

Integration CAN-D Summer School



Image: Foreign and Commonwealth Office

Ludwig-Maximilians-Universität München
September 9- 13, 2019

Geschwister-Scholl-Institute of Political Science
Oettingenstraße 67, 80538 München

Integration CAN-D

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IMPRESSUM

Integration CAN-D

Layout:

Nicky Mühlhäußer &
Magdalene Hengst

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Welcome!

Dear participants of the Integration CAN-D Summer School,

Now in its second year, the project Integration CAN-D supports joint research activities in Germany and Canada on the integration of refugees, sharing information and knowledge, and initiating research collaborations. Within the frame of this project, and with the support of our Canadian partner organization CYRRC, we are now happy to organize the Integration CAN-D Summer School for early-career researchers from both countries. Our goal is to foster learning and international exchange in our four research areas:

- Economic, social and political challenges facing refugee children, youth and families;
- Language, literacy and learning;
- Social integration, human rights, social stigma, culture, and security/violence;
- Mental health and the social determinants of well-being.

We hope that all participants can make good use of this workshop for well-informed exchange, open brainstorming and joint working processes, bringing the perspectives of our respective countries together and discussing opportunities and challenges of knowledge transfer and mobilization in the field.

Our heartfelt thanks go to our hosts from Ludwig-Maximilians-Universität München LMU, the Child and Youth Refugee Research Coalition CYRRC and our project funder, the German Federal Ministry for Education and Research BMBF.

We are very much looking forward to the exchange and lively discussions!

Karin Zimmer (project lead) & Nicola Mühlhäußer (co-ordinator)

Welcome!

A warm welcome also on behalf of our local organizing team, the Institute for German as a Foreign Language and the International Research Unit for Multilingualism (IFM). We are happy to host this summer school here in the very heart of Munich, at Ludwig-Maximilians-Universität, one of the leading research universities in Europe, with a more than 500-year-long tradition. Specifically, we are pleased to welcome you at our institute which hosts a number of research projects on social integration, culture and language learning of refugee children and youth.

My special thanks go to the leader and co-ordinator of the Integration CAN-D project for having chosen LMU as a venue for this occasion, and to the Child and Youth Refugee Research Coalition CYRRC and the German Federal Ministry for Education and Research BMBF for funding the event. Moreover, I would like to thank all the participants for your interest in this summer school, having submitted such exciting proposals, and the experts, for having accepted to come to Munich and to exchange your expertise with ambitious early-career researchers.

I hope you will have a wonderful time with us for the next five days and wish you a pleasant stay and successful and inspiring workshops and exchanges.

Claudia Maria Riehl

(Head of Institute for German as a Foreign Language)

PROGRAM

Monday, September 9

11:00 - 11:30 am

Foyer

Arrival and registration

11:30 am - 1:00 pm

Room L 155

Welcome and introductions

Claudia Riehl
Ludwig-Maximilians-Universität München

Karin Zimmer and Nicky Mühlhäußer
Integration CAN-D

1:00-2:00 pm

Foyer

Snack

2:00 - 3:30 pm

Room L 155

Keynote

Melanie Baak, University of South Australia
Schools as sites of inclusion for refugee background students: Policy and practice

3:30 - 4:00 pm

Foyer

Coffee break

4:00 - 5:30 pm

Room

Small working groups

Group A, Session 1

C 007

Group C, Session 1

027

6:45 - 8:15 pm

Room

Small working group

Group A, Session 2

C 007

PROGRAM

Tuesday, September 10

9:30 - 11:00 am	Room
One-to-one advice Melanie Baak, University of South Australia	C 003
11:00 - 11:30 am	Foyer
Coffee break	
11:30 am - 1:00 pm	Room
Small working groups Group A, session 3 Group C, session 2	C 007 027
One-to-one advice Katrin Lindner, Ludwig-Maximilians-Universität München	C 003
1:00 - 2:00 pm	Foyer
Lunch break	
2:00 - 3:30 pm	Room L 155
Keynote Marianne Leuzinger-Bohleber, Sigmund-Freud-Institute <i>Supporting traumatized refugees. Some interdisciplinary and psychoanalytical considerations</i>	
3:30 - 4:00 pm	Foyer
Coffee break	
4:00 - 5:30 pm	Room
Small working groups Group A, Session 4 Group B, Session 1 Group D, Session 1	C 007 C 003 027
One-to-one advice Marianne Leuzinger-Bohleber, Sigmund-Freud-Institute	L 155

PROGRAM

Wednesday, September 11

9:30 - 11:00 am	Room
Small working group	
Group B, Session 2	C 007
One-to-one advice	
David Schiefer, German Center for Integration and Migration Research	C 003
11:00 - 11:30 am	Foyer
Coffee break	
11:30 am - 1:00 pm	Room
Small working group	
Group D, Session 2	027
One-to-one advice	
Solveig Chilla, Europa University of Flensburg	L 155
Katrin Lindner, Ludwig-Maximilians-Universität München	C 003
Elinor Saiegh-Haddad, Bar-Ilan University	C 007
1:00 - 2:00 pm	Foyer
Lunch break	
2:00 - 3:30 pm	Room L 155
Keynote	
Elinor Saiegh-Haddad, Bar-Ilan University, Israel	
<i>MAWRID: A model of Arabic word reading in development</i>	
مورد: موديل تطوري لاكتساب القدرة على قراءة الكلمات بالعربية	
3:30 - 4:00 pm	Foyer
Coffee break	
4:00 - 5:30 pm	Room
Small working group	
Group D, Session 3	027
From 7 pm Dinner: "Über den Tellerrand"	Einsteinstraße 28

PROGRAM

Thursday, September 12

9:30 - 11:00 am	Room
Small working groups	
Group B, session 3	C 007
Group C, session 3	027
Group D, session 4	C 003
11:00 - 11:30 am	Foyer
Coffee break	
11:30 am - 1:00 pm	Room L 155
Keynote	
Itzelín del Rocío Mata Navarro, Jesuit University of Guadalajara, Mexico <i>Family survival strategies: the Central American women in transit migration</i>	
1:00 - 2:00 pm	Foyer
Lunch break	
2:00 - 3:30 pm	Room L 155
Keynote	
Monika Gonser, Heidelberg University of Education & Karin Zimmer, University of Vechta <i>Knowledge transfer and mobilization in refugee research</i>	
3:30 - 4:00 pm	Foyer
Coffee break	
4:00 - 5:30 pm	Room
Small working group	
Group C, Session 4	027
One-to-one advice	
Itzelín del Rocío Mata Navarro, Jesuit University of Guadalajara	C 003

PROGRAM

Friday, September 13

9:30 - 11:00 am

Room L 155

Transfer workshop

Max Wetterauer, Heidelberg University of Education

How to become a science communicator: An introduction

11:00 - 11:30 am

Foyer

Coffee break

11:30 am - 1:00 pm

Room L 155

Closing discussion and feedback

1:00 - 2:00 pm

Foyer

Snack

Keynotes

Monday, September 9, 2:00 – 3:30 pm



Dr. Melanie Baak

University of South Australia

Melanie Baak is a Research Fellow in the School of Education, University of South Australia and the convenor of the Migration and Refugee Research Network (MARRNet). Her research expertise focuses on the varied experiences of people from refugee and asylum seeker backgrounds. In recent research projects she has collaborated with several refugee background communities recently resettled in Australia to explore themes including belonging, schooling and education, employment, identity, home, place, transition, family and gender. She is currently a chief investigator on an ARC Linkage project exploring how schools foster refugee student resilience. Her book 'Negotiating belongings: Stories of forced migration of Dinka women from South Sudan' (Sense, 2016) considers how forced migration shapes experiences of belonging. Melanie was awarded an Australian Government Endeavour Research Fellowship to the University of Glasgow for 4 months in 2017 during which time she researched schools as sites of resettlement for Syrian refugees in Glasgow. Melanie has had diverse roles in community development, education and research working with refugee background communities over the past 16 years.

Schools as sites of inclusion for refugee background students: Policy and practice

Melanie Baak

Abstract. Schools are recognised as one of the primary places in which students from refugee backgrounds connect with their community, build relationships and learn many of the skills and knowledges required for their lives in their new countries. Research into the educational experiences of refugee youth has largely focused on individualised problems and barriers to educational success at school, including trauma, low levels of literacy (Brown et al., 2006) and interrupted schooling (Matthews, 2008; Miller, 2009).

Similarly, policy and practice responses in schools have tended to focus on fixing these individual problems particularly around language and trauma. Acknowledging this, the research focus has recently shifted to examining the importance of developing inclusive school communities (Block et al., 2014; Keddie, 2012; Pugh et al., 2012; Taylor & Sidhu, 2012).

This presentation will draw on research from a number of recent projects conducted in Australia and Scotland to explore how policy and practice can both facilitate and limit the inclusion of refugee background students in schools. Drawing together ideas from across these projects I will explore the multiple levels at which schooling for refugee background students is influenced, from policy development to local level everyday practices of school staff and students. Through this I argue that while the everyday practices of individual actors can have significant effect, cohesive and coherent policies that facilitate individualised responses to students and their families alongside shifts in educational systems in how refugee background students are understood is necessary to enable inclusion of refugee background students in all schools.

Keynotes

Tuesday, September 10, 2:00 – 3:30 pm



Marianne Leuzinger-Bohleber

Sigmund-Freud-Institute, Frankfurt / Main

Marianne Leuzinger-Bohleber, Prof. Dr. phil., director in charge of the Sigmund-Freud-Institute in Frankfurt/Main, Germany (2001-2016), professor em. for psychoanalysis at the University of Kassel, senior professor at the IDeA Excellency Center in Frankfurt/Main. She is a training

analyst of the German Psychoanalytical Association (DPV) and member of the Swiss Psychoanalytical Society and the International Psychoanalytical Association. She is chair of the Committee for Research and Universities of the (DPV); since 2010: Vice Chair for Europe of the Research Board of IPA. Since 2018 she is chair of the IPA Subcommittee for Migration and Refugees. She received the Mary Sigourney Award 2016 and the Haskell Norman Prize for Excellence in Psychoanalysis 2017. Her research fields are clinical and extraclinical research in psychoanalysis, psychoanalytical developmental research, prevention studies, interdisciplinary dialogue between psychoanalysis and literature, educational sciences and the neurosciences. Some publications concerning the work with refugees:

Leuzinger-Bohleber M. & Parens, H. (2018). Editorial: Special Issue on Trauma, Flight and Migration. Introduction. *Int J Appl Psychoanal Studies*, 15, 143–150.

Leuzinger-Bohleber, M. & Hettich, N. (2018). What and how can psychoanalysis contribute in support of refugees? Concepts, clinical experiences and applications in the project STEP-BY-STEP, a pilot project supporting refugees in the initial reception center “Michaelisdorf” (Michaelis-village) in Darmstadt, Germany. *Int J Appl Psychoanal Studies*, 15(3), 151-173.

Leuzinger-Bohleber, M. (2018). The abused child - a sad, never-ending story. Some observations on abused children in the current refugee crisis. In: F. Thomson-Salo & L. Tognoli-Pasquali (eds). *When a Child Has Been Abused* (pp. 40-50). New York: Routledge.

Supporting traumatized refugees. Some interdisciplinary and psychoanalytical considerations

Marianne Leuzinger-Bohleber

Abstract. Dealing with traumatized refugees and migrants has become one of the most pressing topics of our world today, especially because it is inextricably linked to the global threat of the climate catastrophe. The resulting destruction of economic livelihoods and the struggle for resources, combined with the diffuse feeling of inscrutable international dependencies, are central causes of both armed conflicts, the so-called poverty migration as well as the "Great Regression" (Geiselberger, 2017) that has led to a worldwide increase in nationalism, fundamentalism and populist authoritarianism (Appadurai, 2017). "Something has slipped in these societies, they are shaken in their self-image: something raw and furious has now entered the political public sphere, it is shamelessly hated, dangerous feelings, fantasies of violence and even desires to kill are frivolously articulated." (Nachtwey, 2017, p. 215, translation MLB).

Psychoanalysis, as a science of the unconscious and human psychodynamics, may complement such sociological analyses and deepen them by unconscious („irrational“) dimensions toward an interdisciplinary understanding of these highly threatening destructive processes that are always mainly related to irrational factors. In my key lecture I will discuss just two perspectives in this context: As e.g. Bohleber (2010) elaborates, particularly in antisemitism, and in an analogous manner in islamophobia as well as in xenophobia and the violence against migrants and refugees, ubiquitous unconscious phantasy systems are triggered. The foreigner evokes the "phantasma of purity", a narcissistic phantasy of merging with the primary object (Verschmelzungsphantasie) which is always evoked by nationalistic feelings and thinking. According to this phantasma,

the foreigner – by his or her presence – pollutes the “pure idyll” of the homeland, the “father” or “motherland”, the nation. Another archaic phantasy is built on early sibling rivalry and envy: The foreigner is experienced as a greedy, voracious intruder who takes away jobs, prosperity and social welfare and sucks out “the German”, the “American”, etc. One's own failure, loss of job, poverty and all personal misery is unconsciously ascribed to the “other” (i.e. the foreigner) (see e.g. Leuzinger-Bohleber, 2016).

Another reason for the conflicted and hostile prejudicial reactions to refugees lies in that war refugees also evoke unconscious associations linked to “trauma”; in other words, extreme experiences that expose the self to fear of death, helplessness and powerlessness inundate the self in such a way that basic trust” (Erikson, 1959) in helpful love-objects and an actively reliant-self collapses. The biologically rooted flight impulse is one of the ubiquitous reactions to the perception of trauma and traumatized persons. It is the impulse to look away, to deny and to “turn a blind eye” (John Steiner) to the unbearable. We need to reflect and to counteract this impulse, in order to be able to empathize with traumatized refugees and immigrants and to offer to them “a little of that human touch” (Bruce Springsteen).

Referring to the pilot project “STEP-BY-STEP“, supporting refugees in the first arrival institution “Michaelisdorf“ in Darmstadt, I will try to illustrate how interdisciplinary and psychoanalytical trauma research might be fruitful for supporting traumatized refugees.

Keynotes

Wednesday, September 11, 2:00 - 3:30 pm



Elinor Saiegh-Haddad

Bar-Ilan University, Israel

Elinor Saiegh-Haddad is professor of Linguistics at the English Linguistics and Literature Department of the Bar-Ilan University. After graduating at Reading University in England and Bar-Ilan University in Israel, she worked as a Post-doctoral Fellow at the University of Toronto and at the Bar-Ilan University, Israel. With her research, she focuses on reading and spelling development in bilingual contexts, especially Arabic and English; diglossia and language; reading in EFL/ESL; and developmental language and reading disorders. She has published numerous research articles and book chapters and to name just one of the most prominent ones: The “Handbook of Arabic Literacy: Insights and Perspectives” was published in 2014 by Springer. She is an academic consultant and member of the Professional advisory committee of the Israel Ministry of Education and also a member of the Society for the Scientific Study of Reading (SSSR).

MAWRID: Model of Arabic word reading in development

مورد: موديل تطوري لاكتساب القدرة على قراءة الكلمات بالعربية

Elinor Saiegh-Haddad

Abstract. With this talk, Elinor Saiegh-Haddad offers a model of Arabic word reading according to which three conspicuous features of the Arabic language and orthography shape the development of word reading in this language: (a) vowelization/vocalization, or the use of diacritical marks to represent short vowels and other features of articulation; (b) morphological structure, namely, the predominance and transparency of derivational morphological structure in the linguistic and orthographic representation of the Arabic word; and (c) diglossia, specifically, the lexical and lexico-phonological distance between the spoken and the standard forms of Arabic words. She argues that the triangulation of these features governs the acquisition and deployment of reading mechanisms across development. Moreover, the difficulties that readers encounter in their journey from beginning to skilled reading may be better understood if evaluated within these language-specific features of Arabic language and orthography.

Keynotes

Thursday, September 12, 11:30 am - 1:00 pm



Itzelín del Rocío Mata Navarro

Jesuit University of Guadalajara, Mexico

Itzelín del Rocío Mata Navarro is a PhD Sociologist who investigates issues of gender, migration, human rights, social justice and equity. She has published on gender, violence and the body as a social construction, as well as human rights, families and social vulnerability. As a second line research she has written about media, communication and qualitative research methods. She is currently working on projects related to gender, migration and human rights at ITESO-AUSJAL, the academic web from the Jesuit Universities of Latin America. She is currently working at ITESO with undergraduate students teaching subjects as gender and equity, epistemology, media and mixed research methods. She is associated to migration NGOs as FM4 Paso Libre in Guadalajara, México, and she has coordinated gender research projects for the Instituto Municipal de las Mujeres (Women's Local Institute in Zapopan, México).

Family survival strategies: The Central American women in transit migration

Itzelín del Rocío Mata Navarro

Abstract. Women from Honduras, El Salvador, Guatemala and Nicaragua are migrating as a result of forced displacement. This social phenomenon is due to several factors, among them, dispossession of land, political and armed conflicts, the growing presence of transnational organized crime and the economic precariousness and structural violence (such as unemployment, poverty and job insecurity) in Central America. Particularly, symbolic, gender and domestic violence involve different degrees of social vulnerability and lack of agency due to the asymmetric power relations. This increasing of *feminization of migration* has resulted in the development of new family configurations, for example, non-nuclear and extended transnational families, leading to international social problems such as separation of families, transnational motherhood, intensive maternity and the emergence of new concepts such as *extended corporal capital* to understand the *psychoprophylactic strategies* of women, to take care of their children, their families and themselves in the very complex phenomenon of international migration. This phenomenon generates different scenarios of motivation and coercion in the migration processes, which place women and their children at high risk of sexual abuse, human trafficking, abduction and other dangers during the migration transit. This talk aims to formulate new public policies at global, national and local level, and to propose new strategies for gender security protocols that incorporate gender perspective strategies in the transit and destination countries.

Keynotes

Thursday, September 12, 2:00 - 3:30 pm



Monika Gonser

Heidelberg University of Education

Dr. Monika Gonser is a social scientist and works at the interface between research and practice. After coordinating the project "Real-world laboratory Asylum seekers in the Rhine-Neckar region" and a one-year stay as visiting professor at the IIT Madras in Chennai, India, she is currently working at the Transfer Centre of the Heidelberg University of Education in the field of "Flight, Migration and Work in the Rhine-Neckar Metropolitan Region". Her research focuses on science transfer, refugee studies and employment relations.



Karin Zimmer

University of Vechta

Dr. Karin Zimmer is professor of Empirical Education Research at the Faculty of Education and Social Sciences of the University of Vechta, Germany. She is associated with the DIPF | Leibniz Institute for Research and Information in Education in Frankfurt, Germany, where she co-ordinated the Leibniz Education Research Network (LERN) as well as the German national educational report. Prior to DIPF, Karin Zimmer has been senior analyst of PISA at OECD in Paris, France, and professor for human perception and psychometric methods at Aalborg University, Denmark. Her academic background is in experimental psychology, pedagogy, and statistics.

Transfer of research knowledge: Current concepts and approaches in refugee research

Monika Gonser & Karin Zimmer

Abstract. It is generally well accepted that the experiences and insights of practitioners can inform research questions and approaches, and that the field, in turn, can benefit from the results of scientific research. In what ways and towards which aims transfer is carried out is less clear, however. Depending on the perspectives involved, different approaches and schemes are considered as transfer; common terminology includes (mutual) exchange, mobilization, activation or co-operation.

The aim of this input is two-fold: First, we will put forward theoretical reflections on the nature of transfer from various academic disciplines such as social innovation research, health care studies, sustainability research and implementation sciences. Based on the general framework, we will present an analysis of the transfer activities pursued by the projects currently carried out in Germany in the field of refugee research. We will show that current approaches include communication and information, consulting, education and training, and transdisciplinary and permanent cooperation projects involving both researchers and practitioners.

The input serves as an introduction to the deeper reflection and hands-on activity on the transfer theme Friday morning.

Transfer workshop

Friday, September 13, 9:30 - 11:00 am



Image: Self-owned

Max Wetterauer

Heidelberg University of Education

Max Wetterauer is working at the Heidelberg University of Education in the project TRANSFER TOGETHER. He is promoting the ideas of Open Science at the University and is also helping researchers to use social media for their communication. Max studied history and has worked as an online editor and marketer before.

How to become a science communicator: An introduction

Max Wetterauer

Abstract. „What do you work on?“ Depending on your subject, that might be a hard question to answer. Thanks to the internet though there are plenty of ways to talk about your research: Social media, podcasts, video and blogs offer a broad, diverse and international toolkit for science communicators.

In this workshop we will look at several platforms, their pros, cons and requirements. You will not only learn how to find the right platform for your needs, but also how to make the first step by working on your very own communication strategy.

Small working groups

Working Group A

Experts: Hans Dietrich
Claudia Riehl

Stefanie Harsch: Transculturality and translingualism in promoting health literacy and well-being of people with migration and refugee experience in language courses in Germany

Tauqeer Hussain Shah: Inquiry into illegal migration from Pakistan to Greece

Dana Kube: Exploring the experience of Syrian refugees in the German education system: Individual psychological development processes and institutional framework conditions

Eva Raschke: School change in a society shaped by migration - School culture(s) in the current context of forced migration

Dana Wagner: Refugee access to Canada's economic immigration pathways

Monday	4:00 - 5:30 pm	Room C 007
	6:45 - 8:15 pm	Room C 007

Tuesday	11:30 am - 1:00 pm	Room C 007
	4:00 - 5:30 pm	Room C 007

Small working groups

Working Group B

Experts: Solveig Chilla
Katrin Lindner

Lina Abed Ibrahim: BiliSAT: Bilingual language development in school-age children with/without language impairment with Arabic and Turkish as first languages

Redab Al Janaideh: Oral language and reading comprehension in Syrian refugee children in Canada: In view of simple view of reading

Nebiye Hilal Şan: Language assessment of bilingual Turkish-speaking newcomer children

Lisa Vogt: Young refugees in Germany: Transitions into vocational education and training

Tuesday	4:00 - 5:30 pm	Room C 003
Wednesday	9:30 - 11:00 am	Room C 007
Thursday	9:30 - 11:00 am	Room C 007

Small working groups

Working Group C

Experts:	Melanie Baak Monika Gonser
Anke Freuwört:	Impacts and learning processes of political flight on engagement and beliefs within politics
Jannes Jacobsen:	Comparing attitudes towards democracy in times of refugee migration
Mohamed Kharbach:	The analytic study of the language of terrorist groups, ISIS as a case study
Anke Patzelt & Verena Schmid:	Claims-making in the context of the “refugee crisis” - A German-Canadian comparison at a local scale
Maria Ullrich:	Refugees doing citizenship: Negotiation processes of local participation

Monday	4:00 - 5:30 pm	Room 027
Tuesday	11:30 am - 1:00 pm	Room 027
Thursday	9:30 - 11:00 am 4:00 - 5:30 pm	Room 027 Room 027

Small working groups

Working Group D

Experts:	Itzelín del Rocío Mata Navarro David Schiefer
Hamid Akbary:	Shift in gender roles and masculine status: Examining how gender dilemmas in post-migration experiences of Muslim men impact their social integration in Canada
Mohamad Alhussein Saoud:	The 2015/2016 New Year's Eve Cologne event and anti-refugee crimes
Lubana Al-Sayed:	Food-related well-being in times of crisis - Conceptual considerations and empirical findings for Syrian refugees in Germany
Pallabi Bhattacharyya:	An approach towards rebuilding capabilities among refugee women through process of resettlement
Jennifer Braun:	Immigration in Canada: Trends in public funding and settlement equity
Amanda Louise Palenberg:	Captured in orientalist constructions: Syrian women between gender- and culture-specific attributions

Tuesday	4:00 - 5:30 pm	Room 027
Wednesday	11:30 am - 1:00 pm	Room 027
	4:00 - 5:30 pm	Room 027
Thursday	9:30 - 11:00 am	Room C 003

One-to-one advice ♦ Overview

Tuesday, September 10, 9:30-11:00 am	Room
Melanie Baak	C 003
Tuesday, September 10, 11:30 am -13:00 pm	Room
Katrin Lindner	C 003
Tuesday, September 10, 4:00 - 5:30 pm	Room
Marianne Leuzinger-Bohleber	L 155
Wednesday, September 11, 9:30 - 11:00 am	Room
David Schiefer	C 003
Wednesday, September 11, 11:30 am - 1:00 pm	Room
Solveig Chilla	L 155
Katrin Lindner	C 003
Elinor Saiegh-Haddad	C 007
Thursday, September 12, 4:00 - 5:30 pm	Room
Itzelín del Rocío Mata Navarro	C 003

PARTICIPANTS OF THE INTEGRATION CAN-D SUMMER SCHOOL

2019

Experts



Solveig Chilla

Europa University of Flensburg

Dr. Solveig Chilla is a Full Professor at the Europa University of Flensburg (since 2018). She acquired her State Examination for education of children with special needs (Education of the deaf and for children with speech and language disorders) in 2003 from the University of Hamburg and her PhD in 2007, and worked as a research assistant at the Research Centre on Multilingualism (538),

project E4: "Specific language impairment and early second language acquisition: Differentiating deviations in morphosyntactic acquisition" (2003-2008). After being a postdoctoral researcher at the University of Bremen, Faculty of Pedagogy and Educational Sciences, she acquired an Assistant Professorship (Juniorprofessur für Pädagogik bei Störungen in Sprache und Kommunikation/Entwicklung von Sprachkompetenz) at the University of Erfurt, Faculty of Educational Science (2010-2012) and worked as a Full Professor at the University of Education at Heidelberg (2012-2018). Her research interests are multilingualism, developmental language disorders, heterogeneity and inclusion, with an emphasis on language assessment and education for students with heterogeneous language backgrounds. Her scientific work in collaborative projects on developmental language disorders and multilingualism was funded by the DFG (2017-2019; CH1112/4-1; DFG/ANR 2013-2016; CH1112/2-1), and the German-Israeli-Foundation (GIF grant 1113/2010; 2012-2014), among others. Webpage: <https://www.uni-flensburg.de/en/departments-of-education-for-communication-disorders/about-us/staff/professorin-dr-phil-solveig-chilla/>



Hans Dietrich

Institute for Employment Research (IAB)

Hans Dietrich works on social inequality, education and the labour market from a school-to-work-transition perspective. He has published numerous contributions and articles on youth unemployment and youth schemes, vocational training and entry into

to the labour market from a national and European perspective. Current research projects focus on the G8 school reform in Germany, youth unemployment and health, transitions of young Syrian migrants into education and employment in Germany, educational decisions of people in Germany, wellbeing and mental health in Australia. Recent work is also published on the gender wage gap in nursing occupations or bogus self-employment in Germany.



Katrin Lindner

Ludwig-Maximilians-Universität München

Katrin Lindner has been Privatdozent for German Linguistics and Psycholinguistics at the University of Munich since 2004. Her dissertation concerned the linguistic means used by preschoolers to organize their interactions (e.g. modal particles). It was published at Niemeyer (now de Gruyter) in 1983. Her research has focused on language acquisition in monolingual and bilingual typically developing children as well as children at risk for specific language impairment. Her papers have been published in book chapters and peer-reviewed journals such as *Applied Psycholinguistics*, *Language Acquisition*, and *Linguistics*. In 2014 she published "Introduction to German Linguistics" at C.H. Beck in München. Since 2017 she collaborates with Becky Chen (PI) in a trans-national pilot and follow-up study about refugee children observing their development in language and literacy skills in Toronto and München. The studies are financed by the CYRRC.

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Claudia Maria Riehl

Ludwig-Maximilians-Universität München

Claudia Maria Riehl is professor for German Linguistics and German as a Foreign Language. She is chair of the Institute of German as a Foreign Language and director of the International Research Unit of Multilingualism (IFM) at the Ludwig-Maximilians-Universität München. Her research interests are sociolinguistic and cognitive aspects of multilingualism, language contact, minority languages and language policy, multiliteracy, and second language teaching. Professor Riehl is the author of many titles, among them the German-speaking introduction into multilingualism and multilingualism research (*Mehrsprachigkeit: Eine Einführung*. Darmstadt: WBG 2014).

ism (IFM) at the Ludwig-Maximilians-Universität München. Her research interests are sociolinguistic and cognitive aspects of multilingualism, language contact, minority languages and language policy, multiliteracy, and second language teaching. Professor Riehl is the author of many titles, among them the German-speaking introduction into multilingualism and multilingualism research (*Mehrsprachigkeit: Eine Einführung*. Darmstadt: WBG 2014).



Image: Rasmus Tranck

David Schiefer

German Center for Integration and Migration Research (DeZIM-Institute)

David Schiefer is a psychologist. After his studies in psychology at the University of Potsdam he became a research associate at the School of Humanities and Social Sciences at Jacobs University Bremen and has earned his PhD there. Focus of his work there, which involved several international and inter-university cooperations, were psychological aspects of bicultural identities (acculturation, value complexity) as well as relationships between cultural majorities and minorities. His dissertation investigated the mutual relationships between societal-cultural value priorities and individual psychological phenomena. He was postdoctoral fellow at the Bremen International Graduate School of Social Sciences (BIGSSS) for two years. From February 2015 to October 2018 David Schiefer was a research associate at the Research Unit of the Expert Council of German Foundations on Integration and Migration (SVR) where he mainly worked on the topic of refugee integration. Since November 2018 he is a senior researcher at the German Center for Integration and Migration Research (DeZIM-Institut) in Berlin. Dr. Schiefer's work has been published in several international peer-reviewed journals such as the European Journal of Social Psychology, the International Journal of Intercultural Relations and the Journal of Cross-Cultural Psychology.

**For the experts giving a keynote,
see pages 10-23**

Participants



Lina Abed Ibrahim

University of Oldenburg

Lina Abed Ibrahim is a lecturer for linguistics, research associate and PhD candidate at the department of English and American studies at the University of Oldenburg. Current project: BiliSAT: Bilingual language development in school-age children with/without language impairment with Arabic and Turkish as first languages. Areas of expertise: bilingual language acquisition in different migrant settings, typical and impaired language acquisition, acquisition of first language in heritage contexts.



Hamid Akbary

University of Calgary

Hamid Akbary is originally from Afghanistan where he completed his undergraduate studies in English Language at Kabul University. In 2013, he received a Fulbright Scholarship from the U.S. government to pursue his master's degree in sociology at Lehigh University. He is currently a doctoral candidate at the sociology department of the University of Calgary. His research interest lies at the intersection of masculinity research and social integration of immigrant men in Canada. Hamid was recently awarded a Social Sciences and Humanities Research Council (SSHRC) Doctoral Fellowship for his doctoral research.



Image: Self-owned

Mohamad Alhussein Saoud

Otto von Fuericke University of Magdeburg

Mohamad Alhussein Saoud has a BA & MA in Economics from Aleppo University, and a MA in Democratic Governance from Ca'Foscari University. Currently, he is a Ph.D. student and a research assistant in the chair of applied economics at Magdeburg University, he also works as a statistical analyst for Refugee Right Europe.



Image: Alia Youssef

Redab Al Janaideh

University of Toronto

Redab is a fourth-year doctoral candidate in the Developmental Psychology and Education Program at OISE/University of Toronto. Her dissertation research focuses on the development of oral language, literacy skills and well-being of newly resettled Syrian refugee children

in Canada, specifically, predictors of reading comprehension and the effects of interrupted education. Further, her current research focuses on the development of discourse skills (conversation, narrative, expository) in bilingual Arabic-speaking children, and their contributions to reading comprehension.



Lubana Al-Sayed

University of Hohenheim

Lubana Al-Sayed studied Food Technology Engineering at Aleppo University, Syria. In 2015, she obtained a European Master's degree in Food Identity funded by the Erasmus Mundus Association, where Lubana studied advanced modules in food production and agribusiness of local and traditional food products. Towards the end of 2016, she received an award from the Food Security

Center to conduct her PhD studies at the Institute of Social Sciences in Agriculture (430b) at the University of Hohenheim. Her main research focus is on exploring the food-related well-being of Syrian refugees in Stuttgart, Germany, and the food- and nutrition-related knowledge transfer with the emphasis on the role of refugees as knowledge brokers.



Pallabi Bhattacharyya

University of Manitoba

Pallabi Bhattacharyya is a PhD student in the Department of Sociology at the University of Manitoba, Canada. She is researching resettlement issues among refugee women in Canada. Her PhD work uses mixed method research to examine how agency and empowerment can result in better integration among refugee women. Before coming to Canada, she has done extensive field work on projects funded by United Nations (UNICEF, UNESCO, WHO), Commonwealth (Sri Lanka), and State Governments of India. Currently, she teaches a course on research methods to undergraduate students at the University of Manitoba.



Jennifer Braun

King's University, Alberta

Jennifer recently completed her PhD in the Department of Sociology at the University of Alberta. Her dissertation research examined women in leadership in agriculture in the Canadian Prairies. She is currently working as an Assistant Professor of Sociology at the King's University in Edmonton, Alberta. She has done several research reports in collaboration with Canadian non-profits looking at trends in public funding for immigration and settlement in Canada. Her research focus is on public funding, programs, policy and settlement equity.



Anke Freuwört

University of Kassel

Anke Freuwört studied Social Science in Hannover, Siegen, Germany and Turku, Finland. She works in a third-party project funded by the Federal Ministry of Education and Research in Germany (BMBF) at the University of Kassel. In her doctoral thesis she focuses on influences of political flight experiences on (political) biographies.



Stefanie Harsch

University of Education Freiburg

Stefanie Harsch is a junior researcher and PhD student who is currently working at the University of Education Freiburg as part of the research project “Health Literacy in Childhood and Adolescence” funded by the German Federal Ministry of Education and Research (BMBF). Furthermore, she is also working as a German as a second language teacher. Her key focus is on health, migration, second language acquisition and transculturality.



Nebiye Hilal Şan

Europa University Flensburg

Nebiye Hilal Şan , M.A., earned a bachelor’s degree in English Language Teaching as a major and German Language as minor at the Middle East Technical University (METU) in Turkey and master’s degree in European Linguistics at the University of Freiburg. Between 2013 and 2016 she has worked in the BiLaD Project (Bilingual language development: Children with typical development and language impairment) and since 2017 she has been working in the BiliSAT Project (Bilingual language development in school-age children with/without language impairment with Arabic and Turkish as first languages) as a research fellow. She is currently pursuing her PhD studies on assessment of developmental language disorder in Immigrant Turkish in Germany, France and the U.S.



Tauqeer Hussain Shah

University of Bielefeld

Tauqeer Hussain Shah is a PhD scholar at the Faculty of Sociology, Bielefeld Graduate School in History and Sociology, University of Bielefeld. His PhD project is related to human smuggling from Pakistan to Greece. Earlier, he received his M.Phil. in Sociology from the University of Gujrat, Pakistan and a MA in Sociology from the University of the Punjab, Lahore, Pakistan. He has teaching and research experience both in Pakistan and Germany.



Jannes Jacobsen

Humboldt University, Berlin

Jannes Jacobsen is a research associate at the Socio-economic Panel (SOEP) at the German Institute for Economic Research (DIW). Additionally, he is doing his PhD at the Berlin Graduate School of Social Science (BGSS) at the Humboldt University. His research interests are integration, attitudes towards migration and survey methodology.



Mohamed Kharbach

Mount Saint Vincent University, Halifax, Nova Scotia

Mohamed Kharbach is a doctoral candidate in Mount Saint Vincent University in Halifax, Canada. His doctoral research focuses on the analysis of the discourse of radicalized groups, ISIS as a case study. His research interests include: critical discourse analysis, critical pedagogy, critical race theory, visual research methodologies, and emerging literacies. Kharbach is also an associate copy editor of the Canadian Journal for New Scholars in Education (CJNSE).



Dana Kube

DIPF | Leibniz Institute for Research and Information in Education

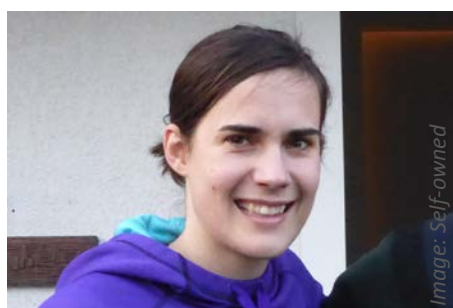
Dana Kube obtained a Master's degree in International Migration and Ethnic Relations in Malmö Sweden, 2016, and has worked in several education and migration projects for international NGOs and the German development cooperation agency in Kosovo and Albania in the past 3 years. After returning to Germany she started to work at the DIPF | Leibniz Institute for Research and Information in Education and will continue her academic work and use her experience in the field for research purposes – and a PhD thesis.



Amanda Louise Palenberg

University of Vechta

Amanda Louise Palenberg did her degrees in Social Business, Social Science (B.A.) and Cultural Science (M.A.) at the University of Vechta. From 2015 to 2017 she worked as a social worker in two accommodations for refugees. Since 2017 she is a doctoral candidate at a PhD College for Gender Studies. With her research she focuses on critical migration studies, post-colonial studies, gender studies, orientalism, occidentalism, racism studies, critical whiteness studies, and empirical methods.



Anke Patzelt

University of Ottawa

Anke is a doctoral candidate in Sociology at the University of Ottawa. Her dissertation research focuses on the mobility, integration and settlement patterns of highly-skilled migrants and the “mobile elites”. She is also part of a comparative research project which examines claims-making in Germany and Canada during the “refugee crisis”. Anke has researched and published on German immigrants in Canada, concepts of identity construction, home and belonging, citizenship in Germany and Canada, the media discourses in Germany and Canada surrounding the recent “refugee crisis” as well as the vulnerabilities of aging migrants.



Eva Raschke

DIPF | Leibniz Institute for Research and Information in Education

Eva Raschke studied political science and sociology in Kiel, Halifax and Mainz with a focus on democracy research, social inequality and quantitative empirical methods. After graduation she worked in a project with a focus on higher education research and graduate surveys at the International Centre for Higher Education (INCHER) in Kassel and also as a research assistant at the department for democracy research and empirical methods at the University of Marburg. There she started working on her dissertation on the political integration of immigrants. Since October 2018 she is working in a project at the University of Frankfurt about school culture and the integration of refugee children.



Verena Schmid

Heidelberg University

Verena Schmid is a doctoral student at Heidelberg University and a scholarship holder of the Friedrich Ebert Foundation. In her doctoral thesis, she examines the collective memory of local refugee aid. Her research focuses on civil society research, voluntary research and qualitative social research. Her work on volunteering in the refugee crisis at the Centre of Social Investment at Heidelberg University led to a research project on the media reception of the refugee crisis in Germany and Canada.



Adriana Soto-Corominas

University of Alberta

Adriana Soto-Corominas is a postdoctoral fellow in the Department of Linguistics at the University of Alberta (Canada). Her research focuses mainly on bilingual acquisition in childhood, with an emphasis on the acquisition of morpho-syntax by children who learn English as a majority language.



Maria Ullrich

University of Siegen

Maria Ullrich has studied European Studies and Political Science at the universities in Passau, Naples and Bonn. Since her master thesis she focuses on refugee studies. She is especially interested in how refugees develop and use spheres of agency and participate within integration processes. Currently, Maria is based at the University of Siegen („Political Systems and Comparative Political Science“).



Lisa Vogt

University of Bremen

Lisa Vogt works as a research assistant in the Department of Educational Pathways and Diversity at the Institute of Technology and Education (ITB) at the University of

Bremen. In 2013 she finished her Master's Degree in Educational Sciences with a focus on Migration and Education at the University of Bremen. Her main research interest lies on (forced) migration and vocational education in Germany.



Dana Wagner

University of Toronto

Dana Wagner is the director of Canada operations with Talent Beyond Boundaries, a non-profit working to open labour mobility pathways for refugees. Talent Beyond Boundaries

is the lead implementing partner in a pilot project funded by Immigration, Refugees and Citizenship Canada (IRCC) to test and improve refugee access to Canada's economic immigration pathways. Dana previously worked with Canadian Independent Senator Ratna Omidvar, the Global Diversity Exchange, Maytree and the IOM. She is a co-author of *Flight and Freedom: Stories of Escape to Canada*, a board member of Jumpstart, and co-founder of Canada's first dedicated political fact-checker FactsCan. She earned a Master of Global Affairs from the University of Toronto and a Bachelor of Journalism from Carleton University. She has worked in Toronto, Ottawa, Hanoi, and Nairobi.

Organisation

Integration CAN-D



Nicky Mühlhäußer

DIPF | Leibniz Institute for Research and Information in Education

Nicky Mühlhäußer, M.A. coordinates the project Integration CAN-D at DIPF | Leibniz Institute for Research and Information in Education. The project is associated with the Leibniz Education Research Network LERN, and supports the research exchange and cooperation between Canada and Germany on the integration of refugees. Her work in the project includes the organization of international workshops, joint presentations and publications for different target groups. Nicky's academic background is in the fields of political theory, philosophy and queer theory.



Magdalene Hengst

DIPF | Leibniz Institute for Research and Information in Education

Magdalene Hengst is a student assistant with the project Integration CAN-D since August, 2018. After finishing her B.A. at the University of Freiburg and Thessaloniki, Greece, in 2017, in the field of Political Science, she is now studying Political Theory (M.A.) at Goethe University, Frankfurt/Main.

Organisation

Ludwig-Maximilians-Universität München



Mohcine Ait Ramdan

Ludwig-Maximilians-Universität München

Mohcine Ait Ramdan studied German, Oriental and Romance studies and German as a Foreign Language at the Mohamed V Agdal University in Rabat, Morocco, the Otto Friedrich University in Bamberg, Germany, the German-Jordanian University in Amman, Jordan, and the Ludwig-Maximilians-Universität in Munich, Germany. He works in the fields of cognitive and intercultural semantics, the acquisition of written languages and literacy. In addition to his teaching activities at the Institute for German as a Foreign Language and at the Institute for Primary School Pedagogy at the LMU, he works in the training of teachers of refugees.



Andrea Wünsch

Ludwig-Maximilians-Universität München

Andrea Wünsch studied Linguistics at the University of Hertfordshire, England, and at the Ludwig-Maximilians-Universität (LMU) in Munich. She is the Coordinator of the International Research Unit for Multilingualism (Internationale Forschungsstelle für Mehrsprachigkeit, IFM) at the Institute for German as a Foreign Language at the LMU. Her focus of interest is learning and teaching in multilingual contexts. Her areas of expertise encompass various aspects of bi- and multilingualism in family and educational settings, in particular bi-/multilingual language development, language & literacy, teacher education, support for heritage language education and use of multilingual resources in heterogeneous classes. In 2016 she started workshops and seminars for volunteers working with refugees. Migration and integration have since become areas of particular interest.

Project Integration CAN-D

Canada and Germany faced new opportunities and challenges when more refugees than ever arrived in 2015. How to support their integration quickly raised the interest of researchers in both countries. Early in 2016, researchers from the Canadian Child and Youth Refugee Research Coalition CYRRC and the German Leibniz Education Research Network LERN began to share their ideas and initiate research collaborations. Starting with this informal exchange, a more open and structured platform called Integration CAN-D developed in Germany in 2017 (funded by BMBF) and, a year later, in Canada (funded by ERASMUS+). Scientists from various disciplines, most prominently educational sciences, psycholinguistics, psychology, social work, and sociology, work together and foster an exchange on our four research themes. To support the joint research and the knowledge transfer and mobilization, Integration CAN-D is organizing various network activities for researchers from both countries in cooperation with the CYRRC.

Previous activities

Research workshops

Two research workshops took place in 2018: the first in Frankfurt/Main in August on language acquisition and diagnostic language tests in refugee research; the second in Heidelberg in December on knowledge transfer and mobilization in refugee research, sharing experiences and concepts from Germany and Canada. The third workshop was carried out in cooperation with the Ontario Institute for Studies in Education (OISE) of the University of Toronto in April 2019. Topics included language acquisition, teacher education, and the impact of contextual factors on the integration of refugees.



National and international conferences

Integration CAN-D also supports presentations at academic conferences: In spring 2018 and 2019, at the “ice roundtables” at the AERA annual meetings, and in the fall of 2018 at the largest German conference on refugee research in Eichstätt/Germany.



A major goal of the project is to expand its research network continuously.
If you are interested in joining, please do not hesitate to contact me:

Nicky Mühlhäußer
muehlhaeusser@dipf.de
LERN-CAN-D@dipf.de



Floor plan

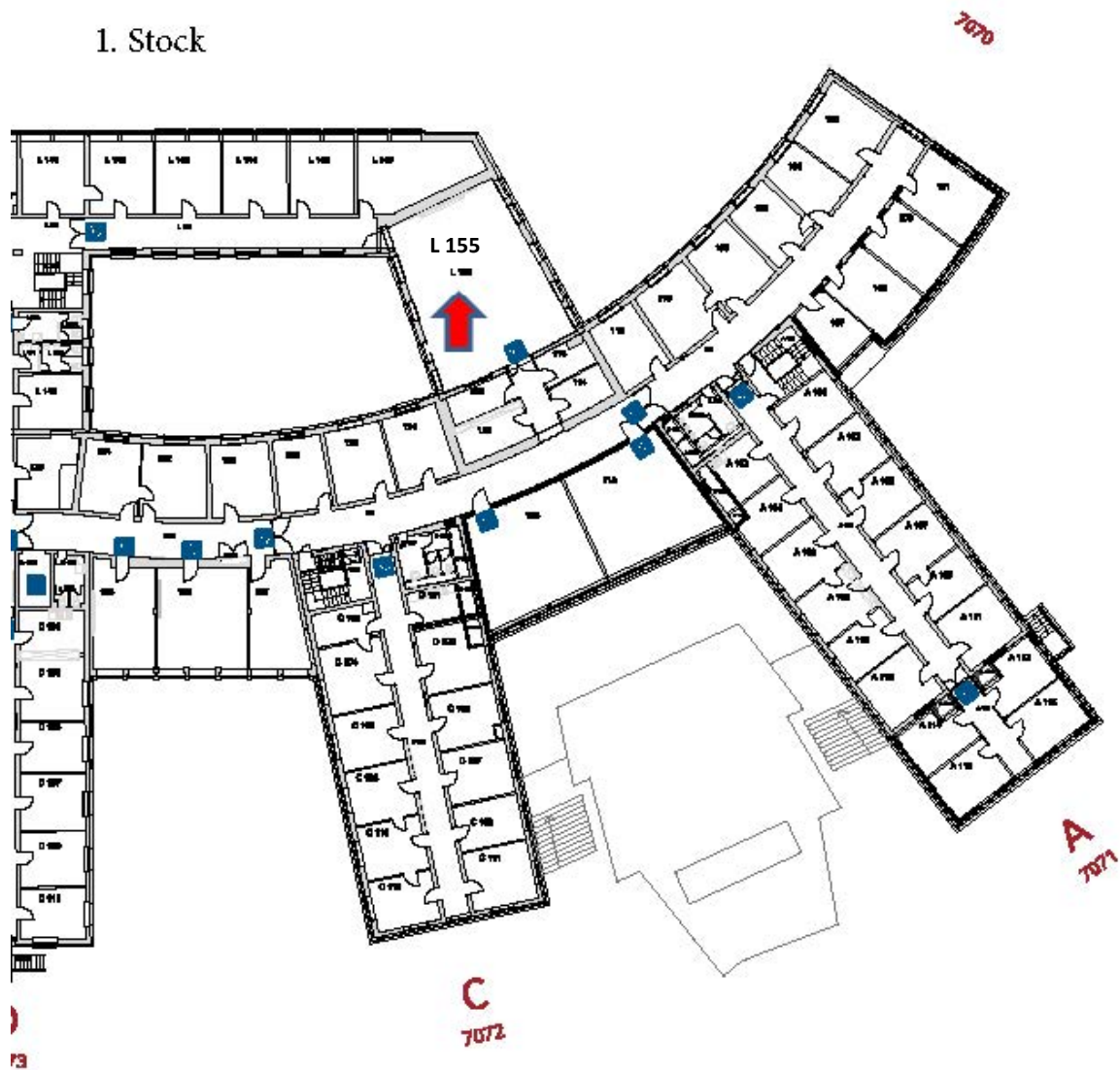
Ground floor

Erdgeschoss



First floor

1. Stock



Your notes...

Your notes...

Your notes...

