

ECSR, Collegio Carlo Alberto and Milan-Turin

Joint Spring School on

The quantitative approach to the analysis of migration and migrants' integration in the host society

Collegio Carlo Alberto, Turin, Italy, **March the 23rd - the 27th**, 2015

The topic for the third edition of the ECSR Spring School is “The quantitative approach to the analysis of migration and migrants' integration in the host society”. The School is promoted by ECSR, Collegio Carlo Alberto and by the universities of Milan and Turin in the frame of the NASP-West, Network for the Advancement in Social and Political Studies. It provides high-quality training on leading-edge theories and methodological approaches to the quantitative analysis of contemporary migrations and of the integration of migrants in the host societies. Particular attention is given to the second and third generation and its position in the social stratification of receiving societies.

The School is organized by Gabriele Ballarino (University of Milan), Tiziana Caponio (Collegio Carlo Alberto and University of Turin), Fabrizio Bernardi (ECSR, EUI), Irena Kogan (University of Mannheim) and Lucinda Platt (London School of Economics).

Faculty includes Gabriele Ballarino, Fabrizio Bernardi, Tiziana Caponio, Renzo Carriero (Turin), Hector Cebolla Boado (UNED, Madrid), Helga de Valk (Brussels), Jörg Dollman (Mannheim), Marc Helbling (WZB, Berlin), Irena Kogan, Hanno Kruse (Mannheim), Tiziana Nazio (Turin), Lucinda Platt, Cristina Solera (Turin).

The school includes a) lectures on key current issues in the field; b) an intensive course on the longitudinal analysis of the life course of migrants and their offspring (including hands-on practical work); c) students' presentations, discussed by faculty members.

Overview

	Monday 23 March	Tuesday 24 March	Wednesday 25 March	Thursday 26 March	Friday 27 March
9:30-11:00	Helbling	Cebolla	Caponio	Kogan	de Valk
11:00-11:30	Break	Break	Break	Break	Break
11:30-13:00	Presentations 1 (Helbling)	Presentations 3 (Cebolla)	Presentations 5 (Caponio)	Presentations 7 (Kogan)	Presentations 9 (de Valk)
13:00-14:00	Lunch	Lunch	Lunch	Lunch	Lunch
14:00-16:00	Dollmann 1	Platt (14:00-15:30)	Dollmann 3	Dollmann 4 (14:00- 15:45)	Presentations 10 (Carriero)
16:00-16:30	Break	Break (15:30-15:45)	Break	Break (15:45-16:00)	END
16:30-18:00	Presentations 2 (Solera)	Dollmann 2 (15:45- 17:45)	Presentations 6 (Nazio)	Presentations 8 (Ballarino; 16:00-18.15)	
		Break (17:45-18:00)			
		Presentations 4 (Platt; 18:00-19:30)			

1. Keynote lectures

Marc Helbling: Comparison in the Migration Field. Methodological Thoughts and New Directions

Over the last decade migration research has become more comparative at both the macro- and micro-sociological level. More and more studies started to quantify policies and to build indices that allow comparing a large number of countries across time. This development allows addressing new research questions but also poses new methodological challenges on how to measure policies. At the individual level more differentiations are being made when it comes to attitudes towards immigrants. Recent research has started to investigate whether attitudes towards different groups of immigrants can be explained by different factors. This points to new research fields and the question how to differentiate and measure these diverging attitudes.

Key references:

Fetzer, Joel S. and Soper, Christopher (2005). *Muslims and the State in Britain, France and Germany*, Cambridge: Cambridge University Press. (Chapter 1).

Helbling, Marc (2013). "Validating Integration and Citizenship Policy Indices", *Comparative European Politics* 11(5): 555-576.

Koopmans, Ruud, Ines Michalowski and Stine Waibel (2012). "Citizenship Rights for Immigrants: National Political Processes and Cross-National Convergence in Western Europe, 1980-2008", *American Journal of Sociology* 117(4): 1202-1245.

Strabac, Zan and Ola Listhaug (2008). "Anti-Muslim prejudice in Europe: A multilevel analysis of survey data from 30 countries", *Social Science Research* 37: 268-286.

Hector Cebolla Boado: Debates on Migrant Disadvantages in Education: Family versus School Context

The much debated causes of disadvantage among immigrant children and the children of immigrants in comparison to natives in integration outcomes are mostly related to *parental quality* rather than to school or, broadly speaking, other institutional factors.

In Spain, for instance, only 1/4 of the existing variation in grades/test scores among these kids finds an explanation at the school level. Regarding non-cognitive outcomes, schools are even less determinant. More specifically, only 2% of the variation in educational expectations and mental wellbeing is associated to the clustering of students across schools. The study of educational expectations given prior attainment proves that immigrant background students are more ambitious and motivated thanks to their parents' optimism. Finally, the general mental wellbeing of immigrant-origin teenagers is poorer than those of comparable natives. This seems to be due to the timing of family migration (kids having migrated between the ages of 5-14 are worse off) and the concentration of other co-ethnics, which prevents establishing interethnic friendship.

Granting early and universal access to daycare and standardized preschool education is the most efficient intervention to reduce these consistent disadvantages.

Key references:

- Anthony F. Heath, C. Rethon, E. Kilpi (2008) "The Second Generation in Western Europe: Education, Unemployment, and Occupational Attainment". *Annual Review of Sociology*, Vol. 34: 211-235.
- Nusche, D. (2009), "What Works in Migrant Education?: A Review of Evidence and Policy Options", *OECD Education Working Papers*, No. 22, OECD Publishing.
- Cebolla-Boado, H. & C. Finotelli, (2015) "Integration Outcomes? A Comparison of the Integration Outcomes of Immigrants in Southern and Northern Europe" *European Journal of Population*. DOI 10.1007/s10680-014-9327-8.
- H. Cebolla Boado (2011) "Primary and secondary effects in the explanation of disadvantage in education: the children of immigrant families in France", *British Journal of Sociology of Education*, 32:3, 407-430.
- Jonsson J. O. & F. Rudolphi (2011) "Weak Performance—Strong Determination: School Achievement and Educational Choice among Children of Immigrants in Sweden" *European Sociological Review* 27 (4)487–508 487.
- Sørensen, A. B. & S. L. Morgan. 2000. "School Effects: Theoretical and Methodological Issues." Pp. 137-60 in *Handbook of the Sociology of Education*, Edited by M. T. Hallinan. New York: Kluwer Academic/Plenum Publishers.
- Cebolla Boado, H. (2007). "Immigrant concentration at schools: peer-pressures in place?" *European Sociological Review*. 23(1): 1-16.
- Cebolla Boado, H. & L. Garrido Medina (2011). "Immigrant concentration in Spanish School: class, school and class-room composition effects" *European Sociological Review*. 27 (5) 606–623.
- Cebolla Boado, H & Y. Aratani. (2015) "Getting Adapted: Determinants of Mental Well-being Among Latin American Adolescents in Spain" *Families and Societies Working Paper* (forthcoming).

Lucinda Platt: Ethnicity and Identity

There has been increasing investigation of the national and ethnic identification of minority populations in Western societies and how far they raise questions about the success or failure of multicultural societies. Much of the political and academic discussion has, however, been premised on two assumptions: first, that ethnic minority and national identification are mutually exclusive, and second, that national identification represents an overarching majority identity, which represents consensus values. This paper discusses the evidence relating to both these contentions, and variation across different origin groups and contexts. Drawing on Berry's acculturation framework, and using a unique large panel data set with an ethnic minority boost sample, it identifies different patterns of identity acculturation in the UK. It explores the correlates of identity acculturation, and specifically investigates the relationship between ethnic/national and political identity across minority and majority populations. It reveals the mutually reinforcing role of ethnic and

national identity among minorities and points to the need to consider more carefully the meaning and variation within understandings of national identity. Potential next steps for analysis of minority and majority identities are outlined.

Key references:

- Berry, John W. 1997. Immigration, acculturation, and adaptation. *Applied Psychology: An International Review* 46(1):5-34.
- Diehl, Claudia, and Rainer Schnell. 2006. "Reactive ethnicity" or "assimilation"? Statements, arguments, and first empirical evidence for labor migrants in Germany. *International Migration Review* 40(4):786-816.
- Ersanilli, Evelyn, Saharso, Sawitri. 2011. The settlement country and ethnic identification of children of Turkish immigrants in Germany, France, and the Netherlands: what role do national integration policies play? *International Migration Review* 45, 907–937.
- Georgiadis, Andreas, and Alan Manning. 2013. One nation under a groove? Understanding national identity. *Journal of Economic Behavior & Organization* 93:166-85.
- Manning, Alan, and Sanchari Roy. 2010. Culture clash or culture club? National identity in Britain. *The Economic Journal* 120(542):F72-F100.
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- Sam, David L., and John W. Berry. 2010. Acculturation: when individuals and groups of different cultural backgrounds meet. *Perspectives on Psychological Science* 5(4):472-81.
- Smith, Anthony. 1991. *National Identity*. Harmondsworth: Penguin Books.
- Verkuyten, Maykel, and Ali Aslan Yildiz. 2007. National (dis)identification and ethnic and religious identity: A study among Turkish-Dutch Muslims. *Personality and Social Psychology Bulletin* 33(10):1448-62.
- Wimmer, Andreas. 2008. The making and unmaking of ethnic boundaries: a multilevel process theory. *American Journal of Sociology* 113(4):970-1022.

Tiziana Caponio: The Multilevel Governance of Immigrant Integration Policies. Implications in terms of Migrants' Integration

In contemporary academic literature on immigration, integration is intended as the process through which immigrants gradually become similar to the majority population in certain aspects, with a particular emphasis on the socio-economic profile, i.e. the acquisition of similar positions in the labour market, education, etc. (Brubaker 2001, 540). Yet, if we consider current debates on immigrant integration policy we hardly find consensus on a definition.

For a long time, migrant integration policy has been conceptualised by scholars in terms of national integration models, looking at how European nation states pursued different and consistent approaches, i.e. the multicultural model in the Netherlands, the republican model in France, the exclusionary or ethnic model

in Germany (see, e.g., Castles and Miller 2009; Finotelli and Michalowski 2012). However, in the 2000s the concept of national integration model has been increasingly criticized for being too a simplistic picture of migrant policy institutional complexity. Migrant integration policy has become a politically correct buzzword, which can allude to very different types of measures and practices, undertaken and carried out by different levels of government in increasingly complex multilevel state structures.

By exploring the contours of the multilevel governance of immigrant integration policy in Europe and outside Europe, in this lecture we shall problematize the possibility of establishing a nexus between integration policies and processes. In this respect, the local level emerges indeed as the crucial one. Yet, vertical relations with other levels of government and horizontal relations with NGOs and stakeholders cannot but be crucial in order to account for local authorities capacity of manoeuvre.

Key references:

- Alexander, M. (2007), *Cities and Labour Immigration. Comparing Policy Responses in Amsterdam, Paris, Rome and Tel Aviv*. Aldershot: Ashgate.
- Anghel, R. (2012), On Successfulness: How National Models of Integration Policies Shape Migrants' Incorporation, *Journal of Immigrant and Refugee Studies*, 10(3): 319-337.
- Bak Jørgensen, M. (2012). The Diverging Logics of Integration Policy Making at National and City Level. *International Migration Review*, 46(1): 244-278.
- Bertossi, C., & Duyvendak, J. W. (2012). National models of immigrant integration: The costs for comparative research. *Comparative European Politics*, 10(3), 237-247.
- Brubaker, R. (2001) "The Return of Assimilation? Changing Perspectives on Immigration and Its Sequels in France, Germany and the United States." *Ethnic and Racial Studies* 24 (4): 531-548. doi: 10.1080/01419870120049770.
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- Finotelli, C. & Michalowski I. (2012) "The Heuristic Potential of Models of Citizenship and Immigrant Integration Reviewed." *Journal of Immigrant and Refugee Studies* 10 (3): 231-240. doi: 10.1080/15562948.2012.693033.
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- Penninx, R. & Martiniello M. (2004) "Integration policies and processes: State of the art and lessons". In *Citizenship in European cities. Immigrants, local politics and integration policies*, edited by R. Penninx, K. Kraal, M. Martiniello, and S. Vertovec, 139–163. Aldershot: Ashgate.
- Poppelaars, C. & Scholten, P. (2008). Two Worlds Apart. The Divergence of National and Local Immigrant Policies in the Netherlands. *Administration & Society*, 40(4): 335-357.
- Vertovec, S., & Wessendorf, S. (Eds.). (2010). *The Multiculturalism Backlash: European discourses, policies and practices*. London: Routledge.
- Zincone, F. & Caponio, T. (2006). The Multilevel Governance of Migration. In: Penninx, R., Berger, M. & Kraal, K. (Eds.). *The Dynamics of International Migration and Settlement in Europe. A State of the Art* (pp. 269-304). IMISCOE Joint Studies Series. Amsterdam: Amsterdam University Press.

Irena Kogan: Integration Policies and Immigrants' Labour Market Outcomes

Existing research has confirmed that immigrants' labour market situation depends not solely on immigrants' individual characteristics but also on the structural conditions in the receiving and sending societies. Among the important features of the immigrant-accepting countries their immigration policy and regulations (Borjas 1990, 1993; Reitz 1998; Portes and Rumbaut 2001), along with the structural features of labour markets, educational systems, and welfare regimes (Piore 1979; Castles and Kosack 1985; Sassen 1988, 1991; Reitz 1998; Freeman and Ögelman 2000; Kogan 2007) have been singled out. The main aim of the national immigration policy is to regulate access to residency by controlling the numbers and characteristics of immigrants that suit particular economic needs or fill political, social, or humanitarian obligations. Integration policies encompass programmes aimed at assisting immigrant settlement and integration. As European countries increasingly strive to attract the 'best and the brightest' immigrants, an assessment of the efficiency of countries' integration policies with regard to adequate transferability and employability of immigrants' human capital resources is largely needed.

Until now research dealing with the assessment of the effectiveness of host-country integration policies, on the one hand, extends to large-scale studies that examine at the macro level whether immigrants' situation in various societal spheres is related to host countries' immigration and integration policies. For example, with regard to the Migration Integration Policy Index (MIPEX), results are equivocal and domain-specific.

Additionally we find a number of smaller-scale country-specific evaluation studies, largely conducted by economists, which focus on estimating specific effects of various integration programmes.

While substantial efforts have been made towards the understanding of immigration and integration policies in Europe and beyond, a systematic assessment of the validity of the established country classifications with regard to such policies is still missing. Hence, the first objective of the presentation will be to link MIPEX country ranking of immigrants' labour market mobility with the distribution of immigrant participation in the selected integration measures based on the representative micro-level data for a large number of countries. By doing so I aim at substantiating an established classification by using factual evidence from the recent individual-level survey data. The paper's second objective is to conduct a detailed assessment of the effects of selected integration policies for immigrants' labour market integration. Three policy tools to be scrutinized encompass host-country language instruction, labour market training courses and labour market counselling targeting newcomers.

Analyses are based on the micro-level data provided by the EULFS ad hoc module on the labour market situation of migrants. The data were collected in 2008 in all EU Member States, Norway, and Switzerland. The main advantage of this dataset is its broad coverage and inclusion of a wide range of variables pertaining to immigration and integration policy dimensions at the individual level. Sufficient number of cases of recent immigrants (arriving between 1998 and 2008) allowed detailed analyses for the following countries: Austria, Belgium, Germany, Spain, France, Greece, Ireland, Italy, Netherlands, Norway, Sweden, UK, (Cyprus and Portugal). Propensity score matching is applied as an analytic strategy to allow differentiating between selection into treatment (e.g., language instruction) and effects of treatment for a number of labour market outcomes.

Key references:

- Huddleston, T./Niessen, J./Chaoimh, E./White, E. 2011. *Migrant Integration Policy Index III*. Brussels: British Council and Migration Policy Group.
- Reitz, J. 2002, Host Societies and the Reception of Immigrants: Research Themes, Emerging Theories and Methodological Issues', *International Migration Review* 35(4): 1005-1019.
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- Caliendo, M., & Kopeinig, S. (2008). Some practical guidance for the implementation of propensity score matching. *Journal of Economic Surveys*, 22(1), 31-72.

Helga de Valk: Union Formation among Migrants in Europe: Old and New Patterns

Research on the transition to adulthood emphasizes the importance of union – and family formation in young adults' lives. Although the literature has covered migrants and their descendants, little is known on how these life-changing events are interrelated. Furthermore although it has been often claimed that parents' and partner characteristics are important for life choices so far the relationship between these characteristics and subsequent demographic behavior have only been partially covered. This is unfortunate as the growing share

of children of immigrants are in union and family formation ages. In this presentation I will present some recent findings from ongoing research projects covering 1) life paths of children of immigrants and the interrelatedness of demographic events 2) intermarriage and family formation among the children of immigrants and finally 3) intra-European binational unions and their determinants. I will take a comparative perspective covering different migrant origins in diverse European countries of settlement in order to determine what are the old and new patterns of union formation among (children of) immigrants.

Key references:

de Valk, H., Milevski, N. (eds.) (2011), Family Life Transitions of the Second Generation, *Advances in Life Course Research*, 16(4: Special Issue): 145-218.

de Valk, H., Díez Medrano, J. (eds.) (2014), Meeting and Mating Across Borders: Union Formation in the European Union Single Market, *Population, Space and Place*, 20(2: Special Issue): 103-199.

2. The Children of Immigrants Longitudinal Survey in Four European Countries CILS4EU. Introduction and Application

Teachers: Jörg Dollmann and Hanno Kruse (MZES, University of Mannheim)

The general idea of the more practical sessions in the afternoon is to introduce the Children of Immigrants Longitudinal Survey in Four European Countries (CILS4EU) and to provide insights in the potential of the data to analyse questions dealing with very different kinds of immigrants' integration in their host societies. Especially between the second and the fourth day, participants will actively work with CILS4EU data and try to answer specific questions on different integration dimensions.

Day 1

The presentation of the first day will mainly deal with the introduction of the basic aspects of CILS4EU: sample design, achieved sample sizes and design weights, insights from fieldwork, survey content, as well as longitudinal aspects. Furthermore, we will present an approach to identify immigrants and categorise them into different generational groups and countries of origin given the problem of partly missing information on the relevant variables on children, parents' and grandparents' countries of birth.

Recommended readings:

Dollmann Jörg, Konstanze Jacob, Frank Kalter (2014): Examining the Diversity of Youth in Europe. A Classification of Generations and Ethnic Origins Using CILS4EU Data (Technical Report). Mannheim: Mannheim Center for European Social Research (MZES). Working Paper 156.

CILS4EU (2014): Children of Immigrants Longitudinal Survey in Four European Countries. Technical Report. Wave 1 – 2010/2011, v1.1.0. Mannheim: Mannheim University.

Day 2

Following the lecture in the morning, the session on the second day will deal with the structural integration of immigrants. We will thereby focus on ethnic differences in educational achievement and in educational attainment. Regarding the first, we will focus on a unique feature of the survey, i.e., standardised language test scores that were administered during the first wave of data collection.

Regarding the latter, we will consider whether there are ethnic differences in educational decisions even at given performance levels. The standard approach to analyse differences in educational decision making into different academic tracks are (multinomial) logistic regression models. However, as recent research (e.g., Mood 2010) has shown, there are some caveats when interpreting log-odds and odds ratios from logistic regression models, especially when it comes to cross-group- and model-comparisons. In addition to the substantial contribution of this session, we will briefly outline this technical problem and present ways how to deal with this issue.

Recommended readings:

Mood, Carina (2010): Logistic Regression: Why We Cannot Do What We Think We Can Do, and What We Can Do About It. *European Sociological Review* 26(1): 67-82.

Jackson, Michelle, Jan O. Jonsson, Frida Rudolphi (2012): Ethnic Inequality in Choice-driven Education Systems: A Longitudinal Study of Performance and Choice in England and Sweden. *Sociology of Education* 85(2): 158-178.

Day 3

This session will focus on immigrants' cultural integration by focusing on the identification of immigrants with their respective sending and host societies. In addition, we will investigate ethnic differences in gender roles in a cross-country comparison between England, Germany, the Netherlands, and Sweden.

Recommended reading:

Diehl, Claudia, Matthias König, Kerstin Ruckdeschel (2009): Religiosity and gender equality: comparing natives and Muslim migrants in Germany. *Ethnic and Racial Studies* 32(2): 278-301.

Day 4

The last session will take up two main issues. On the one hand, we will focus on social integration and the measures included in CILS4EU. One important feature, although with no application by the students, is the sociometric measure introduced in CILS4EU, assessing social relationships within complete classroom networks.

On the other hand, participants will get a chance to explore the possibilities for longitudinal analyses with the CILS4EU data by combining the main issues from the third and the fourth day: Do changes in the composition of friendship networks (measured as ego-centred networks) affect the identification with the host society? Or is the reverse true that changes in the sense of belonging may be accompanied by a change in friendship networks? By using data from the first and the second wave of CILS4EU we will try to shed some light on these questions.

Recommended reading:

Leszczensky, Lars (2013): Do National Identification and Interethnic Friendships Affect One Another? A Longitudinal Test with Adolescents of Turkish Origin in Germany. *Social Science Research* 42(3): 775-788.

Students' presentations

Day	Presentation session 1	Presentation session 2
Monday, 23/3	C. F. Guidi, <i>Inequalities by immigrant status in unmet needs for healthcare: a comprehensive analysis in the European context</i>	I. Mierina, <i>The civic costs of migration: A comparative analysis of participation of Latvian youth at home and abroad</i>
	A. Meckel, <i>Cultural distances and attitudes towards immigrants</i>	G. Sand, <i>Immigrant-native differences in subjective well-being using SHARE</i>
	Discussant: M. Helbling	Discussant: C. Solera
Tuesday, 24/3	K. Pomianowicz, <i>The effect of ethnic school composition and different types of tracking on ethnic educational inequalities in mathematical skills. Multilevel estimates for 24 OECD countries</i>	P. Fick, <i>Consequences of citizenship acquisition for migrants' national identification</i>
	G.-J. Veerman, <i>The relationship between ethnic diversity and classroom disruption in the context of migration policies</i>	M. Fischer-Neumann, <i>Ethnic identities: Psychological social capital for migrants' covert political support in Germany?</i>
	Discussant: H. Cebolla	Discussant: L. Platt
Wednesday, 25/3	B. Brünig, <i>The influence of religious socialization and cultural integration on decisions to wear a headscarf</i>	L. Bartolini, <i>Remittances and the economic crisis: How economic integration impacts on transnational engagement</i>
	M. Coopmans, <i>National day participation as a form of integration: A comparison amongst different ethnic groups in the Netherlands</i>	P. Versino, <i>Might relative parental education help to explain high aspirations of second generation's students?</i>
	Discussant: T. Caponio	Discussant: T. Nazio
Thursday, 26/3	A. Arcarons, <i>A non-ethnic explanation of ethnic penalties in the labour market</i>	D. Auer, <i>Labour market (re-)entry difficulties among different immigrant groups in Switzerland</i>
	D. P. Birgier, <i>Host-country contexts, self-selection patterns, and economic assimilation of immigrants from Argentina and Chile to the US, Sweden and Israel, 1973–1985</i>	J. Muñoz Comet, <i>Who can't take it with them? Differentials in the portability of human capital among immigrants</i>
	Discussant: I. Kogan	E. Vlach, <i>Ethnicity, migration, and educational achievement: A comparison across educational levels</i> Discussant: G. Ballarino

Friday, 27/3

S. Cantalini, *Fertility behaviors of international migrants in Europe*

E. Rosenqvist, *Peer effects on educational choices to upper secondary education*

E. Kraus, *Selection, disruption and interrelation of events: migration and family dynamics of Senegalese men and women*

K. Wolf, *Migrants vs. stayers: Fertility patterns of migrants and non-migrants in Ghana*

Discussant: H. de Valk

Discussant: R. Carriero