic youth, the career, educational, and cultural domains of developmental adjustment were investigated through a triangulation of interview data and field notes within the context of delivering an after-school program. Consensual qualitative research (CQR) and content analysis were used to explore how youth constructed meaning within these domains and experienced their participation in the program. The CQR results yielded five domains of categories and subcategories, while four themes emerged from the analysis of field notes. By synthesizing this corpus of data, directions for future research and implications for practice are discussed.

26. Whiteside-Mansell L, Connors NA, Crawford M, Hanson R. Evaluation of the teaching enhancements affecting minority students (TEAMS) program. *Research in the Schools* 1997;4(2):9-16.

Abstract: Teaching Enhancements Affecting Minority Students (TEAMS) is a program designed to increase retention of minority students in higher education. Two intermediate goals of the TEAMS program are to increase minority students' knowledge about university services and participant satisfaction with the university experience. The major goal of the TEAMS program is to increase the institution's minority retention rates. A survey was mailed to all minority, US citizens enrolled as of Fall 1994 in a non-residential, urban institution of higher education with a majority of White students, where the TEAMS program had been implemented for 2 yrs. The survey assessed the minority students' knowledge about and use of a variety of student services and feelings about their educational experience. Logistic regression was performed controlling for student gender, GPA, and academic level. Retention rates for 8 yrs were examined. Results from 374 Ss supported the continuation of the TEAMS program. More TEAMS Members were aware of student services than non-TEAMS members. TEAMS members reported more positive views of their experiences in general than non-TEAMS members. Retention rates indicate a general upward trend. (PsycINFO Database Record (c) 2012 APA, all rights reserved).

27. Yeh CJ, Okubo Y, Cha N, Lee SJ, Shin S. Evaluation of an Intervention Program for Chinese Immigrant Adolescent Cultural Adjustment. *Journal of Immigrant & Refugee Studies* 2008;6(4):567-590.

Abstract: The current study evaluated a school-based intervention program developed for the cultural adjustment of recent Chinese immigrant youth. The authors

investigated whether or not students' social connectedness, bonding to teacher, school interest, and career/college and academic help seeking will increase after participation in the exploratory program. T-Test analyses revealed a significant increase in scores on social connectedness, bonding to teachers, and college and career help-seeking after participating in the program. Implications for developing programs for Asian immigrant youth are discussed. Adapted from the source document.

Tiltak rettet mot (yngre) barn

1. *The Transition Program for Refugee Children, 1983-1984.* O.E.A. Evaluation Section Report. 1984.

Abstract: The second year of operation of the Transition Program for Refugee Children (T.P.R.C.) is evaluated in this report. The program provides classes in English as a Second Language (E.S.L.) or content area instruction with an E.S.L. approach specifically designed to improve students' English language listening, speaking, reading, and writing abilities. The program also attempts to acclimatize students to American life and culture. Available data suggests that T.P.R.C. students are progressing in their knowledge of English syntax and mathematics. Generalizations about progress of the whole group are tentative, due to problems experienced in collecting information. Difficulties were aggravated further by the late receipt of funds. A further problem was that of identifying refugee students. The Immigration and Naturalization Service decides who should be awarded refugee status, but there is no accepted definition of refugee. (RDN)

2. *The Transition Program for Refugee Children 1984-1985.* 1986.

Abstract: In 1984-85, the third year of its operation, New York City's Transition Program for Refugee Children (T.P.R.C.) provided funds to 42 public and four non-public schools (each having five or more refugee students). T.P.R.C. provides classes in English as a second language (E.S.L.) and/or content-area instruction with the E.S.L. approach specifically designed to improve English language skills. The program also attempted to acclimate students to American life and culture. Student achievement test results based on Criterion Referenced English Syntax Test (CREST) scores for 1984-85 found that T.P.R.C. students are generally progressing in their knowledge of reading and in mathematics at the same rate as the national norms and exceeded the city-wide criteria of one CREST objective per month of instruction. Students are doing well despite the fact that, while funding for the 1984-85 academic year was decreased by 40 percent compared to the 1983-84 year, the number of participants nearly doubled. (KH)

3. Boos-Nunning U. *Towards Intercultural Education. A Comparative Study of the Education of Migrant Children in Belgium, England, France, and the Netherlands.* 1986.

Abstract: This study, originally published in German in 1983, describes results of a comparative evaluation of Commission of the European Communities projects for migrant children's education in four countries (Belgium, England, France, and the Netherlands). The report begins with a discussion of the European Communities' 1970 directive on the teaching of migrant workers' children, including its background, the debate held about it, the initiation of pilot projects during the debate, and the project methods. Subsequent sections outline, for each of the four country projects, the particular situation of ethnic minority children in the country's school system as a whole and the design of the project to enhance education of migrant children in that country. In each country, the pilot project was implemented in one city. The cities were: Genk (Belgium), Bedford (England), Paris (France), and Leiden (the Netherlands). Next follows a comparative analysis and assessment of the four programs, focusing on two major program aspects: (1) introduction of migrant children to the host country language and culture; and (2) native language instruction. A concluding section discusses the politics of special programs for this population and emphasizes the need for new approaches to the education of ethnic minority children. An extensive bibliography is included. (MSE)

4. Callahan R, Wilkinson L, Muller C. School Context and the Effect of ESL Placement on Mexican-Origin Adolescents' Achievement*. *Social Science* 4 2008;89(1):177-198.

Abstract: Objectives. Immigrant adolescents' academic achievement is crucial to our future economic stability, and Mexican-origin linguistic minority youth in U.S. schools generally demonstrate lower levels of achievement. English as a Second Language (ESL) programs provide an institutional response to these students' needs, the effect of which may vary by the proportion of immigrant students in the school. Measures. Using propensity score matching and data from the Adolescent Health and Academic Achievement Study (AHAA) and the National Longitudinal Study of Adolescent Health (Add Health), we estimate the effect of ESL placement on Mexican-origin achievement for first-, second-, and third-generation adolescents separately in schools with many and few immigrant students. Results. The estimated effect of ESL placement varies by both immigrant concentration in the school and by students' generational status. Conclusions. We find that ESL enrollment may be protective for second-generation Mexican-origin adolescents in high immigrant concentration schools, and may prove detrimental for first-generation adolescents in contexts with few other immigrant students.

5. Chasin K. *The Transition Program for Refugee Children*. O.E.E. Evaluation Report, 1982-1983. 1984.

Abstract: The Transition Program for Refugee Children (TPRC) is designed to provide target students with the linguistic and cultural skills necessary for a successful transition into the educational and societal mainstream. In 1982-83, the program

served 885 students in 18 New York City high schools. TPRC funds--provided under the Refugee Act--supported classes in English as a Second Language (ESL) or content-area instruction with an ESL approach. Because the Refugee Act funds were limited, amounting to six full-time teacher positions distributed across the 18 schools, such monies necessarily were combined with funds from other sources in individual schools. As a result, the extent and kind of services actually provided varied from site to site. In addition, funds for 1981-82 and 1982-83 were combined and were allocated late. This report presents the assessment instruments and procedures and the results of testing to evaluate student achievement in 1982-83. The data provided suggest that TPRC students made progress in their knowledge of English syntax and in mathematics. It is difficult, however, to offer meaningful interpretations of the data for two reasons. First, only a limited number of cases were reported. Second, the combination of funds to create coherent academic programs, while justifiable from an educational standpoint, makes questionable the attribution of growth to any individual funding source. (GC)

6. del Olmo M. The Effects of the "Welcome Schools" Program in Madrid, Spain: An Ethnographic Analysis. *Intercultural Education* 2010;21(4):341-350.

Abstract: The aim of this paper is to share the conclusions of a recent ethnographic study carried out in Madrid from 2005 to 2008 to analyze the effects of a program implemented by the Community of Madrid, Spain, to address diversity in schools. The Program was given an English name--"Welcome Schools"--and was aimed at preparing children recently arrived from outside Spain for entry into the regular school system. The Program was implemented through different measures, including (in English) "Linking Classrooms." Linking Classrooms are separate classrooms for immigrant children in regular schools where they are taught Spanish for a period of up to nine months, after which the children are supposed to enter the regular school system (preferably in the same school, but this is not always possible) and follow the Program without any other official support. This paper aims at analyzing the aims of the Welcome Schools Program and, given these, what the Program solves and what it leaves unresolved. The paper ends with a general discussion of immigrant student opportunities with respect to participation in the host society. What I shall present here are the final conclusions of this analysis. (Contains 10 notes.)

7. Farver JA, Lonigan CJ, Eppe S. Effective early literacy skill development for young Spanish-speaking English language learners: an experimental study of two methods. *Child development* 2009. p. 703-719.

Abstract: Ninety-four Spanish-speaking preschoolers (M age = 54.51 months, SD = 4.72; 43 girls) were randomly assigned to receive the High/Scope Curriculum (control n = 32) or the Literacy Express Preschool Curriculum in English-only (n = 31) or initially in Spanish transitioning to English (n = 31). Children's emergent literacy skills were assessed before and after the intervention in Spanish and English. Chil-

dren in the English-only and transitional groups made significant gains in their emergent literacy skills in both Spanish and English compared to the control group. The English-only and transitional models were equally effective for English language outcomes, but for Spanish-language outcomes, only the transitional model was effective. The results suggest that a targeted early literacy intervention can improve Spanish-speaking preschoolers' preliteracy skills.

8. Lipka O, Siegel LS. The improvement of reading skills of L1 and ESL children using a Response to Intervention (RtI) Model. *Psicothema* 2010;22(4):963-969.

Abstract: This study examined the development of literacy skills in children in a district that used a Response to Intervention (RTI) model. The district included children whose first language was English and children who were learning English as a second language (ESL). Tasks measuring phonological awareness, lexical access, and syntactic awareness were administered when the children entered school in kindergarten at age 5. Reading, phonological processing, syntactic awareness, memory, and spelling were administered in grade 7. When the children entered school, significant numbers of them were at risk for literacy difficulties. After systematic instruction and annual monitoring of skills, their reading abilities improved to the extent that only a very small percentage had reading difficulties. The results demonstrated that early identification and intervention and frequent monitoring of basic skills can significantly reduce the incidence of reading problems in both the ESL and language majority children.

9. Riggs NR. After-school program attendance and the social development of rural Latino children of immigrant families. *Journal of Community Psychology* 2006;34(1):75-87.

Abstract: One difficulty of evaluating after-school programs is that providers often lack resources necessary to employ rigorous evaluation designs. One strategy is to investigate the relationship between attendance and outcomes while covarying for important potentially confounding variables. The current study investigates the influence of after-school program attendance on immigrant Latino children's (N = 94) social development. Hierarchical linear regressions indicated that after covarying for other important variables, high program dosage was related to increased social competence and decreased behavior problems. Implications of this research are that after-school programs may promote the positive youth development of immigrant Latino children, that it is important that attendance data be collected when evaluating after-school Programs, and that community-funded research can lead to scientifically relevant findings. (c) 2006 Wiley Periodicals, Inc.

10. Rist RC. *On the Education of Guestworker Children in Germany: A Comparative Study of Policies and Programs in Bavaria and Berlin*. 1978. p. 58.

Abstract: This paper examines two programs for the education of immigrant (guest-worker) children in Germany. The Bavarian model bases its program upon the assumption that most foreign children remain in Germany for only a short time, eventually returning to their native countries. Evidence largely discredits this assumption, however. Though providing options for those foreign children who speak German, its primary emphasis is upon maintaining skills in the mother tongue. Immigrant children are given their own schools and are encouraged to stay there. By establishing this type of system, Bavaria is perpetuating the isolation and segregation of its minority population. Conversely, the Berlin (West) model is aimed at the integration of the children of the foreign worker as quickly as possible into the German language classroom. In contrast to the Bavarian program, the Berlin model tends to overemphasize integration. Cultural integration is so strong that no recognition of the national background of students is tolerated. Consequently, the foreign student dropout rate is quite high. Both approaches can be challenged on their basic assumptions and educational practices since neither acknowledges the multicultural nature of German society. (Author/JK)

11. Sanders LM, Gershon TD, Huffman LC, Mendoza FS. Prescribing books for immigrant children - A pilot study to promote emergent literacy among the children of Hispanic immigrants. *Archives of Pediatrics & Adolescent Medicine* 2000;154(8):771-777.

Abstract: Objectives: To assess book-sharing activities within first-generation Hispanic immigrant families, and to assess the effect of pediatricians giving books to their patients. Design: Survey. Participants: Convenience sample of 122 predominantly Hispanic immigrant parents of children aged 2 months to 5 years. Of these parents, 56 had received children's books from the pediatrician, and 66 had not. Setting: House staff continuity clinic at a university children's hospital. Main Outcome Measure: Frequent Book Sharing (FBS) was defined as a parent's reporting more than 3 days per week of sharing books with the child. Main independent variables included the following: (1) exposure to the Reach Out and Read program, defined as having received a children's book from the pediatrician; (2) socioeconomic status, as measured by parents' years of education and Medicaid enrollment; (3) acculturation, as defined by 4 questions relating to parents' proficiency with the English language; (4) parent's country of origin; (5) parent literacy, as measured by a parent's reporting more than 3 days per week of reading alone; (6) parent's age; (7) marital status; (8) household size; (9) child's age; (10) child's sex. Results: Ninety percent of the parents were born outside of the United States (71% in Mexico), 85% spoke Spanish in the home, and 63% had completed less than a high-school education. Seventy-five percent of children's medical insurance was provided by Medi-Cal (Medicaid), and 9% of children were uninsured. Sixty-seven percent spoke exclusively Spanish at home, and 84% of parents want their children to learn to read in both English and Spanish. High FBS was reported among parents whose children had received books

from the physician when compared with parents whose children had received no books. The odds ratio (OR) was 3.62 (95% confidence interval [CI], 1.40-9.37; $P < .05$). Also associated with FBS were parents reading frequently to themselves (OR = 9.52; 95% CI, 2.09-43.27; $P < .05$) and national origin outside Mexico (OR = 5.54; 95% CI, 1.59-19.27; $P < .05$). These findings were independent of parent's educational level, parent's employment, parent's age, acculturation, and family size. Conclusions: Pediatricians can promote literacy development among Hispanic immigrant children through the provision of free books at well-child visits. Our findings also suggest the independent effects of adult literacy and child age. Further research is needed to understand the effect of pediatric literacy programs on Hispanic immigrant children, their bilingual environments, and their readiness for school entry.

12. Shafer SM. Bilingual Education and Social Integration. *Bilingual Education Paper Series*, Vol. 7, No. 2. 1983.

Abstract: Bilingual education programs and policies in three countries with sizable minorities, Sweden, Australia, and the Federal Republic of Germany, are examined in order to gauge both the extent to which children with limited proficiency in the dominant language are in integrated classrooms and the degree of their social integration. First, the acceptance of foreign nationals into the Swedish labor force and communities and the elaboration of social policies toward those persons are outlined. The assumptions underlying bilingual education in Sweden are discussed along with four alternative forms of classroom organization that are being tried and the level of social integration of immigrant groups. Second, bicultural education in Australia is considered in terms of Aborigine education; education about the Aborigines; the induction of immigrants; ESL instruction; supplementary bilingual education programs; social studies and foreign language education; the response of education departments to the need for teacher training; and the debate over multiculturalism versus social integration. Third, the following dimensions to bilingual education in the Federal Republic of Germany are reviewed: policies toward guestworkers, political refugees, and European Economic Community nationals; the change from segregationist to integrationist approaches to the education of guestworkers' children; difficulties in integrating foreign students academically and socially; the problems of inner city enclaves of immigrants; and the question of repatriation. (RDN)

13. Spearritt D, Colman MJ. *Schooling for Newly Arrived Indo-Chinese Refugees: An Evaluation of the Contingency Program for Refugee Children*. 1983.

Abstract: This document evaluates the Australian Contingency Program for Refugee Children (mainly from Vietnam, Laos, and Kampuchea), which aimed to assist the children's English language acquisition and enable them to be integrated as soon as possible into regular classrooms. Chapters cover the following topics: (1) a description of the program; (2) areas to be evaluated; (3) the student sample; (4) data collection procedures; (5) issues in the assessment of proficiency in English, selection

of appropriate measures, and results; (6) factors associated with the development of proficiency in English; (7) comparison of the refugee children's performance on literacy and numeracy skills with statewide and countrywide samples; (8) student adjustment; (9) the organization and operation of the program in different States and territories; and (10) schooling beyond the contingency program (a small followup study of the progress of refugee students as they moved into regular classrooms). On the basis of the data presented in these chapters, it is concluded that the program improved English proficiency and assisted integration but not to the levels anticipated. Recommendations are made for changes in the following areas: amount of time spent in the program; the levels of assistance to be offered, depending on student background; classroom organization; overall organization and staffing of the program; and teaching methods, curricula, and resources. Following the body of the report, 22 appendices present data collection materials. (CMG)

14. Stephen L. *An Outcome Study of the M.I.C.A.S. Summer '84 School: Adaptation and Adjustment of Khmer Refugee Children in the United States*. South Cove Community Health Center, 885 Washington Street, Boston, MA 02111.; 1985.

Abstract: This study evaluated the adaptation and adjustment processes of 28 Khmer children (aged 10 to 15 years) in the Boston (Massachusetts) area in a summer school setting provided by the Metropolitan Indochinese Children and Adolescent Services (MICAS). Using the Children's Acculturation Problem Index and the Children's Alienation Scale, supplemented with classroom observations and feedback from teachers and counselors, MICAS discovered an inverse relationship between adjustment and adaptation. As these Khmer children become more adapted to their environment, they become less well-adjusted. This conclusion has profound implications for existing services since most are geared toward the acquisition of English and basic survival skills that facilitate adaptation. Adaptation is defined as external functioning by which behavioral changes are undertaken to cope with changing environmental circumstances. Adjustment involves emotional and cognitive changes, and is mostly the product of internal functioning. Adaptation difficulties arise mostly from poor English fluency, while adjustment depends on other factors such as past experiences, refugee status, and physical and financial security. The summer school program, the research methods employed, and the interpretation of data and results are extensively discussed. Seven tables present study findings, and one appendix contains a detailed program description. Instruments used in the study are included in English versions with Khmer translations. (Contains 44 references.) (Author/SLD)

15. van Tuijl C, Leseman PP, Rispen J. Efficacy of an intensive home-based educational intervention programme for 4- to 6-year-old ethnic minority children in the Netherlands. *International Journal of Behavioral Development* 2001;25(2):148-159.

Abstract: Reports the results of a home-based educational intervention programme for 4-6 yr old children at risk of educational failure. The programme, Opstap Opnieuw ("Step-up Anew"), was developed in the Netherlands as an alternative to the well-known Home Instruction Program for Preschool Youngsters (HIPPY). Building on the basic intervention strategy of HIPPY (i.e., involving mothers and paraprofessional aides), a new curriculum was developed. The domains of development addressed were cognitive (basic concepts, semantic-taxonomic categories, problem-solving skill), emergent numeracy, language, emergent literacy, and socio-emotional (autonomy, self-esteem, persistence, and enthusiasm regarding "school-like" activities). The programme was carried out with 122 Turkish and 83 Moroccan immigrant families in the Netherlands. For the Turkish group, the results were partly positive: There were modest effects of the programme on cognitive development and emergent numeracy, small effects on Turkish language development, but no effects on Dutch language development. In contrast, for the Moroccan group the effects were disappointing. The results are evaluated with respect to recent insights into effective strategies and essential ingredients of early educational intervention programmes. (PsycINFO Database Record (c) 2012 APA, all rights reserved).

16. Winstead L. *Authentic Language Opportunities: An Alternative Dual Language Model (ADLM)*. 2006.

Abstract: This paper addresses an important topic--the isolation and or lack of inclusion of immigrant children in U.S. schools. Immigrant children constantly pour into U.S. schools and, especially as newcomers, their opportunities for authentic interaction with mainstream peers are limited. How can schools provide authentic language opportunities for linguistically different peers? What else can schools do to tap immigrant students as resources for language learning and cross-cultural education? It details the study of language practice between adolescent Spanish Learners and English Learners who participated in an alternative dual language program at a middle school. Three dyads of English Learners and Spanish Learners met once a week for two months to practice language. The participants practiced in Spanish for thirty minutes and then English for thirty minutes and rotated the languages weekly. Journal entries, interviews, audio- and videotapes of peer interaction were triangulated to explore emerging themes. The study revealed how the participants went through various stages of Language Apprehension, Language Initiation, and Language Acquisition during peer interaction as they built their confidence and language skills. Additionally, students preferred to play games than attempt conversations, conversations unfolded around personal, familial and social topics, dyads in proximity to one another influenced the activities they chose to do, regrouping of dyads caused disruptions, and students used a variety of strategies to negotiate meaning. Most importantly, the alternative dual language program empowered students as they became guides and teachers, exchanging ideas through language as well as developing friendships and pride in their native languages. Educators need to take a serious look at the alternative dual language model (ADLM) and how it may

provide a venue for promoting not only language and cultural sharing but inclusion. (Contains 5 tables.)

17. Yap KO. *Making a Difference for the Bilingual Child: How One District Achieved its Goals*. 1990.

Abstract: The Students of Limited English Proficiency (SLEP) program of the Honolulu School District (Hawaii) is designed to help the large number of limited-English-speaking immigrants adjust to the American culture in the Hawaiian setting by acquiring basic communication skills for regular classroom participation and school activities. The program is implemented in 54 schools with over 60 permanent teachers, 10 educational assistants, and over 80 part-time teachers. Students are selected for participation and exit based on language dominance and proficiency ratings. Program components include: (1) a whole language approach emphasizing communication skills; (2) a comprehensive database containing achievement status and diagnostic data, norm-referenced, criterion-referenced, and non-test; (3) a program implementation checklist and quality control system; (4) an extensive staff development program; and (5) a survival skills segment for newly-arrived immigrants. Specific learner objectives include: making significant gains in oral language, reading, language arts, and mathematics; adjusting to school and community, and exiting the program at the 25th percentile or higher on a standardized achievement test. Evaluation of the program began only in 1985, with an extensive effort to develop a longitudinal database for student tracking, to initiate a quality monitoring process, and to implement systematic program evaluation. (MSE)

18. Söhn (2005). *The Effectiveness of Bilingual School Programs for Immigrant Children*. Wissenschaftszentrum Berlin fuer Sozialforschung (WZB).

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Veilednings- og mentorordninger

1. Arieli D, Hirschfeld MJ. Supporting minority nursing students: 'Opportunity for Success' for Ethiopian immigrants in Israel. *International Nursing Review* 2013;60(2):213-220.

Abstract: AIM: To report on an Israeli academic nursing project, aimed at supporting the integration of Ethiopian immigrants into nursing studies.

BACKGROUND: The representation of ethnic minorities within nursing is crucial for the provision of efficient care in diverse societies. Nevertheless, successful integration of minority students in nursing programs is not a simple task and needs developing support systems that will attract and retain students from minorities. Ethiopian Jewish immigrants and their descendants in Israel form a community of 120,000 people. Their participation in the national workforce is low, as well as their average income.

METHODS: The paper is based on formative evaluation, using action research, of an academic nursing program in Israel.

FINDINGS: Four main strategies identify this project: (1) a policy of institutional commitment, (2) personal relations with staff, (3) personal tutoring, and (4) cultural safety education. The project has reached success in terms of attraction, retention and students' satisfactions. The project's two main challenges, which need further concern, are: (1) giving support without labelling and (2) supporting without creating dependency.

CONCLUSIONS AND INTERNATIONAL POLICY IMPLICATIONS: Appropriate strategies can enable success of minority students. Nevertheless, the amount of support needed for such programs raises two major questions: (1) To what extent should individual nursing departments be expected to bear solutions to this widely experienced problem? (2) How does focusing on one minority affect cultural safety of the overall group? 2013 The Authors. *International Nursing Review* 2013 International Council of Nurses.

2. Athar, N. *The effects of a career counseling intervention on career related self-efficacy of South Asian immigrant women in the United States*

This dissertation reports the results of an investigation into the effects of a career counseling intervention on enhancing the career decision-making self-efficacy and reducing career-related barriers in the lives of newly immigrated South Asian women. Participants for the study were drawn from the Chicago area. Each participant was a new immigrant to the United States within the last five years, had a professional background from their countries of origin, and had been unemployed for at least last six months. Data were gathered from 17 participants for six consecutive weeks. Pre intervention assessments were conducted in session number one. Post interventions assessments were conducted in the two-week follow-up session. Career Decision-Making Self-Efficacy Scale Short Form (CDMSES-SF) and Barriers to Employment Seeking Inventory (BESI) were the pre intervention and post intervention assessments. CDMSES-SF and BESI were analyzed by using SPSS paired sample t-tests. Significant differences were found between the pre intervention and post intervention results. Participants who had a higher ESL score were able to gain employment faster than the ones whose ESL scores were lower. Implications for professional counselors and future research are noted in the conclusion.

<http://udini.proquest.com/view/the-effects-of-a-career-counseling-goid:304541076/>

3. Barron-McKeagney T, Woody JD, D'Souza HJ. Mentoring at-risk Latino children and their parents: Impact on social skills and problem behaviors. *Child & Adolescent Social Work Journal* 2001;18(2):119-136.

Abstract: The Family Mentoring Project, which provided approximately one year of mentoring for at-risk 10-year old Latino children and their parents, aimed to provide not only service but empirical evaluation of the program's impact. This University-

community partnership offered individual mentoring, a group educational component for children and parents, and group social/recreational activities. A pre- and post-test analysis of 11 non-mentored and 20 mentored youth revealed positive gains on social skills for mentored children as reflected in self-ratings and mothers' ratings on the Social Skills Rating Scale (SSRS). Also based on the SSRS, mothers reported decreases in three problem behaviors for mentored children. In addition, by post-testing, the mentored children and their mothers compared very favorably with the SSRS standardized samples on both skills and problem behaviors. The findings suggest that bicultural competence may be fostered by programs that provide consistent and long-term mentoring, involve the children's families, include group educational components, and bring families and mentors together for social/recreational events. (PsycINFO Database Record (c) 2012 APA, all rights reserved).

4. Bartkevičienė & Raudeliūnaitė (2013). *SOCIAL SUPPORT STRATEGIES FOR IMMIGRANTS: THE CONTEXT OF SOCIAL WORK PRACTICE IN LITHUANIA*.

ABSTRACT Intensification of migration flows makes Lithuania one of the immigrants host countries which, like other European Union countries, faces the challenge of integration of immigrants and in this process an important role has a social worker. The aim of research was to reveal the social support strategies used by social workers in solving social problems of immigrants during the process of their integration. The qualitative research using semi-structured interview method and content analysis method was done. The survey results suggest that immigrants during the process of integration face these social problems: the search for housing, employment, legal, financial, lack of access to relevant information. The results revealed that social workers, solving the social problems of immigrants, evaluate their nature and level and then apply the appropriate level of intervention. Social workers apply these micro level interventions: information and consultancy of immigrants, mediation and emotional support, which include individual social assistance. Social workers, solving the social problems of immigrants, apply these mezzo level interventions: development of social network of immigrants, organization of socio-cultural events, organization and coordination of volunteer activities. Social workers providing social assistance to immigrants' integration process, use the following macro level interventions: dissemination of information on immigrant issues, dissemination of best practice of social workers.

Keywords: immigrant, integration, social problem, social support strategies, social worker. conduction and dissemination of researches based on immigrant integration issues,

5. Bradford D, King N. The Calvary Hospital Refugee Mentoring Program. *Australian Journal of Career Development* 2011;20(1):42-45.

Abstract: In 2007 the Calvary Refugee Mentoring Program (CRMP) was initiated at Calvary Hospital, Canberra, to provide an affirmative and individualised learning placement in workplaces for individuals with a refugee background. This work placement was designed to enhance the participants' knowledge of workplaces and to prepare them for future career and study pathways. This program also aimed to enhance participants' self-confidence and encourage networks to support their engagement with the world of work in Australia. The CRMP was devised as a way of assisting refugees to access an employment opportunity, to acquire and develop language skills related to the workplace and to participate in a program that enabled them to experience positive and supportive behaviour from their hosts.

6. Brilliant JJ. Issues in Counseling Immigrant College Students. *Community College Journal of Research and Practice* 2000;24(7):577-586.

Abstract: Asserts that counseling intervention is essential to enable immigrant students to cope with the stresses of immigration and the effects of those stress on their college performance. Developing English language fluency is accompanied by other adjustment issues. States that college counselors can facilitate both students' adjustment and the college's recognition of immigrant students' cultural perspective. (Contains 25 references.) (VWC)

7. Diversi M, Mecham C. Latino(a) Students and Caucasian Mentors in a Rural After-School Program: Towards Empowering Adult-Youth Relationships. *Journal of Community Psychology* 2005;33(1):31-40.

Abstract: High rates of immigration, especially from Latin America, have created a large population of immigrant youth, many of whom are having difficulty in American schools. The central goals of our project were to assist in empowering students to find academic success and to foster a more bicultural identity. According to three perspectives (youth, mentor, and coordinator), the adult-youth relationship central to our project has been successful in fostering academic engagement and cross-cultural relations. Youth improved their grades and reported being more connected to school. Mentors and youth reported trust in their relationship and satisfaction in learning about each other's culture. We also discuss shortcomings in our program and offer suggestions for positive adult-youth practices. (PsycINFO Database Record (c) 2012 APA, all rights reserved) (journal abstract).

8. Farini F. Citizenship as a Practice. A Critical Evaluation of Educational Communication as a Vehicle for Young Immigrants' Social Participation. *Socialno Delo* 2008;47(3-6):133-144.

Abstract: In 2004-2006, three projects were designed by the Education Office & the Social Policies & Integration Office of the City Council of Modena aiming at sustaining the social participation of the children of international immigrants (CIIs) & em-

powering their active citizenship. The interventions were based on the premise that social integration depends on social participation. The projects' basic standpoint was that citizenship is not some sort of cognitive status to be achieved but rather an outcome of the experience of everyday participation in social processes. The activities provided for the CIIs aimed at stimulating their reflection about their everyday experience of participating in the social processes of their host country with the help of adult social workers. The results of all three projects, as materialized in concrete interactions, turned out to be paradoxical: it was possible to observe how social workers systematically violated the CIIs' communication space -- that is to say, their opportunities to experience, in the context of social interventions, active & autonomous social participation -- as soon as communication brought up meanings which were inconsistent with the interventions' ideological & theoretical premises; this led the CIIs to mistrust their opportunity for autonomous social participation. For a social intervention which can offer the opportunity to experience social participation, a different communication form is needed which would encourage the communicators' self-expression, to build mutual trust, explore common grounds & enable a continuous exchange of views between interlocutors. A rough sketch of the form of communication is presented, which could be much more effective than the educational approach in sustaining the social integration of young immigrants by promoting their autonomous participation. This communication form is called "dialogue." The limits of educational communication suggest that social work with adolescents & young adults would be more effective & the projects more efficient, if dialogue were to be used as an opportunity to experiment. References. Adapted from the source document.

9. Naidoo L. Developing social inclusion through after-school homework tutoring: a study of African refugee students in Greater Western Sydney. *British Journal of Sociology of Education* 2009;30(3):261-273.

Abstract: Schools represent the primary setting where refugee children learn about Australian life and culture. They serve as a broad context for acculturation not only for academic development and language acquisition but for cultural learning too. This paper focuses on the after-school homework tutoring programme that uses University of Western Sydney (Australia) secondary teacher education students as tutors for African refugee students in secondary schools to facilitate their inclusion into Australian society. African refugees may receive lower returns for education in comparison with other Australian migrants. Using Bourdieu's theory of social capital and cultural reproduction as a conceptual framework, this paper discusses the part played by schools in constructing barriers that prevent under-represented groups such as refugees participating in the education process. It aims to explore the success of community engagement programmes like Refugee Action Support, which is designed to act in the interests of others (refugees) characterised as socio-culturally disadvantaged.

10. Santos SJ, Reigadas E. Latinos in higher education: An evaluation of a university faculty mentoring program. *Journal of Hispanic Higher Education* 2002;1(1):40-50.

Abstract: The purpose of this study was to understand the student-faculty mentoring process and how mentoring facilitates Latino students' adjustment to college. 32 Latino students (75% female and 25% male, aged 18-36 yrs) participating in a university Faculty Mentoring Program (FMP) were surveyed. The findings showed that (1) students experienced an increase in college self-efficacy and academic goal definition as a result of participating in the FMP; (2) students with same-ethnic mentors perceived them to be significantly more supportive in furthering their personal and career development and reported significantly greater program satisfaction than nonmatched students; and (3) frequency of student-mentor contact was positively correlated with students' adjustment to college, perceived mentor supportiveness, and program satisfaction. (PsycINFO Database Record (c) 2012 APA, all rights reserved).

11. Stewart M, Simich L, Shizha E, Makumbe K, Makwarimba E. Supporting African refugees in Canada: insights from a support intervention. *Health & Social Care in the Community* 2012;20(5):516-527.

Abstract: Although evidence suggests the importance of social support for refugees, this knowledge has not been invoked to systematically develop culturally congruent support interventions that help refugees adapt to life in receiving countries. The objective of this study was to design and pilot test a culturally congruent intervention that meets the support needs and preferences of two ethno-culturally distinct refugee groups. Support was delivered to Somali and Sudanese refugees (n = 58), by trained peer and professional facilitators. Face-to-face groups comprised of refugees, matched by gender and ethnicity, were created to enhance the depleted social networks of Somali and Sudanese refugees. Each peer support group met bi-weekly for a face-to-face session for 12 weeks. Peer facilitators delivered supplementary one-to-one support via the telephone. The ingredients of the support intervention included: (i) peer facilitators and professionals; (ii) provision of information, affirmation and emotional support; and (iii) accessibility (e.g. childcare, transportation). The study employed a qualitative participatory research design. Data collected for the study included (i) in-depth pre-intervention interviews with potential support group participants in 2008-2009 to assess intervention preferences; (ii) fieldnotes by peer and professional facilitators during the intervention in 2009-10; (iii) post-intervention group interviews with support group participants in 2010; and (iv) in-depth interviews with peer and professional helpers in 2010. A major perceived benefit of the support programme was connecting with people from African refugee participants' cultural communities. Participants appreciated the gender and culture-specific groups. Following the social support intervention, refugees reported in-

creased social integration, decreased loneliness and expanded coping repertoire.
2012 Blackwell Publishing Ltd.

12. Yeh CJ, Ching AM, Okubo Y, Luthar SS. Development of a mentoring program for Chinese immigrant adolescents' cultural adjustment. *Adolescence* 2007;42(168):733-747.

Abstract: The development and evaluation of a peer mentoring program for Chinese immigrant adolescents' cultural adjustment is described. Twenty-three high school students who recently immigrated from Mainland China participated in the year-long program and 4 high school students served as their peer mentors. Data analyses revealed that the students who participated in the mentoring program had significantly higher peer attachment-trust and need for closeness scores at post-test than at pre-test. Implications for working with adolescent immigrants are discussed.

13. Rotich, J. Mentoring as a springboard to acculturation of immigrant students into American schools. *Journal of Case Studies in Education*.

Abstract: Although the ever increasing diverse immigrant and refugee students enrich and bring diversity to America's social fabric, they seem to encounter numerous challenges as they acculturate and integrate into their new school culture and environment. Although most school systems and higher education institutions have made significant efforts to facilitate this process, minimal research has documented the potential of mentoring as an alternative tool to facilitate immigrant youth acculturation into American schools. Additionally, mounting anecdotal evidence suggests that if these challenges are not addressed in a timely and appropriate manner, then the educational, health as well as the civil and governmental institutions may be forced to deal with far greater problems later in life. This article highlights findings from a case study of a pilot mentoring intervention project among diverse newcomer middle school immigrant and refugee students. It will describe the benefits, challenges as well as future recommendations. The author suggest that a culturally sensitive mentoring program has the potential to significantly enhance the acculturation and schooling of diverse at risk immigrant and refugee students entering America's school system.

Keywords: mentoring, immigrant youth, refugee youth, acculturation challenges, and multicultural youth.

Tiltak rettet mot å øke kunnskap om og tilgang til det offentlige tjenesteapparatet

1. Goodkind JR. Promoting Hmong refugees' well-being through mutual learning: valuing knowledge, culture, and experience. *American Journal of Community Psychology* 2006;37(1-2):77-93.

Abstract: Refugees who resettle in a new country face numerous struggles, including overcoming past traumas and coping with post-migration stressors, such as lack of meaningful social roles, poverty, discrimination, lack of environmental mastery, and social isolation. Thus, in addition to needing to learn concrete language skills and gain access to resources and employment, it is important for refugees to become a part of settings where their experiences, knowledge, and identity are valued and validated. The Refugee Well-Being Project (RWBP) was developed to promote the well-being of Hmong refugees by creating settings for mutual learning to occur between Hmong adults and undergraduate students. The RWBP had two major components: (1) Learning Circles, which involved cultural exchange and one-on-one learning opportunities, and (2) an advocacy component, which involved undergraduates advocating for and transferring advocacy skills to Hmong families to increase their access to resources in their communities. The project was evaluated using a mixed quantitative and qualitative approach. This article discusses data from qualitative interviews with participants, during which the importance of reciprocal helping relationships and mutual learning emerged as significant themes.

2. Hashimoto-Govindasamy LS, Rose V. An ethnographic process evaluation of a community support program with Sudanese refugee women in western Sydney. *Health Promotion Journal of Australia* 2011;22(2):107-112.

Abstract: ISSUE ADDRESSED: Through the humanitarian entrant program, a rapidly growing community of Sudanese refugees are resettling in Australia. Although the impact of pre-migration trauma upon refugee mental health is well established, there is a paucity of research exploring the impact of post-migration sociocultural factors. Women are often the most marginalised, which affects their mental health and ability to adjust in resettlement.

METHODS: An ethnographic study was conducted to evaluate a Sudanese women's group exercise program designed from a community development strengths-based model. Qualitative analysis of a group interview and ethnographic process evaluation techniques enabled a deeper understanding of the perspectives of Sudanese women in Australia and their resettlement difficulties and needs.

RESULTS: Participants (n=12) viewed the program positively due to educational components and the opportunity for respite. Transport and childminding support were seen as vital. Interview and evaluation processes were perceived as ineffectual. Key stressors raised include: acculturation, housing difficulties, developing language skills, lack of employment opportunities and family separation.

CONCLUSION: It is vital that any attempts to address these issues are sustainable, aiming to empower the women and promote their existing strengths and resilience techniques. Research specific to cultural and ethnic groups of refugee women in an Australian context enables tailoring of appropriate support services, but can be tiresome for participants.

3. Hazard CJ, Callister LC, Birkhead A, Nichols L. Hispanic Labor Friends Initiative: supporting vulnerable women. *MCN, American Journal of Maternal Child Nursing* 2009;34(2):115-121.

Abstract: **PURPOSE:** To evaluate the qualitative aspects of the Hispanic Labor Friends Initiative.

METHODS: "Hispanic Labor Friends," bilingual Hispanic community women who were themselves mothers, were recruited by clinic and hospital personnel. Women who agreed were educated, received translation certification, and were oriented to the initiative. Pregnant Hispanic immigrant women seen in the health center who met criteria set by the multidisciplinary health care team were assigned a Hispanic Labor Friend by 32 weeks' gestation. Hispanic Labor Friends assisted women with communication with healthcare providers and provided social support. Qualitative evaluation of the program consisted of interviews with several groups: (1) Hispanic immigrant women who had a Hispanic Labor Friend, (2) Hispanic immigrant women who were not in the Hispanic Labor Friends program, (3) Hispanic Labor Friends, (4) healthcare providers for Hispanic women. Data saturation was reached, and data were analyzed by the research team using descriptive qualitative inquiry.

RESULTS: The Hispanic immigrant women described positive outcomes from being involved in the Hispanic Labor Friends program, including feeling supported and comforted. "I felt as though my family were at my side." One woman who had standard care said, "It is hard for me to communicate. When I gave birth, the nurses asked me things, and I didn't understand anything. I stayed quiet." One of the nurses who was interviewed said: "I think they [the HLF patients] get better care. Sometimes we think we can communicate with them with their little bit of English and our little bit of Spanish. But you get an HLF and it's a totally different story. We can more adequately tell what's going on with them...They end up getting better care." One Hispanic Labor Friend said, "The women are very appreciative that I was there to help them through a critical time." Women who participated in the study identified the need to have a continuing association with Hispanic Labor Friends in the early postpartum period.

CLINICAL IMPLICATIONS: The provision of culturally appropriate social support is critical in the care of Hispanic immigrant childbearing women. Programs such as the Hispanic Labor Friends Initiative can help improve support and promote positive outcomes in these vulnerable and disadvantaged women.

4. Hendrickson SG. Reaching an underserved population with a randomly assigned home safety intervention. *Injury prevention: journal of the International Society for Child and Adolescent Injury Prevention* 2005. p. 313-317.

Abstract: **OBJECTIVE:** To access an underserved, mobile segment of a monolingual Spanish speaking population and to improve maternal self efficacy for home safety

behaviors using a culturally appropriate intervention. DESIGN: A pre- and post-test experimental design tested differences in maternal childhood injury health beliefs (MCIHB) and controllable safety hazards (CHS). Participants were randomly assigned to experimental and control groups. Baseline data assessed demographic and study variables comparability. The intervention included counseling, assessment of maternal safety practices, and provision of safety items. SETTING: A non-urban area in Texas where low income, largely migrant Hispanics represent the majority of residents. PARTICIPANTS: Eighty two mothers of 1--4 year old children. RESULTS: The 95% retention rate of an itinerant, hard to reach population suggests that minority participants may be receptive to culturally appropriate home visits. The intervention group demonstrated improved self efficacy for home safety behaviors ($F(2, 77)=7.50, p=0.01$). Mothers with stronger self efficacy and fewer perceived barriers had fewer accessible in-home hazards. Observed home hazard predictors were: (a) never being married; (b) poor home repair, (c) lower self efficacy for safety behaviors; and (d) control group status. CONCLUSIONS: Safety items coupled with a home visit tailored to child age and maternal culture was an effective intervention in a hard to reach population. This study contributes to designing research for a monolingual population with limited local language proficiency and community residency. Injuries represent a major source of health disparities in these neglected populations.

5. Kennan MA, Lloyd A, Qayyum A, Thompson K. SETTLING IN: THE RELATIONSHIP BETWEEN INFORMATION AND SOCIAL INCLUSION. *Australian Academic & Research Libraries* 2011;42(3):191-210.

Abstract: Social exclusion is a process that directly reduces people's capacity to participate in society. An important factor that contributes to social exclusion is the inability to recognise or understand important sources of information that facilitate social inclusion and participation. Social inclusion requires an ability to develop effective information practices that enable connection to compliance, making available everyday and nuanced information that constitute elements of the information landscape which need to be accessed and understood in order to participate in their adopted community. For refugees who are establishing themselves in Australia, the information landscape appears unfamiliar, complex, and difficult to navigate. To enable them to settle in Australia, new information practices may be required to enable them to find and interpret information, resolve problems, and deal with everyday situations which enable social inclusion and prevent social exclusion. This paper reports the findings of a project that focused on information and its relationship to social inclusion in three phases of settling in (transitioning, settling in, and being settled) to a new community in a regional city of NSW.

6. Korfmacher KS, George V. Educating refugees to improve their home environmental health. *Journal of Public Health Management & Practice* 2012;18(5):469-473.

Abstract: Rochester's Healthy Home was a hands-on home environmental health museum that educated more than 3500 visitors between June 2006 and December 2009. The Healthy Home provided visitors with the tools, resources, and motivation to make their homes healthier by reducing environmental hazards. The Healthy Home focused on empowering low-income renters to protect their families from home health risks, but served a broad audience. On the basis of the Healthy Home's initial successes with diverse visitors, in 2009 the county health department provided funding for a 6-month project to educate 200 recently arrived refugees. This report summarizes the project's innovative approach to home health education, presents evaluation data on impacts on refugees and other visitors, suggests implications for resettlement agencies, and provides guidelines for those interested in replicating this approach in their own community.

7. Sethi B. *Exploring newcomer settlement and integration supports in Brantford, and Brant-Haldimand-Norfolk counties: Community- Based Participatory Research*. p. 3300.

Abstract: Much of the literature on recent immigrants focuses on a needs analysis from a deficit model where primarily formal services and programs related to employment issues are analyzed from a post-positivist or interpretivist framework. Using a strength-based approach this study examined other settlement issues including employment that are vital to the long-term viability of newcomers and the host society such as access to education, training (language and/or vocational), health care, and social network. Using Community Based Participatory Research (CBPR) philosophical framework and methodology, data were generated from various sources—quantitative and qualitative text in the survey questionnaire (service providers and newcomers), discussions with Immigrant Settlement Transition Employment and Partnership (ISTEP) members, community meetings, dialogues with immigrant elders, and the researcher's reflexive journal. The questionnaire responses and the community discussions suggest that although the majority of the newcomers were university educated and had knowledge of English and/or French they face many settlement challenges such as unemployment, language, communication, underemployment, and social isolation. Of particular importance were the observed discrepancies between the newcomers' perceptions and the service providers' perceptions when answering the survey questions. This highlights the importance of consulting representative newcomers directly on all community and policy matters which will affect them. Moreover, the results reveal that the services available in this community are incompatible in relation to the needs of this highly skilled cohort of newcomers. Now that newcomers are settling in areas outside of Canada's metropolitan cities, the results of this research provide pivotal information that will assist community service providers in planning programs and services to foster the integration of newcomers in this particular region as well as in other smaller communities. The findings of this study carry important messages for researchers and policy makers. Copies of dissertations may be obtained by addressing your request to ProQuest, 789

E. Eisenhower Parkway, P.O. Box 1346, Ann Arbor, MI 48106-1346. Telephone 1-800-521-3042; email: disspub@umi.com

8. Thoner G. *Tiltak for eldre innvandrere: pleie-rehabilitering og omsorgsavdelingen i bydel 6 Gamle Oslo, Oslo Kommune*. Oslo: Norsk institutt for forskning om oppvekst, velferd og aldring; 1997.

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9. Tsai JH. Use of computer technology to enhance immigrant families' adaptation. *Journal of Nursing Scholarship* 2006;38(1):87-93.

Abstract: PURPOSE: To summarize how computer technology influenced immigrant families' adaptation to life in the United States.

DESIGN: Critical ethnography.

METHODS: Data were collected from 1998 to 2000 from 13 parents and 16 children from nine Taiwanese immigrant families using semi-structured interviews and a questionnaire. Narrative analysis was used with interview data.

FINDINGS: Participants faced the demands of language proficiency, economic survival, loss of social networks, and social disconnection during resettlement. Computer technology provided participants with new occupational opportunities and strategies to overcome the barriers and stress created by resettlement. Internet and E-mail access greatly facilitated these participant families' adaptation.

CONCLUSIONS: Study findings warrant further exploration to assess how new computer technology promotes immigrant families' adaptation and alleviates stress associated with resettlement, including information about their health and health care.

10. Verhagen I, Ros WJ, Steunenberg B, de Wit NJ. Culturally sensitive care for elderly immigrants through ethnic community health workers: design and development of a community based intervention programme in the Netherlands. *BMC Public Health* 2013;13:227.

Abstract: BACKGROUND: In Western countries, health and social welfare facilities are not easily accessible for elderly immigrants and their needs are suboptimally addressed. A transition is needed towards culturally sensitive services to overcome barriers to make cure and care accessible for elderly immigrants. We developed an intervention programme in which ethnic community health workers act as liaisons between immigrant elderly and local health care and social welfare services. In this study we evaluate the effectiveness and the implementation of this intervention programme.

METHODS/DESIGN: In a quasi experimental design, the effectiveness of introduction of community health workers, health needs assessment, and follow-up intervention programme will be evaluated in three (semi) urban residential areas in the

Netherlands and compared with a control group. Community health workers are selected from local ethnic communities and trained for the intervention. Data on health perception, quality of life, and care consumption are collected at baseline and after the intervention programme. Elderly's informal care givers are included to examine caregiver burden. The primary outcome is use of health care and social welfare facilities by the elderly. Secondary outcomes are quality of life and functional impairments. The target number of participants is 194 immigrant elderly: 97 for the intervention group and 97 for the control group. Implementation of the intervention programme will be examined with focus groups and data registration of community health worker activities.

DISCUSSION: This study can contribute to the improvement of care for elderly immigrants by developing culturally sensitive care whereby they actively participate. To enable a successful transition, proper identification and recruitment of community health workers is required. Taking this into account, the study aims to provide evidence for an approach to improve the care and access to care for elderly immigrants. Once proven effective, the community health worker function can be further integrated into the existing local health care and welfare system.**TRIAL REGISTRATION:** Trial registration number: ISRCTN89447795

11. *Culturally sensitive care for elderly immigrants through ethnic community health workers: the Voice of the Elderly Immigrants.*

We developed an intervention programme in which ethnic community health workers act as liaisons between elderly immigrants and local health care and social welfare services. In this study, we evaluate the effectiveness and the implementation of this intervention programme. We expect to find an increase in use of health care and social welfare facilities consumption, increase in perceived quality of life and decrease in reported number of functional limitations of elderly immigrants in the Netherlands.

<http://www.controlled-trials.com/ISRCTN89447795>

Tiltak rettet mot å komme inn i boligmarkedet

1. Listokin, Barbara; Listokin, David (2001): Asian Americans for Equality: A Case Study of Strategies for Expanding Immigrant Homeownership. Published in *Housing Policy Debate*, Vol. 12, Issue 1, pp. 47-75. Available from the Fannie Mae Foundation, 4000 Wisconsin Avenue, NW North Tower, Suite One, Washington, DC 20016-2804; phone (202) 274-8000 fax (202) 274-8100; <http://www.fanniemaefoundation.org>.

Descriptors: Homeownership. Home Mortgages. Non-Federal Housing Programs.

Abstract: At a time when the overall homeownership rate in the United States is at a historic high, many groups still face severe hurdles in realizing the American

dream. The public, private, and nonprofit sectors are working to address these barriers, and this article examines one nonprofit's activities. Asian Americans for Equality (AAFE) is a civil rights and housing organization providing homeownership and other services to Asian Americans, a group that often faces language, cultural, credit, and financial difficulties in achieving homeownership. AAFE addresses these challenges by providing aggressive outreach through housing fairs and neighborhood publications. It offers homeownership education and counseling in a variety of languages and settings, secures multiple housing subsidies and develops affordable housing, and educates lenders on the employment and credit practices of the Asian community. AAFE thus helps tailor the complex web of activities required to expand homeownership to traditionally underserved populations. [AUTHOR ABSTRACT MODIFIED]

Nettverkbyggingstiltak

1. Al Ramiah A, Hewstone M. 'Rallying around the flag': Can an intergroup contact intervention promote national unity? *British Journal of Social Psychology* 2012;51(2):239-256.

Abstract: A longitudinal study evaluated the success of a contact-based nation-building intervention (the Malaysian National Service Programme) in promoting various facets of national unity. The study assessed how post-test measures of quality of intergroup contact, outgroup evaluations, and levels of identification changed compared to their respective pre-test levels, for both National Service and control group participants. The intervention did not lead to a worsening of any of the constructs related to intergroup relations, which is noteworthy given the novelty for many participants of mixing in a multi-ethnic setting. Furthermore, all rater groups (Malays, Chinese, and Indians) maintained their ethnic identity, even in the presence of high levels of national identity, which we discuss with respect to past research on the effects of positive intergroup contact on minority group identification. However, the changes associated with the intervention yielded only small effect sizes, and, on the whole, National Service participants did not show significantly greater improvement than that experienced by control participants. We discuss the value of intergroup contact in this novel setting, considering various features of this programme that may have limited its effectiveness and discuss how such interventions can more successfully meet their goals. 2012 The British Psychological Society.

2. Andrea N. Improving reach: promoting engagement by building bridges between refugee women and the voluntary sector. *Diversity in Health and Care* 2010;7:139-147.

Abstract: This paper presents the outcomes of the evaluation of a project undertaken within a leading specialist provider of services to refugees and asylum seekers in the North West of England. The aim of the Improving Reach (IR) project was to deliver the first stages of facilitating engagement between refugee women and the main-

stream voluntary sector. Central to the project was the employment of 2 refugee women to carry out much of the project work by acting as bridge builders connecting refugee communities and voluntary organisations with each other. This was done by providing a number of bridge-building activities, including raising awareness training, organising networking events, and individual organisational audit and self-assessment work. The evaluation was undertaken by adopting a largely retrospective approach, including a group interview with the project team, individual semi-structured interviews with trainees and the 2 project managers, and looking at documentary feedback evidence. The findings confirmed that refugee women are a reservoir of untapped and unrecognised skills and qualifications, but they are under-represented in the mainstream voluntary sector because of multiple barriers and challenges. It concludes that bridge builders have a role in facilitating engagement, but raises concerns about the sustainability of such initiatives. The paper ends by suggesting some approaches to engagement for those working with refugees.

3. Bull S. *Vennefamilier for vietnamesere: noen erfaringer*. [Kristiansand]: Høgskolen; 1981.

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4. Edleson JL, Roskin M. Prevention Groups: A Model for Improving Immigrant Adjustment. *Journal for Specialists in Group Work* 1985;10(4):217-224.

Abstract: A model created to assist immigrants in their adjustment to a new culture is discussed. Organized in a small group service delivery format, the program uses culture simulators, & provides education on life changes & training in self-observation, communication skills, & the use of cognitive coping strategies. The program is designed to be offered to immigrants before migration or immediately after resettlement & as part of a larger service network. In a pilot test with English-speaking immigrants in Israel living in government-sponsored absorption centers, participants attributed increased social support networks, improvement in cognitive coping with stressful situations, & greater satisfaction with interactions in their new cultures to their program involvement. 23 References. Modified HA

5. Kim J. Exploring the Experience of Intergroup Contact and the Value of Recreation Activities in Facilitating Positive Intergroup Interactions of Immigrants. *Leisure Sciences* 2012;34(1):72-87.

Abstract: The purpose of this study was to explore life experiences of immigrants and their interactions with members of other ethnic groups. This study also examined the role that recreation activities played in positive intergroup interactions. Using qualitative in-depth interview among Korean women immigrants, three salient themes were identified: (a) a lack of opportunities for intergroup contact, (b) distinct inter-ethnic boundaries, and (c) engagement in recreation activities as a facilitator of positive intergroup contacts. This study showed that participation in recreation ac-

tivities helped to develop cross-group friendships and ethnic and cultural understandings, and reduced life challenges and barriers.

6. Lien I-L. "Quo vadis": et senter for innvandrerkvinner i Oslo : evaluering av et pedagogisk forsøk. Oslo: Norsk institutt for by- og regionforskning; 1995.

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7. Roncal Vargas CM, Gordillo Sevaes M. Immigrant Women: An Experience in the Direction of Integration. *Cuadernos de Trabajo Social* 2002;15:235-248.

Abstract: The methodology & results of a cooking course offered to 12 immigrant women by the Assoc for the Reinsertion of Female Prostitutes in Madrid are presented, using interviews with the participants. The main objective of the training program was to assist the women with integration into Spanish society by teaching them a skill. As an intervention program, it also sought to facilitate acquainting the women in the group with each other & the other's culture, & to provide assistance in finding work. This successful program was able to empower the individual through the connection to the group. 18 References. Adapted from the source document.

8. Schoorman D, Jean-Jacques V. Project CASAS: Facilitating the Adaptation of Recent Immigrant Students through Complex Community-Wide Efforts. *Equity & Excellence in Education*. 2003;36(4):308-316.

Abstract: The primary focus of this article is a community-based project initiated under the auspices of the Palm Beach County School District's Office of Multicultural Affairs. The students in this district represent 150 countries and 104 language groups. The nation with the highest representation among this population is Haiti. Project CASAS (Community and Schools Accelerating Students) was designed to create a community-based supportive network whose primary focus was to facilitate the adaptation and, ultimately, the academic achievement of recent immigrant students. This article examines the activities of this project over its five year duration, and its impact on the immigrant students. It also addresses as a secondary focus the specific needs and experiences of Haitian students as they emerged within the project work. It highlights the role of the community in the context of immigration and the manner in which the host community can (and should) respond to immigrants. (Contains 2 tables.)

Veiledningsprogram for fagpersonell/arbeidsrelaterte tiltak

1. Baj PA. Evaluation of a programme to train Russian emigre nurses. *International Journal of Nursing Practice* 1997;3(1):40-46.

Abstract: This project evaluates a curriculum model designed to specifically help Russian emigre nurses overcome major barriers to employment in the United States

of America. Training cycles included: vocational English, basic nursing skills, socialization theory, transcultural care theory, clinical preceptorships, job search workshops and NCLEX-RN preparation. Specific learning objectives and outcome criteria were developed, evaluated and adapted for subsequent training cycles based on pilot programme testing.

2. Bardin A, Porten D. Culture change: A training program for recent immigrant professionals from the former Soviet Union. *Contemporary Family Therapy* 1996;18(1):61-67.

Abstract: The article describes a training program in structural, integrative family therapy for immigrant professionals from the former Soviet Union at the Training Center of the Shiluv Institute for Family and Couple Therapy in Jerusalem. The program was instituted to meet the pressing needs of a mass immigration of half a million people that came to Israel between 1990 and 1992, This is a retrospective look at the "journey" of the initial group of psychiatrists and psychologists who changed country, culture, language, and professional orientation in just two years. The authors state their conclusions as to the most expedient way to organize therapy for families from the former Soviet Union-a population in need of help but lacking an awareness of therapy and suspicious of the outsider.

3. Castel OC, Ezra V, Alperin M, Nave R, Porat T, Golan AC, et al. Can outcome-based continuing medical education improve performance of immigrant physicians? *Journal of Continuing Education in the Health Professions* 2011;31(1):34-42.

Abstract: INTRODUCTION: Immigrant physicians are a valued resource for physician workforces in many countries. Few studies have explored the education and training needs of immigrant physicians and ways to facilitate their integration into the health care system in which they work. Using an educational program developed for immigrant civilian physicians working in military primary care clinics at the Israel Defence Force, we illustrate how an outcome-based CME program can address practicing physicians' needs for military-specific primary care education and improve patient care.

METHODS: Following an extensive needs assessment, a 3-year curriculum was developed. The curriculum was delivered by a multidisciplinary educational team. Pre/post multiple-choice examinations, objective structured clinical examinations (OSCE), and end-of-program evaluations were administered for curriculum evaluation. To evaluate change in learners' performance, data from the 2003 (before-program) and 2006 (after-program) work-based assessments were retrieved retrospectively. Change in the performance of program participants was compared with that of immigrant physicians who did not participate in the program.

RESULTS: Out of 28 learners, 23 (82%) completed the program. Learners did significantly better in the annual post-tests compared with the pretests ($p < .01$) and

improved their OSCE scores ($p < .001$). Most program graduates (90%) rated overall satisfaction as very good or excellent. In comparison with nonparticipants, program graduates performed better on work-based assessments (Cohen's $d = .63$).

DISCUSSION: Our intensive, outcome-based, longitudinal CME program has yielded encouraging results. Other medical educators, facing the challenge of integrating immigrant physicians to fit their health care system, may consider adapting our approach. Copyright 2011 The Alliance for Continuing Medical Education, the Society for Academic Continuing Medical Education, and the Council on CME, Association for Hospital Medical Education.

4. Fossland T, Aure M. When higher education is not enough: Integration of highly educated immigrants in the labour market. *Sosiologisk tidsskrift* 2011;19(2):131-152.

Abstract: Norway needs more highly educated workers. It is paradoxical then, that many highly skilled migrants encounter huge challenges getting a relevant job. Based on biographical interviews and observations with the participants of "Global Future", a "talent mobilization programme" for high skilled immigrants, the article identifies relational and contextual mechanisms that leads to a marginalised position in the local labour market. We understand labour market participation for high skilled immigrants as a result of complex negotiations in restricted parts of the local labour market. High skilled migrants need advanced language proficiency to be able to negotiate their skills and competences. Access, quality and organisation of language training seem crucial, as well as majority-oriented networks and knowledge of local labour life, history, politics and public debates concerning social and cultural processes in general. Integration also depends on lifephase, gendered expectations and recognition in the high skilled labour market. The study demonstrates that the part of the labour market that requires higher education has significant characteristics, in which for instance negotiations are part. This needs to be reflected if Norwegian integration policy is to be more successful. Adapted from the source document.

5. Jensen FW, Frydendall KB, Flyholm MA. Vocational training courses as an intervention on change of work practice among immigrant cleaners. *American Journal of Industrial Medicine* 2011;54(11):872-884.

Abstract: BACKGROUND: The aim of the study was to examine how knowledge and skills from vocational training courses on working techniques modified for immigrant cleaners are applied in practice and to identify factors that influence the implementation. The modifications of the standard course included language support with possibilities for translation and an extension of the duration of the course.

METHODS: The study is a prospective intervention study based on qualitative data. Data were collected as structured interviews and observations were carried out at the workplaces before and after the course. The study population included 31 immigrant cleaners from five different workplaces.

RESULTS: Changes were observed in the use of working techniques (i.e., positioning of hands when using the floor mop). In some cases the use of the taught techniques was incorrect, partial, or only used part of the time. Interactions between individual factors (i.e., knowledge, awareness, capability, or work orientation) and environmental factors (i.e., equipment, time, workload, or physical surroundings) influenced the use of the techniques in practice.

CONCLUSIONS: The course provided the participants with new working techniques through which some were able to reduce work related pain. However, with regard to incorrect and partial use of the working techniques, follow-up and post-training support is recommended. Copyright 2011 Wiley Periodicals, Inc.

6. Jung RS, Jason LA. Job Interview Social Skills Training for Asian-American Immigrants. *Journal of Human Behavior in the Social Environment* 1998;1(4):11-25.

Abstract: A social skills training program was designed to teach former Asian refugees the values & properties of Western culture, & to utilize this knowledge in seeking higher-level employment. In a repeated-measures, multiple-baseline design, comparison of pre- & postperformance measures of social interview skills revealed improved performance for 3 participants in the Midwest. Social validity measures indicated self-improvement in several dimensions, including understanding of Western social customs, personal confidence, & securing better employment. Implications of using these types of educational & social skills programs are discussed. 1 Figure, 26 References. Adapted from the source document.

7. Ong YL, Paice E. A successful initiative for getting refugee doctors back into medical employment: the PRIME project. *British Journal of Hospital Medicine* 2006;67(5):264-266.

Abstract: Refugee doctors find it difficult to get back to medical work in their new countries. This article describes the setting up and evaluation of the Placing Refugee doctors In Medical Employment (PRIME) project which resulted in 15 out of 25 participants getting substantive jobs in open competition within a year, and suggests this approach should be more widely adopted.

8. Larja, L (2011): *Examining effectiveness of an immigrant labor market integration intervention*. The role of acculturation, discrimination, self-efficacy, outcome expectancies, action and coping planning. University of Helsinki, Faculty of Social Sciences, Social Psychology, Master's thesis.

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Resettlement/ Bosettingstiltak

1. Beiser M, Johnson P. Sponsorship and Resettlement Success. *Journal of International Migration and Integration* 2003;4 (2):203-215.

Abstract: Objective: To compare the integration of privately & government sponsored Southeast Asian refugees at the end of their first decade in Canada. Method: Data derive from the U of Toronto Refugee Resettlement Project, a 10-year study of the resettlement of 1,300+ Southeast Asians admitted to Canada during the 1979-1981 "boat people" crisis. The current study is based on data from 608 cases interviewed at 3 points, 1981-1991. Successful resettlement was measured by combining three study variables: employment, English-language fluency, & general health. The composite index of successful resettlement was regressed on the following predictor variables: sponsorship type (private vs government); gender; marital status; education; age, depression; & ethnicity (Chinese, Laotian, or Vietnamese). Results: In 1991, 86% of the refugees were working, feeling healthy, & speaking English with at least moderate proficiency. Sponsorship appeared to affect long-term success, even after controlling for the effects of ethnicity, as well as other predisposing & enabling factors. Private sponsorship predicted successful integration, whereas government sponsorship was more likely to predict the opposite. Men were more likely to have achieved successful integration than women, premigration educational level was associated with success, & younger refugees were more likely than their older counterparts to have been successful. Vietnamese refugees were less likely to have been successfully integrated than Chinese. Conclusion: Private sponsorship may offer not only a potential solution in times of crisis, such as the "boat people" & Kosovo situations, but may also make significant contributions to long-term successful adaptation. More research is required to explore possible causal links between private sponsorship

2. Chua B-H. Race Relations and Public Housing Policy in Singapore. *Journal of Architectural and Planning Research* 1991;8(4):343-354.

Abstract: The public housing program in Singapore, initiated in 1960 under the Housing & Development Board (HDB), is presented as a successful attempt to provide for home ownership. However, its attempts to promote multiculturalism through this program have met with mixed results. Under the HDB's housing policy, potential racial conflicts are partially preempted by avoiding the formation of minority enclaves in public housing estates via a first-come-first-served allocation rule that acts to randomly distribute members of the three major races. However, it does not prevent minority groups -- particularly Malays, the largest group -- from applying for housing in areas in which they have been traditionally concentrated. Although independent & HDB studies have shown that the mixing of races under Singapore's housing policy has created greater tolerance between ethnic groups, it has not led to their social integration. Political consequences, & potential limitations of a multiracial public housing policy are addressed. 26 References. Adapted from the source document.

3. Cvetkovic A. The Integration of Immigrants in Northern Sweden: A Case Study of the Municipality of Stroemsund. *International Migration* 2009;47(1):101-131.

Abstract: The aim of this study was to examine the integration process with regard to an integration and voluntary re-settlement project in a rural area in northern Sweden. The project was an attempt to use existing resources in the municipality to attract people with an immigrant background to move from segregated urban environments to a rural municipality. Potential settlers were also recruited abroad. The empirical data were based on eight group interviews with recently arrived immigrant families, and eleven individual interviews with people who played an active role in the project organisation. The results showed that the new families had been integrated into the community to the extent promised by the local authority. The process was facilitated by the resources provided by both parties, but it did not involve significant costs. The immigrants were motivated to move because they wanted a new lifestyle, while the local community was motivated to provide a supportive structure for the new inhabitants because of an awareness of the imminent demographic crisis facing the community due to depopulation. The integration process was strongly influenced by the implicit criteria on which the newcomers were recruited.

4. Danzer AM, Yaman F. Do Ethnic Enclaves Impede Immigrants' Integration? *Evidence from a Quasi-experimental Social-interaction Approach*. Review of International Economics.

Abstract: It is widely debated whether immigrants who live among co-ethnics are less willing to integrate into the host society. Exploiting the quasi-experimental guest worker placement across German regions during the 1960/70s as well as information on immigrants' inter-ethnic contact networks and social activities, we are able to identify the causal effect of ethnic concentration on social integration. The exogenous placement of immigrants switches off observable and unobservable differences in the willingness or ability to integrate which have confounded previous studies. Evidence suggests that the presence of co-ethnics increases migrants' interaction cost with natives and thus reduces the likelihood of integration.

5. Mason SR. *Training Southeast Asian Women for Employment: Public Policies and Community Programs, 1975-1985*. Southeast Asian Refugee Studies Occasional Papers Number Four. Southeast Asian Refugee Studies Project, Center for Urban and Regional Affairs, 330 Hubert H. Humphrey Center, 301 19th Ave. South, University of Minnesota, Minneapolis, MN 55455 (\$2.00). 1986.

Abstract: This paper evaluates the effect of Federal resettlement policy on Southeast Asian refugee women's employment training programs and describes the extent to which this training contributed to the refugees' economic mobility and acculturation. The report is divided into three major sections. Part 1 introduces the study by discussing its background, purpose and conceptual framework, and data collection methods. Data were derived from a survey of key refugee leaders and resettlement

personnel, a pilot study conducted in St. Paul and Minneapolis (Minnesota) (cities with large refugee populations and extensive employment training programs), and a concentrated study of nine additional sites concerning Federal resettlement policy on educational assistance to refugees. Part 2 presents an historical overview of public policy and refugee training from 1975 to 1985. Part 3 describes existing programs providing preemployment training and training for a number of different industries. The study's principal finding is that Federal employment training policy resulted in the training of large numbers of refugees for the secondary labor market. Once entering that market, however, frequent layoffs and low pay caused refugees to move back and forth between jobs and welfare. Most women's training focused on preparation for jobs in industrial sewing, electronics assembly, or the cleaning industry--all jobs involving the lowest skills and the lowest pay. Nevertheless, training programs appear to have helped refugee women acquire confidence and adapt to their new environment by providing a supportive atmosphere. (KH)

6. Sim LL, Yu SM, Han SS. Public housing and ethnic integration in Singapore. *Habitat International* 2003;27(2):293-307.

Abstract: Prior to 1960, various immigrant ethnic groups were concentrated in different parts of Singapore, forming enclaves. The immigrant population was thus spatially segregated, with different ethnic concentrations in different parts of the island. Since 1960, the Singapore Government has used public housing as a policy instrument to integrate the multi-ethnic population spatially. This paper examines the implementation of this policy over the past four decades and evaluates its success. Using geographic information system technology, the ethnic composition of public housing estates can be traced on maps. The spatial distribution of the main races is shown at constituency level (i.e., division) but discussion includes the individual block level. The findings show that public housing has succeeded in reducing the intensity of the ethnic enclaves while increasing social integration. (C) 2003 Elsevier Science Ltd. All rights reserved.

7. Smith ER. Putting down roots: *A case study of the participation of Somali Bantu refugees in the Global Gardens refugee farming project in Boise, Idaho*. p. 0204.

Abstract: Using interviews with refugee farmers and insights gained through participant-observation at farms and at farming events, this thesis explores how Somali Bantu refugees interact with the Global Gardens resettlement project in Boise, Idaho. Somali Bantu refugees' engagement with the agricultural integration program reveals that the United States refugee resettlement system often focuses on economic integration goals and measures to the exclusion of alternative development or integration options. Refugee farmers' common and differing experiences and evaluations of the farm project challenge the wisdom of a purely neoliberal, economics-focused approach to resettlement. This study suggests that refugee-farming partici-

pants were not uniformly and principally motivated to farm by potential financial gain: in addition to viewing the farms as an economic resource, participants valued the farms as important social, cultural, and civic resources. Copies of your dissertations may be obtained by addressing your request to ProQuest, 789 E. Eisenhower Parkway, P.O. Box 1346, Ann Arbor, MI 48106-1346. Telephone 1-800-521-3042; e-mail: dissspub@umi.com

8. *Settlement Policies and the Economic Success of Immigrants*. CEPR Discussion Paper No. 2730. Per-Anders Edin , Peter Fredriksson and Olof Aslund Uppsala University - Department of Economics , Department of Economics and IFAU - Institute for Labour Market Policy Evaluation. Date posted: 12 Apr 2001.

Abstract: Many developed countries, e.g. the UK, Germany, and Sweden, use or have used settlement policies to direct the inflow of new immigrants away from immigrant dense metropolitan areas. We evaluate a reform of Swedish immigration policy that featured dispersion of refugee immigrants across the country, but also a change in the approach to labour market integration. We focus exclusively on how immigrants fared because of the policy. The results indicate that immigrants experienced fairly substantial long-run losses because of the policy. We also find that only a smaller share of this effect was associated with the dispersion of immigrants across regions. The larger share of the impact appears to stem from a common component that affected immigrants regardless of where they were located. Our somewhat speculative reading of this result is that it can be traced to a shift in emphasis of integration policy from a policy focusing on labour market assimilation to one of income support.

Keywords: Immigration, labour market outcomes, settlement policies

Tiltak rettet mot sosial atferd og tilpasning

1. Cathy S, Donald S. A school-based intervention programme for refugee children. *Social Work Maatskaplike Werk* 2000;36:237-246.

Abstract: Since the borders of South Africa opened Cape Town has seen an influx of people, including increasing numbers of children. The government offers refugees a safe haven and the right to work, but the load of direct services and assistance mostly falls onto NGO's such as the Trauma Centre. At the request of teachers a therapeutic activity group, to assist children in working through their traumatic experiences, was established at a school within one accommodation site for refugees. The programme was evaluated principally by observations during the group sessions and records of teachers of the behavioural problems manifested by the children. These showed a general positive response mostly in the areas of reduction of anxiety symptoms and increased social confidence.

2. Maro Doikou-Avlidou, Katerina Dadatsi (2013). Enhancing social integration of immigrant pupils at risk for social, emotional and/or behavioural difficulties: the outcomes of a small-scale social-emotional learning programme. *Emotional and Behavioural Difficulties* Vol. 18, Iss. 1, 2013.

Abstract: The present study aimed to explore the outcomes of a small-scale social and emotional learning (SEL) intervention programme regarding the social behaviour and the social position of pupils from culturally diverse backgrounds. Seven primary and secondary education teachers participated in the study along with the pupils attending their classes; among them there were seven pupils from immigrant or repatriated families who presented social, emotional or behavioural difficulties (target-pupils). The SEL programme was designed to promote target-pupils' social integration. Pre- and post-intervention assessments were conducted with the use of qualitative and quantitative methods. Results indicate a positive interaction during the application of the SEL programme's activities between the target-pupils and their classmates and a few gains in the target-pupils' behaviour and social position following its implementation. The findings are discussed with respect to the need for SEL programmes to enhance immigrant pupils' social integration. Limitations of the study are also discussed.

3. McBrien LJ. Serving the Needs of At-Risk Refugee Youth: A Program Evaluation. *Journal of School Public Relations* 2006;27(3):326-341.

Abstract: Refugee students, although frequently subsumed under the "immigrant" heading, often suffer from effects of significant trauma that can make them more vulnerable than children of voluntary immigrant families. This study evaluated a program created specifically for refugee youth at-risk for academic failure and "social death." The program goals included the creation of a refugee-school-community services coalition designed to deliver culturally appropriate services for a diverse population of refugees. Using mixed methods, I found that the program resulted in positive change in the attitudes and behaviors of the refugee participants and in community social service providers.

4. Rousseau C, Drapeau A, Lacroix L, Bagilishya D, Heusch N. Evaluation of a classroom program of creative expression workshops for refugee and immigrant children. *Journal of Child Psychology & Psychiatry & Allied Disciplines* 2005;46(2):180-185.

Abstract: OBJECTIVE: This evaluative study assessed the effect of a creative expression program designed to prevent emotional and behavioral problems and to enhance self-esteem in immigrant and refugee children attending multiethnic schools.

METHOD: The 12-week program involved 138 children, aged 7 to 13, registered in both integration classes designed for immigrant children and regular classes at two elementary schools. Pretest and posttest data were collected from the children themselves and from their teacher. Teachers used Achenbach's Teacher's Report Form to

assess the emotional and behavioral symptoms of their pupils whereas children self-reported their symptoms with the Dominic, a computerized questionnaire. Self-esteem was measured with the Piers-Harris Self-Concept Scale administered by interviewers to the children.

RESULTS: At the end of the program, the children in the experimental groups reported lower mean levels of internalizing and externalizing symptoms and higher mean levels of feelings of popularity and satisfaction than the children in the control groups, when controlling for baseline data. In integration classes, the effect on self-esteem was especially notable in boys. The intervention's effect on internalizing and externalizing symptoms was not modified by gender, age or fluency in the mainstream language.

CONCLUSION: The study provides some evidence that creative workshops in the classroom can have a beneficial effect on the self-esteem and symptomatology of immigrant and refugee children from various cultures and backgrounds. These quantitative results support previous qualitative analysis showing that the workshops participate in the reconstruction of a meaningful personal world while simultaneously strengthening the link of the child to the group. They also transform the teachers' perceptions of newcomers by placing an emphasis on their strength and their resilience, while not negating their vulnerabilities.

5. Westerling M, Karvinen-Niinikoski S. Theatre enriching social work with immigrants-the case of a Finnish multicultural theatre group. *European Journal of Social Work* 2010;13(2):261-270.

Abstract: This paper is based on a research project at Helsinki University for practice development in social work and a recent study dealing with the issue of the potential role of theatre in social work. This article analyses and explores the possibilities of using theatre for facilitating the integration of immigrants into society. It seeks to bring a new perspective to social work and to the discussion on integration through a theatrical point of view by considering the concept of integration as an act of solidarity. It opens up a more holistic view of integration and emphasizes reciprocity. This article is formed around a case study on a multicultural theatre project, the Kalevala project, in Helsinki in 2005-2006. It was found to promote integration, both through cultural interchange within the group, and also by giving the immigrants both visibility and the opportunity to show their wish to participate in Finnish culture. In return they would like the majority to show some genuine interest in them and what they can bring to the mainstream culture. The research results challenge social workers to see the potential in immigrants, instead of primarily seeing them as victims or as objects that need to be integrated.

6. Maro Doikou-Avliidou, Katerina Dadatsi (2013). Enhancing social integration of immigrant pupils at risk for social, emotional and/or behavioural difficulties: the

outcomes of a small-scale social-emotional learning programme. *Emotional and Behavioural Difficulties*. Vol. 18, Iss. 1, 2013.

Abstract: The present study aimed to explore the outcomes of a small-scale social and emotional learning (SEL) intervention programme regarding the social behaviour and the social position of pupils from culturally diverse backgrounds. Seven primary and secondary education teachers participated in the study along with the pupils attending their classes; among them there were seven pupils from immigrant or repatriated families who presented social, emotional or behavioural difficulties (target-pupils). The SEL programme was designed to promote target-pupils' social integration. Pre- and post-intervention assessments were conducted with the use of qualitative and quantitative methods. Results indicate a positive interaction during the application of the SEL programme's activities between the target-pupils and their classmates and a few gains in the target-pupils' behaviour and social position following its implementation. The findings are discussed with respect to the need for SEL programmes to enhance immigrant pupils' social integration. Limitations of the study are also discussed.

Arbetsrelaterat språkoppläring

1. Delander L, Hammarstedt M, Maansson J, Nyberg E. Integration of Immigrants. The Role of Language Proficiency and Experience. *Evaluation Review* 2005;29(1):24-41.

Abstract: In this article, the authors evaluate a Swedish pilot scheme that targeted immigrants with weak Swedish-language skills registered as unemployed at public employment offices. By sandwiching work-oriented language teaching and practical workplace training, the project aimed at enhancing the employability of project participants but also at alerting them to and preparing them for available training and further education opportunities. For the evaluation, a comparison group of nonparticipants was selected using a propensity score methodology. The results show that participation in the pilot scheme project resulted in much speedier transfers from open unemployment to employment, training, and education.

2. Jackson WE. *United Way of Dade County, Inc. ESL/HELP (English as a Second Language/Haitian Hispanic Employability Language Project)*. A Summary Report. 1983.

Abstract: A federally funded comprehensive skills development and job placement program for Cuban and Haitian immigrants to Florida is described. The cooperative program of the United Way of Dade County, Inc., Miami-Dade Community College, the Spanish American League Against Discrimination, and Coalition for Progress served 8,916 refugees. Aspects of the program outlined and discussed include (1) an introduction to the evaluation of the program, (2) a description of its intent, (3) program objectives, (4) management structure, (5) development of a computer database

for management and recordkeeping, (6) day care and transportation provisions, (7) recruitment and referrals, (8) counseling services, (9) criteria for determining student self-sufficiency, (10) curriculum components and tracks, (11) linkages with public and private organizations, (12) services provided by Miami-Dade Community College, (13) other cooperating agencies, (14) employability assessments, and (15) findings and recommendations. Expenditure data, anecdotal accounts of student success, and other statistics and supporting data are appended. (MSE)

3. Weaver R, Jackson D. Evaluating an academic writing program for nursing students who have English as a second language. *Contemporary Nurse* 2011;38(1-2):130-138.

Abstract: Academic writing skills are essential to the successful completion of pre-registration nursing programs, yet the development of such skills is a challenge for many nursing students, particularly those who speak English as a second language (ESL). It is vital to develop and evaluate strategies that can support academic writing skills for ESL nursing students. This qualitative study evaluated a four-day academic writing intervention strategy designed to support ESL first-year nursing students. Data from the program showed two major areas of difficulty for participants relating to academic writing: problems understanding course content in English, and problems expressing their understanding of that content in English. The participants noted a key benefit of this program was the provision of individual feedback. Programs such as this intervention successfully meet the demands of ESL nursing students, although ongoing support is also needed.

4. Wong P, Duff P, Early M. The Impact of Language and Skills Training on Immigrants' Lives. *TESL Canada Journal* 2001;18(2):1-31.

Abstract: Explores the experiences of immigrants who completed a health care aide training program that combined occupational skills and English-as-a-Second-Language training. Focus was on the employment barriers and personal benefits associated with program completion. Findings revealed participation in training had a major impact on the employment, identities, and settlement of program participants. (Author/VWL)

Arbeidstrening/sysselsetting

1. Aslund O, Johansson P. Virtues of SIN: Can Intensified Public Efforts Help Disadvantaged Immigrants? *Evaluation Review* 2011;35(4):399-427.

Abstract: The labor market integration of immigrants is a top political priority throughout the Organization for Economic Cooperation and Development (OECD) countries. Social and fiscal gains, as well as sustained future labor supply make governments search for effective policies to increase employment among the mostly

disadvantaged. The author studies SIN, a Swedish pilot workplace introduction program targeting these groups, using very detailed individual data and allowing for effects through several channels. The results show increased transitions from unemployment to work experience schemes and improved future employment probabilities for those who entered these schemes. A rough calculation suggests that each job year created cost about Euro 30,000.

2. Clausen J, Heinesen E, Hummelgaard H, Husted L, Rosholm M. The effect of integration policies on the time until regular employment of newly arrived immigrants: Evidence from Denmark. *Labour Economics* 2009;16(4):409-417.

Abstract: We analyse the effect of active labour-market programmes on the hazard rate into regular employment for newly arrived immigrants using the timing-of-events duration model. We take account of language course participation and progression in destination country language skills. We use rich administrative data from Denmark. We find substantial lock-in effects of participation in active labour-market programmes. Post programme effects on the hazard rate to regular employment are significantly positive for wage subsidy programmes, but not for other types of programmes. For language course participants, improvement in language proficiency has significant and substantial positive effects on the hazard rate to employment. (C) 2008 Elsevier B.V. All rights reserved.

3. Geva-May I. Absorption Policies in Israel: The Retraining of Immigrant Scientists in an Emergency Mass Immigration. *Transaction*; 2000. pp. 177-203.

Abstract: Examines social/professional integration problems experienced by highly qualified scientists from the former USSR who were part of the 1989-1991 immigration wave to Israel. Because the 6,000 scientists, mostly university professors or research engineers, could not find employment in their fields, the Israeli Absorption Dept of the Ministry of Science & Technology initiated a program in 1990 to retrain them as high school teachers. It was believed this policy would allow scientists to find relatively appropriate employment while simultaneously enhancing the nation's education system. A 3-year program evaluation indicates that 89% of the scientists obtained their teaching certificates, & most were working in schools. The program was shown to be feasible in terms of facilitating the social absorption of scientists as well as boosting the school system by providing highly qualified teachers in areas lacking them. The importance of the political & social setting is discussed in relation to retraining programs. 3 Tables, 63 References. J. Lindroth

4. Heinesen E, Husted L, Rosholm M. The Effects of Active Labour Market Policies for Immigrants Receiving Social Assistance in Denmark. IZA Discussion Paper No. 5632. 2011.

Abstract: We estimate the effect of active labour market programmes on the exit rate to regular employment for non-western immigrants in Denmark who receive social

assistance. We use the timing-of-events duration model and rich administrative data. We find large positive post-programme effects, and, surprisingly, even most in-programme effects are positive. The effects are largest for subsidized employment programmes, but effects are also large and significant for direct employment programmes and other programmes. The effects are larger if programmes begin after six months of unemployment. Implications of our estimates are illustrated by calculating effects on the duration to regular employment over a five-year period.

5. Itzhaky H, Ribner DS. Gender, values and the work place - Considerations for immigrant acculturation. *International Social Work* 1999;42(2):127

Abstract: A group of some 200 refugees, forced to leave a totalitarian, fundamentalist, Middle Eastern regime, took part in a transitional program in a European city before their eventual move to a Western country. Part of their activities during this 11-12-month period revolved around a community center created for this population, which offered, in part, various non-skilled occupational activities. Study findings indicate that women had significantly higher levels of job satisfaction and commitment to the work place than did men. Implications for refugee acculturation were also noted.

6. Jahn E, Rosholm M. *Is Temporary Agency Employment a Stepping Stone for Immigrants?* IZA discussion paper no. 6405. 2012.

Abstract: We investigate whether agency employment is a bridge into regular employment for immigrants to Denmark using the timing-of-events approach. We provide evidence of large positive in-treatment effects, particularly for non-western immigrants and immigrants arriving during childhood. Post-treatment effects are fairly high for male non-western immigrants and immigrants from Eastern Europe.

7. Joona PA, Nekby L. Intensive Coaching of New Immigrants: An Evaluation Based on Random Program Assignment. *Scandinavian Journal of Economics* 2012;114(2):575-600.

Abstract: The purpose of this study is to evaluate whether intensive counseling and coaching by Public Employment Service (PES) caseworkers improves the employment opportunities of new immigrants in Sweden. This is tested within the framework of introduction programs for new immigrants. A trial introduction program was implemented from October 2006 to June 2008. Within participating municipalities, new immigrants were randomly assigned into treatment (intensive coaching) or control (regular introduction programs). The results indicate that there are significant treatment effects on employment probabilities as well as on participation in intermediate PES training programs.

8. Sarvimäki M, Hämäläinen K. Assimilating immigrants. The impact of an integration program. Updated version of HECER Discussion Paper No. 306. 2012.

9. Thomsen, SL and Walter, T. *Temporary Extra Jobs for Immigrants: Merging Lane to Employment or Dead-End Road in Welfare?* ZEW - Centre for European Economic Research Discussion Paper No. 10-027. Centre for European Economic Research (ZEW) and Centre for European Economic Research (ZEW). Date posted: 15 May 2010

Abstract: In the context of a substantial welfare reform in 2005, a new employment program has been introduced in Germany, the so-called Temporary Extra Jobs. These jobs provide temporary work opportunities in the public sector for welfare recipients in order to maintain or enhance the employability of the participants and to improve the job chances for regular employment. While engaged, participants receive welfare benefits, and, in addition, for their efforts in the program, they are paid an hourly wage of between 1 and 2 Euro. Occupations in Temporary Extra Jobs have to be additional in nature, of value for society, and must not compete with regular jobs in the market. Despite being intended to act as a last resort of activation for the most disadvantaged welfare recipients, this function is hardly met. With more than 750,000 participants each year, the program is the most frequently used welfare-to-work program in Germany. Within the population of welfare recipients in Germany, immigrants are clearly over-represented with a two thirds larger share than in the overall population. In 2006, more than 34 percent of all welfare recipients were immigrants while their corresponding share of the population was only about 19.5 percent. However, despite their over-representation in welfare, immigrants are not a specific priority group. For this reason, German welfare lacks integration plans for immigrants that are offered in other countries. Instead, immigrants are placed in the standard welfare-to-work programs that have been designed for all welfare recipients. Therefore, immigrants are also frequently placed in Temporary Extra Jobs, even though the use of the program in this group is somewhat less pronounced than in the group of native Germans. In this paper, we evaluate the effects of participating in a Temporary Extra Job on the chance of exiting welfare by taking up employment for immigrant welfare recipients. Since Germany's welfare-to-work programs are not particularly designed for immigrants but for all welfare recipients, we contrast the findings to the effects for native Germans. In addition, we analyze potential differences in the effects between the two ethnic groups trying to illuminate the causes of these differences. For the empirical analysis we use an inflow sample into welfare in 2006 of about 160,000 observations with individual information obtained from register data. These data enable quite a detailed characterization of the labor market past and current situation of immigrants and natives by covering comprehensive information. In addition, they enable identification of immigrants beyond the concept of citizenship. Our results show, that instead of increasing employment chances Temporary Extra Jobs rather reduce the probability of participants to take up a regular job providing a sufficient income above the subsistence level. Treatment effects are especially adverse if a Temporary Extra Job is started during the second

quarter of a welfare spell. Even though program effects for immigrants are in many cases not as unfavorable as for natives, Temporary Extra Jobs are not an effective activation measure for this group either. The analysis of the differences in treatment effects shows that immigrants benefit more from Temporary Extra Jobs than natives with otherwise identical characteristics. However, using this result to derive the conclusion that Temporary Extra Jobs should be more frequently used for immigrants is misleading. The strong negative treatment effects Temporary Extra Jobs exhibit for both ethnic groups indicate that the program fails to achieve its objectives. The effects are more adverse for natives, but the program does not help immigrants either to leave the welfare system. Temporary Extra Jobs are a dead-end road in welfare rather than a merging lane to regular employment both for immigrants and for natives. Keywords: Immigrants, employment programs, evaluation, decomposition of effects, Germany

10. *What Active Labour Market Programmes Work for Immigrants in Europe? A Meta-Analysis of the Evaluation Literature.* ZEW - Centre for European Economic Research Discussion Paper No. 13-056. Butschek Sebastian and Thomas Walter. Centre for European Economic Research (ZEW) and Centre for European Economic Research (ZEW)

Abstract: A growing body of programme evaluation literature recognizes immigrants as a disadvantaged group on European labor markets and investigates the employment effects of Active Labor Market Programmes (ALMPs) on this subgroup. Using a meta-analysis, we condense 93 estimates from 33 empirical studies of the effectiveness of four types of ALMPs employed across Europe to combat immigrant unemployment: training, job search assistance, and subsidised public and private sector employment. We find that only wage subsidies in the private sector can be confidently recommended to European policy-makers.

Community gardens

1. Agustina I, Beilin R. Community Gardens: Space for Interactions and Adaptations. In: Abbas MY, Bajunid AFI, Azhari NFN, eds. *Asean Conference on Environment-Behaviour Studies*. Amsterdam: Elsevier Science Bv; 2012. (Procedia Social and Behavioral Sciences). pp. 439-448.

Abstract: Community gardens programs for social housing in Melbourne are part of attempts to engage immigrants in urban activities. The literature argues that the gardens provide space for migrants to meet other people and thus foster social inclusion, while at the same time providing space to preserve their cultural identity. This paper will investigate the adaptation of migrants within the garden setting, by considering the extent to which cultural practices in gardening affect their ability to adapt to the host country (Australia). The findings confirm a complex relationship between historical garden practices/culture and the reality of practices in the community gardens. (C) 2012 Published by Elsevier B. V. Selection and/or peer-review

under responsibility of Centre for Environment-Behaviour Studies(cE-Bs), Faculty of Architecture, Planning & Surveying, Universiti Teknologi MARA, Malaysia

2. Bishop R, Purcell E. The value of an allotment group for refugees. *British Journal of Occupational Therapy* 2013;76(6):264-269.

Abstract: Introduction: Refugees experience a number of difficulties when settling in the United Kingdom and may be faced with occupational injustice due to their restricted occupational engagement. This study explores the value of an allotment group for refugees of working age, aiming to explore the role of horticulture and the social environment on health, wellbeing and social inclusion. Method: This was an exploratory study using qualitative methodology based on ethnographic principles. Data collection included observation of the group, semi-structured interviews with five participants, with four of these participants also taking part in photo-elicitation interviews. Data analysis involved using a 'framework' approach to produce three themes and associated sub-themes. Findings: Analysis identified firstly gardening as a meaningful activity; secondly, the importance of the social environment and, lastly, the value of occupational engagement for refugees. Further theoretical analysis led to the conclusion that these themes linked to the dimensions of occupation: doing, being, belonging and becoming. Conclusion: The findings identify how occupational engagement can have a positive impact on the health and wellbeing of refugees, specifically with the use of social and therapeutic horticulture.

Fosterfamilier for enslige flyktninger

1. Ala S. Hosting strangers: hospitality and family practices in fostering unaccompanied refugee young people. *Child and Family Social Work* 2013; 18:5-14.

Abstract: Refugee young people entering foster care face transitions as they settle into life in a new country and household. This paper examines their encounters and negotiations with the public worlds of the asylum system and foster care delivery, within the intimate setting of the household and everyday domestic practices in foster care. It draws on a study on foster care for refugee young people in England focusing on unaccompanied minors looked after by 4 local authorities, and explores the findings from case study interviews with 23 foster carers and 21 young people in their care and 3 young people's focus groups. Using concepts of hospitality and family, it describes participants' accounts of integration in family relationships as falling broadly into 3 models: like-family, guest, and lodger. It discusses the findings from the interviews about development of foster care relationships, including threshold moments, active roles in household activities, and trust, duty and care. It concludes that in the most successful foster care placements young people became integrated into family networks of care, moving beyond hospitality to relationships of family-like intimacy.

Kontaktutvalget

1. Allern EH, Helgesen M, Predelli LN. *Mellom konflikt og integrasjon: evaluering av Kontaktutvalget mellom innvandrere og myndighetene*. Oslo: NIBR; 2001.

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Sponsorship Program

1. Indra DM. An Analysis of the Canadian Private Sponsorship Program for Southeast Asian Refugees. *Ethnic Groups* 1988;7(2):153-172.

Abstract: Consequences of the Canadian program for refugee adjustment, in which refugee families are financially supported by groups of individuals or by religious or other institutions, are reviewed. Private sponsorship via this program grew following its inception in 1978, until at the peak flow of Southeast Asian refugees (1981), about 50% of all migrants were participating. Preliminary expectations were that private sponsorship would serve social, psychological, educational, & financial purposes, but data from a Vancouver-based survey of 1,348 refugees showed that even daily contact with sponsors did not mean significant differences in employment status, English language fluency, or knowledge of Canadian society, when private-sponsored refugees were compared with government-sponsored ones. A model is developed for the argument that structural constraints in the initial formulation of relations between refugees & sponsors (limited cross-cultural tools, sponsorship monopoly on power, the lack of role models for sponsor-refugee relations, & overall sexism) led to social conflicts between refugees & sponsors, refugee sense of deprivation, & refugee female subordination. 1 Figure, 41 References. Adapted from the source document.

Social Integration Program

1. Perrin-Espinasse MT. The Impact of Social Integration Programs on Immigrants' Integration. *Revue internationale d'action communautaire/International Review of Community Development* 1989 (21):185-189.

Abstract: A reevaluation of a social integration program designed to house & otherwise help immigrants during their initial period of higher unemployment & mistrust shows that the program is not effective, & actually counterproductive. Microanalysis reveals that the immigrant entry program in Beaucaire, southern France, suffers many problems due to the interfacing of national objectives & local goals. In Mar 1986 a racial incident provoked a right-wing backlash, & the municipality suspended the program. One effect of the program was to make immigrants more visible, but this served to amplify their rejection, since many of the villagers resented all the help being given to the immigrants. Information designed to dispel myths & inform the public about the immigrants only reinforced feelings of exclusion & competition. It is suggested that entry programs involve a reciprocal adjustment of the lifestyle of both immigrants & locals, part of which is conditioned by the labor market. 3 References. J. Sadler

Statsborgerskap

1. *The Effects of Naturalization on Immigrants' Employment Probability (France, 1968-1999)* IZA Discussion Paper No. 3372. Denis Fougere and Mirna Safi: National Institute of Statistics and Economic Studies (INSEE) - National School for Statistical and Economic Administration (ENSAE) and affiliation not provided to SSRN. Date posted: 03 Nov 2008

Abstract: Naturalization is usually regarded as an important sign of civic and political integration amongst immigrants, but it can also be seen as a factor of their economic integration. The aim of this study is to analyze the naturalization phenomenon in France and examine its link with the immigrants' labor force status. We use longitudinal data from the 'Echantillon D'mographique Permanent' (EDP) sample. The EDP is a panel dataset by which we can follow almost 1% of the French population from 1968 to 1999 through information contained in the 1968, 1975, 1982, 1990 and 1999 French census. The sample we use (N = 36,685) is limited to immigrants who declared themselves non-naturalized at the time they first appeared in the panel. This makes it possible for us to observe possible changes of nationality between two census dates and their potential consequences on the employment probability at the second date. In our study, the probability of naturalization between two census dates not only depends on observable individual characteristics of immigrants (country of birth, age, marital situation, occupation, human capital, etc.), but also on a number of contextual variables related to the role of the community in the assimilation process (size of the community and number of foreigners in the region of residence). We compare the differential rates of naturalization between the various ethnic groups and try to answer the following question: are there differences between the naturalized immigrant population and the immigrant population as a whole? In the second stage, we analyze the effect of naturalization on the individual employment probability by estimating a univariate probit model. To control for the potential endogeneity of the naturalization process, we also estimate a bivariate probit model. With both models, we find that naturalization has a significant positive effect on immigrants' employability and that this effect is particularly high for groups of immigrants who have a low probability of employment in the host country.

Studier som omhandlet fagpersoner innen helsevesen (N=4):

Vi identifiserte 4 studier som var eksplisitt rettet mot helsepersonell (f.eks. sykepleiere og leger), og som kunne derfor være særlig interessant for beslutningstakere innen helsefeltet.

Vi har valgt å liste opp disse studiene separat, men de er også gjengitt i den foregående kategoriseringen av studier

1. Baj PA. Evaluation of a programme to train Russian emigre nurses. *International Journal of Nursing Practice* 1997; 3(1):40-46.

Abstract: This project evaluates a curriculum model designed to specifically help Russian emigre nurses overcome major barriers to employment in the United States of America. Training cycles included: vocational English, basic nursing skills, socialization theory, transcultural care theory, clinical preceptorships, job search workshops and NCLEX-RN preparation. Specific learning objectives and outcome criteria were developed, evaluated and adapted for subsequent training cycles based on pilot programme testing.

2. Bardin A, Porten D. Culture change: A training program for recent immigrant professionals from the former Soviet Union. *Contemporary Family Therapy* 1996; 18(1):61-67.

Abstract: The article describes a training program in structural, integrative family therapy for immigrant professionals from the former Soviet Union at the Training Center of the Shiluv Institute for Family and Couple Therapy in Jerusalem. The program was instituted to meet the pressing needs of a mass immigration of half a million people that came to Israel between 1990 and 1992, This is a retrospective look at the "journey" of the initial group of psychiatrists and psychologists who changed country, culture, language, and professional orientation in just two years. The authors state their conclusions as to the most expedient way to organize therapy for families from the former Soviet Union-a population in need of help but lacking an awareness of therapy and suspicious of the outsider.

3. Castel OC, Ezra V, Alperin M, Nave R, Porat T, Golan AC, et al. Can outcome-based continuing medical education improve performance of immigrant physicians? *Journal of Continuing Education in the Health Professions* 2011;31(1):34-42.

Abstract: INTRODUCTION: Immigrant physicians are a valued resource for physician workforces in many countries. Few studies have explored the education and training needs of immigrant physicians and ways to facilitate their integration into the health care system in which they work. Using an educational program developed for immigrant civilian physicians working in military primary care clinics at the Israel Defence Force, we illustrate how an outcome-based CME program can address practicing physicians' needs for military-specific primary care education and improve patient care.

METHODS: Following an extensive needs assessment, a 3-year curriculum was developed. The curriculum was delivered by a multidisciplinary educational team. Pre/post multiple-choice examinations, objective structured clinical examinations (OSCE), and end-of-program evaluations were administered for curriculum evaluation. To evaluate change in learners' performance, data from the 2003 (before-program) and 2006 (after-program) work-based assessments were retrieved retrospectively. Change in the performance of program participants was compared with that of immigrant physicians who did not participate in the program.

RESULTS: Out of 28 learners, 23 (82%) completed the program. Learners did significantly better in the annual post-tests compared with the pretests ($p < .01$) and improved their OSCE scores ($p < .001$). Most program graduates (90%) rated overall satisfaction as very good or excellent. In comparison with nonparticipants, program graduates performed better on work-based assessments (Cohen's $d = .63$).

DISCUSSION: Our intensive, outcome-based, longitudinal CME program has yielded encouraging results. Other medical educators, facing the challenge of integrating immigrant physicians to fit their health care system, may consider adapting our approach. Copyright 2011 The Alliance for Continuing Medical Education, the Society for Academic Continuing Medical Education, and the Council on CME, Association for Hospital Medical Education.

4. Weaver R, Jackson D. Evaluating an academic writing program for nursing students who have English as a second language. *Contemporary Nurse* 2011;38(1-2):130-138.

Abstract: Academic writing skills are essential to the successful completion of pre-registration nursing programs, yet the development of such skills is a challenge for many nursing students, particularly those who speak English as a second language (ESL). It is vital to develop and evaluate strategies that can support academic writing skills for ESL nursing students. This qualitative study evaluated a four-day academic writing intervention strategy designed to support ESL first-year nursing students. Data from the program showed two major areas of difficulty for participants relating to academic writing: problems understanding course content in English, and problems expressing their understanding of that content in English. The participants noted a key benefit of this program was the provision of individual feedback. Programs such as this intervention successfully meet the demands of ESL nursing students, although ongoing support is also needed.

Diskusjon

I dette notatet har vi søkt etter studier og oversiktsartikler som omhandler ulike tiltak for å øke sosial integrering av innvandrere og deres familier. Notatet bygger på et systematisk litteratursøk i ulike databaser og nettsider, og vi har lett etter både publiserte studier og grå litteratur.

Hensikten med dette prosjektet var å kartlegge forskning om effekt av og erfaringer med tiltak for å øke sosial integrering av innvandrere og deres familier. Dette er tenkt å kunne legge grunnlaget for spesifisering av ett eller flere PICO-spørsmål for en systematisk oversikt. Koding og kartlegging av referanser er en metode for å få bedre oversikt over studier på ett bestemt temaområde, i dette tilfelle studier om tiltak for å øke sosial integrering av innvandrere. Kartleggingen av referanser etter type tiltak kan gi brukere av dette notatet en idé om hva som finnes på feltet og hvor det fortsatt finnes lite forskning.

Gjennom det systematiske søket har vi alt i alt identifisert 160 referanser som vi valgte å gruppere etter ulike typer tiltak, f.eks. introduksjonsprogrammer (generelt), språkopplæringstiltak eller tiltak for å øke kulturkompetanse, veilednings- og mentorprogrammer, tiltak rettet mot å øke kunnskap om og tilgang til det offentlige tjenesteapparatet, arbeidstrening/sysselsettingstiltak, tiltak rettet mot å komme inn i boligmarkedet og nettverksbyggingstiltak.

Vi identifiserte relativt mange studier om effekt av og erfaring med språkopplæringstiltak rettet mot ulike grupper (f.eks. skoleelever, studenter og yngre barn), men vi identifiserte for eksempel kun én studie om tiltak rettet mot å komme inn i boligmarkedet. Resultatet tyder på at den foreliggende kunnskapen om effekt av tiltak for å øke sosial integrering fordeler seg ujevnt over de ulike tiltakskategoriene.

Tatt i betraktning antall studier i én bestemt tiltakskategori og studiedesign (der det foreligger tilstrekkelig informasjon ut fra sammendrag og tittel) er det de følgende temaområder som peker seg ut for nærmere spesifisering av ett eller flere PICO-spørsmål for en eller flere systematiske oversikter:

1) Tiltak for å øke språkkompetanse i det andre språket og kulturkompetanse
Vi har funnet alt i alt 73 studier om tiltak for å øke språk- eller/og kulturkompetanse, deriblant de fleste rettet mot barn, elever og studenter. Blant disse studier har vi

identifisert randomiserte kontrollerte studier og studier med kontrollgruppedesign. Blant disse studiene har vi også funnet studier som eksplisitt var rettet mot helsepersonell (10-12)

2) Arbeidstrening/sysselsetting

Vi har funnet ti studier om effekt av ulike tiltak for å øke innvandreres deltakelse i regulært arbeidsliv/sysselsetting, blant disse seks studier i referanselisten til en meta-analyse (13). Ettersom fokus på vårt litteratursøk ligger på sosial integrering har vi ikke nærmere spesifisert søket mot tiltak for å øke innvandreres deltakelse i regulært arbeidsliv/sysselsetting. Vi antar derfor at vi kan komme til å identifisere flere studier på dette temaet, dersom vi spisser problemstillingen nærmere.

Begrensninger

Søket etter effektstudier på feltet om sosial integrering viste seg å være utfordrende med tanke på å identifisere de rette søketermene og synonymer på de ulike dimensjonene av sosial integrering. Problemstillingen er svært bred. Søket er derfor ikke uttømmende, men resultatene gir likevel et bilde om hva som finnes av relevant forskning.

En begrensning ved et systematisk litteratursøk med sortering er at de inkluderte artiklene verken ble lest i fulltekst eller kvalitetsvurdert. Dette betyr at vi har inkludert, kodet og sortert referansene basert på den informasjonen som er gitt i titler og sammendrag. I noen tilfeller forelå det begrenset informasjon, og studiene lot seg dermed vanskelig kode.

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Vedlegg

Vedlegg 1: Søkestrategier

Ovid Medline/PsycINFO

10.02.2014

3801 treff

1. exp "Emigrants and Immigrants"/
2. Immigration/
3. Refugees/
4. Ethnic Groups/
5. exp "Racial and Ethnic Groups"/
6. ethnic minorit*.tw.
7. or/1-6
8. exp Social Integration/
9. (social* adj3 (integrat* or inclu*)).tw.
10. Cultural competency/
11. (cultur* adj2 (adjust* or change* or adapt*)).tw.
12. Acculturation/
13. Language/
14. Language Development/
15. (language adj3 (skill* or proficen*)).tw.
16. Health Literacy/
17. (community adj4 knowledge).tw.
18. Social Participation/
19. ((communit* or social*) adj3 (activ* or participat* or involv* or engag*)).tw.
20. Social Networking/
21. Social Networks/
22. Interpersonal Relations/
23. exp Interpersonal Relationships/
24. Adaptation, Psychological/
25. Adaptation/
26. Mentors/
27. Mentor/
28. "Delivery of Health Care"/

29. Health Care Utilization/
30. exp Help Seeking Behavior/
31. Health Services Accessibility/
32. ((health care or healthcare or social service* or public service*) adj3 (utilis* or utiliz* or usage or "use")).tw.
33. employment/ or unemployment/ or income/ or social change/ or social mobility/
34. exp Employment Status/
35. exp Education, Professional/
36. exp Higher Education/
37. ((higher or secondary) adj1 educat*).tw.
38. housing/ or independent living/
39. exp Living Arrangements/
40. or/8-39
41. (project* or approach* or "strategy" or "strategies" or effort* or outreach* or activit* or "model" or "models" or program* or intervention* or implement* or initiate*).tw.
42. 7 and 40
43. 41 and 42
44. intervention studies/
45. exp Program Evaluation/
46. 44 or 45
47. 42 and 46
48. ((systematic* adj2 review*) or meta-analy*).tw.
49. exp Research/
50. exp Experimental Design/
51. exp Experimentation/
52. exp study characteristics/
53. exp epidemiologic studies/ or cohort studies/
54. or/48-53
55. 43 and 54
56. 47 or 55

Cochrane Library

10.02.2014

794 treff

ID Search

- #1 MeSH descriptor: [Emigrants and Immigrants] explode all trees
- #2 MeSH descriptor: [Refugees] explode all trees
- #3 MeSH descriptor: [Ethnic Groups] explode all trees
- #4 ethnic minorit*:ti,ab
- #5 #1 or #2 or #3 or #4

- #6 (social* near/3 (integrat* or inclu*)):ti,ab
- #7 MeSH descriptor: [Cultural Competency] explode all trees
- #8 (cultur* near/2 (adjust* or change* or adapt*)):ti,ab
- #9 MeSH descriptor: [Acculturation] explode all trees
- #10 MeSH descriptor: [Language Development] explode all trees
- #11 MeSH descriptor: [Language] explode all trees
- #12 (language near/3 (skill* or proficen*)):ti,ab
- #13 MeSH descriptor: [Health Literacy] explode all trees
- #14 (community near/4 knowledge) .ti,ab
- #15 MeSH descriptor: [Social Participation] explode all trees
- #16 ((communit* or social*) near/3 (activ* or participat* or involv* or engag*)) .tw.
- #17 MeSH descriptor: [Social Networking] explode all trees
- #18 MeSH descriptor: [Interpersonal Relations] explode all trees
- #19 MeSH descriptor: [Adaptation, Psychological] explode all trees
- #20 MeSH descriptor: [Mentors] explode all trees
- #21 MeSH descriptor: [Delivery of Health Care] explode all trees
- #22 MeSH descriptor: [Health Services Accessibility] explode all trees
- #23 ((health care or healthcare or social service* or public service*) near/3 (utilis* or utiliz* or usage or "use")):ti,ab
- #24 MeSH descriptor: [Employment] explode all trees
- #25 (project* or approach* or "strategy" or "strategies" or effort* or outreach* or activit* or "model" or "models" or program* or intervention* or implement* or initi-at*):ti,ab
- #26 MeSH descriptor: [Intervention Studies] explode all trees
- #27 MeSH descriptor: [Program Evaluation] explode all trees
- #28 #5 and #25
- #29 MeSH descriptor: [Income] explode all trees
- #30 MeSH descriptor: [Social Change] explode all trees
- #31 MeSH descriptor: [Social Mobility] explode all trees
- #32 MeSH descriptor: [Education, Professional] explode all trees
- #33 ((higher or secondary) near/1 educat*):ti,ab
- #34 MeSH descriptor: [Housing] explode all trees
- #35 MeSH descriptor: [Independent Living] explode all trees
- #36 #6 or #7 or #8 or #9 or #10 or #11 or #12 or #13 or #14 or #15 or #16 or #17 or #18 or #19 or #20 or #21 or #22 or #23 or #24 or #29 or #30 or #31 or #32 or #33 or #34 or #35
- #37 #5 and #36 and #28

ISI Web of science

09.02.2014

2290 treff

7

#6 AND #5

Indexes=SCI-EXPANDED, SSCI, A&HCI, CPCI-S, CPCI-SSH Timespan=All years

6

TOPIC: (study OR studies OR trial* OR impact* OR evaluat* OR assessment* OR group* OR research* OR outcome* OR effect* OR efficacy OR compar* OR experiment* OR control* OR random* OR result* OR qualitativ* OR interview* OR ethnograph* OR (grounded NEAR/1 theory) OR (repeated NEAR/1 measur*) OR (time NEAR/1 series))

Indexes=SCI-EXPANDED, SSCI, A&HCI, CPCI-S, CPCI-SSH Timespan=All years

5

#4 AND #3

Indexes=SCI-EXPANDED, SSCI, A&HCI, CPCI-S, CPCI-SSH Timespan=All years

4

TS=((social* NEAR/1 (integrat* OR inclu*)) OR (cultur* NEAR/2 (adjust* OR change* OR adapt*)) OR (acculturat*))

Indexes=SCI-EXPANDED, SSCI, A&HCI, CPCI-S, CPCI-SSH Timespan=All years

3

#2 AND #1

Indexes=SCI-EXPANDED, SSCI, A&HCI, CPCI-S, CPCI-SSH Timespan=All years

2

TOPIC: (project* OR approach* OR "strategy" OR "strategies" OR effort* OR outreach* OR activit* OR "model" OR "models" OR program* OR intervention* OR implement* OR initiat*)

Indexes=SCI-EXPANDED, SSCI, A&HCI, CPCI-S, CPCI-SSH Timespan=All years

1

TOPIC: (emigra* OR immigra* OR refugee* OR asylum seeker* OR ethnic minorit*)

Indexes=SCI-EXPANDED, SSCI, A&HCI, CPCI-S, CPCI-SSH Timespan=All years

Proquest: ASSIA, Sociological Abstracts, ERIC, Social Work Abstracts

09.02.2014

1559 treff

((SU.EXACT("Immigrants") OR SU.EXACT("Immigration") OR SU.EXACT("Ethnic minorities")) OR ab((emigra* OR immigra* OR refugee* OR asylum seeker* OR ethnic minorit*)) OR ti((emigra* OR immigra* OR refugee* OR asylum seeker* OR ethnic minorit*))) AND ((ti(social* NEAR/1 (integrat* OR inclu*))) OR ab(social* NEAR/1(integrat* OR inclu*)) OR SU.EXACT("Social integration") OR SU.EXACT("Cultural competence") OR ab(cultur* NEAR/1 (adjust* OR change* OR adapt*)) OR ti(cultur* NEAR/1 (adjust* OR change* OR adapt*)) OR (SU.EXACT("Acculturation") OR ti(acculturat*)) OR SU.EXACT.EXPLODE("Economic integration" OR "Integration" OR "Racial integration" OR "Social integration")) AND (ab((project* OR program* OR intervention* OR implement* OR initiat*)) OR ti((project* OR program* OR intervention* OR implement* OR initiat*))) AND (ti((study OR studies OR trial* OR impact* OR evaluat* OR assessment* OR group* OR outcome* OR effect* OR efficacy OR compar* OR experiment* OR control* OR random* OR result* OR qualitativ* OR interview* OR ethnograph* OR (grounded NEAR/1 theory) OR (repeated NEAR/1 measur*) OR (time NEAR/1 series)))) OR ab((study OR studies OR trial* OR impact* OR evaluat* OR assessment* OR group* OR outcome* OR effect* OR efficacy OR compar* OR experiment* OR control* OR random* OR result* OR qualitativ* OR interview* OR ethnograph* OR (grounded NEAR/1 theory) OR (repeated NEAR/1 measur*) OR (time NEAR/1 series))))))

Bibsys

10.02.2014

292 treff

(((((emne = *Social Integration* eller utvalgte felt = *Sosial? integr?*) eller utvalgte felt = *Sosial? integr?*) eller emne = *Cultural competency*) eller emne = *Acculturation*) eller emne = *Integration programmes*) og (((emne = *Emigrants and Immigrants* eller tittel = *Ethnic Groups*) eller emne = *Refugees*) eller utvalgte felt = *innvandrere? or flyktning? or asylsøker? or immigrant?*)

Social Care Online

10.02.2014

110 treff

- AllFields:'immigrant* or immigrat* or refugee* or asylum or emigra*'
- AND AllFields:'integrat* or inclu*'
- AND AllFields:'*project* or approach* or strategy or strategies or effort* or outreach* or activit* or model or models or program* or intervention* or implement* or initiat*'

SIGLE (Open Grey):

integration immigrant*

SSRN:

integration immigrant*

SSRN

4.3.2014

Integration immigrant*

Antall treff: 192

HUDUSER

28.03.2014

Søkeord: immigrant*

Antall treff: 134

Vi søkte etter grå litteratur i de følgende kildene.

Google

4.3.2014

Referanser ble kun inkludert hvis de ikke ble identifisert i andre databaser allerede.

Vi gikk gjennom de første 200 referanser.

Søkeord: integration immigrant* AND study AND intervention

Migrationpolicy.org

07.11.2013

Treff blir kun registrert i tilfelle de er unike for søket på denne nettsiden (dvs., de ble ikke identifisert i andre databaser)

Søkeord: Immigrant Integration

ingen referanse inkludert

Iza.org – IZA: Database for Migration Literature

07.11.2013

Treff blir kun registrert i tilfelle de er unike for søket på denne nettsiden (dvs., de ble ikke identifisert i andre databaser)

Søkeord: program OR intervention

ingen referanse inkludert

European Migration Network

07.11.2013

Treff blir kun registrert i tilfelle de er unike for søket på denne nettsiden (dvs., de ble ikke identifisert i andre databaser)

Browsed under "EMN Studies/Integration"

Ingen referanse inkludert

European Web Site on Integration

07.11.2013

Treff blir kun registrert i tilfelle de er unike for søket på denne nettsiden (dvs., de ble ikke identifisert i andre databaser)

Søkeord: integration

Ingen referanse inkludert

Federal Office for Migration and Refugees

<http://www.bamf.de>

Antall relevante treff: 1

Vedlegg 2: Koderingsskjema

Social Integration Coding Tool

First author/Year:	
Ref ID:	
Name of reviewer:	

Section A: Background, design & methods

A.1 What kind of printed material does it concern?	A.1.1 Book A.1.2 Journal article A.1.3 Other (specify) _____ A.1.4 Unclear
A.2 What is the status of the report?	A.2.1 Published/ in press A.2.2 Unpublished (including ongoing project, communication) A.2.3 Unclear
A.3 In what country/countries was the study undertaken? (Select maximum of 2. For a review or systematic review which includes studies from more than two countries, code on the basis of which country the lead reviewer was based in.)	A.3.1 UK A.3.2 Republic of Ireland A.3.3 USA A.3.4 Canada A.3.5 Australia or New Zealand A.3.6 Europe ex-UK (please specify) _____ A.3.7 Scandinavia (please specify) _____ A.3.8 Other (specify) _____ A.3.9 Unclear
A.4 What is the purpose of this research study?	A.4.1 Effect study/Evaluation study seeking to establish outcomes A.4.2 Exploration of the target population's experiences with the intervention A.4.3 Other (specify) A.4.4 unclear

Section B: Participants, samples & scope

B.1 Age of the study population	B.1.1 Children B.1.2 Young People/ students B.1.3 Adults B.1.4 Family B.1.5 Other
B.2 Gender of the study population	B.2.1 male only B.2.2 female only B.2.3 mixed gender B.2.4 Not clearly reported

Section C: Social Integration SPECIFIC CODING (PICO)	
C.1 Category of 'immigrants'/ Reasons for immigration	C.1.1 Immigrants (no reason stated) C.1.2 Refugees C.1.3 Working immigrants C.1.4 other C.1.5 unclear
C.2 Intervention – who is responsible for delivery	C.1.1 public sector (e.g., school program) C.1.2 privat sector C.1.3 Voluntary/Not-for-Profit agency C.1.13 Other (please specify) _____ C.1.14 Unclear
C.3 Type of intervention	C.3.1 Introductory program C.3.2 Language/literacy program (e.g., ESL program) C.3.3 Mentoring or counseling program to improve knowledge on the respective society and culture C.3.4 Interventions to increase knowledge on the public sector/assess to public services C.3.5 Interventions to get access to housing and real estate market C.3.6 Interventions to improve ability to networking/Networking intervention C.3.7 improving performance related to working place or higher education C.3.8 Other
C.6 If possible, other details around characteristics and implementation social integration programs (FREETEXT)	

Vedlegg 3: Referanseliste for de inkluderte studiene

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