



MARTIN-LUTHER-UNIVERSITÄT
HALLE-WITTENBERG

CONFERENCE PROGRAM, AUGUST 21 – 23, 2023

DIVERSITY
MIGRATION
EDUCATION



Foto: Prof. Dr. Gert H. Tietze, Wikipedia

4TH CULTURAL DIVERSITY, MIGRATION, AND EDUCATION CONFERENCE

Awareness, Reflection, Action – Challenging Structural Inequities

DFG Deutsche
Forschungsgemeinschaft





Welcome

Successfully addressing migration-related diversity in classrooms and schools is one of the most pressing issues that will increase in importance in the coming decades. Building evidence-based knowledge regarding how best to decrease educational disparities and increase chances for positive academic development for all children are necessary for a sustainable and successful society.

In July 2016, August 2018 and August 2021, funded by the German Research Foundation (DFG), we successfully held three international conferences on this topic with attendees from more than 20 different countries. This year our theme is:

Awareness, Reflection, Action – Challenging Structural Inequities

Current global crises, including the war on Ukraine and climate disasters in Pakistan and elsewhere, demonstrate that migration and forced displacement continue to characterize our modern societies and shape the human experience. Immigrants and their descendants, along with other marginalized communities, face structural inequities in their new countries of residence (European Union Agency for Fundamental Rights, 2017, 2018). As remarked by the OECD PISA Global Competency Framework, (OECD, 2018), it is of utmost importance that educational settings promote reflection on and challenging of these social inequalities as well as take action to reduce these inequalities.

The aim of our conference is to advance state-of-the-art research focusing on how cultural diversity and issues related to migration contribute to children's educational experiences and adjustment.

By bringing together speakers and presenters from various disciplines, backgrounds, and countries who use both quantitative and qualitative methodologies and include diverse samples, we provide a unique and stimulating forum to inform and inspire new ideas and collaborations that will advance the field of migration and education further.

We are looking forward to another stimulating conference!

Maja K. Schachner, Linda Juang, and the CDME Organizing Team:

Lina Alhaddad, Tuğçe Aral, Sandra Crain, Sophie Hölscher, Savaş Karataş, Judith Kehl, Priscilla Krachum-Ott, Moja Kuss, Sören Umlauf, Julia Wenzing & Danila Tran Thuy Duong

Conference Program



Program at a Glance

Monday, August 21st

9:00-12:30	Pre-conference workshop Qualitative and Quantitative Methods Dr. Sauro Civitillo, Prof. Philipp Jugert, Dr. Johanna Lukate			SR 5+6,EA 26, EG
11:30-13:30	Registration			SR 1: AK 35, EG
13:30-14:00	Welcome Prof. Maja Schachner, Prof. Linda Juang, Dr. Lina Alhaddad, Prof. Jörg Dinkelaker (School of Education, MLU) and Prof. Christine Fürst (Rector's Office, MLU)			HS1
14:00-15:00	Keynote I Prof. Tina Malti <i>The power of psychodiversity: Nurturing every child's social-emotional potential</i> Chair: Julia Wenzing			HS1
15:00- 15:15	Break			STURA
15:15- 15:45	Coffee and Cake Conversation with Tina Malti (Moderator: Julia Wenzing)			SR 1: AK 35, EG
15:45-16:00	Break			STURA
16:00-17:15	Symposium I Family and School: Contexts of Ethnic-Racial Socialization that Challenge or Uphold Ethnic-Racial Inequities in Germany and the Netherlands Chair: Tuğçe Aral HS1	Symposium II Antecedents and Consequents of Personal, Social, and Cultural Identities in Ethnic-Racial Minoritized Youth Chair: Dr. Savaş Karataş HS2	Early Career Scholars Mentoring Event Chairs: Sophie Hölscher, Priscilla Krachum Ott, SR 5+6,EA 26, EG	

Conference Program



17:15-20:00	Welcome Reception and Art Exhibition by Raisan Hameed	HS1
20:00 onwards	Early Career Scholars Get Together at the Bar "Hafenmeister"	Meeting Point: Entrance HS1

Tuesday, August 22nd

8:30-9:30	Keynote II Prof. Sunil Bhatia <i>What does decolonization demand from the psychology of cultural diversity and migration?</i> Chair: Dr. Lina Alhaddad			HS1
9:30-9:45	Break			STURA
9:45-10:15	Coffee and Cake Conversation with Sunil Bhatia (Moderator: Lina Alhaddad)			SR 1: AK 35, EG
10:15-10.20	Break			STURA
10.20-11:35	Spotlight Topic I Challenging Structural Inequities in Academia <i>Prof. KerryAnn O'Meara,</i> <i>Dr. Zehra Çolak,</i> <i>Prof. Özen Odağ</i> Chair: Tuğçe Aral HS1	Symposium III Student Results from the Identity Project: From Pre-tests and Pilots to Randomized Control Trials and Cross-Cultural Comparisons Chair: Sophie Hölscher HS2	Paper Session I Conflict and Cohesion within Educational and Community Settings SR 2: AK 35, 1.OG	
11:35-13:00	Lunch			Mensa

Conference Program



13:00-14:15	Spotlight Topic II Prevention and intervention science in schools and vulnerable communities—promoting positive intergroup relations and belonging <i>Prof. Ughetta Moscardino,</i> <i>Prof. Metin Özdemir,</i> <i>Prof. Selçuk Şirin</i> Chair: Prof. Maja Schachner HS1	Symposium IV Exploring Experiences and Effects of Teachers' Culturally Responsive Teaching Self-Efficacy Chair: Francesca Ialuna Discussant: Prof. Kerstin Göbel HS2	Paper Session II Teachers' Diversity Beliefs and Perspectives SR 2: AK 35, 1.OG	
14:15-14:30	Break			STURA
14:30-15:30	Keynote III Prof. Amina Abubakar Ali <i>Meeting the educational needs of refugees in Africa: Challenges and opportunities</i> Chair: Prof. Maja Schachner			HS1
15:30-15:45	Break			STURA
15:45-16:15	Coffee and Cake Conversation with Amina Abubakar Ali (Moderator: Moja Kuss)			SR 1: AK 35, EG
16:15-16:20	Break			STURA

Conference Program



16.20-17:35	Symposium V Health and Well-Being among Children with Refugee and Migration Experiences Chair: Dr. Lina Alhaddad HS1	Symposium VI Empowering Emerging Adults to Recognize and Combat Antisemitism on Social Media Chair & Discussant: Prof. Özen Odağ HS2	Paper Session III Promoting Culturally Responsive Schools SR 2: AK 35, 1.OG	
17:35-17.45	Break			STURA
17.45	Walking Tour of Halle			Meeting Point: Entrance STURA
19:30	Conference Dinner			Krug zum grünen Kranze

Wednesday, August 23rd

8:30-9:30	Keynote IV Prof. Josefina Bañales <i>The Importance of Youth Critical Racial Consciousness for Youth, Communities, and Societies</i> Chair: Judith Kehl HS1	
9:30-9:45	Break	STURA
9:45-10:15	Coffee and Cake Conversation with Josefina Bañales (Moderator: Judith Kehl)	SR 1: AK 35, EG
10:15-10.20	Break	STURA

Conference Program



10:20-11:35	Spotlight Topic III Engaging in participatory action research: methods of working with and for communities <i>Dr. Susie Bower-Brown,</i> <i>Dr. Johanna M. Lukate,</i> <i>Dr. Apekshya Dhungel</i> Chair: Prof. Linda Juang HS1	Symposium VII When is Classroom (Ethnic) Diversity Beneficial for Whom and Why? Chairs: Prof. Philipp Jugert & Aileen Edele Discussant: Prof. Metin Özdemir HS2	Paper Session IV Understanding School, Family, and Peer Relations: Ethnic Majority and Minority Perspectives SR 2: AK 35, 1.OG	
11:35-13:00	Lunch			Mensa
13:00-13:20	Pop Up Poster Presentations			HS1
13:20-14:15	Poster Session HS1	Paper Session V Unveiling Ethnic Encounters in School Context and Beyond: Ethnic Discrimination, Inequalities, and School Engagement HS2		
14:15-14:30	Break			STURA

Conference Program



14:30-15:30	Keynote V Dr. Noa K. Ha <i>Diaspora Space: Plurality, Racism and Democracy</i> Chair: Danila Tran (Thuy Duong)			HS1
15:30-15:45	Break			STURA
15:45-16:15	Coffee and Cake Conversation with Noa K. Ha (Moderator: Danila Tran (Thuy Duong))			SR 1: AK 35, EG
16:15-16:20	Break			STURA
16:20-17:35	Paper Session VI Cultural Identifications: Antecedents and Consequences HS1	Paper Session VII Cultivating Inclusivity: Exploring Acculturation, Friendship, and Intergroup Understanding in Education HS2	Paper Session VIII Global Perspectives on Education and Migration: Case Studies from Different Regions SR 2: AK 35, 1. OG	
17:35-18:00	Wrap-up and Good-bye			SR 1: AK 35, EG



General Information

Conference Venue

The **4th Cultural Diversity, Migration and Education (CDME)** Conference will be held in Halle (Saale), Germany, at Martin Luther University (Steintor-Campus). Halle is located about 1.5 hours south of Potsdam (venue of previous CDME conferences) and Berlin. Halle is a bustling university town on the banks of the river Saale,



with one of the largest remaining old towns in Germany, an active art scene, a long history of educational research and the base of the German Academy of Sciences (Leopoldina). It is close to cosmopolitan Leipzig and can be reached through Halle-Leipzig airport, but is also connected by train to Berlin airport in just under two hours. Within Germany, Halle is well-connected by train and coach (e.g., direct trains to Munich, Berlin and Frankfurt). Several hotels are located close to the conference venue (e.g., “the niu Ridge” and Hotel am Wasserturm, which offer a discount for university events, or for lower budget options check the B&B hotel or DJH hostel).



Berlin Brandenburg Airport to Halle (Saale) main station



Transport from Berlin Brandenburg Airport (BER) to Halle (Saale) main station is carried out by [FlixBus](#) and [Deutsche Bahn](#) departing from Airport BER – Terminal 1-2 and arriving to Halle (Saale) main station. Intercity-Express trains run about hourly, with timetables differing on weekends and public holidays.

Leipzig/Halle airport to Halle (Saale) main station

The journey from Leipzig/Halle airport to Halle (Saale) main station by train takes on average 11 min. Trains between Leipzig/Halle airport and Halle main station run several times per hour. Tickets can be booked at [Deutsche Bahn](#) or through [HAVAG](#).

Directions from Halle (Saale) main station to Steintor Campus (conference venue)

1. From Halle (Saale) main train station, go to the tram stop “Hauptbahnhof/ZOB” on the other side of the station building (on the side where the bus station is located).
2. Take tram line 2 towards “Soltauer Straße” and ride to the “Am Steintor” stop.



3. Exit the tram at the “Am Steintor” stop.
4. Now walk in a westerly direction. Here you can see the “Steintorpassage” sign. Walk through it.

Conference Program General Information



- You will now reach Luisenstraße. Follow this. After a total of only 2 minutes walking time, you should reach a left-hand bend. Now you can see a large sand-coloured building on your right, the university library. This is the beginning of the “Steintor Campus”.

The entire journey takes about 10-15 minutes, depending on traffic conditions.

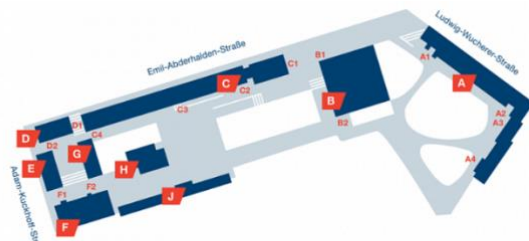
Tram times and tickets can be obtained at [HAVAG](#).

Directions from “the niu Ridge” main conference hotel to Steintor-Campus

- The tram station “Riebeckplatz” is located directly in front of the hotel.
- Get on tram line 2 “Soltauer Straße”.
- Exit the tram at the “Am Steintor” stop.
- Now walk in a westerly direction. Here you can see the “Steintorpassage” sign. Walk through it.
- You will now reach Luisenstraße. Follow this. After a total of only 2 minutes walking time, you should reach a left-hand bend. Now you can see a large sand-coloured building on your right, the university library. This is the beginning of the “Steintor Campus”.

The entire journey takes about 10-15 minutes, depending on traffic conditions.

Tram times and tickets can be obtained at [HAVAG](#).





Preconference Workshops

Workshop by Philipp Jugert & Sauro Civitillo: Reflective Migration Research with Quantitative Methods

How to best capture participant heterogeneity related to ethnicity, race, religion, heritage, and culture poses an ongoing dilemma for researchers focusing on migration and integration. In this workshop, participants will be encouraged to examine variability within social categories when applied to study migration phenomena using quantitative methods. Quantitative research has a high standing both among scientists and the lay public because it is often seen as objective and factual. Yet, quantitative researchers tend to ignore the socially constructed nature of quantitative data and presuppose that quantitative data speak the truth, thereby ignoring their own role and potential biases in the research process. Centering on QuantCrit (Garcia et al., 2018; Gillborn et al., 2018), a framework for using quantitative research that draws on critical race theory (CRT), this workshop aims to improve participants' understanding of the centrality of racism; the acknowledgment that numbers are not neutral; the reality that categories are neither 'natural' nor given; to reflect critically on the terminology being employed (e.g., "migration background" or "migrant"); and that statistical analyses have no inherent value, but they can play a role in struggles for social justice. Participants will have to opportunity to learn and discuss how to do quantitative research on race-ethnicity, migration and integration in a critical and reflective way, while considering the peculiarities around issues of race-ethnicity in their specific context.

Workshop by Johanna M. Lukate: (Towards) Doing Critical Qualitative Research on Migration and Diversity

The world we inhabit remains deeply unjust, with social, economic, and political disparities persisting and marginalised communities and individuals facing ongoing discrimination. This world is also marked by steady flows of migration and the dynamics of diverse societies. Debates about how migration and diversity influence and will influence the social fabric of societies are shaped by discourses around questions of belonging, representation and Othering. In this context, critical research methodologies such as feminist theory and Indigenous-led approaches address how power and the intersections of gender, race, language, migration status, socioeconomic status, and more influence research development and the research process. Through these methodologies, we are encouraged to critically engage with questions such as who conducts research, how is research conducted, and what's its impact?

Conference Program General Information



Centred on researching migration and diversity in contemporary societies, this workshop offers participants an opportunity to deepen their understanding of how research and the methodological choices we make in doing research can either perpetuate or dismantle problematic categories, contributing to or mitigating Othering. The workshop provides a collaborative space for participants to reflect on their own research and how and from where they enter the field – the relationship between research and power, as well as *loci of enunciation*, positionality and reflexivity will be discussed. The workshop assumes that participants have basic knowledge of qualitative research methods. Qualitative research experience is an advantage.

Special Events

Welcome Receptions

Alongside the conference program, we have organized a series of exciting social events to further enhance your experience. We are delighted to announce that, at the *Welcome Reception*, there will be an art exhibition by *Raisan Hameed*, an Iraq-born visual artist currently living in Leipzig. The exhibition will be opened with a speech regarding the impact of "white gaze" on the representation of migration. Additionally, there will be catering and drinks afterwards. It will take place on **August 21st, 2023**.

Get-together for early career scholars

We have planned an evening get-together for early career scholars on **August 21st, 2023**. This will take place at 20:00 in Hafenmeister, Pfälzer Ufer 4, 06108 Halle

There will be a group walking from the welcome reception to the Hafenmeister. The meeting point is in front of HS1 at 07:45 pm

Speed Mentoring Sessions

Our speed mentoring event will take place on **August 21st, 2023**. It aims to provide a space where junior researchers (i.e., Ph.D. students, Post-docs) can benefit from senior researchers' experiences regarding different topics. There will be 3 speed mentoring sessions, each lasting 20 minutes, where a group of mentees is matched to a mentor to talk about one specific topic. Groups and topics will be rotated 3 times.

Mentors include: Josefina Bañales (University of Illinois, USA), Susie Bower-Brown (University College London, United Kingdom), Ughetta Moscardino (University of Padova, Italy), KerryAnn O'Meara (University of Maryland, USA), Zehra Colak (Utrecht University,

Conference Program General Information



The Netherlands), Johanna Lukate (Max Planck Institute for the Study of Religious and Ethnic Diversity, Germany).

Walking Tour of Halle

The Walking Tour of Halle will focus on the history of colonialism and migration in Halle. It will take place on **Tuesday, August 22nd**. It is 3,5 km/2,2 miles long, so bring comfortable walking shoes! The walking tour will end at the conference dinner location. If you have questions about mobility, please contact us.



Keynote Speakers

AMINA ABUBAKAR ALI | AGA KHAN UNIVERSITY, KENYA



Amina Abubakar Ali is known for her research on neurocognitive and mental health outcomes of children and adolescents exposed to multiple risk factors. In 2016, she was awarded the Royal Society Pfizer Award for her innovative work on the development of early childhood development measures and her substantial contributions to the field of neurological assessment. She is a visiting academic at the University of Oxford and a senior research scientist at the Kenya Medical Institute.

The title of her presentation is: *Meeting the educational needs of refugees in Africa: Challenges and opportunities*

TINA MALTI | UNIVERSITY OF TORONTO, CANADA & UNIVERSITY LEIPZIG, GERMANY



Tina Malti's research interests revolve around the socioemotional development and mental health of children, with a focus on developing measures and interventions to help children overcome the effects of trauma and violence. She is the founding director of the Laboratory for Social-Emotional Development and Intervention and of the Centre for Child Development, Mental Health, and Policy in the University of Toronto. In 2023, she was awarded the Alexander von Humboldt Professorship, and is now the director of the Leipzig Research Center for Early Child Development (LFE) in Leipzig University.

The title of her presentation is: *The power of psychodiversity: Nurturing every child's social-emotional potential*



JOSEFINA BAÑALES | UNIVERSITY OF ILLINOIS, CHICAGO, USA

The main research interests of Josefina Bañales are critical racial consciousness, sociopolitical development, racial identity, and youth participatory action research. She is the lab director of the CAMBIAR (Challenging Oppressive Actions and Structures Towards Marginalized Communities in Academia and Research) Collective, a research team examining how social contexts and individual sociocultural factors contribute to critical consciousness development. Working together with youth, parents, and other organizations, she also co-creates opportunities for youth to develop critical racial consciousness. She is an Assistant Professor of Psychology at the University of Illinois.

The title of her presentation is: *The importance of youth critical racial consciousness for youth, communities, and societies*



SUNIL BHATA | CONNECTICUT COLLEGE, USA

Sunil Bhatia is a Professor at Connecticut College and specializes in racial, ethnic, and migrant identity in global and transnational cultures, cultural psychology and narrative theory, and ethnographic and qualitative methods. He has written extensively on the topics of migration, identity, and cultural psychology. In 2006, he started his own non-profit organization, and continues to collaborate with community partners and non-profit organizations in the United States and India. In 2018, he published the book *Decolonizing Psychology: Globalization, Social Justice and Indian Youth Identities*, for which he received the William James Book Award from the American Psychological Association.

The title of his presentation is: *What does decolonization demand from the psychology of cultural diversity and migration?*



**NOA K. HA | GERMAN CENTER FOR INTEGRATION AND
MIGRATION RESEARCH, DEZIM, GERMANY**



Noa K. Ha is a postcolonial urban researcher and the scientific director of the German Center for Integration and Migration Research. Her work focuses on migration and social change, urban remembrance practice, and critical race, intersectional, feminist, and decolonial theory. She has published widely in journals, anthologies, and catalogues, with her most recent works, *European Cities: Modernity, race, and colonialism* and *Städtische Episteme dekolonisieren: Europa und die Europäische Stadt nach 1989 als koloniale Ordnung* (*Decolonizing Urban Epistemes: Europe and the European City after 1989 as a Colonial Order*), published in 2022 and 2023, respectively.

The title of her presentation is: *Diaspora space: Plurality, racism and democracy*



MONDAY, AUGUST 21st

9:00 – 12:30 | PRECONFERENCE WORKSHOPS

QUALITATIVE AND QUANTITATIVE METHODS

Dr. Sauro Civitillo, Prof. Philipp Jugert, Dr. Johanna Lukate

11:30 – 13:30 | REGISTRATION

13:30 – 14:00 | WELCOME

Prof. Maja Schachner, Prof. Linda Juang, Dr. Lina Alhaddad, Prof. Jörg Dinkelaker (School of Education, MLU) and Prof. Christine Fürst (Rector's Office, MLU)

14:00 – 15:00 | KEYNOTE I

THE POWER OF PSYCHODIVERSITY: NURTURING EVERY CHILD'S SOCIAL-EMOTIONAL POTENTIAL

Prof. Tina Malti (University of Toronto, Canada and University Leipzig, Germany)

Chair: Julia Wenzing

15:00 – 15:15 | BREAK

15:15 – 15:45 | COFFEE AND CAKE CONVERSATION WITH TINA MALTI

Moderator: Julia Wenzing

15:45 – 16:00 | BREAK



16:00 – 17:15 | SYMPOSIUM I

FAMILY AND SCHOOL: CONTEXTS OF ETHNIC-RACIAL SOCIALIZATION THAT CHALLENGE OR UPHOLD ETHNIC-RACIAL INEQUITIES IN GERMANY AND THE NETHERLANDS

Chair: Tuğçe Aral (*University of Potsdam, Germany*)

Children growing up in multicultural societies are constantly exposed to explicit and implicit messages regarding the meaning of ethnicity, culture, and racism. Consequently, there is a need to understand the nuances of these messages in European countries. This symposium focuses on ethnic-racial socialization primarily in the family and school contexts in Germany and the Netherlands. Study 1 explores the meaning of being German among immigrant descent parents by identifying latent profiles and investigating ethnic-racial socialization-related outcomes of the profiles. Study 2 examines the socialization goals and practices of white German parents of elementary school children. Study 3 shifts our focus to schools by exploring the institutional exclusion mechanisms that impact access to daycare places for minoritized children in Germany. Finally, Study 4 investigates ethnic representation and stereotypes in textbooks from two core secondary school subjects in the Netherlands: math and Dutch. Combining research with different societal contexts and methodologies using samples from diverse communities, we hope to stimulate a lively discussion on ethnic-racial socialization across family and school contexts and how they inform one another.

1. **Different meanings of being German and their relations to ethnic-racial socialization among parents of immigrant descent** | Tuğçe Aral (*University of Potsdam, Germany*), Linda Juang (*University of Potsdam, Germany*)

Germany has long been an immigration country. Considering the diverse population of Germany, Dittmann, and Kopf-Beck (2019) studied the meaning of being German based on the perspectives of German citizens, yet only 15% of the study participants had an immigration descent. What it means to be German for people with an immigration history in their family might have different reasoning behind it than people of non-immigrant descent. For instance, we know that discrimination experiences weaken ethnic minority and immigrant descent youth and adults' national identification across different country contexts (Fleischmann, Leszczensky, Pink, 2019; Molina et al., 2015, Verkuyten & Martinovic, 2012). At the same time, ethnic-racial



socialization research suggests that parents who often experience discrimination are more likely to provide their children with messages on racism (Hughes, 2003). Yet we do not know whether parents' understanding of who is considered "German" would have relations to the messages they transmit to their children about ethnicity, culture, and racism. In this study, we aim to 1) explore the meaning of being German among immigrant descent parents and identify latent profiles of German identities, 2) examine the predictors (e.g., discrimination experiences) of the latent profile membership and 3) investigate relations between the identity profiles and parental ethnic-racial socialization contents. Based on previous research (Ditlmann & Kopf-Beck, 2019), we expected to find three or four latent profiles (Hypothesis 1): a trait-based identity (describing personality-traits that are supposed to be typical for Germans such as punctuality), heritage-based identity (focusing on language, heritage, religion, and nativism), legal-formalistic identity (focusing on requirements for obtaining and holding citizenship of national identity and ideology-based identity (emphasizing democracy, welfare, freedom, and economy and safety). We expected that discrimination experiences would predict membership in profiles relying more on a trait-based identity and a heritage-based identity (Hypothesis 2). We expected parents in these two profiles would engage in more protective socialization messages (i.e., heritage culture and racism), and parents in legal-formalistic identity and ideology-based identity profiles would engage in more promotive socialization messages (egalitarian socialization; Hypothesis 3). All the hypotheses will be preregistered. Our sample included approximately 500 parents of immigrant descent (50% female) with school-aged children. Participants completed an online survey study in 2022/2023. The sample varied regarding immigration generation status, country of origin, religion, and education level. We measured the meaning of being German using 12 items (adapted based on Ditlmann & Kopf-Beck, 2019) and parental heritage culture and racism socialization (Juang et al., in preparation). We will use latent profile analysis to explore profiles and their relations to hypothesized predictors and outcomes. Our findings will show how context (i.e., experiences with racism) may be associated with immigrant descent parents' understanding of German identity, and how this, in turn, may be associated with the types of messages concerning racism, heritage culture, and equality they convey to their children.



2. **White German parents' racial-ethnic socialization in two different cities** | Marie J. Kaiser (University of Duisburg-Essen), Carolin Hagelskamp (HWR Berlin/Berlin School of Economics and Law), Philipp Jugert (University of Duisburg-Essen)

Along with school and peers, parents are important socialization agents in middle childhood (Degener & Dalege, 2013). Understanding how parents socialize their children about race-ethnicity is hence crucial in challenging structural racial-ethnic inequities (Abaied et al., 2021). In Germany, notions of Germanness have been closely tied to nativist-ethnic ideas (Ditlmann, 2011) and a taboo around race undermines public discourses on racism (Juang et al., 2021). In this climate, it is important to explore how white German parents navigate topics around race-ethnicity with their children, referred to as racial-ethnic socialization (RES). In two studies, we assess exploratively the socialization goals and practices of white German parents of elementary school children. We conducted semi-structured interviews in two cities which differ in the level of racial-ethnic diversity and the historical context. In Study 1, we interviewed 29 white German parents in an eastern city that has a relatively low level of racial-ethnic diversity and was formerly part of the German Democratic Republic. Using reflexive thematic analysis (Braun et al., 2019), we found that while many parents claimed that whiteness was irrelevant to them, they implicitly defined Germanness as a white and nativist standard for their children. Silence about race, i.e., discussing topics related to race-ethnicity, privilege, and racism was a prominent theme. At the same time, many parents reported promoting diversity. However, their approaches often remained superficial, with only a few parents addressing structural racism. Many parents conveyed stereotyped images and Othering, and some openly promoted mistrust. Insecurity and hesitancy about appropriate language, word choice, and age-appropriate communication was prevalent in most of the interviews. Consequently, many parents expressed a desire for support from institutions and schools. In Study 2 (ongoing), we interviewed 12 parents so far in a western city, which has witnessed a significant influx of labor migrants since the 1960s, and is characterized by high levels of racial-ethnic diversity. Our expectation was to find themes similar to those identified in Study 1, given the prevailing discourses on Germanness and silence about race. However, we also anticipated new themes, given the city's more diverse racial-ethnic context, which has been previously linked to



increased conversations about race (Brown et al., 2007). Preliminary results of a reflexive thematic analysis suggest that parents in this setting dealt with diversity in a pragmatic and unideological way. Even in this highly diverse context, parents often remained silent about race and adopted a passive approach by primarily responding to their children's questions or intervening only in severe cases. Some parents formulated explicit goals of racial consciousness, referring to the Black Lives Matter Movement as an important influence. Further, parents often brought up the theme of reverse socialization, including how their children's schools and friendships taught them about diversity and racism. The studies have important implications for schools and educational institutions regarding potential interventions (provision of age-appropriate information on race-ethnicity and ways to talk about it, support in exploration of racial-ethnic identity, tools to detect and confront racism), which will be discussed as well as methodological limitations.

3. **Doing difference – Racialized barriers to day care centers** | *Benedikt Wirth (Deutsches Zentrum für Integrations- und Migrationsforschung (DeZIM)), Seyran Bostancı (Deutsches Zentrum für Integrations- und Migrationsforschung (DeZIM))*

Early childhood education institutions, particularly day care centers, have the potential for promoting equity and reducing educational inequality (Lazzari & Vandenbroeck, 2012; Moss et al., 2012). Studies have shown that attending day care centers can positively impact child development and pave the way for successful educational trajectories (Tietze, 1998; Ruhm & Waldfogel, 2012). However, in Germany, access to early childhood education is unevenly distributed, with children from migrant backgrounds being less likely to attend such facilities (Klinkhammer et al., 2022). It is worth noting that most of the previous studies have focused on cultural differences and have attributed the disparities in access to the family choices of migrant families. However, recent research indicates that there is a significant discrepancy between the desire for a daycare spot and actual access to one (Olszenka & Meiner-Teubner, 2020; Nebe, 2021). This indicates the presence of institutional exclusion mechanisms that regulate access to early childhood education in Germany. Despite this issue, the mechanisms that influence access to daycare places in Germany have not yet been clearly investigated



empirically. This paper aims to address this gap by examining the institutional mechanisms that impact access to daycare places for racialized children in Germany. Institutional racism refers to the systematic ways in which institutions, policies, and practices discriminate against racialized social groups (Essed, 1991; Phillips, 2010). The concept of institutional racism recognizes that discrimination can occur not only through individual acts of prejudice, but also through institutional practices and policies that perpetuate inequality. In the context of early childhood education, institutional racism can manifest in various ways, such as discriminatory policies or practices that result in unequal access to daycare places for racialized children. This can include implicit biases among daycare providers or practitioners, as well as systemic barriers that prevent racialized families from accessing early childhood education facilities. These mechanisms can perpetuate educational inequality and limit opportunities for racialized children to succeed. To investigate these institutional mechanisms the paper draws on qualitative data collected through semistructured interviews with relevant stakeholders in the childcare system and field observation. The range of actors includes parents (racialized and privileged), day care providers and practitioners as well as day care management in particular. Vignettes are utilized to discuss racialized knowledge with day care practitioners. Furthermore, our research relies on expert interviews with representatives of the respective youth welfare districts and the local government at large to comprehend their understanding of processes of access and exclusion in the childcare system. Given the highly diverse and localized landscape of childcare centers and childcare policies (e.g. Menzel & Scholz, 2022) our research focuses on distinct districts in Berlin as its main setting. The analysis will focus on the evaluation of interviews with experts, managers and pedagogical staff in day care centers. Institutional barriers in the access to day care centers will be investigated in an inductive and deductive analysis process. To develop a more profound understanding of the assessed mechanisms, results will be triangulated through field observations and interviews with parents about their own experiences in accessing daycare. The findings of this study have important implications for policymakers and stakeholders in Germany's early childhood education sector. Addressing institutional mechanisms that regulate access to daycare centers is crucial for promoting equity and reducing educational inequality in Germany.



Developing policies and interventions that address institutional barriers, can work towards creating a more equitable and just childhood education system.

4. **Ethnic representation and stereotypes in Mathematics and Dutch language textbooks from the Netherlands** | Daudi van Veen (*Leiden University*), Rosanneke Emmen (*Leiden University*), Tessa van de Rozenberg (*Leiden University*), Judi Mesman (*Leiden University*)

Non-social studies textbooks may contain subtle ethnic-racial socialization messages through how they portray characters in images and describe them in text. The current study examined ethnic representation and stereotypes in textbooks from two core secondary school subjects: math and Dutch. We examined all 25 hard-copy textbooks used in first-year secondary schools in the Netherlands in 2019 and coded characters' ethnic backgrounds, competence-related activities, and occupational status. Ethnicity was identifiable for 8897 characters. Results indicate that characters of color were proportionally underrepresented in the text and images in the textbooks compared to Dutch population statistics. Additionally, subtle stereotypical patterns were found in which characters of color were portrayed as less competent and lower in occupational status than White characters. These findings suggest that first-year secondary school textbooks for math and Dutch in the Netherlands contain subtle non-inclusive ethnicracial socialization messages. To help all students to reach their full potential and develop an inclusive worldview, we recommend publishers use publicly available tools (e.g., random name generators) to make their textbooks more inclusive.

16:00 – 17:15 | SYMPOSIUM II

ANTECEDENTS AND CONSEQUENTS OF PERSONAL, SOCIAL, AND CULTURAL IDENTITIES IN ETHNIC-RACIAL MINORITIZED YOUTH

Chair: Savaş Karataş (Martin-Luther-University Halle-Wittenberg, Germany)

Identity formation is a normative developmental task comprising distinct yet related facets of self-definition (i.e., personal, cultural, and social identities) that usually co-develop during adolescence and emerging adulthood (e.g., Schwartz et al., 2018). Even though synthesizing multiple identities leads to a better psychosocial adjustment among ethnic minority youth (e.g., Safa et al., 2023; Meca et al., 2017), achieving such an age-salient task can be specifically challenging for these youth, as they have to cope



with the additional acculturative tasks, such as negotiating heritage and destination cultures (e.g., Crocetti et al., 2022; Erentaitė et al., 2018). Accordingly, this symposium aims to understand better how ethnic minority youth simultaneously develop multiple identities by highlighting the antecedents (e.g., acculturation and parenting processes) and consequences (e.g., self-esteem and friendships).

To this end, the present symposium combines several studies conducted in different cultural contexts. First, in their scoping review, *Wahid et al.* highlight the role of individual, social, and contextual factors driving identity development among refugee youth. Second, *Karataş et al.* emphasize the longitudinal associations of personal and social identities with acculturation processes in the education and friendship domains of adolescents' life. Third, *Hillekens et al.* disentangle how cultural identities and behaviors might relate to adolescents' friendships in hyperdiverse schools. Finally, *Safa et al.* elucidate the mediating role of bicultural identity integration in the associations of cultural identity processes with personal identity coherence and psychosocial adjustment.

Overall, this symposium aims to contribute to a better understanding of the multifaceted nature of identity processes by disentangling which factors can promote or inhibit the development of personal, social, and cultural identities *and* how identity processes might inform youth psychosocial adjustment.

1. **Identity development in adolescents and emerging adults from a refugee background: A scoping review** | *Saira Wahid (Utrecht University), Andrik Becht (Utrecht University), Hend Eltanamly (Utrecht University), Sander Thomaes (Utrecht University), Susan Branje (Utrecht University)*

Adolescence typically marks the start of identity development. It is a time when youth are relatively sensitive to internal and external stressors (Erikson, 1968) such as conflict with parents and adjusting to a new school and peer environment. While identity development is a complex process and can be challenging for any adolescent, adolescents from refugee backgrounds are confronted with a variety of stressors as they must navigate the dual transition of developing their identity and becoming a refugee at the same time (Mooren et al., 2019). As such, young refugees do not only have to deal with fundamental questions of who they are as a person, but simultaneously must cope with the stressors of various refugee phases (e.g., pre-, peri- and post-migration). Going through such a dual transition puts adaptive identity



development at risk. Having a strong sense of identity is a pivotal correlate and, in fact, source of positive adjustment: for example, it has been linked to greater self-esteem, meaning in life, and quality of relationships (Crocetti et al., 2008; Schwartz et al., 2011; Weymeis, 2016). However, the factors that foretell or drive the identity development of young refugees are still poorly understood. The aim of this scoping review is therefore to assess the current state of the multidisciplinary literature on identity development in young refugees. We focus on the impact of individual factors (e.g., trauma), social factors (e.g., parenting and peer relations), and contextual factors (e.g., attitudes towards refugees), and discuss the implications of the identified knowledge gaps for future research.

The review was conducted according to the PRISMA Extension for Scoping Reviews Checklist (Tricco et al., 2018). At the time of the symposium submission, we are screening a total of 2820 potentially relevant papers; any statements about number of included studies and results are thus preliminary. Peer-reviewed studies were identified in four databases (PsycInfo, Scopus, Web of Science, Sociological Abstracts), resulting in eligible studies.

Most studies were cross-sectional and qualitative. Preliminary findings show that given their contact with and resettlement in foreign countries, ethnic identity becomes especially salient for young refugees. Post-migration stress such as discrimination based on ethnic background and differing acculturative speed among family members seems to be a key factor shaping identity development in this population. Other relevant factors for identity development include parenting, peer relations and trauma. At a later stage in the research process, the identified factors will be categorized and used as a foundation from which we will develop a conceptual model. The findings of this paper can be helpful in developing interventions aimed at young refugees that are tailored to the different refugee phases of pre-, peri- and post-migration.



2. **Navigating across heritage and destination cultures: How personal and social identity processes relate to domain-specific acculturation orientations in adolescence** | *Savaş Karataş (Martin Luther University Halle-Wittenberg; Alma Mater Studiorum University of Bologna), Monica Rubini (Alma Mater Studiorum University of Bologna), Susan Branje (Utrecht University), Elisabetta Crocetti (Alma Mater Studiorum University of Bologna)*

In the process of identity development, the personal and social facets are inextricably intertwined (Albarello et al., 2018; Crocetti et al., 2018). Literature shows that identity processes can be more challenging for ethnic minority adolescents, who have to cope with the additional acculturative task of navigating several (and often conflictual) alternatives proposed by their heritage-cultural community and destination society (e.g., Crocetti et al., 2022). Identity and acculturation processes are both embedded in core domains of adolescents' life, such as education and friendships (e.g., Branje, 2022; Ward & Geeraert, 2016). Thus, this three-wave longitudinal study with ethnic minority adolescents examined how personal (i.e., commitment, in-depth exploration, and reconsideration of commitment) and social (in terms of social identification) identity processes are related to acculturation orientations (i.e., heritage culture maintenance and destination culture acquisition) in the education and friendship domains.

Participants were 244 ethnic minority adolescents (56.6% female; $M_{\text{age}}=14.90$, $SD_{\text{age}}=0.84$) who were themselves born outside of the destination country (25.4%) or with at least one parent who was born outside of the destination country (74.6%). Personal identity processes were assessed using the Utrecht-Management of Identity Commitments Scale (Crocetti et al., 2008, 2010). Social identification with classmates and the group of friends were measured by employing the Group Identification Scale (Thomas et al., 2017). Domain-specific acculturation orientations were assessed with the Acculturation Strategies and Attitudes Scale (Mancini & Bottura, 2014; Navas et al., 2005).

Cross-lagged models demonstrated that in the education domain, heritage-cultural maintenance increased commitment, whereas, in the friendship domain, heritage-cultural maintenance increased commitment and in-depth exploration. As for the effects of social identifications, albeit positive concurrent associations, no empirical support was found for the cross-lagged



effects of social identification with classmates on youth's acculturation orientations in the education domain. However, social identification with the group of friends increased endorsement of heritage and destination cultures in the friendship domain. Overall, this study emphasizes the role of heritage-cultural maintenance in personal identity processes in both life domains while unraveling the pivotal role of social identification in shaping acculturation orientations in the friendship domain.

3. **How cultural identities and behaviors differently shape adolescent friendship networks in hyperdiverse schools** | *Jessie Hillekens (KU Leuven; Tilburg University), Tobias Stark (Utrecht University), Maaïke Engels (University of Groningen), Karen Phaet (KU Leuven)*

Many ethnic minority adolescents attend hyperdiverse schools with only minority peers. Although this is the lived reality of many adolescents, we know almost nothing about their daily experiences in these schools (Syed et al., 2018). Ethnic minority adolescents negotiate the mainstream culture as the shared culture in class with the heritage culture as the culture of their family and co-ethnic peers in these schools. Importantly, their acculturation orientations are informed by intergroup friendships (Hillekens et al., 2023) and peer norms (Hillekens et al., 2019); and acculturation orientations might be reason for exclusion when they don't match the norms of peers in class (Celeste et al., 2016). This raises the question whether cultural identities and behaviors – as separate acculturation domains (Schwartz et al., 2010) - could be important precursors of adolescents' friendships in hyperdiverse schools as well.

Ethnic minority adolescents ($N = 146$, $M_{age} = 11.24$, 54.4% boys) in 4 hyperdiverse primary schools in Molenbeek, Brussels, Belgium filled out a sociometric measure about their friends in class as well as questions about their mainstream and heritage cultural identities and behaviors. Exponential Random Graph Models (i.e., social network analyses) were used to predict outgoing, incoming, and mutual friendship nominations from adolescents' cultural identities and behaviors.

Results revealed that both heritage cultural identities and behaviors predicted *more* friendships in class. Thus, both identifying and behaving as a member of the heritage cultural group was beneficial for inclusion in



friendship networks. However, differences emerged for the mainstream culture. Although mainstream cultural behavior predicted *more* friendships in class as well, mainstream cultural identities predicted *fewer* friendships in class. Thus, *identifying* as a member of the mainstream cultural group hindered inclusion in friendship networks, whereas *behaving* as such was beneficial.

Cultural identities and behaviors thus had different consequences for ethnic minority adolescents' friendships in hyperdiverse schools. The heritage culture is more strongly valued in hyperdiverse schools than in schools with smaller shares of ethnic minority youth (Hillekens et al., 2019). It is therefore not surprising that adhering to this norm in terms of identities *and* behaviors was beneficial to be included (Celeste et al., 2016). However, mainstream cultural identities generally have definitions that exclude ethnic minority adolescents (Gharaei et al., 2018). Moreover, adolescents in hyperdiverse schools lack contact opportunities with ethnic majority peers that foster mainstream cultural identities (Hillekens et al., 2023). Consequently, the mainstream culture might therefore mainly serve as a shared culture to interact with each other in these schools, but might be less valued as a shared identity between friends.

4. **Bicultural identity mechanisms and adjustment among U.S. bicultural adolescents** | M. Dalal Safa (The University of North Carolina at Chapel Hill), Yinru Long (Vanderbilt University), Adriana J. Umaña-Taylor (Harvard University)

Identity formation is a normative developmental task involving synthesizing or integrating one's identity across multiple domains, including one's social identities (Erikson, 1968). Developing a clear, cohesive sense of self promotes youth's adjustment (Umaña-Taylor et al., 2014). For *bicultural* youth, or youth exposed to at least two cultural systems, identity formation involves efforts to integrate social identities derived from their ethnic-racial group memberships (*i.e.*, *ethnic-racial identity*; *ERI*) and their connection to the country in which they reside (*i.e.*, *national American identity*; *NAI*; Jugert et al., 2020); thus, it involves the processes of integrating (*i.e.*, *blendedness* vs. *compartmentalization*) and finding potential sources of compatibility (*i.e.*, *harmony* vs. *conflict*) across these identities (*i.e.*, bicultural identity integration; *BI*; Benet-Martínez & Haritatos, 2005). For these youth, the



development and integration of both social identities have been linked to psychosocial adjustment (Cheon et al., 2020). As such, we focused on BII components as key intervening mechanisms explaining the links between adolescents' ERI and NAI with their global identity coherence and adjustment. Consistent with developmental theory (Erikson, 1968), we hypothesized that higher ERI and NAI resolution would be associated with greater BII (i.e., higher blendedness and harmony; lower compartmentalization and conflict) and, in turn, with higher global identity coherence, which, in turn, would be associated with greater psychosocial adjustment.

Sample included youth ($n = 355$; $Mage = 15.95$ years; $SD = .79$; 76% U.S.-born) exposed to at least two cultural systems: youth who had at least one foreign-born parent (77%), spoke a language other than English at home (69%); self-identified as bicultural (64%), multiracial (22%), and/or as member of an ethnic-racial group other than White (80%). Surveys assessed: ERI ($\alpha=.81$) and NAI resolution ($\alpha=.86$; Douglass & Umaña-Taylor, 2015), BII components ($\alpha=.61$ or above; Huynh et al., 2018), global identity coherence ($\alpha=.82$; Rosenthal et al., 1981), academic engagement ($\alpha=.91$; Skinner et al., 2008) and self-esteem ($\alpha=.89$; Rosenberg, 1979).

Consistent with our hypothesized model, mediation sequential analyses showed that greater NAI resolution was associated with higher BII harmony and lower conflict, which were each associated with greater global identity coherence, and this, in turn, with higher academic engagement and self-esteem. No other significant indirect findings emerged. Findings from an Alternate Model also indicated that greater ERI resolution was associated with higher global identity coherence, which was associated with greater BII harmony, and this, in turn, with higher academic engagement. Further, greater ERI resolution was associated with higher global identity coherence, which was associated with lower BII conflict, and this, in turn, with greater self-esteem. No other significant indirect findings emerged. Taken together, findings highlight the importance of compatibility between ERI and NAI (i.e., higher BII harmony; lower conflict) and of attaining clarity relative to the many domains of one's identity (i.e., higher global identity coherence) for adolescents' psychosocial adjustment. Further, they suggest that the sequential mechanisms via which ERI and NAI inform youth's adjustment

Conference Program



differ. The importance of understanding antecedents and consequents of bicultural identities are discussed.

16:00 – 17:15 | EARLY CAREER MENTORING EVENT

Chairs: Sophie Hölscher, Priscilla Krachum Ott

17:15 – 20:00 | WELCOME RECEPTION AND ART EXHIBITION

20:00 onwards | EARLY CAREER SCHOLARS GET TOGETHER AT THE BAR "HAFENMEISTER"



TUESDAY, AUGUST 22ND

8:30 – 9:30 | KEYNOTE II

WHAT DOES DECOLONIZATION DEMAND FROM THE PSYCHOLOGY OF CULTURAL DIVERSITY AND MIGRATION?

Prof. Sunil Bhatia (Connecticut College, USA)

Chair: Lina Alhaddad

9:30 – 9:45 | BREAK

9:45 – 10:15 | COFFEE AND CAKE CONVERSATION WITH SUNIL BHATIA

Moderator: Lina Alhaddad

10:15 – 10:20 | BREAK

10:20 – 11:35 | SPOTLIGHT TOPIC, SYMPOSIUM, PAPER SESSIONS

SPOTLIGHT TOPIC I

CHALLENGING STRUCTURAL INEQUITIES IN ACADEMIA

Panelists: Prof. KerryAnn O'Meara (University of Maryland, USA), Dr. Zehra Çolak (Utrecht University, The Netherlands), Prof. Özen Odağ (Touro University Berlin, Germany)

Chair: Tuğçe Aral (University of Potsdam, Germany)



SYMPOSIUM III

STUDENT RESULTS FROM THE IDENTITY PROJECT: FROM PRE-TESTS AND PILOTS TO RANDOMIZED CONTROL TRIALS AND CROSS-CULTURAL COMPARISONS

Chair: Sophie Hölscher (Martin-Luther-University Halle-Wittenberg, Germany)

The Identity Project (IP) is a school-based curriculum that targets ethnic-racial and/or cultural identity development of adolescents. Engaging in the process of ethnic-racial identity development helps adolescents form a more cohesive sense of self, and in turn, promotes academic performance, outgroup attitudes, and emotional health (Umaña-Taylor, 2018). Previous research has highlighted the global relevance of the IP. This symposium will feature four papers that present findings from pre-tests, pilots and implementations of the IP in three countries (i.e., Germany, the Netherlands and Italy). The first paper (Wenzing et al.) presents findings from IP pre-test, exploring how Muslim adolescents' ethnic and religious identification promotes adolescents' adjustment and protects them from discriminatory experiences, thus underlining the importance of implementing programs at schools that promote ethnic and religious identity development as well as prevent and tackle discrimination. The second paper presents pilot results from the IP in two schools in the Netherlands, including results from qualitative interviews with students to evaluate the impact of the Identity Project (Day et al.). The third paper explores the efficacy of the IP in Italy (Ceccon et al.), while the fourth paper investigates the interplay of the IP with classroom cultural diversity climate in Italian and German schools (Schachner et al.). The symposium will illustrate the impact of the IP on student outcomes from pre-tests and pilots to large sample randomized control trials in different cultural contexts.

1. **Ethno-religious discrimination and adjustment among Muslim adolescents: The promotive and protective roles of ethnic and religious identification |**
Julia M. C. Wenzing (Martin-Luther-University Halle-Wittenberg), Maja K. Schachner (Martin-Luther-University Halle-Wittenberg), Nadya Gharaei (German Centre for Integration and Migration Research (DeZIM), Germany)

Due to rising Islamophobia in Europe today, Muslim ethnic minority adolescents are at great risk of experiencing identity-based harassment at school with often dire negative consequences for their adjustment (Benner et al., 2018; Maes et al., 2014). Indeed, evidence from Germany shows that particularly youth who are (read) Muslim or have Turkish heritage often



face discrimination at school by peers and teachers (SVR-Forschungsbereich, 2018). This study extends previous research on ethnic discrimination by adding a focus on the religious discrimination of Muslim adolescents and its effect on their psychological (i.e., depressive symptoms and self-esteem) and behavioral adjustment (i.e., disruptive behavior at school). In addition, we consider Muslim adolescents' ethnic and religious identification as two factors that may promote the adolescents' adjustment and protect them from the negative consequences of discriminatory experiences. The data for this study ($N = 105$ Muslim ethnic minority adolescents, $M_{age} = 13.30$, $SD = 0.75$, 45% female) is from the first wave of a four-wave longitudinal intervention study, conducted in culturally diverse schools in Germany. Factor analysis revealed that the adolescents did not differentiate between ethnic and religious discriminatory experiences. Results show that higher perceived ethno-religious discrimination (PERD) was related to more depressive symptoms. While higher ethnic identification was associated with greater self-esteem, higher religious identification was related to fewer depressive symptoms. Contrary to our expectation, Muslim adolescents who were highly identified with their ethnic group reported more depressive symptoms when experiencing more ethno-religious discrimination. Moreover, their self-esteem was negatively affected by higher PERD when possessing high religious identification, while for low religious identification a positive effect of higher PERD on self-esteem was revealed. Thus, despite the direct promotive effects, it seems that ethnic and religious identification also makes youth more vulnerable to discrimination. Results suggest the implementation of programs at schools that both promote ethnic and religious identity development but also prevent and tackle discrimination. While helping adolescents to develop a clearer understanding about their identities, stimulating respectful intergroup relationships and creating greater awareness of discrimination, programs such as the *Identity Project* developed in the US by Umaña-Taylor and colleagues (2018) present suitable interventions for schools.



2. **Identity Project in the Netherlands: A pilot study on supporting adolescents' multicultural identity development** | Mehmet Day (*Erasmus University Rotterdam; Verwey-Jonker Institute*), Mariam Badou (*Verwey-Jonker Institute*), Donya Yassine (*Verwey-Jonker Institute*), Amaranta de Haan (*Erasmus University Rotterdam*), Majone Steketee (*Erasmus University Rotterdam*)

The development of a positive multicultural identity and the support provided by educational actors are crucial for young adolescents with a migration background. In the Netherlands, findings indicate that about 30 percent of second and third-generation adolescents face significant difficulties in managing their multiple cultural identities (Day, Badou & van Breda, 2020). Often, these young individuals are left to confront this developmental task alone (Day & Badou, 2019), considered a central aspect of adolescence (Erikson, 1969). International literature suggests a stronger ethnic-cultural identity is associated with better educational outcomes and improved mental well-being (Rivas-Drake et al., 2014). Schools have the potential to play a significant role in supporting these individuals' identity development. Given this understanding, various schools with diverse student populations express the need for programs and curricula that can effectively support students in this endeavor. Nevertheless, the Netherlands lacks a comprehensive and systematically designed program that explicitly focuses on identity goals, complemented by a pedagogically and didactically sound framework. Therefore, in 2023, the Identity Project, a school-based curriculum that promotes ethnic-racial identity development (Umaña-Taylor et al., 2018), was launched as a pilot initiative in two secondary schools in the Netherlands. This study examines the implementation of the pilot and investigates various student-level outcomes related to multicultural identity development and a sense of school belonging. Additionally, qualitative interviews were conducted with students to evaluate the impact of the Identity Project and identify areas for further development that align with the cultural context of the Netherlands. By investigating the impact of the Identity Project pilot on adolescent identity development in the Netherlands, this study contributes to the need for the development of effective interventions and programs that address the unique needs of adolescents with multiple cultural identities in a school context.



3. **Efficacy of the Identity Project Intervention in Italy: A randomized controlled trial** | Chiara Ceccon (*University of Padova*), Maja K. Schachner (*Martin-Luther-University Halle-Wittenberg*), Franscesca Lionetti (*University of Chieti-D'Annunzio; Queen Mary University of London*), Massimiliano Pastore (*University of Padova*), Adriana J. Umaña-Taylor (*Harvard Graduate School of Education*), Ughetta Moscardino (*University of Padova*)

Achieving a sense of clarity concerning one's own cultural identity is a crucial developmental task in adolescence, especially in ethnically diverse societies (Phinney, 1996; Umaña-Taylor, 2016). Indeed, previous research indicates that a positive cultural identity is linked to better outcomes in terms of psychological well-being, peer relationships, and academic performance (Rivas-Drake et al., 2014). To promote exploration and resolution processes involved in cultural identity formation, Umaña-Taylor and Douglass (2017) developed the Identity Project (IP), a school-based, 8-week curriculum designed to engage ethnic minoritized and majoritized students in reflections and activities concerning their heritage culture(s). Several studies have demonstrated efficacy of the IP among adolescents in the US (Sladek et al., 2020; Umaña Taylor et al., 2018a, 2018b), and its recent implementation in Germany has yielded promising results (Juang et al., 2020). However, more research is warranted to ascertain whether this program is efficacious in other European countries characterized by different histories of immigration, socio-political climate, and interethnic relations. The current preregistered study aimed to address this gap by adapting and implementing the IP intervention in Italy, a recently receiving country representing a major point of entry for immigrants in the European Union.

Using a randomized controlled trial, we 1) evaluated the efficacy of the IP, and 2) explored the role of students' immigrant background and environmental sensitivity (i.e., the ability to register, process, and respond to stimuli; Pluess, 2015) in moderating intervention efficacy. Participants included 747 adolescents (M age = 15 years, SD = .68, 53% girls, 31 of immigrant descent) attending 45 ethnically mixed classrooms within 6 secondary schools in Northeastern Italy. After being randomly assigned by classroom to an intervention (n = 382) and a waitlist control group (n = 365), students completed self-report measures of cultural identity and



environmental sensitivity 1 week prior to the intervention (T0, pretest), 9 weeks after baseline (T1, posttest), and 13 weeks after baseline (T2, follow-up). Consistent with the original study (Umaña-Taylor et al., 2018a), Bayesian analyses showed that levels of exploration increased among students in the intervention (vs control) group (Cohen's $d = 0.18$). However, the expected ripple effect of exploration on resolution was not found. Results also indicated that in the intervention (vs control) group, more sensitive students reported greater exploration at posttest than their less sensitive counterparts. In addition, youth of immigrant descent with higher (vs. lower) levels of sensitivity to environmental influences showed more exploration at posttest.

Findings lend support to the efficacy of the Italian version of the IP in promoting cultural identity exploration processes, particularly among more sensitive adolescents of immigrant descent. The absence of a cascading effect in relation to resolution may reflect the general postponement of adult identity commitments observed in the Italian context (Crocetti et al., 2012), and thus requires further work to engage youth in reflections and activities leading to an increased awareness of how cultural identity fits into their larger sense of self.

4. **The dynamic interplay of the Identity Project intervention with classroom cultural diversity climate in Italian and German schools** | Maja K. Schachner (Martin-Luther-University Halle-Wittenberg), Sophie I. E. Hölscher (Martin-Luther-University Halle-Wittenberg), Ughetta Moscardino (University of Padova), Chiara Ceccon (University of Padova), Linda Juang (University of Potsdam), Massimiliano Pastore (University of Padova)

The Identity Project, a structured curriculum for youth in culturally diverse schools developed in the US (Umaña-Taylor et al., 2018), can promote ethnic identity development (exploration and resolution), thereby contributing to positive developmental outcomes. There is also initial evidence for such effects in Italy and Germany (Ceccon et al., 2023; Juang et al., 2020). To get a better understanding of the role of the social context in which the Identity Project takes place, the goal of the current study is to investigate the dynamic interplay of the Identity Project with



the classroom cultural diversity climate. Similar to the main effects of the Identity Project, facets of the classroom cultural diversity climate have been connected to cultural identity development (e.g., Schachner et al., 2016; Moscardino et al., 2019). At the same time, the Identity Project may improve the classroom cultural diversity climate, such as through increased perceptions of heritage and intercultural learning and critical consciousness, which are directly targeted in the intervention. Finally, as US-based research shows that effects of the Identity Project on ethnic identity development were stronger for youth experiencing a higher level of ethnic-racial socialization in their family (Sladek et al., 2021), it seems likely that the intervention is also more effective in classrooms with a better cultural diversity climate, indicating stronger norms to engage with the topics of the Identity Project also outside of the intervention itself.

Against this background, we will examine three main research questions:

(1) whether, beyond the effect of the Identity Project, a positive cultural diversity climate also promotes cultural identity exploration and resolution, (2) whether the Identity Project intervention changes perceptions of the classroom cultural diversity climate, and (3) whether a positive classroom cultural diversity climate can boost the effects of the Identity Project intervention on cultural identity exploration and resolution (and at the same time, whether the intervention is less effective when it takes place in a less positive diversity climate).

Using Bayesian multivariate linear models, we will first test these effects in a sample of 906 10th grade students (32% of immigrant descent, $M_{age} = 15$ years, $SD_{age} = 0.68$, 52% self-identifying as female) in Italy (study 1).

We then aim to replicate these findings in a slightly younger sample of 504 7th grade students (54% of immigrant descent, $M_{age} = 12.74$ years, $SD_{age} = 0.83$, 46% self-identifying as female) in Germany (study 2).



PAPER SESSION I

CONFLICT AND COHESION WITHIN EDUCATIONAL AND COMMUNITY SETTINGS

1. **'Too many foreigners in the class is not good for our child's integration'. parents subjected to the asylum system navigating racist discourse: Through the lens of resistance and accommodation** | *Priscilla Krachum Ott (Martin-Luther-University Halle-Wittenberg), Jaël In 't Veld (Bielefeld-University) Maja Schachner (Martin-Luther-University Halle-Wittenberg), Linda Juang (University of Potsdam), Ursula Moffitt (Wheaton College)*

Racism is a pervasive and deeply ingrained issue that continues to shape societies worldwide. Its influence extends into various aspects of life, manifesting not only in individual attitudes but also in institutional structures and discourse (Salter et al., 2018). In the specific context of Germany, individuals with roots in the SWANA (South West Asia and North Africa) region and Türkiye often experience racism and discrimination within the educational system (Federal Anti-discrimination Agency, 2017). This discrimination is closely linked to the racial Othering of Muslims and the prevalence of anti-Muslim racism (Shaker et al., 2022). Throughout Europe exclusion and inequitable school systems result in persisting gaps between racially minoritized students and racially majoritized students. Racist discourse, where families, their background, their 'culture' and 'deficiencies' are blamed for these educational gaps and other problems, is common in public- and the educational context. Everyday resistance to these discourses and unjust power relations has been extensively studied in the United States. Research in Germany on racialized minoritized parents, however mainly focuses on increasing involvement, establishing better partnerships and communicating unspoken norms and expectations. Less research has been investigating how these parents are depicted in educational discourse, and how parents respond to and navigate racist Othering in the educational system. By using a Reflexive Thematic Analysis (Braun & Clarke, 2021), following a social constructionist epistemology, we examined how 11 parents subjected to the asylum system (from pre-dominantly Muslim countries) resist and accommodate to racist discourse. Four themes were constructed in our analysis: (1) Language as an exclusion- and excuse mechanism, (2)



Meaning making of being racialized, (3) Good Migrant and (4) Going the extra mile. Across these themes a dialectical tension recurred in parents' meaning making, that shows parents combining resistance and accommodation as they engage with(in) racist discourse and in social- and institutional structures. Our analysis illustrates how parents resist racist discourse by: criticizing school- and teacher practices, defending own "cultural" norms and being persistent in fighting for their child(ren)'s educational chances and trajectories. While at the same time accommodating to racist discourse by internalizing racialized hierarchies of languages, "the necessity to assimilate" and power evasive ideologies. By utilizing the resistance and accommodation framework in our analysis we aim to show a nuanced picture of racialized minoritized parents navigating oppressive systems and racist discourse. This allows us not to move away from oppressive structures constraining these families but also show how informal, unorganized and furtive expressions of resistance are part of the daily life of these families (Rogers & Way, 2021).

2. **Building bridges: Exploring aspects of social adaptation of Ukrainian refugee children in Czech educational settings** | *Martina Kurowski (Masaryk University), Oksana Stupak (Masaryk University)*

The theoretical and conceptual framework of this research is based on Berry's model of adaptation strategies (1997) and the concepts of social inclusion and adaptation (Hart, 2010). These concepts provide a lens through which we can analyze the experiences of Ukrainian refugee children in the Czech educational environment and assess the level of social integration they are experiencing. By examining the factors that facilitate or hinder the adaptation process and the extent to which these children are included in their new community, we can develop strategies to promote their successful integration and improve their overall well-being.

This study aims to investigate the social adaptation of Ukrainian refugee children in the Czech school environment. The primary research question guiding this exploration is "What are some of the aspects of social adaptation of Ukrainian children?" The research was approached from three perspectives: children, parents, and teachers. Data collection took place from May to June 2022.



The methodology employed for this research project is a mixed methodology approach utilizing both qualitative and quantitative methods. Data was collected through questionnaires distributed to 57 parents and 85 teachers, as well as focus groups conducted with 105 children between the ages of 7 and 15. The collected data was analysed using both thematic analysis and descriptive statistics to gain insight into the social adaptation of Ukrainian refugee children in the Czech educational environment. The combination of both quantitative and qualitative data allows for a comprehensive understanding of the experiences of the children, their parents, and their teachers.

We would like to present five topics which are crucial for the successful social adaptation of Ukrainian children in Czech schools, and which are based on evidence from our data. These are:

- The specific way of inclusion of Ukrainian children into Czech classes.
- Methodical support for teachers on how to work with different mother tongue pupils with a refugee background.
- Czech language as a second language courses for pupils.
- Psychological support for pupils.
- Community-building activities for all actors in the educational process.

The Czech Republic has the highest number of Ukrainian refugees per capita in Europe (UN, 2023). Within a year, the number of migrants in the Czech Republic rose from 6% to 10%. This rapid increase made it necessary to discover effective ways of integrating refugee children into the school system, as they make up the highest number of refugees from Ukraine.

The conducted research does not cover all possible ways for successful social adaptation of Ukrainian children into Czech schools, therefore many areas are open for continued research. Due to the availability of data evidence, specific recommendations for successful social adaptation and integration of Ukrainian children into the Czech educational space may be developed.

3. **Young refugees and their families' experiences of schooling in England** | *Jáfia Naftali Câmara (University of Cambridge)*

Young refugees' right to education is enshrined in English law and policy; however, there is national invisibility around refugee youth in "government



planning and funding which contribute to jeopardising their full rights to education” (Pinson et al., 2010, p. 141). There are no policies “specifically aimed at provision for new arrivals,” and young refugees “are not identified as a discrete group within the school curriculum, assessment data, or welfare policy discourse” (McIntyre et al., 2020, p. 395). Instead, they are included within “policy discourse about ‘vulnerable groups’ and ‘EAL’ (English as an additional language)” (ibid). EAL is a broad category and says little about young learners’ experiences, abilities and needs. Moreover, young refugee learners face delays in accessing education due to procedural factors, including long waiting lists, dispersal and ongoing age assessments (Madziva & Thondhlana, 2017; McIntyre et al., 2020; O’Higgins, 2019). Considering these issues, my doctoral research focused on how young refugees and their families encounter England’s education system.

I will share the findings of an eight-month-long critical ethnography carried out in the South of England. This qualitative study engaged with three refugee families via semi-structured interviews and arts-based methods. I also conducted observations and interviewed key staff at a secondary school. Covid-19 disrupted research plans; nonetheless, since I had been building a relationship with participants over the years, I adapted the study to online and face-to-face settings as conditions allowed. I investigated whether educators engage with the knowledge(s), skills and lived experiences that refugee-background people bring and how young people’s education relates to their realities, backgrounds, and future aspirations.

Further, I considered how critical, anti-racist and resource-based theoretical perspectives can help reconceptualise education beyond its often-assimilatory nature, challenge the normalising discourse of education as a tool for integration and social cohesion and create more asset-based and holistic approaches to young people’s learning. At the core of this research was its interest in learning more about how young refugees and families encounter the education system and how the asylum system in England may intersect with education and life experiences in this country.

The findings indicated that young refugees face various challenges accessing education in England. Education is essential for refugees; however, new challenges arise for families and young learners after enrolment. Mothers face barriers in supporting their children and getting involved in their



education. Issues related to language and inadequate language support, lack of school engagement with families and exclusions caused by the asylum system are some of the constraints refugee families face in England (Câmara, 2021; Câmara, 2020). Despite this, there are supportive educators and positive learning experiences.

4. **Inter minority conflict in Japanese context** | *Masanori Shiraishi (Tokyo Mirai University), Yuichi Toda (Osaka Kyoiku University)*

This paper explores the experiences of multiple minority groups in Japan, considering the intersectionality of identity and the phenomenon of Inter-Minority Conflict (IMC). Individuals may identify with overlapping minorities, which can lead to inter-group conflicts with each other, such as those between same-sex couples and Muslims living in a non-Islamic state opposed to same-sex marriage. A single individual with intersectional identities can also face such inter-group conflicts internally. These complex minority experiences and conflicts have often been overlooked in existing studies, addressing each minority status individually. However, they are now gaining visibility due to changes in our understanding of minority issues. This paper specifically focuses on IMC in an attempt to bring greater attention to this issue in Japan.

This paper builds upon the discussion of Inter-Minority Conflict (IMC) in Japan initiated by Ueno (1995). We aim to organize minority groups based on Ueno's discussion and the official perspective of the Japanese government (Table 1).

This paper focuses on the emergence of Inter-Minority Conflict (IMC) in Japan and attempts to organize it by examining several conflicting issues. The boundaries of the minority groups addressed in the Japanese context are first established, followed by the organization of each IMC. We identified four distinct IMCs: (1) Gender (Women) and PwDs/Patients, (2) Gender (Women) & SOGI Minorities, (3) Gender (Women) and Religion (Judaism, Christianity, or Islam), and (4) SOGI Minorities and Religion (Judaism, Christianity, or Islam).

**Table 1***Minority Groups and definitions in this paper*

Minority Groups	Definition
Gender (Women)	Women as a minority due to socially and culturally created gender differences.
Age (Children/Elderly)	Age-derived minority.
PwDs/Patients	Minority derived from own disability or illness.
SOGI Minority	A minority derived from SOGIESC (1. Sexual Orientation, 2. Gender Identity, 3. Gender Expression, 4. Sex Characteristics) that deviates from the uniform male/female image considered common in society.
Buraku Discrimination (Social Class)	Minority originating from a connection to the Hisabetsu Buraku.
Foreigners/ Ethnicity/Race	Minorities derived from foreign connections, including Ainu and other ethnic minorities and biracial.
Religion (Judaist, Christians or Muslims)	Minorities with a connection to Judaism, Christianity, or Islam (Buddhism, Shintoism, Confucianism, new religions, and neo-religions from Asia and Japan are not included).

The Table 2 shows the range of IMCs in Japan, organized based on previous studies.

Among the distinct IMCs discussed in this paper, conflicts related to Gender (Women) accounted for three of the four cases. These conflicts have become more apparent as Gender (Women) has gained more visibility as a minority issue. As more minorities become visible in Japanese society, IMC is expected to become even more apparent.



Table 2
IMC in Japanese context

	Gender (Women)	Age (Children/Elderly)	PwDs/ Patients	SOGI Minority	Buraku Discrimination (Social Class)	Foreigners/Ethnicity/Race	Religion(Judaist, Christians or Muslims)
Gender (Women)		▲	★	★★	▲	▲	★
Age (Children/Elderly)	▲		—	▲	—	▲	—
PwDs/Patients	★	—		▲	—	—	—
SOGI Minority	★★	▲	▲		—	—	★
Buraku Discrimination (Social Class)	▲	—	—	—		—	—
Foreigners/Ethnicity/Race	▲	▲	—	—	—		—
Religion(Judaist, Christians or Muslims)	★	—	—	★	—	—	

★ There is an IMC
▲ Not clear IMC, but similar situation.
— Not known at this time, but may surface in the future.

However, we want to emphasize that the boundaries between conflicting issues and minority groups discussed in this paper are not absolute. Rather, they can be redefined and reconstructed as society and individuals continue to evolve. Despite these limitations, this paper reveals that the intersectionality of multiple minority identities within individuals can give rise to various conflict issues among minority groups.

11:35 – 13:00| LUNCH BREAK

13:00 – 14:15| SPOTLIGHT TOPIC, SYMPOSIUM, PAPER SESSIONS

SPOTLIGHT TOPIC II

PREVENTION AND INTERVENTION SCIENCE IN SCHOOLS AND VULNERABLE COMMUNITIES—PROMOTING POSITIVE INTERGROUP RELATIONS AND BELONGING

Panelists: Prof. Ughetta Moscardino (University of Padova, Italy), Prof. Metin Özdemir (Örebro University, Sweden), Prof. Selçuk Şirin (New York University, USA)
Chair: Prof. Maja Schachner (Martin-Luther-University Halle-Wittenberg, Germany)



SYMPOSIUM IV

EXPLORING EXPERIENCES AND EFFECTS OF TEACHERS' CULTURALLY RESPONSIVE TEACHING SELF-EFFICACY

Chair: Francesca Ialuna

Discussant: Prof. Kerstin Göbel

In culturally diverse classrooms, there are several challenges and barriers that can hamper students' adjustment and teachers' work experience (e.g., prejudice, ethnic discrimination). Thus, it is crucial that teachers reflect on and learn how to teach students with different cultural backgrounds. Culturally responsive teaching (CRT) aims at enhancing teaching and learning experiences of teachers and students in culturally diverse classes (Gay, 2001). How do teachers feel in implementing CRT practices? What are the effects of CRT on students' school and psychological adjustment? So far, empirical literature on teachers' CRT self-efficacy in Europe is limited. This symposium aims to present and discuss qualitative and quantitative evidence on the sense of self-efficacy in CRT of preservice and inservice teachers in Germany. Using a mixed-methods approach, the first presentation examines to what extent and how a seminar on the Identity Project, a school-based intervention, can enhance preservice teachers' CRT self-efficacy and beliefs. The second contribution offers insights into the own reflections and sense of self-efficacy in CRT of preservice teachers who attended the Identity Project. The third presentation addresses the effects of teachers' CRT self-efficacy on students' school and psychological adjustment, via their perception of the cultural diversity climate. Findings will be discussed in light of possible school-based interventions aiming at creating culturally responsive and equitable learning environments. Practical implications for teachers as well as for future research will be highlighted.

1. **Promoting pre-service teachers culturally responsive teaching self-efficacy through an Identity Project seminar – a mixed methods study** | *Sharleen Pevec (University of Potsdam), Linda Juang (University of Potsdam), Maja Schachner (Martin-Luther-University Halle-Wittenberg)*

Teachers in Germany are expected to be competent in culturally diverse classrooms, but many do not feel adequately prepared (Civitillo, et al., 2018; European Commission, 2017). This is particularly relevant as teachers contribute to promoting equity and inclusion or, alternatively, may foster



inequalities and exclusion (Gay, 2018; Schachner et al., 2016; Civitillo et al., 2021). Thus, there is a need to identify effective trainings to promote culturally responsive teaching (Gay, 2018).

We tested whether pre-service teachers who attended an Identity Project seminar would show greater efficacy and beliefs aligned with culturally responsive teaching compared to a control group who attended a different seminar. In the Identity Project seminar they participated in, discussed, and learned how to implement the Identity Project (Umaña-Taylor & Douglass, 2017; Juang et al., 2020), an 8-week school based intervention to promote heritage identity exploration. They were also introduced to educational and psychological theories and engaged in critical self-reflections on ethnicity-culture related topics.

The sample included 606 pre-service teachers from two universities in Germany with an intervention group ($n = 266$, Mage 22.64 years, 77% female) and control group ($n = 340$, Mage 23.88 years, 82% females). The study follows a convergent parallel mixed methods design. Online survey data were collected in week one (T1), week ten (T2) and two months after seminar completion (T3). Quantitative data were analyzed with repeated measures ANOVAs, controlling for university, gender, migration status, and social desirability. For an in-depth understanding, qualitative data from open-ended questions of the intervention group will be analyzed through a structuring qualitative content analysis (Kuckartz & Rädiker, 2022; Schreier, 2012) using MAXQDA 2022 (VERBI Software, 2021). We use theoretical, thematic and analytic categories that were generated in a deductive inductive process, and will present the relationships between and within main categories in matrices with convergent and divergent examples.

There were significant time by group interactions. Those in the intervention group (compared to control group) reported an increase in confidence from T1 to T2 in two ways: interacting with diverse students ($F(1, 598) = 9.19$, $p = .003$, $\eta^2 = .015$) and engaging in ethnicity-culture related conversations ($F(1, 599) = 3.08$, $p = .050$, $\eta^2 = .005$). T3 data were not included in analyses because of high attrition. Participating in the intervention, however, did not relate to changes in deficit thinking about students or beliefs about the importance of including issues of diversity in the curriculum. Qualitative results will be added and merged results will be interpreted.



Supporting future teachers' confidence for culturally responsive teaching through interacting with culturally diverse students, addressing ethnicity-culture related issues, and making all students feel seen and valued through the Identity Project, can be an important step towards more inclusive and equitable classrooms.

2. **Preparing pre-service teachers for culturally responsive teaching through critical reflection: a qualitative, quasi-experimental study with the identity Project** | Jolina Ulbricht (*Martin-Luther-University Halle-Wittenberg*), Maja Schachner (*Martin-Luther University Halle-Wittenberg*), Sauro Civitillo (*Utrecht University*), Linda Juang (*University of Potsdam*)

Teachers may be more likely to engage in deficit thinking when working with students of immigrant descent, students from lower socioeconomic backgrounds, and students who speak the national language as a second language (Guo, 2015). These beliefs can be harmful because they may ignore the structural barriers that these students experience. Against the background of these challenges, there is a call for the professionalization of (pre-service) teachers' schools (OECD, 2023) and examination of teacher trainings which shape pre-service teachers' beliefs about cultural diversity (Civitillo et al, 2018).

The framework of culturally responsive teaching (Gay, 2018) provides one promising pathway for addressing cultural and social inequalities. An important element of culturally responsive teaching is critical reflection, i.e., the ability to analyze current social realities critically, and recognize how social, economic, and political conditions limit access to opportunity and perpetuate injustice. We tested whether facilitating the Identity Project (Umaña-Taylor & Douglass, 2017), an 8-week school-based intervention that provides (inter)cultural learning and reflection opportunities for students and teachers, can promote critical reflection as well as culturally responsive teaching (CRT) efficacy amongst pre service teachers. Using a quasi-experimental design, we conducted semistructured interviews with eight pre-service teachers (Mage= 24.2, Msemester=6.3, 37% female, 12.5% of immigrant descent) at two time points: before and after the eight-week practical period of their studies. During the practical period, four participants (intervention group, Mage=22.3) facilitated the Identity Project, while the remaining four participants (control group, Mage=25.5) went through a



regular practical phase of their studies. We employed thematic analysis (Braun & Clarke, 2006) and are currently analyzing the interview data.

The findings will shed light on the relation between pre-service teachers' critical reflection on disadvantages and privileges and their CRT efficacy. The findings should help to identify approaches for reflexive critical education in a migration-diverse society.

3. **Teachers' culturally responsive teaching self-efficacy and cultural diversity climate enhance the adjustment of immigrant and non-immigrant children** | *Francesca Ialuna (University of Duisburg-Essen), Maja Schachner (Martin-Luther-University Halle-Wittenberg), Nele McElvany (TU Dortmund University), Philipp Jugert (University of Duisburg-Essen)*

As most classrooms in Europe are ethnically and culturally diverse, it is important to examine what factors can enhance the school and psychological adjustment of all students in these classrooms. Teachers can implement different culturally responsive teaching (CRT) practices, such as preparing culturally relevant lessons (Gay, 2002), which have a positive effect on students' adjustment (Aronson & Laughter, 2016). In this study, we particularly examined teachers' CRT self-efficacy, the extent to which teachers feel efficacious in implementing CRT (Siwatu, 2007), and (1) examined the association between teachers' CRT self-efficacy and students' school and psychological adjustment (i.e., academic achievement, school belongingness, and life satisfaction).

CRT may exert its positive effects by creating a positive cultural diversity classroom climate, which is the way how cultural diversity is dealt at school (Schachner et al., 2016). Teachers with high levels of CRT self-efficacy may foster a cultural diversity climate in which discussions about different cultures and traditions are promoted (i.e., endorsement of heritage and intercultural learning), and in which culturally diverse students treat each other equally (i.e., endorsement of equal treatment by students). Hence, we (2) expanded previous results (Schachner et al., 2016, 2019) by investigating the association between heritage and intercultural learning and equal treatment by students on students' school and psychological adjustment. Furthermore, we (3) explored to what extent heritage and intercultural learning and equal treatment by students mediate the association between CRT self-efficacy and



students' school and psychological adjustment. We (4) also compared effects between immigrant and non-immigrant students.

Data stem from 4th-grade elementary school students ($N = 234$, $M_{age} = 10.45$, $SD = 0.55$) and their classroom teachers ($N = 41$) in Germany. Most students were of the first (37.7%) and second (43.4%) immigrant generation. We measured teachers' CRT self-efficacy with a self-report online survey. Students reported their perceptions of heritage and intercultural learning, equal treatment by students, school belongingness and life satisfaction with paper-and-pencil questionnaires. School achievement was assessed by two tests measuring their reading comprehension and mathematical competence.

Multilevel regression analyses (L1: student level, L2: teacher level) showed that:

- (1) Teachers' CRT self-efficacy was significantly positively associated with children's mathematical competence, but not with the other outcomes.
- (2) Heritage and intercultural learning had a positive effect on school belongingness and life satisfaction, but negative on reading comprehension. Equal treatment by students was significantly positively associated with mathematical competence only.
- (3) We found no significant mediation effect of heritage and intercultural learning and equal treatment by students in the association between CRT self-efficacy and students' school and psychological adjustment.
- (4) Students' immigrant generation did not moderate any of the significant associations.

The study showed that both immigrant and non-immigrant children can benefit from teachers' CRT self-efficacy and from a classroom climate in which cultural diversity is valued and students treat each other equally. Findings imply that it is important for teachers to receive CRT trainings and to foster a positive cultural climate, for example by discussing about different cultural traditions in class and by promoting cooperative learning between students.



PAPER SESSION II

TEACHERS' DIVERSITY BELIEFS AND PERSPECTIVES

1. **Teachers' diversity beliefs and their impact on students' diversity attitudes** | *Lian van Vemde (Utrecht University), Minke Krijnen (Leiden University), Lisette Hornstra (Utrecht University), Jochem Thijs (Utrecht University)*

Over the past years, many schools implemented policies aimed at fostering positive intergroup relations and interethnic attitudes between students (Schachner, 2019; Schwarzenenthal et al., 2020). There are, however, indications that the effectiveness of such policies depends on diversity beliefs of individual teachers (Rissanen et al., 2023) and previous research has found considerable differences between teachers in how they handle diversity in their classrooms (Agirdag et al., 2016; Vervaeke et al., 2018).

Teachers' diversity beliefs involve their ideas about how to handle ethnic and cultural diversity during teaching (Hachfeld et al., 2011). Next to endorsing multicultural beliefs (i.e., cultural differences are being valued and seen as a resource; Rosenthal & Levy, 2010), the teacher can also believe in the importance of stressing similarities between students (Rosenthal & Levy, 2010), or endorsing the national culture (Civitillo et al., 2017). Until now, these different diversity beliefs have been predominantly studied apart from each other. Yet, research also shows that the different diversity beliefs have little effect by themselves (Schwarzenenthal et al., 2020) and that the combination of different beliefs might be more conducive for students' outcomes. The present study aimed to assess whether and how different (combinations of) teacher diversity beliefs (i.e., multicultural beliefs, stressing similarities, endorsing the national culture) contribute to positive diversity attitudes (i.e., ethnic and cultural maintenance attitudes) amongst Dutch primary school students (age 9-13).

1,634 primary school students (Mage = 10.14 years; 49.7% females; 49.8% students with a migration background) in Grade 3 to 6 filled out questionnaires at three measurement occasions throughout the school year 2021-2022. Questions involved their ethnic attitudes regarding children with an ethnic Dutch or migration background and their cultural maintenance

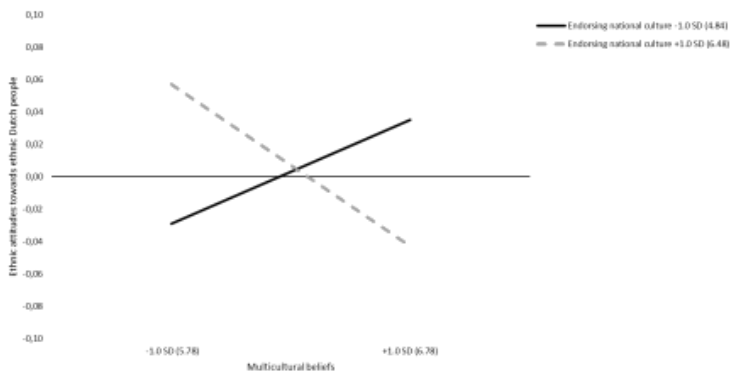


attitudes. Their 78 teachers (Mage = 41.59 years; 78.2% females) filled out questionnaires at the same time regarding their diversity beliefs.

Multilevel regression models were estimated in order to examine the direct effects and the effects of different combinations of the diversity beliefs (i.e., multicultural beliefs, stressing similarities, endorsing the national culture) at the beginning of the year (T1), using two-way interactions, on students' attitudes towards ethnic Dutch people and people with a migration background as well as their cultural maintenance attitudes at the end of the year (T3).

Results show that there were no significant main effects of teachers' diversity beliefs on students' ethnic and cultural maintenance attitudes. Interestingly, we did find some significant interactions, suggesting that specific combinations of teacher beliefs matter for students' diversity attitudes. Specifically, students were the most positive towards ethnic Dutch people when the teacher endorsed the national culture, but reported relatively little multicultural beliefs or vice versa (see Figure 1). Moreover, when teachers endorsed both multicultural beliefs and the national culture, students were the least positive towards people with a migration background (see Figure 2).

Figure 1
Interaction Effect of Multicultural Beliefs and Endorsing the National Culture on Students' Ethnic Attitudes Towards Ethnic Dutch People



These results imply that teachers' beliefs do not act in isolation, but that there are specific combinations of teacher beliefs that are most conducive students' attitudes in classrooms and thus their intergroup relations.



2. **Improving teachers' beliefs towards multilingualism in class** | Katharina Maria Schneider (University of Education Ludwigsburg), Dominique Patrizia Rauch (University of Education Ludwigsburg), Victoria Bertram (Leibniz Institute for Research and Information in Education), Valentina Reitenbach (University of Wuppertal), Jasmin Decristan (University of Wuppertal)

Multilingual students are a growing, but often still ignored group of students in today's classrooms in Germany. In educational policy it became clear for a long time that teachers need to be supported in dealing with linguistic heterogeneity in class, which has not happened yet sufficiently (Fischer & Ehmke, 2019; Hammer et al., 2016). Beliefs are considered one aspect of teachers' professional competence (Baumert & Kunter, 2006) and defined as "propositions individuals consider to be true and which are often tacit, have a strong evaluative and affective component, provide a basis for action, and are resistant to change." (Borg, 2011, p. 370f). As beliefs shape classroom behavior and therefore affect teaching (e.g. Pajares, 1992; Skott, 2015c), positive teacher beliefs as well as professional development about how to include family languages in the classroom are key to dealing constructively with multilingualism in class (Schnitzer, 2020; Trautwein, 2013).

Though beliefs are rather stable constructs (Borg, 2011; Pajares, 1992), research shows, that professional development correlates with and sometimes improves teachers' beliefs towards multilingualism in class (e.g. Lundberg 2019; Lange & Pohlmann-Rother, 2020; Portolés & Martí, 2020). Also, after being involved in the successful implementation of a new approach to include non-German family languages within a school project, teachers report how their initial skepticism vanished and how they started to appreciate its implementation in the classroom (Goetz et al., 2017). However, other studies show that once beliefs improved through training, they do not change much further through implementation of multilingual-friendly approaches taught in these trainings (Gorter & Arocena, 2020).

We therefore analyzed beliefs of N = 54 primary school teachers (89,1% female, age M = 44,1 years) at three times of measurement and hypothesized that: Teacher beliefs towards multilingualism are changeable – their beliefs



improve through a professionalization training about an inclusion approach of multilingualism in the classroom (H1: $T2 > T1$) and they improve through implementing this approach (H2: $T3 > T2$).

To examine the hypotheses, data of a reading intervention study (Decristan et al., 2022) was used. Teachers were trained in a three-day professional development workshop about a multilingual teaching unit, which they then implemented during their regular German classes. A 9-items questionnaire (4-point-Likert scale from “1-fully disagree” to “4-fully agree”; Cronbach’s $\alpha = .833-.861$) was used to measure teachers’ beliefs. Items were adapted from published instruments and self-generated.

T-tests show significant differences (see Table 1) between T1 and T2 with $t(47) = -4.35, p < .001$, Cohen’s $d = .44$. (H1), and between T1 and T3 with $t(46) = -4.66, p < .001$, Cohen’s $d = .51$. H1 was therefore confirmed. However, differences between T2 and T3, did not become significant. H2 was therefore rejected.

Table 1

Means and standard deviations of teachers’ beliefs

	M	SD
Beliefs towards multilingualism T 1	3.27	0.51
Beliefs towards multilingualism T 2	3.48	0.44
Beliefs towards multilingualism T 3	3.51	0.43

Note. T = time of measurement.

Results indicate that beliefs towards multilingualism improve through a professionalization training, but then seem to stagnate. As teachers were confronted with possible difficulties during implementation, this might have sobered initial enthusiasm. However, as their beliefs still slightly improved, ceiling effects might be responsible for the non-significant effect.

3. **The perception of teacher interactional behavior: Do students’ ethnicity and immigrant generation matter?** | Anna Shevchuk (University of Wuppertal), Sylvia Rahn (University of Wuppertal), Inga Allkemper (University of Wuppertal), Christoph Fuhrmann (University of Wuppertal) Sabine Glock (University of Wuppertal)



Ethnic minority students face many disadvantages in education. They perform lower in academic achievement (Rubie-Davies & Peterson, 2016) and teachers grade them worse than their ethnic majority classmates despite controlling for academic achievement (Bonefeld & Dickhäuser, 2018). However, it is necessary to distinguish between first-generation and second-generation ethnic minority students (Kristen & Granato, 2007). Ethnic minority students of the second generation have at least one parent born abroad, whereas those of the first generation have been born abroad themselves. As for academic achievement, first generation immigrant students score lower compared to their second and third generation peers (Pivovarova & Powers, 2019). A lack of integration, especially in terms of language proficiency deficits (Pivovarova & Powers, 2019), but also the teacher-student relationships and the teachers' behavior can contribute to ethnic achievement gaps. Studies investigating teacher-student relationships show that the way students perceive their teachers' behavior relates to students' academic achievement (den Brok et al., 2004). Teacher behavior can be conceptualized in the Model of Interpersonal Teacher Behavior (MITB; Wubbels et al., 2006), describing a teacher's controlling behavior and the degree of cooperation between the teacher and students (Wubbels & Brekelmans, 2005). In fact, dominant and cooperative teacher behavior are related to student motivation and achievement (Misbah et al., 2015). There is evidence that ethnic minorities students benefit most from these ideal teacher behaviors, but have more conflict with their teachers (Thijs & Verkuyten, 2012). Research implies that students' perceptions of teachers' interpersonal behavior are consistently influenced by their ethnic background (den Brok & Levy, 2005). What is not known so far is, whether this perception of teacher interaction changes with immigrant generation and how this differs in comparison to ethnic majority students.

To answer the research question, a shortened version of The Questionnaire on Teacher Interaction was administered to 2900 vocational school students (1584 female, 1169 male, 147 did not provide this information), and the students were classified into ethnic majority students ($n=1676$), ethnic minority students of the first generation ($n=343$), and ethnic minority students of the second generation ($n=881$). The perception of teacher interaction was examined by a MANOVA.



Compared to ethnic minority students of the second generation and ethnic majority students, only ethnic minority students of the first generation perceived teachers as less cooperative, slightly more submissive, and more oppositional.

The results show that teacher-student relationship varies across generational groups. Furthermore, ethnic minority students of the first generation are not only at a higher risk of achieving low but also perceive less ideal teacher behavior than other students. A higher submissive and oppositional teacher's behavior describes an interpersonal profile of an uncertain/aggressive pattern of teacher-student relationship (Wubbels & Brekelmans, 2005), which in turn is less beneficial for students' motivation and achievement. Maybe, ethnic minority students of the first generation may experience more difficulty understanding and adapting to the communication styles of their teachers, which could impact how they perceive their teachers' behavior. Results are discussed in terms of their practical implications and their importance for further research.

4. **Framing ethnicity: Perceptions of pre-service teachers in higher education |**
Amina K. Abdullahi (University of Gothenburg), Sofia Berne (University of Gothenburg), Linda P. Juang (University of Potsdam), Ann Frisén (University of Gothenburg)

The last decades' increased migration from the Global South to Global North has rendered notions of 'ethnicity' and 'culture' central to political discourse, educational policies, and research in Europe. As such, there have been calls for teacher training to better prepare teachers for ethnic diversity in schools (European Commission, 2017). Previous research, including in Sweden, has focused on the use of multicultural and intercultural pedagogical approaches to teaching in diverse classrooms (Civitillo et al., 2018; Lorentz, 2018). However, there is a need to understand the taken-for-granted concepts underlying approaches to multicultural and intercultural education in specific educational contexts. This study aimed to understand how pre-service teachers perceive the framing of ethnicity in their university education, in an understudied context.

Focus group interviews were conducted with secondary school pre-service teachers (N = 42; 19% minoritized ethnic background) in Sweden. The data



were analyzed using inductive thematic analysis, informed by social constructionist epistemology (Braun & Clarke, 2022; Chilisa & Kawulich, 2012).

Four main themes were identified. Ethnicity was perceived to be framed as: i) Predominantly concerning the “other”, which is equated with minoritized groups. ii) Sensitive and difficult to address, with some pre-service teachers avoiding discussions due to fear: of not knowing enough or of offending others. Others voiced frustrations with being called sensitive when questioning expressions of racism. iii) Ostensibly absent in didactic classes, yet sometimes indirectly addressed through broader approaches such as equality and inclusion. Finally, iv) As a resource to be utilized, where the presence of minoritized groups is framed as a source for majoritized students to learn from.

The study highlights a need for contextualized understanding of what the construction of ethnicity entails and how it is applied in pre-service teacher education. It reveals a racialization of ethnicity in a Swedish context where color-evasiveness is promoted. Further, it illuminates a need to support pre-service teachers’ participation in critical discussions on ethnicity, without perpetuating homogenized dichotomies of ‘other’ versus ‘Swedish’ or ‘white’.

14:15 – 14:30 | BREAK

14:30 – 15:30 | KEYNOTE III

MEETING THE EDUCATIONAL NEEDS OF REFUGEES IN AFRICA: CHALLENGES AND OPPORTUNITIES

Prof. Amina Abubakar Ali (Aga Khan University, Kenya)

Chair: Prof. Maja Schachner

15:30 – 15:45 | BREAK

15:45 – 16:15 | COFFEE AND CAKE CONVERSATION WITH AMINA ABUBAKAR ALI

Moderator: Moja Kuss



16:15 – 16:20 | BREAK

16:20 – 17:35 | SYMPOSIUMS AND PAPER SESSION

SYMPOSIUM V

HEALTH AND WELL-BEING AMONG CHILDREN WITH REFUGEE AND MIGRATION EXPERIENCES

Chair: Lina Alhaddad (*Martin-Luther-University Halle-Wittenberg*)

Migration is a phenomenon as old as the human history, humans migrate to escape challenging climate, instable geopolitical or financial conditions, or violence. According to the latest world migration report, the number of international migrants increased to 281 million in 2020, representing 3.6% of the world population (IOM, 2019). Similarly, the number of people seeking refuge increased to 108.4 million people globally, around half of them under the age of 18 (UNHCR, 2022). Young migrants and refugees experience this life changing experience at a sensitive developmental stage (Greenfield et al., 2003; Jugert & Titzmann, 2020). According to the risk and resilience model developed by Suárez and colleagues (2018), different socio-ecological domains play a vital role in shaping the adaptation of migrant children and youth. This model expanded the individual level of the classical socioecological perspective to incorporate three vital processes, namely development, acculturation, and psychological adjustment (mental health and wellbeing). Migrants and refugees are each faced with a particular set of challenges with a detrimental impact on their mental health (Kien et al., 2019; WHO, 2021). This symposium aims to elaborate on the role of demographic characteristics, socio-ecological factors, acculturative hassles, along with traumatic exposure on the wellbeing of different groups of young refugees and migrants. To this end, this symposium combines several studies with varied designs, cross-sectional and longitudinal, conducted in Latvia and Germany. First, Grosa et al. examine the wellbeing of young returnees in Latvia highlighting the role of socio-ecological factors, particularly family, school, and peer group. Second, Schmees et al. utilize a longitudinal design to explore the health-related quality of life of young refugees in Germany, focusing particularly on demographical characteristics and modifiable factors (German language ability, school integration, integration into peer group). Third, Braig et al. examine the relation between mental health (symptoms of depression, anxiety and post-traumatic stress disorder) and language hassles



longitudinally within the context of young refugees in Germany. Finally, Alhaddad et al. takes an ecological perspective to investigate refugee youth resilience and its associations with socio-demographic variables, mental health symptoms (depression and PTSD), and potentially traumatic exposure of young refugees in Germany. Overall, this symposium aims to contribute to a better understanding of the role of both individual and environmental factors in the wellbeing of young refugees and migrants.

1. The psychosocial wellbeing of the children of return migrants, particularly in reference to school integration: The case of Latvia | *Daina Grosa (University of Latvia; University of Sussex)*

The paper is about return migration to Latvia and, specifically, the experiences of first- and second-generation school-age children taken back to their parental homeland as part of family return. Children are often ‘invisible’ in studies of return migration; moreover, their return is seen as ‘psychologically safe’ since they are with their families (Kolaitis et al., 2003), who are relocating to a ‘known’ environment.

For the children, however, these assumptions need challenging, especially if they are born abroad, since their knowledge of their parents’ homeland may be extremely limited. Furthermore, their agency and voice in the return decision need to be unveiled (Bushin, 2009; Knörr & Nunes, 2005; Orellana et al., 2001). While there have been some child-centred studies of the psychosocial wellbeing of children, including some with children as agents (Cena et al., 2018; Ní Laoire, 2011; Vathi & King, 2021), there is still a lack of research on returning migrant children in the school setting.

Based on a multi-method investigation which combines a large online survey of emigrant and returnee parents (n=7,700; 2,477 of these being returnees) and in-depth, semi-structured interviews with children, parents, teachers and key informants, (34 adults, 14 children and adolescents), the paper addresses three main research questions:

1. What factors influence the psychosocial wellbeing of children in the return-migrant family sphere?
2. What are the experiences of return-migrant children in the Latvian school system?
3. How are returnee children impacted by the broader social environment of their parental home country, including friendship and peer groups, the



neighbourhood in which the family settles and the wider national system of values?

Conceptually, the paper draws inspiration from Bronfenbrenner's multi-level ecological systems theory (Bronfenbrenner, 1979, 1986, 1994), originally formulated to investigate the social development of children. The study is one of the few to apply the Bronfenbrenner schema to a migration setting and the first to use it in a study of return-migrating children.

Among empirical results, firstly, the macrosystem, is explored. This is the larger political, economic, social and cultural context of returnee families' and children's lives. This is followed by the exosystem, which includes lower-level settings that the children may not be directly in contact with, yet which can still influence their wellbeing and development. The third, and most important focus is on the microsystem – the environment that the child directly engages with and with which he or she regularly interacts and participates. Key here are the family, school and peer-group spheres.

The findings show that secondary school-aged returnees are most at risk of experiencing grief associated with return, and face difficulties at school, both academically and socially. Within the school setting, the attitude of teachers to teaching returnee children is a key variable, along with the child's knowledge of the Latvian language; both can either facilitate or hamper academic progress and integration into school. The paper finishes with recommendations for improving policies of assistance to returning families and children in Latvia particularly in the secondary school sphere; the setting where most challenges were evident.

2. **Development of health-related quality of life among Middle Eastern refugee children and adolescents in Germany** | Pia Schmees (University of Education Schwäbisch Gmünd), Johanna Braig (University of Education Schwäbisch Gmünd), Yasemin Kilinc (University of Education Schwäbisch Gmünd), Usama EL-Awad (Bielefeld University), Hannah Nilles (Bielefeld University), Denny Kerkhoff (Bielefeld University), Jana-Elisa Rueth (Bielefeld University); Arnold Lohaus (Bielefeld University), Heike Eschenbeck (University of Education Schwäbisch Gmünd)

In 2020, about 510,000 refugee minors seeking asylum lived in Germany and the main countries of origin were Syria, Iraq and Afghanistan (Federal Statistical Office, 2021). In contrast to a predominantly deficit-oriented approach that



focuses on reported stresses and health impairments of refugee minors (The Federal Government Commissioner for Migration, Refugees and Integration, 2019; Jafari et al., 2022), this study takes a positive perspective and explores the development of health-related quality of life (HRQoL). A longitudinal study showed that high levels of stress experienced by refugee minors in Germany decrease over time (Müller et al., 2019). Correspondingly, it is assumed that HRQoL of refugee minors improves over time. As studies already showed an impact of gender, age, and country of origin on HRQoL and on trajectories of HRQoL (e.g., Michel et al., 2009; Nesterko et al., 2019), it is hypothesized (1) that these demographic characteristics are also associated with the development of HRQoL among refugee minors. Furthermore, it is assumed (2) that German language abilities, school integration, and integration into peer group are related to the development of HRQoL, as previous studies showed, that not speaking the national language at home, not participating in organized sports, or experiencing improved social support are associated with HRQoL trajectories (Chan et al., 2021; Vella et al., 2015).

This longitudinal study aims to investigate how HRQoL of refugee minors develops over time and which demographical characteristics and modifiable factors are associated with change in HRQoL. It is assumed that both demographical characteristics (age, gender, country of origin) and modifiable factors (German language ability, school integration, integration into peer group) are significantly associated with the development of HRQoL.

Refugee minors aged 8 – 18 years, from Syria, Iraq, and Afghanistan and resettled in Germany, participated at one ($n = 422$), two ($n = 219$), or three ($n = 89$) measurement waves between 2019 and 2022. Data were collected as part of the BMBF-founded YOURHEALTH project. HRQoL was assessed using the KIDSCREEN-10 (The KIDSCREEN Group Europe, 2006), integration into peer group and school integration were assessed using subscales of the Questionnaire to Assess Resources for Children and Adolescents (QARCA; Lohaus & Nussbeck, 2016), and German language abilities were assessed by four items asking about comprehension, speaking, reading, and writing skills.

Two hierarchical linear models will be performed, to examine the time course of HRQoL across the three survey waves and possible associations with firstly demographical characteristics and secondly modifiable factors of the first survey wave.



Implications: The results of this study will shed light on whether the development of HRQoL depends on demographics and accordingly, special attention should be paid to refugee minors with specific characteristics. In addition, it will be deduced which modifiable factors that contribute to a positive development of HRQoL can be promoted by the school system. In the longer term, the results can be used to develop appropriate health promotion programs for refugee minors that are adapted to their specific backgrounds and resources.

3. **Language-related acculturative hassles and their association with mental health of minors with refugee background living in Germany** | *Johanna Braig (University of Education Schwäbisch Gmünd), Pia Schmees (University of Education Schwäbisch Gmünd), Yasemin Kilinc (University of Education Schwäbisch Gmünd), Usama EL-Awad (Bielefeld University), Hannah Nilles (Bielefeld University), Denny Kerkhoff (Bielefeld University), Jana-Elisa Rueth (Bielefeld University); Arnold Lohaus (Bielefeld University), Heike Eschenbeck (University of Education Schwäbisch Gmünd)*

Previous research demonstrated associations of acculturation-related stress with social-emotional development, psychological distress and mental health (e.g. depressive symptoms) of refugee minors (d'Abreu et al., 2019; Keles et al., 2016; Keles et al., 2017; Tingvold et al., 2015). Language-related hassles are considered as a specific subtype of acculturation-related hassles (Keles et al., 2018; Titzmann et al., 2011; Vinokurov et al., 2002). Language hassles are conceptualized as negative experiences (e.g. difficulties at school), resulting from insufficient competence in the host language, whereby it is assumed that the extent of hassles additionally depends on the intensity of contact with locals and the possibility of communicating in the native language in the current environment (Gormez, 2018, Titzmann et al., 2011). To the best of our knowledge, there are no findings on the specific relationship between language hassles and mental health among refugee minors in Germany. However, negative associations between language proficiency and depressive symptomatology as well as posttraumatic stress disorder symptomatology have been reported for this group (Meyer et al., 2023, Müller et al., 2019). These mental health conditions are frequent in refugee minors (Kien et al., 2019). Moreover, based on the diagnostic criteria (including impaired concentration in depression and negative beliefs about oneself in posttraumatic stress disorder), an association between these mental health conditions and language related acculturative hassles is plausible.



The aim of this study is to examine the relationship between mental health (symptoms of depression, anxiety and post-traumatic stress disorder) and language hassles. We assume that impaired mental health is associated with language hassles in longitudinal analyses.

The sample consists of minors with refugee background from Syria, Iraq and Afghanistan aged 11 to 18 years who live in Germany and participated at two measurement points of the BMBF-founded longitudinal YOURGROWTH-study between 2019 and 2022 (N = 127). All participants completed self-report questionnaires on demographics, symptoms of depression and anxiety (Hopkins Symptom Checklist-37 for Refugee Adolescents, Bean et al., 2007), symptoms of post-traumatic stress disorder (Reaction of Adolescents to Traumatic Stress Questionnaire, Bean et al., 2004) and language-related acculturative hassles (Subscale of the Acculturative Hassles Questionnaire, Titzmann et al., 2011).

Correlational analyses and hierarchical regression analysis with mental health and demographics of the first measurement as predictors and language hassles of the second measurement as outcome will be conducted.

A more profound understanding of the assumed associations between mental health and language hassles would help to create awareness for circumstances contributing to language hassles and provide appropriate support to minors in need at an early stage (e.g. psychotherapy, additional language courses).

4. **Resilience, mental health, and potential traumatic exposure of Arabic speaking refugee youth in Germany** | *Lina Alhaddad (Free University Berlin; Martin-Luther-University Halle-Wittenberg), Nadine Stammel (Free University Berlin), Christine Knaevelsrud (Free Universityt Berlin), Patricia Kanngiesser (Free University Berlin; University of Plymouth)*

Refugee youth often exhibit impressive resilience in the face of challenging and potentially traumatic circumstances. In this study, we conceptualized resilience as an ecological construct, and investigated its interplay with sociodemographic factors and mental health outcomes in Arabic-speaking refugee youth (Mage=15.9, SDage=1.3) in Berlin, Germany (data collected 2018-2019). Cross-sectional analysis (N=103, 54 female) revealed a significant positive association between resilience (CYRM-12 scale) and number of close friends. Furthermore, higher resilience scores were associated with fewer depression and PTSD symptoms. Finally, experience of potentially traumatic events was associated with



PTSD symptoms, but not with depression symptoms. These findings have important implications for developing interventions to promote resilience and support mental health of refugee youth.

SYMPOSIUM VI

EMPOWERING EMERGING ADULTS TO RECOGNIZE AND COMBAT ANTISEMITISM ON SOCIAL MEDIA: A QUALITATIVE MULTIMETHOD APPROACH

Chair & Discussant: Özen Odağ (*Touros University Berlin*)

Antisemitism continues to polarize the European online sphere (Geschke et al., 2019a; Wachs et al., 2019), and shape exclusionary attitudes within society (Lee & Jang, 2010; Neubaum & Krämer, 2016). Jewish people frequently experience antisemitic hate online and perceive antisemitism on social media as the greatest threat to Jewish life in Europe (Zick et al., 2017; FRA, 2018). Antisemitism manifests online in a wide range of radical and subtle forms, including conspiracy theories, Holocaust denial and Israel defamation (Schwarz-Friesel, 2018). Often camouflaged, antisemitism appears on inconspicuous webpages and social networks of conventional media users (Schwarz-Friesel, 2019).

Social media pose a major risk to adolescents' identity formation (Thomas et al., 2017; Vogelsang, 2014), but have hardly been systematically studied regarding to anti-Semitic discourses (Waquas et al., 2019). Social media are particularly important for developing sustainable ways of fighting antisemitism, as they occupy a central part of emerging adults' lives (Michikyan et al., 2015). 18- to 24-year-olds are exposed to hateful comments online more than any other age group (Geschke et al., 2019b), and are exceptionally vulnerable to hateful messages, as their identities are still fluid (Kroger et al., 2010; Orth et al., 2015).

The present symposium addresses the CDME 2023 Conference theme by seeking to understand how technologically enabled hate communication creates social inequalities for Jewish people through ascribed identities. The symposium showcases two empirical studies concentrating on manifestations of online antisemitism, coping strategies of emerging adults confronted with antisemitism, and implications for educational programs that emerge from this research.



1. **Antisemitism's "new clothes": Classic antisemitic tropes appearing in new guises on social media channels of emerging adults in Germany** | *Agata Maria Kraj (Touro University Berlin), Özen Odağ (Touro University Berlin), Jakob Rosenberg (Touro University Berlin), Jannis Niedick (University of Potsdam), Larisa Buhin (Touro University Berlin)*

The present study employs a user-centered perspective to elucidate the current manifestations of antisemitism appearing in the social media channels of emerging adults living in Germany. Theoretically, it builds on a number of leading definitions of antisemitism, emphasizing the deep-seated, traditional stereotypes on which the prejudice relies (Volkov, 2000), thus impacting the cognitive and affective processes through stereotypical projections of hate and otherness (Schwarz-Friesel, 2019). Others underscore the ever-changing nature of antisemitism, adapting itself to different historical contexts (Schäuble, 2012) and to changing social norms, with antisemitic messages often taking implicit and subtle forms that allude easy detection (Bergmann & Erb, 1986; Ionescu & Salzborn, 2014). The study also specifically draws on important international definitions of antisemitism, the IHRA (2016) and the JDA (2021), both of which propose comprehensive guidelines for recognizing Israel-related prejudices. These definitions are used to guide the development of a qualitative coding scheme, created via a mixture of deductive and inductive methods.

To uncover the current shapes of antisemitism on social media, the study uses a multimethod approach to data from 47 emerging adults located in Germany ($n = 16$ Jewish; $n = 39$ non Jewish; ages 20 – 30; $Mage = 24.75$). Over a period of 16 weeks between February 2 and May 25, 2022, emerging adults were instructed to keep media diaries, into which they logged their personal social media threads relating to Jewish life, the Middle East conflict, and other topics relating to Jewish people. A total sample of $N = 1100$ social media discussion threads from a variety of social media channels was included in data analysis, encompassing both textual and visual material. A systematic Qualitative Content Analysis (Schreier, 2012) is used to determine the presence of antisemitism, how explicit/implicit it is, the types of arguments used to support antisemitic claims, and the intensity of hate speech against Jewish people expressed.

Findings reveal a prevalence of antisemitic discourse encountered by emerging adults on social media. Based on the analyses, antisemitism adapts to a variety of current topics like a chameleon, drawing on historically well-established



stereotypes of Jewish people, secondary antisemitism, and newer forms of hatred projected onto the state of Israel. The data reveal a large gray area with highly ambiguous and implicit content that cannot be easily recognized by adult users. These findings are to be used for the development of interventions against antisemitism and are suitable for raising young people's awareness of the diverse manifestations of anti-Semitism in social media.

2. **"I just can't see it!" Focus group discussions of the strengths and vulnerabilities of emerging adults in detecting and addressing antisemitism online** | Larisa Buhin (Touro University Berlin), Özen Odağ (Touro University Berlin), Linda Juang (University of Potsdam), Leo Bitter (University of Potsdam), Birgit Wolf (Touro University Berlin), Peter Klein (Touro University Berlin), Agata Maria Kraj (Touro University Berlin)

While prior research has described the general characteristics of online hate speech, little is known about the specific effects of antisemitic hate speech on emerging adults encountering it on social media (Keipi et al., 2017). To fill this important gap, the present study explores how confident and competent young adults feel about recognizing and responding to antisemitic hate speech. Conceptually, the investigation builds on prior studies that outline the development of questionnaires for coping with cyberbullying (Sticca et al., 2015), and cyberbullying specifically in the context of hate speech (Wachs et al., 2019). Methodologically, the present study uses a semi-structured focus group-guide (Helfferich, 2011), with questions formulated in as open a manner as possible to accompany the participants throughout their discussions, yet leave them enough space to communicate their own thoughts and construct their individual understandings and meanings on the subject of interest (Schäuble, 2012).

To get insights on how to deal with antisemitic hate on social media, focus group discussions were conducted with N = 49 emerging adults (n = 5 Jewish; n = 44 non-Jewish) between the ages of 18 and 30, living in Germany. The discussions are designed to help uncover the cognitive, emotional, and behavioral coping strategies they use in relation to antisemitic hate online. Specifically, the questions explore young adults' critical media competences and reactions to antisemitic content online. To facilitate discussion, stimuli with screenshots of the data from the first study were shown to give participants concrete examples of antisemitic postings to reflect on and build upon during their exchange.



Preliminary results from open coding of interviews indicate that young adults often feel insecure about correctly identifying antisemitism, particularly in its more recent and subtle forms relating to secondary antisemitism, relativization of the Holocaust and the Shoah, and/or hatred projected onto the state of Israel. In order to reduce the negative cognitive and emotional overwhelm that this ambiguity creates, they frequently attempt to distance themselves away from potentially uncomfortable content or try to rationalize it away. At the same time, emerging adults in the present sample express feelings of powerlessness and lack of safety when encountering hateful messages against Jewish people, and often reported feeling discouraged or lacking agency to effect meaningful change. These experiences should also inform the development of educational programs to effectively combat antisemitic prejudice and discrimination in social media. Many adolescents express a desire for collective action within the social community, a desire that is to be achieved by creating awareness through educational measures.

3. **What does successful education against antisemitism look like? A systematic review of educational trainings** | Jannis Niedick (University of Potsdam), Agata Maria Kraj (Touro University Berlin), Özen Odağ (Touro University Berlin), Larisa Buhin (Touro University Berlin), Linda Juang (University of Potsdam)

The importance of education as a response to antisemitism is often emphasized, especially at the political level (Antisemitism Commissioner 2022; Independent Expert Group on Anti-Semitism, 2017). This importance is not yet apparent in educational practice as the understanding of antisemitism has hardly played a role in teacher training in Germany (Gläser et al. 2021). Notably, what constitutes successful education against antisemitism has not yet been studied empirically (Bauer, 2020). Therefore, in this presentation we focus on our efforts to design a training for both young adults and teachers to recognize the various (often subtle) forms of online contemporary antisemitism and to develop the vocabulary, skills, and competence to effectively respond.

Informed by the results of the two studies described in the previous presentations, we will develop an educational training and plan to 1) use examples of relevant, multimodal social media posts from media diaries created and collected during the first phase of the project, 2) incorporate findings from the focus group discussions centering on young adults' strengths and vulnerabilities in dealing with antisemitic hate online and 3) conduct a systematic



literature review regarding the effectiveness of available antisemitism trainings in educational settings. In this presentation we focus on preliminary findings from the systematic literature review.

Although there are many educational interventions regarding antisemitism, little is known about whether these interventions are effective, under what conditions they are effective, and for whom they are effective (Bauer, 2020). Importantly, there has been no systematic literature review of such trainings.

To conduct the review, we followed PRISMA guidelines (Page et al., 2021) and analyzed the results of the search query “antisemitism AND (education OR training OR intervention)” (in English and German) in five different scientific databases. One of the most striking impressions is that, while there are many materials for training within the search results (n=2,663 results), there is very little (if any) empirical research on evaluating whether the trainings are effective.

In terms of the content of existing trainings, most address historical forms of antisemitism, while contemporary and subtler forms of antisemitism are rarely addressed. So far, no training explicitly addresses antisemitism in social media. An iterative coding process is used to systematically review the trainings. This initial coding considers the target groups, different fields of education, definitions of antisemitism, training approach (e.g., cognitive, emotional, affective), significance of Jewish perspectives, relation to social media, connection to other forms of discrimination within the training, risk or other difficulties mentioned within the training, and effectiveness of the training on a specific outcome.

The results provide a first empirical look at antisemitism educational trainings and will be an important source of information to develop our training for online contexts. We agree with Bernstein et al. that “Only if they [teachers] are genuinely empowered to recognize, call out and repudiate both virulent and latent antisemitic tropes will they be able to take an effective stance against antisemitism in practice” (Bernstein et al., 2022, pg. 38). We aim to contribute to that empowerment.



PAPER SESSION III

PROMOTING CULTURALLY RESPONSIVE SCHOOLS

1. **Multicultural teaching competences of preservice teachers in the Netherlands: the role of previous and current interethnic contact** | *Gert-Jan Veerman (Radboud University), Jan Willem Chevalking (Radboud University)*

Universities offering teacher training programmes have been criticised for decades for failing to provide preservice teachers with sufficient training in multicultural teaching competences (Gay, 2010; Landa & Stephens, 2017; Leeman & Ledoux, 2003; McAllister & Irvine, 2000; Nelson & Guerra, 2013; Spanierman et al., 2011). To develop these competencies, universities are now advised to provide programmes that facilitate interethnic contact between preservice teachers and pupils during internships (Chisholm, 1994; Gaikhorst et al., 2017, 2020; Leeman & Ledoux, 2003; Matsko & Hammerness, 2014; Milner et al., 2003) or during community-based exposure (Gay, 2010b, p. 149; McAllister & Irvine, 2000b, p. 20). Opportunities for contact will not automatically lead to the development of multicultural teaching competences. The literature on the role of interethnic contact in developing multicultural competences shows two essential conditions that need to be met for interethnic contact to lead to successful development of multicultural competences. Contact experiences should take place (1) both within and beyond school settings (Chisholm, 1994; Matsko & Hammerness, 2014), and (2) should extend over prolonged period of time (Chisholm, 1994; McAllister & Irvine, 2000). Our aim is to reveal the potential role of different types of interethnic contact opportunities for multicultural education competences of teachers.

In this study, we collected data, using a repeated measures design, of 71 second year preservice teachers associated with a teacher training university in the Netherlands. The preservice teachers reported multicultural competence and opportunities of three different types of interethnic contact: (1) raised in neighborhood with a high proportion of children with a migration background, (2) attended high school with a high proportion of students with a migration background, and (3) internships high percentage students with migration background.



Regression analysis show the crucial role of previous interethnic contact in the neighbourhood on the perceived quality of multicultural teaching competences of preservice teachers. This finding provides empirical evidence for the importance of daily interethnic encounters beyond the school setting (Gay, 2010; Wiers, 1998).

Given the importance of long term beyond-school experiences of interethnic contact, we need to broaden the scope of potential policy implications. Programs that are aimed at developing multicultural teaching competences in preservice teachers need to be combined with neighborhood desegregation policies as most future preservice teachers are otherwise likely to grow up in Dutch dominant culture neighborhoods.

2. **Cultural diversity knowledge development of student-teachers: Investigating the impact of structural differences in teacher education programs** | *Orhan Agirdag (KU Leuven), Hakan Dursun (KU Leuven)*

Despite a growing interest in the role of cultural diversity in education, the development of cultural diversity knowledge during initial teacher education has been largely overlooked. Existing literature on this subject mostly explores preservice teachers' beliefs and attitudes towards students' cultures and languages (see Civitillo, Juang, & Schachner, 2018; Costa, Franz & Menge, 2023; Rissanen et al., 2023), with very few studies focusing on direct measures of teachers' knowledge of cultural diversity. Consequently, there is limited understanding of preservice teachers' knowledge of ethnic and cultural diversity and the effectiveness of teacher education programs in promoting this knowledge.

In this study, we build upon our recent work in which we proposed a theoretical framework for diversity pedagogical content knowledge (DIVEPACK) and developed performance-based assessments to measure this knowledge (Dursun, Claes, & Agirdag, 2021). We aim to investigate student-teachers' cultural diversity knowledge at the beginning and end of their first year and examine the role of structural differences in teacher education programs. Longitudinal data were collected across 23 teacher education programs across 14 higher education institutions in Belgium, with 1825 student-teachers participating at Time 1 (T1) and 585 at Time 2 (T2). Multiple regression analyses were conducted to explore



two dimensions of DIVEPACK: general diversity knowledge and pedagogical diversity knowledge.

Our findings reveal three key insights. First, teacher candidates enter their first year with low levels of general cultural diversity knowledge (mean score = 35/100) and pedagogical knowledge (mean score = 39/100), with substantial variations among students and programs. Master-level programs demonstrate higher intake levels than bachelor-level programs, and significant differences exist between bachelor-level programs. Second, while general knowledge levels remain unchanged after one year (T2 mean score = 34/100), pedagogical diversity knowledge significantly increases (T2 mean score = 48/100), marking an improvement of 0.4 SD. Lastly, the curriculum of teacher education programs can predict knowledge growth between T1 and T2. Students in master-level programs ($p < 0.001$) and those with a greater curricular focus on cultural diversity ($p < 0.038$) exhibit larger gains. However, a single course on diversity does not predict with knowledge improvement ($p = 0.560$), and no effects were found relating to field/internship experiences ($p = 0.370$).

In conclusion, our study highlights the need for a greater emphasis on cultural diversity knowledge development in teacher education programs. Although pedagogical diversity knowledge shows some improvement, general knowledge levels remain stagnant throughout the first year. Master-level programs and those with a stronger curricular focus on cultural diversity demonstrate more significant progress in student-teachers' knowledge growth. Interestingly, a single course on diversity and field experiences as it is provided today do not appear to be sufficient for knowledge improvement. Ultimately, these findings call for a comprehensive approach to integrating cultural diversity knowledge in teacher education curricula to better prepare future educators for diverse classrooms.

3. **Supporting students with special education needs in the transnational policy-scaped environment of international education with cultural implications** | *Rebecca Stroud Stasel Queen's University*

The internationalisation of education systems locally and around the globe has led to transformations that have pedagogic, practical, and cultural implications. The international school can be viewed as a policy-scaped, (Mettler, 2016), a metaphor referring to pools of diverse inputs—such as policies, pedagogies, practices, politics, and culture—coalescing, creating policy and leadership challenges, and



leading to gaps, inconsistencies in practice, and professional insecurities pertaining to agency and best courses of action. With international schools come migrant students of various origins, and so additional language learning and culture shock also present ubiquitous challenges for educators, including the need to advocate for students' needs and safety. International students, teachers, and leaders become sojourners, or "between-society culture travelers" (Ward, Bochner, & Furnham, 2005, p. 6) when they leave their homes to live and study or work overseas, but how do they manage to thrive once in their host country? The purpose of the study was to explore educator acculturation while living and working overseas, and it followed the experiences of seventeen K-12 educators (teachers, counselors, school leaders) employed at international schools in southeast and east Asia, using the following instruments: field log, interviews, reflex journals, photovoice and memory box. This presentation discusses one subset of findings from a qualitative study on educator acculturation that includes a policyscape manifestation of special education. While the study was centred upon the experiences of teachers and not students, the policyscape manifestation of how to support students with known or probable special needs emerged as the most pressing policyscape concern of these educators. Findings are shared and considerations given to the UN's Sustainable Development Goal 4, pertaining to "inclusive and equitable quality education and promote lifelong learning opportunities for all," which proved to be particularly challenging for teachers in schools with little or no policy guidance that was internationally or transnationally conceived. Implications shall be discussed as well as details for a follow-up study on the policyscape of special education in international contexts shall be shared.

4. **Pre-Service teachers' views on multiculturalism and multicultural education |**
Nurullah Düzen (Siirt University), Can Uyanik (Siirt University), Barzan Batuk (Siirt University)

Economic, political and technological developments in recent years have led to an increase in cultural differences in societies. This situation has brought along the concept of multiculturalism. Although there are different definitions of multiculturalism, it can be said that the concept actually contains differences. In this context, multiculturalism actually means being aware of religion, language, age, gender, sexual orientation, ethnicity, socio-economic status, education, disability and other cultural values. In general terms, the concept of multiculturalism has emerged as "an alternative to the widespread



understanding of assimilation in the past" and has prepared the ground for recognising the existence of different cultures in a society. In addition, multiculturalism refuses to resemble and harmonise with the majority and the other. In this respect, multiculturalism is considered as a concept in which differences are recognised as richness and which enables cultural differences to "live and strengthen". Multiculturalism has affected education as it has affected the disciplines in social life. The reflection of multiculturalism on education has been in the form of multicultural education. The educational components that have an important role in the reflection of multicultural education in practice are teachers. It is important for teachers to go through teaching processes starting from the pre professional period in order to develop their knowledge and experience about multicultural education during teacher training processes. In this respect, the aim of the research is to reveal the views of pre-service teachers on multiculturalism and multicultural education.

The study group of this research, which was carried out according to the case study design, one of the qualitative research methods, consisted of 16 pre-service teachers studying in different departments of Siirt University Faculty of Education. A semi-structured interview form developed by the researchers was used to collect the data. The data obtained in the research were analysed by content analysis technique. According to the preliminary findings of the research; pre-service teachers stated that they did not go through any training process related to multicultural education before starting the teaching profession and therefore they were worried about possible situations they might encounter regarding multicultural education. Although pre service teachers defined themselves as multicultural, it was observed that they had prejudices about the sub-dimensions of multiculturalism, especially in the context of sexual orientation and ethnicity. It was observed that female pre-service teachers participating in the study were more tolerant than male pre-service teachers regarding the dimensions of multiculturalism. Preservice teachers suggested that undergraduate courses on multiculturalism and multicultural education should be added before starting the teaching profession, multicultural education practices should be given from a very early age and reflected in education programmes. According to the preliminary findings of the study, it is suggested that teacher training programmes should be developed in the context of multiculturalism and multicultural education, and multicultural education should be adopted as an educational policy by policy makers.

Conference Program



17:35 – 17:45 | BREAK

17:45 | WALKING TOUR OF HALLE

19:30 | CONFERENCE DINNER



WEDNESDAY, AUGUST 23RD

8:30 – 9:30 | KEYNOTE IV

THE IMPORTANCE OF YOUTH CRITICAL RACIAL CONSCIOUSNESS FOR YOUTH, COMMUNITIES, AND SOCIETIES

Prof. Josefina Bañales (University of Illinois, USA)

Chair: Judith Kehl

9:30 – 9:45 | BREAK

9:45 – 10:15 | COFFEE AND CAKE CONVERSATION WITH JOSEFINA BAÑALES

Moderator: Judith Kehl

10:15 – 10:20 | BREAK

10:20 – 11:35 | SPOTLIGHT TOPIC, SYMPOSIUM, PAPER SESSIONS

SPOTLIGHT TOPIC

ENGAGING IN PARTICIPATORY ACTION RESEARCH: METHODS OF WORKING WITH AND FOR COMMUNITIES

Panelists: Dr. Susie Bower-Brown (University College London, United Kingdom), Dr. Johanna M. Lukate (Max-Planck-Institute for the Study of Religious and Ethnic Diversity Göttingen, Germany), Dr. Apekshya Dhungel (South-Eastern University of Applied Sciences, Finland)

Chair: Prof. Linda Juang



SYMPOSIUM VII

WHEN IS CLASSROOM (ETHNIC) DIVERSITY BENEFICIAL FOR WHOM AND WHY?

Chairs: Prof. Philipp Jugert (University of Duisburg-Essen) & Aileen Edele (University of Duisburg-Essen)

Discussant: Prof. Metin Özdemir (Örebro University)

This symposium brings together three presentations that examine relationships between classroom diversity and a set of different outcome variables, ranging from positive peer relationships (friendships) and negative peer relationships (desk rejections, victimization) to academic achievement. The first presentation by Boda et al. examines the social integration of refugee students in German classrooms. It shows that refugee students are better integrated in more ethnically diverse classrooms and that this is driven by two basic processes: more opportunities to meet other ethnic minority students and higher acceptance among ethnic majority students. The second presentation by Spiegler et al. studies the relationship between classroom ethnic diversity and peer victimization across four European countries. Results provide support for the balance of power principle among ethnic minority students and suggest that teachers can help to compensate potential negative effects of ethnic diversity. The third presentation by Hou et al. uses a multidimensional approach to diversity across ethnicity, gender, and SES in a German dataset. It tests whether greater overlap across multiple dimensions of classroom diversity reduces the effect of students' backgrounds on their academic achievement. All three presentations use state-of-the-art methods (multi-level and social network analysis) to assess these questions in large-scale representative datasets. Importantly, the presented papers go beyond examining the association of classroom diversity with social and academic adjustment and address the question under which conditions diversity is beneficial for whom and why.

1. **Does ethnic diversity foster the social integration of refugee students? Findings from nationally representative social-network data from Germany |** Zsófia Boda (University of Essex), Georg Lorenz (University of Potsdam; Leipzig University), Malte Jansen (Humboldt-University Berlin; Centre for International Student Assessment), Petra Stanat (Humboldt-University Berlin; Berlin Institute for Integration and Migration Research), Aileen Edele (Humboldt-University Berlin; Berlin Institute for Integration and Migration Research)



In Germany, the number of people filing for protection increased by 2 million between 2014 and 2021; many of them at school age. These children and adolescents need access not only to formal education but also require positive peer relationships because these are essential determinants of their school adaptation (Suárez-Orozco et al. 2018). Social integration improves adolescents' well-being (Motti-Stefanidi et al. 2020), health (Östberg & Modin, 2008), and educational achievement (Stadtfeld et al. 2019).

One contextual aspect that is likely to be particularly important for social integration is school ethnic diversity. In more diverse classrooms, refugee students have more opportunities to interact with other ethnic minority peers, who tend to have more positive attitudes toward other minority students than majority-group members (Benner et al., 2018). A higher level of ethnic diversity at school might thus facilitate refugee students' social integration because non-refugee ethnic minority students should be more likely to associate with them than majority students. Additionally, school ethnic diversity might improve the social integration of refugee students by promoting preferences for interethnic relationships among the majority group: Intergroup contact increases familiarity with outgroup members and reduces prejudice as well as racial and ethnic intolerance (Ellison et al., 2011; Pettigrew & Tropp, 2006).

The current study examines the relationships of refugee adolescents with their peers. Our aims were to determine (a) whether the social integration of refugees differs from the integration of other ethnic minority and majority peers and (b) whether and why refugees in more diverse classrooms are socially better integrated than refugees attending less diverse classrooms.

We used a large, nationally representative social-network dataset from Germany, the Trends in Student Achievement study 2018 conducted by the Institute for Educational Quality Improvement (IQB) (Stanat et al., 2019). We identified 487 refugees in 304 classrooms (6,390 9th graders in total in these classrooms). The full data include complete networks of 39,154 secondary school students in 1,807 school classes. Friendship nominations and rejections as desk-mate served as indicators of social integration. We applied the Multiple Regression Quadratic Assignment Procedure (MRQAP), a linear regression framework for network data (Dekker et al. 2007) to determine the



statistical significance of associations between students' immigrant status and their social ties while accounting for differences in the opportunity structure.

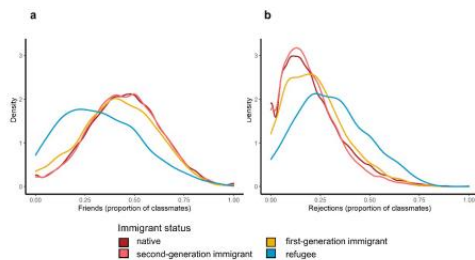
We find that refugee adolescents have fewer friends and are more often rejected as desk mates than their classmates (see Figure 1). Crucially, refugee students are better integrated in more diverse classrooms. They tend to have more friends and are less often rejected by their deskmates there.

Descriptive and multivariate analyses (see Figure 2) indicate that these findings result from two basic processes: 1) more opportunities to meet other ethnic minority peers, who are more accepting of refugees in general, and 2) higher acceptance of refugee adolescents by ethnic majority peers in more diverse settings.

The study reveals how different school contexts affect refugee students' social integration. We discuss implications of the findings for promoting the social adjustment of young refugees in school.

Figure 1

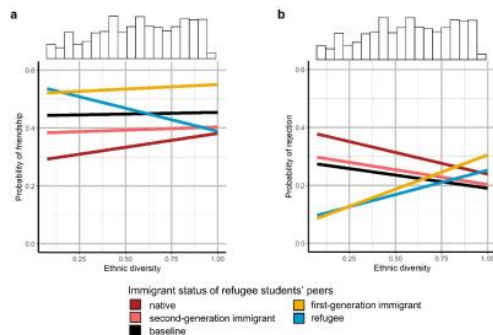
Friendships and rejections among refugee adolescents based on their peers' immigrant status



Note. Density plots showing friendship (panel a) and desk-mate rejection (panel b) nominations toward refugee adolescents received by native, first-generation immigrant, second-generation immigrant, and refugee classmates. Nstudents = 39,154. Nclassrooms = 1,807.

**Figure 2**

Friendships and rejections among refugee students by classroom ethnic diversity.



2. **Classroom ethnic diversity, teacher support and peer victimization: Evidence from four European countries** | *Olivia Spiegler (Nuffield College, University of Oxford), Tibor Zingora (Czech Academy of Sciences), Philipp Jugert (University of Duisburg-Essen)*

Different theoretical perspectives make conflicting assumptions about the effects of school diversity. According to the balance of power principle (Graham, 2018), social dynamics in classrooms will be more positive when multiple ethnic groups are more balanced in size. Ethnic competition theory (Scheepers et al., 2002), in contrast, assumes that ethnic majority members feel more threatened by greater numbers of ethnic minorities. We suggest that both perspectives are not conflicting but compatible because they refer to different diversity contexts. Research on ethnic homophily has shown that the relationships between ethnic diversity and ethnic homophily is curvilinear and follows an inverted u-shaped function (Moody, 2001; Smith et al., 2016). These findings, albeit with a different outcome variable are compatible with both theoretical perspectives. Intermediate levels of ethnic diversity are likely to exacerbate intergroup conflict because such contexts are often characterized by one numerically dominant group and other groups small in size or two even-sized groups that compete for status and power (Bellmore et al., 2012).



Thus, we hypothesized that 1) peer victimization is more prevalent at intermediate levels of ethnic diversity and less prevalent at lower and higher levels of ethnic diversity, and 2) this curvilinear link is stronger for ethnic majority than minority students.

Beyond main effects, we need to focus on the conditions that convey the benefits of diversity and counter its potential negative implications (Graham, 2018; Juvonen et al., 2019; Thijs & Verkuyten, 2014). In this regard, the role of teachers is important as they model and influence social interactions between students in the classroom through their own interactions with students (Nishina et al., 2019). Teacher support seems especially important in situations or contexts characterized by high levels of conflict.

We thus hypothesized that 3) peer victimization at intermediate levels of ethnic diversity is lower when individual teacher support is high. Prior research further indicates that the effects of teacher support may differ across ethnic majority and minority groups (Baysu et al., 2021). We therefore explored if teacher support moderated the link between ethnic diversity and peer victimization differently across ethnic majority and ethnic minority youth.

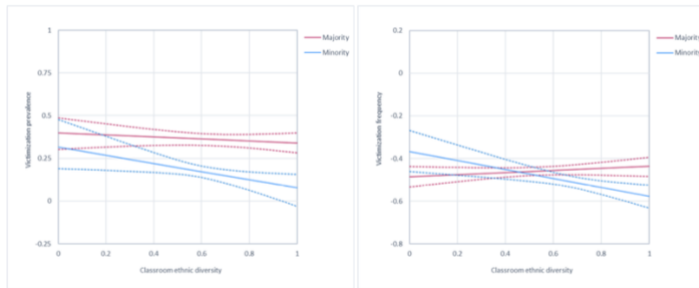
We conducted multilevel analyses based on the first wave of the Children of Immigrants Longitudinal Survey in Four European Countries (CILS4EU). The sample included 18,716 students, nested in 958 classrooms.

We found no direct support for our hypotheses. Instead, we observed an overall negative linear association of ethnic diversity with peer victimization, which was moderated by ethnic minority/majority status (see Figure 1). In addition, we observed a complex three-way interaction between diversity, ethnic minority/majority status and teacher support (see Figure 2), suggesting that teacher support can minimize the risk of being victimized for ethnic minority students especially when diversity is low and for ethnic majority students when ethnic diversity is moderately high.

Overall, results support the balance of power hypothesis among ethnic minority students only and provide no support for ethnic competition theory. Importantly, findings suggest that teachers can help to compensate potential negative effects of ethnic diversity.

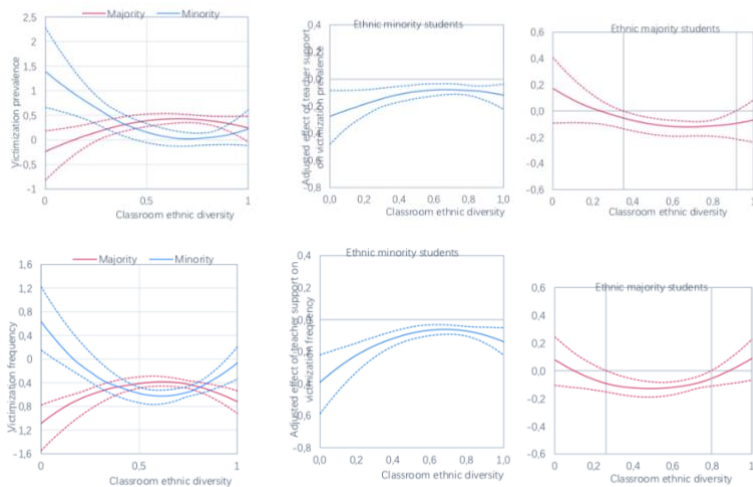


Figure 1



Note. Linear associations of ethnic diversity and victimization prevalence (left panel) and frequency (right panel) among ethnic minority and ethnic majority students.

Figure 2



Note. (upper leftmost panel) Quadratic association of ethnic diversity with victimization prevalence among ethnic minority and majority students at average levels of teacher support. Dotted lines show 95% confidence intervals. (upper middle and right panel) Adjusted effect of teacher support on



victimization prevalence as a function of classroom ethnic diversity for ethnic minority and majority students. Dotted lines show 95% confidence intervals. (lower leftmost panel) Quadratic association of ethnic diversity with victimization frequency among ethnic minority and majority students at average levels of teacher support. Dotted lines show 95% confidence intervals. (lower middle and right-most panel) Adjusted effect of teacher support on victimization frequency as a function of classroom ethnic diversity for ethnic minority and majority students. Dotted lines show 95% confidence intervals.

3. **Multidimensional diversity within classrooms and educational inequality: Segregation of helping networks among peers as a mechanism** | *Chenru Hou (University of Potsdam; Humboldt-University Berlin), Georg Lorenz (University of Potsdam; University Leipzig), Camilla Rjosk (University of Potsdam)*

Educational management and practice are challenged in dealing with the growing diversity of students in classrooms (Gabaldón-Estevan, 2020). Classroom diversity encompasses multiple dimensions, involving ethnicity, gender, and socioeconomic background (e.g., Conway-Turner et al., 2020). Nevertheless, the impact and mechanisms of classroom diversity, especially from a multidimensional perspective, on the equality of education remain uncertain.

Focusing on effects of diversity, research regarding homophily shows that students tend to connect with peers who share similar characteristics (Brechwald & Prinstein, 2011). This tendency leads to the formation of subgroups and segregation between students with different characteristics. However, Blau's (1977) structuralist theory acknowledges that students can exhibit multiple differences beyond a single characteristic and occupy different social positions concurrently. Accordingly, when classrooms contain multiple dimensions of diversity, subgroups may be formed based on a specific characteristic, while their members may differ in other characteristics.

Multidimensional diversity can also be characterized by an overlap of diversity dimensions. This happens, for example, when ethnic minority members are male and have a disadvantageous socioeconomic background at the same time. Blau (1977) calls this consolidation. Lower consolidation (aka intersection), in turn, implies greater overlap between subgroups, which may imply less



segregation of interaction, such as less helping behaviors among peers (Thatcher et al., 2003).

This study examines the associations between consolidating multidimensional diversity, the segregation of interaction in classrooms, and achievement inequality by determining if higher levels of consolidation along students' ethnicity, gender, and SES within classrooms are associated with greater segregation between students' helping behavior across these three characteristics. Since cross-characteristic interaction can create social capital for students (Van Rossem et al., 2015), intersection (i.e., the opposite of consolidation) can weaken the connection between students' backgrounds and their academic achievement (i.e., educational inequality) (Becker, 2019). Therefore, another purpose of this study is to explore whether the integration resulting from decreased segregation in helping networks can reduce the effect of students' backgrounds on their academic achievement.

In order to demonstrate the association between classroom consolidation, segregation, and inequality, this study will utilize network analysis using IQB-Bildungstrend 2018 data, which focuses on secondary schools in Germany (Stanat et al., 2022). The Shaw's (2004) index will be used to assess consolidation. Moreover, the homogeneity of students' same-ethnic, same-gender, and same-SES helping network is measured by the index of isolation (Kroneberg et al., 2021), which is describing the extent to which members of one group are exposed only to same-background others (Massey & Denton, 1988). Additionally, in terms of educational inequality, this study will calculate the linkages at the classroom level between students' backgrounds (ethnicity, gender, and SES) and their math test scores.

The results of this study will be presented in the conference. They can serve as references for school development, to make informed decisions on how to enhance educational equality by implementing strategies that account for the diverse backgrounds of students in classrooms.



PAPER SESSION IV

UNDERSTANDING SCHOOL, FAMILY, AND PEER RELATIONS: ETHNIC MAJORITY AND MINORITY PERSPECTIVES

1. **Towards a resolution of ethnic comparative research with minority and majority adolescents** | *Madalina Paizan (Leibniz University)*

Developmental contexts are increasingly culturally diverse. Due to changing majority-minority dynamics and an increased awareness of inequities rooted in racially stratified societies, it has become a challenge to study developmental processes on different ethnic groups of adolescents. How can research shift the focus from describing to explaining group differences based on psychological and social mechanisms? How can researchers accurately investigate differences and similarities between groups without running the risk of perpetuating a deficit-oriented perspective? Although often criticized (e.g., promotes power imbalance between ethnic groups; encourages “otherness”), an ethnic comparative perspective can complement other research methods to explain immigrant youth adjustment in different contexts, identify structural barriers to a positive adaptation and, determine underlying variables (e.g., SES, opportunity differentials) that create differences which may be attributed to culture. The presentation will focus on comparative approaches with minority and majority youth and show how these can be utilized for understanding developmental processes in various ethnic groups. I present three alternative ways together with empirical evidence based on cultural variance between minority (i.e., adolescents’ themselves or at least one parent born outside Germany; focus on the shared experience of being a minority) and majority (i.e., no migration history in their own or parents’ generation) groups. The first study compares minority and majority student-teacher-dyads by drawing on the multicultural education theory. It investigates how the teacher-student relationship is perceived by minority and majority students and their teachers and investigates specific predictors on the student and classroom-level that explain differences in the perception of relationships between students and teachers. The second study examines how specific features of the home learning environment (e.g., learning conditions at home and parental involvement) can “explain away” differences in developmental trajectories of life satisfaction and academic self-efficacy between minority and majority



groups. It shows that the student-teacher communication and family support are important factors to improve home learning in both groups. The third study adopts a person-oriented approach, as an opportunity to study youth from different ethnic groups (i.e., ethnic German diaspora adolescents, Russian Jews from the Former Soviet Union who migrated to Israel and majority adolescents in Germany) without a comparative mind-set. This study uncovered subgroups of adolescents based on their perceived social support trajectories and identified developmental- and acculturation-related variables as predictors of subgroup membership. I end up with a debate on ethnic comparative, but also other approaches (e.g., intersectional research) that may ensure a more comprehensive picture of youth adjustment in highly diverse contexts.

2. **Do predictors of behavioral, emotional, and cognitive engagement differ between minority and majority middle school students?** | *Zuzanna Preusche (University of Duisberg-Essen), Kerstin Göbel (University of Duisberg-Essen)*

In the course of an increasingly diverse student body, an examination of important factors for minority and majority students' cognitive, emotional, and behavioral school engagement represents a vital topic in educational research. The importance of engagement as a mediator for well-being, motivation, and achievement has been widely acknowledged in the U.S. (Wang et al., 2019), but has only rarely been in the focus of research in Germany (Civitillo et al., 2021; Raufelder et al., 2015). While the majority of students experience a gradual disengagement during adolescence, minority students' overall decline seems to be steeper (Cook et al., 2012; Bildungsbericht 2022). Minority students may encounter different experiences in comparison to their peers; they are challenged with the construction of their own multicultural identity in a dominantly monocultural and rarely diversity acknowledging or even discriminating surrounding (Preusche & Göbel, 2021; Binning et al., 2021). An inclusive school climate and supportive relationships can be counteracting to those threats and directly related to engagement (Abacioglu et al., 2023; Schachner et al., 2020).

In order to promote teaching strategies which can encounter the decline in engagement, the aim of this presentation is an exploration of beneficial facilitators of engagement. These exploratory analyses address how minority and majority students differ in their engagement, and supporting predictors (school climate, and parental, peer, and teacher support) in western Germany.



Of the 828 7th grade and 355 8th & 9th students in the two cross-sectional questionnaire studies only those who felt belonging to only the majority culture, and those who reported belonging to at least one other culture were included in the analyses (study 1: 46.7% female, 55.2% minority students, 2: 46.9% female, 51% minority students). Data was analyzed using t-Tests, simple linear and multiple regression analyses using IBM SPSS, adapted scales include school engagement (Fredericks et al., 2005), school climate (Moos & Tricket, 1987), parental/peer/teacher support (Kunter et al., 2002). Control variables included students' gender, cultural capital (Kunter et al., 2002), socioeconomic status (Ganzeboom et al., 1992).

First exploratory results show that in all grades minority students report a significantly lower behavioral engagement, but a higher cognitive engagement. While the predictors differ among grades and groups, some results seem to stand out: An inclusive and just school climate predicts emotional engagement for all students. Whereas parental support serves as an indicator for minority students' behavioral engagement, it does not explain variance for majority students. Teacher support predominantly explains younger minority students' emotional and cognitive engagement. Families' cultural capital is important for all younger students' cognitive engagement, but only for older majority students. Further analyses and limitations will be presented, and implications for inclusive teaching and teacher education as well as research will be discussed.

3. **The interplay between autonomy desires, restrictions and family relationship quality in immigrant and non-immigrant adolescents** | *Ouissam Abattouy (Utrecht University), Gonneke Stevens (Utrecht University), Catron Finkenauer (Utrecht University), Marcel Lubbers (Utrecht University, The Netherlands), Susan Branje (Utrecht University)*

(a) Autonomy desires have traditionally been attributed to the desires of adolescents from relatively individualistic cultures (Triandis et al., 1988). However, research indicates that potentially as a result of their acculturation process, immigrant adolescents from more collectivistic cultures in countries that are considered more individualistic may have similar autonomy desires as their non-immigrant peers (e.g., Smetana, 2002; Kagitcibasi, 2005). Nevertheless, immigrant parents are believed to be less supportive or more



restrictive of their child's autonomy than non-immigrant parents (Titzmann & Silbereisen, 2012). Autonomy restrictions can harm the quality of the family relationship (Soenens & Vansteenkiste, 2009, 2020), especially if adolescents have a strong desire for autonomy and especially among immigrant families. (b) As research on this topic is scarce yet of great importance for understanding adolescence, the aim of this study is threefold. First, comparing autonomy desires and perceived parental autonomy restrictions between immigrant and non-immigrant adolescents. Second, examining whether the negative association between autonomy restrictions and the parent-adolescent relationship quality (i.e., conflicts over autonomy and family support) is particularly pronounced when adolescents' autonomy desires are strong. Third, investigating potential variations in the latter associations between immigrant and non-immigrant adolescents. (c) Data were collected in four Dutch secondary vocational schools and included 1,033 adolescents (Mage = 18.52, female = 57%), 730 non-immigrants, and 303 immigrants with parents from countries that are known as relatively collectivistic. (d) The autonomy variables were measured by presenting eight statements (i.e., determining one's own curfew) and asking whether, through answering with yes or no, adolescents desired it, were allowed to act on it, and whether it created conflicts. Conflicts over autonomy and family support (i.e., perceiving overall (emotional) support) were used to measure the family relationship quality. (e) Preliminary descriptive results showed that immigrant adolescents have less autonomy desires and perceive more autonomy restrictions than non-immigrants. Furthermore, autonomy restrictions were associated with increased conflict and decreased family support. The correlation between autonomy restrictions and conflicts was weaker for immigrant adolescents compared to their non-immigrant peers, whereas the correlation with family support was stronger. We plan to estimate structural equation models and multigroup structural equation models before the CDME conference to further determine whether the association between autonomy restrictions and both relationship quality indicators is stronger when adolescents have high autonomy desires and whether the latter association is more pronounced among immigrant adolescents. (f) Considering the crucial role of autonomy and family relationships both during adolescence as well as later in life, it is essential to not neglect studying underrepresented groups, such as immigrants. Consequently, one of the main values of this study lies in its contribution to a



better understanding of the importance of autonomy desires and restrictions for the family relationship quality in a diverse population.

4. **A stringent test of Cultural Mismatch Theory: Links between school achievement and actual cultural fit in self-construal** | *Jozefien De Leersnyder (University of Leuven), Erdem Yilmaz (University of Leuven), Karen Phalet (University of Leuven)*

Many educational systems are plagued by achievement gaps: students from ethnic minority and low-SES groups perform worse than their peers from ethnic majority upper middle class groups. At the same time, educational systems are tailored to the values, needs, implicit rules and ways of thinking that are common among the dominant ethnic majority middle class (Bourdieu, 1970). Indeed, North American and European educational institutions promote and reward psychological tendencies associated with an independent self that is autonomous, unique, successful and independent from others, and that is typical for white middle class contexts. Consequently, students with interdependent selves who consider close others to be integral to the self tend to experience a misfit in these educational contexts – a misfit that may result in lower achievement (cfr. ‘Cultural Mismatch Theory’ e.g., Stephens et al., 2012).

Here, we aimed to provide a stringent test of Cultural Mismatch Theory by i) establishing rather than assuming the normative pattern of self of the ethnic majority and high SES-groups; ii) calculating rather than assuming the actual (mis)match between individuals’ patterns of self and the normative ones; and iii) modeling within-group variation of (mis)fit within different ethnic and SES groups on top of establishing between-group differences.

The Children of Immigrants Longitudinal Study (Phalet et al., 2018) includes more than 4500 adolescents (age: 12-15) nested in 66 schools in Flanders, Belgium. Among them are 1818 ethnic majority Belgians, 614 Turkish Belgian minorities and 766 Moroccan minorities as well as 1667 high-SES pupils (parent completed college), 2084 mid-SES pupils (parent completing high school) and 800 low-SES pupils (no parent completed high school).

Pupils reported their self-construal in relation to their (majority) teacher (Kagitcibasi, 2006; Güngör et al., 2014), thereby providing ‘patterns of self’. To these, we applied a ‘cultural fit approach’ (De Leersnyder et al., 2011). First, cultural consensus analysis identified whether the specific ethnic and SES



groups share specific self-construal patterns. Secondly, each pupil's self-construal pattern was correlated with the one that is typical among both their ethnic majority and high SES peers. These latter fit indices were then used in multilevel regressions to predict self-reported grades and scores on a language test (van Dijk & Tellegen, 2004) one year later.

Indicating the validity of our novel approach, each specific ethnic or SES group fitted best to their 'own' group's typical pattern of self. Thus, majority Belgian pupils fitted better to the typical Belgian patterns of self than Turkish and Moroccan minorities and high SES pupils fitted better to the high SES pattern than mid- or low-SES groups. Most importantly, both pupils' fit to the typical Belgian pattern and fit to the high SES pattern predicted higher (cross-sectional) self-reported grades and higher scores on the (longitudinal) language test, even after controlling for demographics, including SES.

Pupils academic achievement is a function of the actual (objectively calculated) (mis)fit between pupils' own ways of being and relating to their teacher and those of the white upper middle class that usually shape educational systems.

11:35 – 13:00 | LUNCH BREAK

13:00 – 13:20 | POP UP POSTER PRESENTATIONS

13:20 – 14:15 | POSTER SESSION

1. **The effect of supplementary education on the educational attainment of Japanese-Brazilian children in Japan: The processes of developing multiple frames of reference** | *Gi Jung, Song (Nagoya University)*

In the 1990s, Japan began issuing Long Term Resident Visas to descendants of Japanese emigrants. This enabled a large influx of Japanese Brazilian as unskilled worker in the manufacturing sector which was suffering from labor shortages.

This study examines the educational attainment and occupational status of Brazilian children and the role of supplementary education provided by local



governments and NPOs. Using Piore's dual frames of reference theory (Piore, 1979), the study explores how the children's educational practice and career paths are developed. Additionally, the study follows the Segmented Assimilation Theory (Portes et al., 2005) to explain the multiple patterns of adaptation.

During the research in the Homi Housing Project, the largest Brazilian community in Japan, I conducted more than a year of participant observation and informal interviews. Spending several hours each week volunteering as a mentor at three supplementary education classes, I interacted with Brazilian children and conducted 25 interviews of children and their parents using snowball sampling.

Initially, I found a gap in the second-generation group. One group of children has reproduced their blue-collar parents' status or shown downward assimilation. Many of them didn't go to college. Their parents don't place importance on education due to their dual frame of reference. Despite their long stay in Japan, many Brazilian parents still maintain strong reference to social standing and pay in Brazil, and consequently, they underplay the importance of their children's education. Many children told me that they can't concentrate on studying at home because their family can't understand. Furthermore, their environment, which is surrounded by many Brazilians, prevents them from seeing other career path other than unskilled worker.

In contrast, the other group has achieved upward assimilation, although greatly outnumbered by the former. This group doesn't maintain dual frame of reference because their parents make them keep their distance from Brazilian community. Their parents highly value education in Japan, and some of them have also achieved upward mobility using their resources (Japanese skills and academic capital). Most of this group has lost Portuguese and adopted the lifestyle of the Japanese people. There exists the subtle hostility between the groups (mostly from the latter to the former), which proves that the Brazilian ethnic community generally doesn't serve as social capital in their educational attainment and occupational status.

Meanwhile, I found the third, extremely rare group that uses both the ethnic and host communities. In the supplementary education class, they were exposed to more outer resources, i.e., unique individuals and networks that are



different from Brazilian community. Developing a multiple frames of reference, they could seek unique career paths while embracing biculturalism.

Despite this group's struggles, there stands an impediment that paralyzes the deep-rooted ethnic community and the favored mode of incorporation. There are two reasons. Firstly, there is no legal obligation for foreign children to enroll in schools because the government has focused only on measures of immigrants control. Secondly, there is no multiculturalism embedded in the education system. Therefore, children solely depend on their personal upward desire and individual resources.

2. **Arts-based research as a space for exploring mental health among immigrant women in Canada** | *Maryam Motia (Wilfrid Laurier University)*

Canada is a destination for a growing number of migrants, including migrant women. Migration may be a stress-provocative process, negatively impacting the mental health of migrants. However, according to Statistics Canada, mental health deterioration is found among migrant women, given the intersection of their immigration statuses and genders.

Studies suggest that social support may protect these women's mental health. Additionally, artmaking and creativity may be beneficial for their mental health. Positive effects of both social support and engagement with art may be magnified when occurring in the form of community arts programs where immigrant women create artworks and exchange support at the same time. Grassroots arts projects in Canada as widespread workshops and programs suggest promising consequences. However, the limited number of scholarly studies in this field highlights a gap. My research aims to address this gap and shed light on the potential of community/group art programs to promote the mental health of immigrant women in Canada.

The main research questions are: A) How do immigrant women in Canada conceptualize their mental health in the context of their migratory journeys? And B) How does art, as a research method, allow immigrant women to express their mental health experiences related to migration?

I use Logotherapy (Frankl, 1984) to learn how discovering and fulfilling meanings of migratory experiences may contribute to participants' mental health. To consider factors beyond the individuals and meanings at an



individual level, I also employ Ecological Systems Theory (Bronfenbrenner, 1977) which includes diverse and broad sociocultural, economic, and political factors contributing to the mental health of this population.

Adult immigrant women across Canada who can communicate in English are eligible to participate in this study. I use arts-based research methodologies and in-depth interviews for data collection and analysis. Immigrant women of diverse cultural backgrounds and immigration statutes participate in three group scrapbooking sessions and an individual interview afterwards. I use Constructivist Grounded Theory to develop a theory illuminating the mental health of immigrant women in Canada and their experiences of scrapbooking sessions.

Given that this is an ongoing project, I intend to present findings concerning the first participant in my study. She is a 26-year-old woman immigrating to Canada as a high school student. I will share her experiences concerning mental health, nuances related to social support, and the challenges and advantages of studying in a Canadian-based high school. Findings shed light on her acculturation process and strategies to adapt to the new cultural context. (f) Implications:

The tangible examples can highlight how newcomer students, especially at the secondary school level, should be supported to raise their self-awareness, self-esteem, and self-confidence at an individual level and how students should learn and practice empathy and cultural humility at the group/community level to develop and enrich their social relationships.

3. **The development of children's sensitivity to excluding economically disadvantaged peers** | Tyler Colasante (*Leipzig University*), Zeinab Aly (*Leipzig University*), Tina Malti (*Leipzig University; University of Toronto*)

Economic disadvantage is a common post-migratory adversity (Elsayed et al., 2019). Immigrant children may lack the resources to purchase popular goods and to join group activities (Hjalmarsson, 2018). If children of higher economic status are sensitive to economic disadvantage, they may be less likely to exclude lower-status children (Dys et al., 2019). Also, interventions to promote inclusion have more long-term success if they start early in childhood when inclusive capacities emerge (Malti et al., 2016). However, the optimal timing to promote the inclusion of lower-status peers remains unclear because extant



studies are cross-sectional. At which age does sensitivity to lower-status peers emerge? Does this sensitivity develop most rapidly in early or later childhood? Answering these questions within a longitudinal framework may inform the timing of interventions to improve relations among children with different economic privileges.

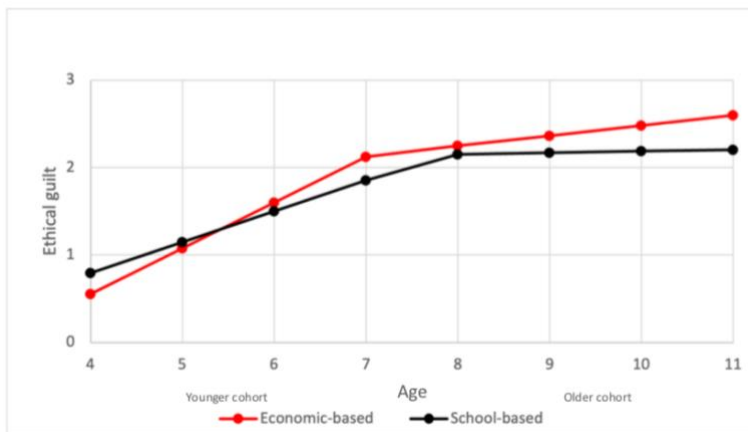
The present study included an ethnically diverse, middle-SES sample of 300 4- and 8-year old Canadian children ($n = 150$ in each age cohort). Annually for four years, we presented children with a vignette in which they hypothetically refused to let a poor child sit with them on the bus. We asked children which emotion they would feel after excluding, and why/how strongly they would feel that emotion. Sensitivity was reflected by “ethical guilt” responses in which children anticipated feeling negatively for violating fairness, justice, and/or the excluded child’s welfare (range from 0 = no ethical guilt to 3 = very strong ethical guilt). We used latent growth curve modelling to determine the best-fitting trajectory of sensitivity across time. As a non-economic reference point, we also modelled children’s sensitivity responses to a vignette depicting the exclusion of a child from a different school who was otherwise similar to the participating child. As seen in Figure 1, sensitivity to economic-based exclusion was low at age 4 but increased to a high level by age 11. Sensitivity to school based exclusion showed a similar overall trend. For both vignettes, a significant effect of age cohort suggested differential rates of sensitivity development from ages 4–7 vs. ages 8–11. Sensitivity to economic-based exclusion increased ~5 times faster from ages 4–7 than it did from ages 8–11. Sensitivity to school-based exclusion showed a different trend, as linear increases from ages 4–7 plateaued from ages 8–11. Overall, these findings suggest that early to middle childhood may be an optimal time to promote sensitivity to excluding others. The observed tapering of sensitivity to school-based exclusion aligns with past research indicating that children’s social circles become increasingly restrictive into emerging adolescence (Dys et al., 2019). Contrarily, sensitivity to economic-based exclusion showed continued gains into late childhood in this study. As children settle into their preferred social groups, they may opt to exclude others who are different but do not express overt neediness (e.g., otherwise similar children from a different school). Older children with an established sensitivity to economic disadvantage may be less willing to engage in restrictive social practices on the basis of economic status. Further research



is needed to understand when and how children balance internalized norms against resource inequity with increasing in- vs. out-group pressures.

Figure 1

The development of children's sensitivity to economic vs. school-based exclusion.



Note. Model-estimated means depicted for linear latent growth curve, which met the following model fit criteria: non-significant χ^2 , CFI and TLI values $> .90$, as well as RMSEA and SRMR values $< .08$ (Kline, 2016). Younger cohort slopes for economic-/school-based = $.52/.35$, $SE = .06/.06$, $p = < .001/.001$, 95% CI $[.41/.23, .64/.47]$. Older cohort slopes for economic-/school-based = $.12/.02$, $SE = .03/.04$, $p = .001/.682$, 95% CI $[.05/-.07, .19/.10]$.

4. **Syrian students' discrimination and acculturation experiences in Turkey** | Hilal Ersoy (Middle East Technical University), Aysun Dogan (Ege University)

According to the data of the Ministry of Education 1.365.884 Syrian students between the ages of 5-18 are enrolled in formal education in Turkey in 2022. Perceived discrimination in the school is a frequent experience for immigrant adolescents while the development of ethnic identity is salient in adolescence. This study examines the descriptive results of various demographic and psychological characteristics of Syrian students in Turkey. The analyses were performed with 58 participants aged between 9 and 18 ($M = 13.50$, $SD = 2.75$).



The gender distribution was even. Participants filled out a series of perceived discrimination instruments along with their demographic information, and these instruments include items about the discrimination they perceive from their classmates, teachers, and discrimination in general. The participants also reported their family- and peer-based ethnic and cultural socialization, the strength of ethnic identity, self-esteem. According to the results, Syrian adolescents reported moderate perceived discrimination in general ($M = 1.5$, $SD = 0.6$), while they reported low scores on the perceived discrimination distress caused by teachers ($M = .71$, $SD = 0.88$) and perceived discrimination distress caused by classmates ($M = .74$, $SD = 0.90$). However, while adolescents reported moderate scores on the familial ($M = 37.8$, $SD = 11.12$) and peer ($M = 34.7$, $SD = 12.00$) ethnic and cultural socialization, they also reported a high level of belonging to their ethnic identity ($M = 2.8$, $SD = 0.70$). Also, the self-esteem scores of the participants were moderate ($M = 1.70$, $SD = 0.53$). 31% of participants' mothers were illiterate, while 17% of fathers were illiterate. Furthermore, 37% of the participants reported their school success as very bad; 85% described their relationship with their teachers at school as good. The Syrian adolescents reported high proficiency in Turkish ($M = 4.30$, $SD = 0.80$). A moderate negative correlation was found between the perceived discrimination distress from classmates and Turkish proficiency and between the general perceived discrimination and Turkish proficiency ($r = -.42$, $p = .01$; $r = -.30$, $p = .01$, respectively). However, there was no significant correlation between perceived discrimination distress from teachers and Turkish proficiency ($p > .05$). Peer ethnic and cultural socialization and ethnic identity were strongly correlated ($r = .54$, $p = .01$). However, there was no significant relationship between familial ethnic and cultural socialization and ethnic identity ($p > .05$). Finally, the relationship between familial ethnic and cultural socialization and self-esteem was moderate, as well as ethnic identity and self-esteem, ($r = .40$, $p = .01$; $r = .30$, $p = .01$, respectively). Although the results were descriptive due to the limited sample size, the present study implies noteworthy results for further research. Overall, the results demonstrate that Syrian students do not perceive a high level of discrimination, but Turkish proficiency may be considerable for perceived discrimination. Also, peer-based ethnic and cultural socialization may be substantial for the strength of ethnic identity. Last, ethnic and cultural socialization and ethnic identity could be significant for self-esteem.



5. **Critical consciousness of preservice teachers – A mixed methods study |**

Yağmur Güleç (University of Wuppertal), Miriam Schwarzenthal (University of Wuppertal), Tuğçe Aral (University of Potsdam)

Many cultural or ethnic minority students and students from lower socioeconomic backgrounds face structural barriers to succeeding in education (Diemer et al., 2016). Teachers are not just eligible to intervene with these structural barriers, they are also responsible for being critical, sensitive, and engaged against social injustice in education (Geven et al., 2018). Yet, to date, we know little about how (preservice) teachers interpret and try to redress social inequities. We drew on the critical consciousness (CC) framework (Diemer et al., 2016) to explore preservice teachers' structural attributions (critical reflection) (Bañales et al., 2020), political self-efficacy (critical motivation), and critical actions to address social inequities in the school context.

We investigated how preservice teachers attributed the achievement gap between students with lower SES (vs. higher) and with (vs. without) a family history of migration, how self-efficacious they felt to redress existing inequities, and what past and intended future actions they reported to redress the gap. In further analyses, we will assess how structural attributions, self-efficacy, and actions are related, and how preservice teachers' perceived SES, discrimination experiences, taken classes on diversity, and social dominance orientation relate to their CC.

Data were collected in 2021 through an online questionnaire with 93 preservice teachers ($M_{\text{age}} = 24.29$ years, $N = 16$ with a family history of migration, $N = 80$ female, $N = 11$ male, $N = 1$ divers, $N = 1$, not indicated) at a university in Germany.

Preservice teachers responded to a self-efficacy rating scale from 0 to 100 ($M_{\text{score}} = 44.45$) and to open-ended questions assessing their attributions of social inequities and their past and intended future actions. Open-ended responses were coded based on a coding manual. Specifically, whether participants attributed the achievement gap to individual, family, or structural factors was coded. Past and intended future actions were grouped into actions that explicitly addressed social inequities vs. those who did not. In future



analyses, linear regression analysis will be run to test relations between CC facets, as well as between predictors (e.g., perceived SES...) and preservice teachers' CC.

Preliminary results show that the achievement gap of students with low vs. high SES was 8% attributed to individual, 78% to family, 10% to structural, and 4% to other factors by preservice teachers. The achievement gap of students with (vs. without) a family history of migration was 31% attributed to individual, 29% to family, 33% to structural, and 7% to other factors. 51% of the participants reported having engaged in past actions aimed at addressing social inequities. Most of the past/future actions did not focus on critical action in the traditional sense (i.e., attending demonstrations) but on pedagogical actions. Among the pedagogical actions, some explicitly addressed social inequities (e.g., providing special support to disadvantaged students) (87 % of past and 38 % of intended future actions) and some did not (e.g., treating everyone the same) (13 % of past and 62 % of intended future actions). Implications for teacher education and policy will be discussed.

6. **Career development and identity of immigrant Muslim ECEC teachers in Germany: A TEM-based analysis** | Megumi Hayashi (*Ashikaga Junior College*), Yumiko Sasaki (*Ashikaga Junior College*), Shinichiro Shimeda (*Tokiwakai College*), Yuichi Toda (*Osaka Kyoiku University*), Atsuko Henkel (*Independent Researcher*)

This study aims to explore the process of career development and identity formation among immigrant Muslim Early Childhood Education and Care (ECEC) teachers in Germany, who face challenges related to linguistic and religious backgrounds. We build on our previous research on the career paths of ECEC teachers who migrated to Japan from South America in their childhood (Hayashi et al., 2018).

In this study, we conducted interviews with three immigrant teachers from Iraq and Turkey who work at KITA. We then analyzed the data using Trajectory Equifinality Modeling (TEM) to map the trajectories of their careers along an irreversible timeline, starting from their arrival in Germany and ending at their current position as ECEC teachers.

The TEM diagram revealed the following: (1) participants learned German through self study or attending local schools, (2) vocational training in childcare



that would allow them to obtain qualification sparked their interest in ECEC, but wearing a hijab presented a challenge for employment opportunities, (3) participants overcame various challenges and started working for children with foreign roots at KITA, while providing interpretation and still feeling unconfident about their German language skills, (4) participants felt dissatisfied with foreign parents whom they considered unenthusiastic about child rearing, and (5) participants saw themselves as caregivers who can offer a sense of security to children, develop their interests in foreign countries, and serve as a bridge between Germany and their home countries.

The study highlights the importance of KITA's diversity policies in creating a welcoming environment for immigrant teachers and their desire for greater parental involvement in ECEC. In addition, based on their experience, the participants felt that other immigrant teachers should work as hard as they did to achieve their positions. The study highlights the unique challenges encountered by Muslim immigrant ECEC teachers in Germany, suggesting the need for further exploration through a comparative analysis with South American ECEC teachers in Japan.

7. **Teachers' acculturation and cultural beliefs in culturally diverse classrooms in Turkey** | Selin Ilgiz (İzmir Katip Çelebi University), Filiz Künüroğlu İnal (İzmir Katip Çelebi University)

With significant numbers of immigrant children enrolled in the educational systems of host communities, intergroup relationships and cultural attitudes in the school context have become crucial. Acculturation studies have been conducted mainly focusing on assessing minority students' acculturation orientations (e.g., Phalet & Baysu, 2020), and teachers' acculturation expectations of minority students (e.g., Agirdag et al., 2013; Schotte et al., 2021), therefore, research on teachers' majority acculturation is scarce. Majority acculturation involves host community members' attitudes towards immigrant culture, specifically their preferences for adopting immigrant culture and/or maintaining their own majority culture (Lefringhausen et al., 2021).

Schools address cultural diversity through two main approaches: promoting equality and inclusion, and accepting and supporting cultural pluralism (Hachfeld et al., 2011). The equality approach emphasises promoting contact, cooperation, respect and tolerance and limiting the manifestation of racism;



also, it pays less attention to students' different cultural backgrounds (Civitillo et al., 2017). In the cultural pluralism approach, cultural differences are accepted and encouraged, and diverse cultural backgrounds are seen as resources (Civitillo et al., 2017). A third approach, support for assimilation, can also be mentioned (Schotte et al., 2021), where teachers who hold pro-assimilation beliefs view the behaviours and values that immigrant students maintain in accordance with their ethnic culture as barriers to successful adaptation to mainstream society (Agirdag et al., 2013; Schotte et al., 2021).

In line with majority acculturation and cultural diversity literature, the aim of this qualitative study is to explore teachers' acculturation attitudes and experiences regarding cultural diversity. Specifically, teachers' own acculturation orientations, their cultural beliefs and perception on cultural climate at school, difficulties and coping strategies on cultural diversity, and attitudes and orientations towards immigrant culture are exploratively investigated through in-depth interviews. The research is conducted with culturally diverse primary and secondary school teachers working in public schools in Turkey. The sample group includes teachers who work with immigrant and native students in multicultural schools in Turkey and in-depth interviews are currently conducted with teachers who meet this criterion. In this study, preliminary analyses will be carried out on the transcribed interview notes of 7 teachers, for the first stage, and preliminary findings will be shared. Teachers' perceptions and practices towards multicultural classrooms, their attitudes and orientations towards immigrant culture, and experiences of working with immigrant students will be analysed using a deductive approach, and thematic analyses will be conducted.

This study explores the factors that influence teachers' cultural approaches and experiences in multicultural education. These factors need to be addressed to strengthen the multicultural education environment and to develop intervention programmes for teachers. In light of the findings of this study, it will be possible to develop supportive policies that regulate and guide teachers' approaches to immigrant culture and students. Integration policies have a significant impact on the acculturation orientations of both immigrant groups and the host society (Bourhis et al., 1997). Therefore, it is possible that policies developed through experiences in multicultural schools may influence teachers' and students' attitudes towards immigrant culture and students.



8. **Same, same but different: What it means to be European for adolescents from diverse backgrounds living in Germany** | Anna-Maria Mayer (*University of Duisburg-Essen*), Astrid Körner (*Friedrich-Schiller-University of Jena*), Philipp Jugert (*University of Duisburg-Essen*)

European societies are increasingly diversifying, which has led to a broad discussion of the use of (sub-)national identities to create a sense of we-ness. But (sub-)national identities are often unfit to provide this, as they are usually narrowly and exclusively ethnically defined. A European identity could serve as a shared group identity instead. But as being European can mean different things to different people (i.e., more vs. less inclusive) it is important to examine content of identity. Therefore, we were interested in what it means to be European for an ethnically diverse group of adolescents, whether distinct classes of European identity could be found and whether European identity classes would be associated with national identity classes, generational status (first- or second-generation immigrant), and the school environment.

Our sample included 1,206 students from Germany (51% female, $M_{age} = 14.39$, $SD_{age} = 0.02$). Most participants indicated that they and their parents were born in Germany (69%). European identity content was assessed via open-ended answers, which were content coded, and five close-ended questions. We conducted latent class analysis to identify classes of European identity, which we validated with EU support and intolerance. We examined associations using Mplus' R3STEP procedure.

We identified three distinct classes of European identity: a living-based (47%), a culture- & value-based (27%) and an ancestry-based European identity class (26%). Classes were not significantly associated with EU support, but with intolerance. Participants with an ancestry-based understanding were significantly more intolerant than other participants, while participants with a culture- & value-based understanding were least intolerant. Multinomial regression analysis indicated that class membership was significantly associated with German identity class; participants tended to be classified in contentual similar European and German identity classes. Class membership was furthermore associated with generational status; ethnic minority adolescents belonged more likely to an ancestry-based European identity class.



Our results indicated that adolescents differ in their understanding of being European; most of them saw being European as living in Europe, but also a substantial part thought that European ancestry is important to be European. Classes did not differ regarding EU support, but for intolerance, in the direction that a culture- & value-based understanding of being European was associated with low and an ancestry-based understanding with high intolerance. Adopting a European identity is not necessarily more inclusively defined than (sub-)national identities, depending on its actual content. Schools could explicitly foster a culture- & value-based understanding of being European. Considering the significant contentual overlap of European and German identity, schools could furthermore foster a more inclusive understanding of being German. In contrast to studies on European identity content with older samples, we found that first- and second-generation adolescents conceptualized European identity more likely as ancestry-based. Adolescents might be more vulnerable to being labelled as different and could therefore adapt an exclusive understanding of being European.

9. **Violence and Forced displacement impacting sociocultural integration of Afghan refugees and asylum seekers** | *Bashria Jan Sarwari (Université de Toulouse), Maja Becker (Université de Toulouse)*

The decades of conflicts leading to violence, unstable security and political uncertainties affected Afghanistan's education systems, infrastructures and economy resulting in a massive internal and external displacement. The Taliban's takeover of Kabul in August 2021 intensified instability and violence in Afghanistan causing even more human suffering and displacement. Persecution of ethnic minorities, lack of education opportunities, loss of lives and restriction on the education and mobility for females resulted in an influx of refugees to various countries.

Afghans qualifying as refugees in different countries are about 3 million and this number continues to be on rise with the latest development in the country.

Violence and forced migration encountered by Afghans in the country of origin and transit are assumed to be external determinants impacting integration as a multifaceted reality i.e., structural, cultural, interactive and identificational integration in a host country. This study addresses the impact of violence and forced displacement distresses on the integration as well as an understanding



of issues faced by Afghan refugees and Asylum seekers in the countries of their destination. As limited literature is accessible on the researched area, hence combination of various studies conducted on Afghan refugees will serve as literature to analyse integration, as a result of external determinants in the developed countries. To better understand the relationship between violence and forced displacement impacting sociocultural integration, the Psychological Antecedents of Refugee Integration (PARI) model and Self-continuity theory were identified as applicable models to the accessible secondary source literature.

We used five databases to identify studies published between 2010 and 2022 that provided data on various factors affecting sociocultural integration. The various generations of Afghans, living in developed countries like, the United States of America, Germany, Netherlands and Austria, who experienced forcedness and violence were the participants for all the secondary sources researched. 11 research articles met the inclusion criteria and presented evidence on the topic consisting of 1 mixed method, 9 qualitative and 1 quantitative study.

The qualitative synthesis of the literature points out psychological distress (e.g., depression & PTSD) as being rooted in violence and forced displacement together with various post migration conditions impacting integration of the refugees. The importance of social networks, support from aid agencies, language, housing, and psychological mediation are observed to have a positive influence on sociocultural integration of Afghans. On the contrary, lack of these supports cause deterioration of individuals' mental health. Quantitative findings indicated moderate to a high level of psychological distress associated with discrimination after resettlement.

The findings highlight a lack of integration among the majority of Afghan refugees in developed countries. Psychological distress is derived as the key determinant affecting the various segments of integration. The effective process towards structural integration of the refugees is observed to be an entrance point to the holistic integration of the Afghan refugees in these developed countries. Long-term sociocultural integration will be more successful with these entrance points.



10. **Hate speech intervention and prevention in schools: Study design of a systematic review** | *Lisanne Seemann-Herz (Brandenburg University of Technology Cottbus-Senftenberg), Julia Kansok-Dusche (Brandenburg University of Technology Cottbus-Senftenberg), Peter Bartholomäus (Brandenburg University of Technology Cottbus-Senftenberg), Ludwig Bilz (Brandenburg University of Technology Cottbus-Senftenberg)*

Hate speech is a growing social problem with a wide range of negative consequences. The term "hate speech" describes derogatory expressions about people that refer to group characteristics (e.g., skin color, gender, religion). It is directed at people (directly or vicariously) with the intention of harming them and is potentially harmful at multiple different levels (e.g., individually, socially) (Kansok-Dusche et al., 2022). Inhumane statements against certain groups of people are not new phenomena. However, this form of expression of group-related misanthropy has become much more widespread in recent years (Hawdon et al., 2017). For example, evidence shows that young adolescents in particular increasingly observe hate material on the Internet (Smahel et al., 2020). After the Internet, school is a place where hate speech occurs and where children and adolescents witness but also become victims of hate speech (Castellanos et al., 2022; Kansok-Dusche et al., 2022). Schools represent a suitable location to address hate speech incidents and to prevent future hate speech.

To date, there is little evidence on the availability of school-based anti-hate speech programs and their quality. An initial review in the German-speaking countries found 14 of these programs. However, very few of them have been evaluated, and their interventions have not been derived from a theoretical model (Seemann-Herz et al., 2022).

This project is funded by the German Federal Ministry for Family Affairs, Senior Citizens, Women and Youth. The aim of the project is to compile a catalogue of internationally available anti-hate speech programs, that are targeted particularly at children and youth and that can be used to deal with hate speech in schools. Furthermore, their quality and utility are to be evaluated on a criteria-driven basis by two independent reviewers. In addition to assessing whether the programs are preventive and/or interventive in nature, the analysis focuses on the programs' understanding of the term "hate speech," the theoretical basis of the programs, the intended target group, and the



availability of evaluation results. Further quality criteria will be generated in a preliminary study through a qualitative survey of 12 teachers and 12 students in Brandenburg. Here, the focus is primarily on the user-oriented characteristics of the programs and the needs of teachers and students.

Finally, the results of the systematic review will be used to derive recommendations for school practitioners. Recommendations for program developers will also be derived, with advice for further development, transfer, and adaptation of the programs. The poster will present and discuss the study design and preliminary results.

11. **Positive ethnic identity-related feelings and experiences among Swedish adolescents with an ethnic minority background – A content analysis** | *Pär D. Stern (University of Gothenburg), Sofia Berne (University of Gothenburg), C. Philip Hwang (University of Gothenburg), Tommy Reinholdsson (University of Gothenburg), Linda Juang (University of Potsdam), Moin Syed (University of Minnesota Twin Cities), Ann Frisén (University of Gothenburg)*

In a time when classrooms, neighbourhoods, and societies grow ever more diverse and multicultural, there is need to understand the experiences of ethnic minorities and those minoritized within those contexts. This qualitative study seeks to gain insights into positive ethnic identity experiences that are sources of joy, happiness, and ethnic identity-related uplift among late adolescents with an ethnic minority background in Sweden. While there is a growing body of literature regarding the positive aspects of being part of ethnic minorities and/or being of immigrant background (e.g., Ong, et al, 2022; Rivas-Drake, 2014; Tichavakunda, 2022) it remains an under-researched topic in a European context. This study aims to further our understanding in this context.

15 participants will be recruited from the longitudinal research project GREY (N=700). The participants will be in their last semester of the Swedish upper secondary school (ages 18- 19). Participant recruitment is based on two variables from the questionnaire that was administrated in GREY: having the highest scores of Centrality (Sellers, et al, 1997), i.e., how important their ethnicity and cultural background is to them, and the highest scores on ethnic identity exploration (Douglass & Umaña-Taylor, 2015; Phinney, 1992), i.e., to what extent they have explored their ethnicity and cultural background. Participants will have self-identification with an ethnicity other than exclusively



Swedish. The rationale behind focusing on participants that are high on centrality and ethnic identity exploration is one of personal relevance - it is more likely that these participants' have reflected upon matters connected to their ethnicity and cultural background.

The interviews will be semi-structured, and the interview guide will touch on a range of topics, such as ethnic identity content, context-dependent experiences for instance in school, how ethnic identity interacts with other identity domains, how ethnicity has been handled in their schools during their secondary education, and the late adolescents' hopes and aspirations for the future. The focus will be on hearing from the adolescents themselves speak in their own words about their feelings and experiences.

The data will be analysed using thematic analysis (Braun & Clarke, 2006). The thematic analysis will focus on the semantic content and present the findings of positive experiences and feelings connected to the participants' ethnic identity. Analysis will be finalized by May 2023.

With previous ethnic identity research in Sweden often focusing on challenges related to an ethnic minority background, this study will be an addition to the literature by shedding light on positive experiences and feelings connected to ethnic identity. In highlighting these positive aspects, we will make our understanding of the lived experiences of those with an ethnic minority background more complete, as any picture of just one side of the coin will never tell the whole story.

12. **Beyond Resources: Children in two cultural contexts have a multifaceted concept of fairness** | *Süheyla Yilmaz (Leipzig University), Robert Hepach (University of Oxford), Jahnavi Sunderarajan (Independent Researcher), Patricia Kanngiesser (University of Plymouth)*

Children's sense of fairness is a widely studied topic in developmental psychology research. Studies have mainly focused on the resource allocation aspect of fairness, and few studies have considered the other potential dimensions such as impartiality or equal respect (e.g., Shaw & Olson, 2014; Malti et al., 2020). In this preregistered study, we investigated children's development of fairness perceptions, their everyday experiences of unfairness, and their emotions from a developmental and cross-cultural perspective. Using online semi-structured interviews, we aimed to probe salient facets of



unfairness for children. Participants were from Leipzig, Germany, and Pune, India ($N = 148$; $n = 74$ Leipzig, DE; $n = 74$ Pune, IN; divided into three groups: 6–7, 10–11, and 14–15-year-olds). In the interview, children first defined fairness and unfairness. Then, in two steps, (1) we asked children to recount events in which they experienced unfairness, and (2) to recall situations in which other people experienced something unfair. After each of the two steps, we assessed children's evaluations of these experiences and their perceived emotions using Likert scales. Children's utterances were coded using a deductive and inductive approach. To investigate our research questions whether the themes of children's narratives and their emotions vary across age groups, agent, and culture, we used General Linear Mixed Models (GLMMs) in R. Results show that children in both cultures experience (un-)fairness in a multidimensional way (e.g., unfair treatment, norms and rules, gender bias) and not only in terms of (un-)equal resource allocation. The most mentioned theme for unfair experience was unfair treatment across both cultures and self and other's experiences (68%), followed by resource allocation (24%). Unfair treatment included experiences about ignored needs, exclusion, partiality, physical or verbal attack, and opportunity gap. We found that Indian children for both themselves and others were more likely to mention unfair treatment than other themes as their age increased (three-way interaction between age, culture, and experience type, LRT, $\chi^2 = 7.43$, $p < .05$), and they referred to resource allocation as an unfair experience more for other people than for themselves (three-way interaction between agent, culture, and experience type, LRT, $\chi^2 = 9.44$, $p < .01$). In terms of environment, children from both cultures experienced unfairness mainly in the school and at home, with their siblings, teachers, friends, and parents. Children also recounted a broad range of emotions both for themselves and others. In both cultures, older children attributed anger to self and other more likely than younger children, whereas younger children mentioned feeling "bad" more than older children (two-way interaction between age and emotion type, LRT, $\chi^2 = 82.65$, $p < .001$). Across all age groups and cultures, children attributed sad and bad more likely to other people than themselves (two-way interaction between agent and emotion type, LRT, $\chi^2 = 28.85$, $p < .001$). Results of this study show that children's perceptions of and real-life experiences with (un-)fairness go beyond material concerns. Future research should involve multifaceted aspects of children's fairness understanding.



13:20 – 14:15 | PAPER SESSION V

UNVEILING ETHNIC ENCOUNTERS IN SCHOOL CONTEXT AND BEYOND: ETHNIC DISCRIMINATION, INEQUALITIES, AND SCHOOL ENGAGEMENT

1. *Different contexts – different experiences: Adolescents' experiences of how ethnicity is addressed in schools, sports and on social media in Sweden* | David J. Sandberg (University of Gothenburg), Sofia Berne (University of Gothenburg), C. Philip Hwang (University of Gothenburg), Ann Frisé (University of Gothenburg)

Little is known about adolescents' general experiences of how they encounter ethnicity-related topics in different contexts, especially in non-U.S. sociocultural contexts such as Sweden. As ethnic-racial identity development is considered a process of constant interaction with the surrounding world (Way et al., 2008), it is of great importance for researchers to understand more about the different contexts in which adolescents encounter ethnicity-related topics. Besides the importance of such information conveyed in schools, common leisure time activities for youths in Sweden are social media interaction and sports participation (Swedish Agency for Youth and Civil Society, 2020), making them important contexts too, and a focus in the current study. Furthermore, an adolescence-centered perspective was employed throughout the study: adolescents were seen as active in the construction and experiences of their own relations, communities and ethno cultural groups, rather than passive inhabitants in an adult society.

The aim of the study was to increase knowledge surrounding adolescents' experiences of how ethnicity-related topics are addressed in different contexts of their lives, specifically: in school, on social media and in sports.

Twenty-one adolescents ($M_{\text{age}} = 14.5$, $SD_{\text{age}} = 0.5$, female = 76%, minoritized ethnic background = 54%) discussed their experiences with ethnicity-related topics in six semi structured focus groups. All participants went to junior high school, used social media, and actively participated in sports. Data was transcribed and analyzed using a close-to-data, inductive thematic analysis (Braun & Clarke, 2006).

The analyses resulted in three contextual themes (schools, sports, social media) and seven sub-themes. For the context of how ethnicity was addressed in



schools, the subthemes were: *Address ethnicity more often*, *Ethnicity addressed through stereotypes* as well as *Everyday ethnic harassment*. The contextual theme of ethnicity on social media consisted of two subthemes: *Sharing ethnic and cultural narratives* and *An unbridled arena*. The context of ethnicity in sports consisted of two subthemes: *On equal terms* and *Clear consequences for ethnic harassment*. Results thus indicate that ethnicity was addressed differently in different areas of the participating adolescents' lives.

First, findings contribute an adolescent perspective to the lived experiences of how ethnicity is addressed in different contexts. Second, the results show that differences in experiences depend on contextual factors and include important information regarding perceived strengths and weaknesses within different arenas. Context-specific implications include the adolescents' perceived difficulty of addressing ethnicity in school, despite finding it an important topic. Implications from the results concerning social media were that it is an arena of contrasting sides; it was seen as easier to share and access narratives surrounding ethnicity there, but it was also a context where racist behaviors ran rampant and where there is a need for bettered safety. The implications for the context of sports were that is an arena where many feel safe, both due to clearer consequences for any type of ethnic harassment, but also through the voluntary, mutual goal of sports participation. Last, findings highlight a continued need for contextual sensitivity when exploring the construct of ethnicity; different contexts may very well equal different experiences.

2. **A daily diary study on associations between school-based ethnic discrimination and school engagement** | Sauro Civitillo (Utrecht University), Philipp Jugert (University of Duisburg-Essen), Tiffany Yip (Fordham University), P. Priscilla Lui (University of Washington), Peter Titzmann (Leibniz University Hanover), Hacı-Halil Uslucan (University of Duisburg-Essen)

Experiences of school-based ethnic discrimination (SBED) can be challenging to deal with because it may reduce feelings of inclusion, and efficacy, leading students of immigrant descent to disengage from the school socially and academically (Verkuyten et al., 2019). School engagement represents a robust predictor of academic performance of all children and adolescents. Prior work on the relationships between SBED and school engagement has mainly relied on between-person associations, showing that students who report high levels of ethnic discrimination tend to disengage from school (Couthinho & Koinis-



Mitchell, 2014; Leath et al., 2019). Typically, these studies relied on cross-sectional data with victims of discriminatory actions reporting their memories retrospectively, in the last year or in a non-specific timeframe. This enhances the risk of retrospective bias in self-reported experiences (Goetz et al., 2013), leading respondents to over- or under-estimate the occurrence of discrimination. Experience sampling methodology (e.g., daily diaries) can be used to reduce retrospective bias by capturing events closer when they occur. This approach allows for the analysis of within-person associations, for example, by examining changes in school engagement over time, including before and after experiencing discrimination. In the present study, we investigated daily-level within-person associations between SBED and school engagement in a sample of secondary school students of immigrant descent (i.e., Turkish and Arab origin) across two weeks.

Our sample included 87 students (62% female, $M = 15$ years old) from secondary schools in the Ruhr area (44,7% Gesamtschule). Participants filled out 10 daily reports (from Monday to Friday) in the evening using a smartphone application over a 2-week period. Nine items measured school based ethnic discrimination (three items for open discrimination by peers: e.g., 'Today in school another student called me names or teased me because of my ethnic origin'; three items for subtle discrimination by peers: e.g., 'Today in school another student did not interact with me in a conversation because of my ethnic origin'; and three items for teacher-based discrimination: e.g., 'Today in school the teacher picked me less often because of my ethnic origin'). Twelve items measured daily behavioral, emotional, and cognitive school engagement.

Multilevel models indicated that the type of discriminatory behavior (overt- vs. subtle discrimination) and perpetrating source (peer vs. teacher) were differentially related with behavioral, emotional, and cognitive school engagement. Discrimination by teachers was related to same-day cognitive engagement and next-day emotional engagement. We found little evidence for within person links between any discrimination experiences and behavioral engagement in schools. Our findings show that interventions should address different manifestations of SBED as well as its differential sources. Approaches that target solely overt forms of SBED or focus only on peer-to-peer discrimination are unlikely to work because they fail to account for the complexity of this phenomenon. Further implications of our study stress the



role of teachers. Teachers play an important role for promoting school engagement among students of all ethnic backgrounds (Motti-Stefanidi & Masten, 2013). This puts them in a unique position to leverage the dynamics of the classroom to promote a supportive and adaptive community of diversity learners.

3. **Social inequality gap between immigrant and native adolescents in Finland: Involvement in aggression, exposure to ethnic discrimination, school belonging and social self-efficacy** | *Isik Z. Ulubas (Åbo Akademi University), Kaj Björkqvist (Åbo Akademi University)*

Social inequality gap in school context creates a risk for psychosocial wellbeing of ethnic minorities, while sense of school belonging serves as a buffer between the negative effects of aggression and discrimination. To address these issues, the study examined involvement in aggression (as victim and perpetrator), perceived ethnic discrimination (PED), sense of school belonging, and social self-efficacy among 1,827 adolescents in Ostrobothnia, Finland. The participants were junior high and high school students from both Finnish- and Swedish-speaking schools. Six types of aggressive behavior were measured: psychological, verbal, indirect, cyber, physical sexual harassment, and verbal sexual harassment. PED was divided according to the perpetrator of discrimination: whether the perpetrators were peers or teachers. The adolescents' immigration status was defined according to their parents' country of origin: as (a) immigrant if both parents were of foreign origin, (b) multicultural if one of the parents was an immigrant and the other a Finn, and (c) native if neither parent had an immigrant background. Adolescents with an immigrant background were found to have higher involvement in aggression both as victims and perpetrators compared to natives. Regardless the source, exposure to discrimination was reported highest among immigrants, followed by multicultural and native adolescents. Adolescents with an immigrant background have also reported lower school belonging. No differences were found on social self-efficacy among groups. Results are discussed for further research and implementations to promote social equalities among youth.

14:15 – 14:30 | BREAK



14:30 – 15:30 | KEYNOTE V

DIASPORA SPACE: PLURALITY, RACISM AND DEMOCRACY

Dr. Noa K. Ha

Chair: Danila Tran (Thuy Duong)

15:30 – 15:45 | BREAK

15:45 – 16:15 | COFFEE AND CAKE CONVERSATION NOA K. HA

Moderator: Danila Tran (Thuy Duong)

16:15 – 16:20 | BREAK

16:20 – 17:35 | PAPER SESSIONS

PAPER SESSION VI

CULTURAL IDENTIFICATIONS: ANTECEDENTS AND CONSEQUENCES

1. **Establishing the Directionality among Cultural Stressors and Multicultural Identity Styles** | Beyhan Ertanir (*University of Applied Sciences and Arts Northwestern Switzerland*), Colleen Ward (*Victoria University of Wellington*), Alan Meca (*University of Texas at San Antonio*), Sofia Puente-Durán (*Ontario Tech University*), Cory L. Cobb (*Texas A&M University*), Maria Fernanda Garcia (*University of Miami*), Jaimee Stuart (*Griffith University*), Ágnes Szabó (*Massey University*), Christopher P. Salas-Wright (*Boston College School of Social Work*), Miguel Ángel Cano (*Florida International University*), Jennifer B. Unger (*University of Southern California*), Aigerim Alpysbekova (*University of Texas at Austin*), Seth J. Schwartz (*University of Texas at Austin*)

Multicultural identity styles (i.e., hybridizing [HIS], alternating [AIS] identity styles) are strategies that individuals from diverse ethnic and cultural backgrounds use to manage their multiple cultural identities (Ward et al., 2018). HIS is defined in terms of choosing and blending particular cultural elements from two (or more) cultures, whereas AIS entails shifting between cultural identities depending on the social context. Although recent research



shows that cultural identity styles and cultural stressors (i.e., discrimination, negative context of reception, and bicultural stressors) are associated with each other, the directionality of this association remains unclear.

This study used a 2-wave, cross-lagged panel model to examine directional associations between cultural stressors and cultural identity styles among 824 first- and second-generation U.S. Hispanic college students (Mage = 20.86, SD = 2.80, 76% female) over a 12-day period. Self-reported data were collected on Days 1 and 12 of a short-term longitudinal study in 2015.

Across two time points, our results provide empirical support for cultural identity styles as serving as a predictor of cultural stressors rather than the other way around. More specifically, AIS predicted higher levels of perceived cultural stressors (negative context of reception [$\beta = .15$, $p < .001$] and bicultural stressors [$\beta = .15$, $p < .001$], whereas HIS predicted lower levels of perceived cultural stressors (negative context of reception [$\beta = -.15$, $p < .001$], bicultural stressors [$\beta = -.10$, $p < .01$], and perceived discrimination [$\beta = -.08$, $p < .10$]). Moreover, the cross-lagged path from perceived discrimination to AIS was also marginally significant ($\beta = -.08$, $p < .05$), indicating that higher perceived discrimination tend to predict lower levels of AIS.

The present findings suggest that the ways in which Hispanic college students blend (or keep separate) their Hispanic and U.S. cultural identities may help to predict how much cultural stress they perceive. Specifically, students who blend their Hispanic and U.S. cultural identities are likely to perceive lower degrees of discrimination, exclusion, and incompatibilities between their cultural heritage and U.S. culture. In contrast, keeping one's Hispanic and U.S. cultures separate may be predictive of greater levels of cultural stress.

2. **Multiple components of ethnic identity in relation to psychosocial factors in late adolescence in Sweden** | Tommy Reinholdsson (University of Gothenburg), Sofia Berne (University of Gothenburg), C. Philip Hwang (University of Gothenburg), Pär D. Stern (University of Gothenburg), Moin Syed (University of Minnesota), Linda Juang (University of Potsdam), Ann Frisé (University of Gothenburg)

Ethnic identity has been subject to a great deal of research in recent decades and is an important developmental construct, particularly for youth from minority backgrounds. Even so, the conceptualization and operationalization of



ethnic identity has caused some concerns pertaining to the structure of the construct and what its components reflect (e.g., Ashmore et al., 2004; Cokley, 2007). These concerns have led to further exploration and refinement of ethnic identity as a construct, for instance by examining how different operationalizations of ethnic identity components relate differently to psychological functioning (Meca et al., 2021; Syed et al., 2013). Research also shows that a person's ethnic identity depends a great deal on contextual factors (see e.g., Syed & Juang, 2014), which warrants further exploration of the construct in youth populations outside the United States.

In this study, the purpose is to increase knowledge of what ethnic identity means in a European, Swedish, context. We will attempt to achieve this by investigating multiple components of ethnic identity (exploration, commitment, affirmation, resolution, public regard, and centrality) in relation to psychologically, socially and, by extension, educationally meaningful outcomes. These outcomes include well-being, interpersonal trust, institutional trust, satisfaction with social relations, future perception, and generativity.

The research questions are: 1. What are the relationships between components of ethnic identity (exploration, commitment, affirmation, resolution, public regard, and centrality) and psychosocial aspects of development (trust, satisfaction with social relations, future perception, and generativity) among Swedish late adolescents? 2. Do these relationships differ between youth who solely identify with the majority ethnic group and youth with minority backgrounds?

The sample consists of adolescents (N=700) in their last semester of upper secondary school (18-19 years old) in Sweden. Ethnic identity is measured using the Multigroup Ethnic Identity Measure (Phinney, 1992), the Ethnic Identity Scale-Brief (Douglass & Umaña-Taylor, 2015) and the Multidimensional Inventory of Black Identity (Sellers, 1997). Measures of psychosocial factors include interpersonal trust and trust in institutions (OECD, 2017). Satisfaction with social relations (Campaign to End Loneliness, 2014), future perception (Allemand et al., 2022), and generativity (An & Cooney, 2006).

Data collection is on-going and analyses will be finalized by May 2023. Multi-level path analysis will be used to predict each outcome (well-being, interpersonal trust, institutional trust, satisfaction with social relations, future



perception, and generativity) based on multiple components of ethnic identity (exploration, commitment, affirmation, resolution, public regard, and centrality).

The current research addresses previous concerns about the ethnic identity construct by investigating how different ethnic identity components relate to psychosocial outcomes. These outcomes (well-being, tendency to trust others and society, satisfaction with social relations, future perception and sense of giving back to others and society) are broadly relevant to young people's educational situation. This research will also contribute to the field by investigating ethnic identity in a European, Swedish, context, adding to the cumulative knowledge of ethnic identity in cultures across the world.

3. **Feasibility of implementing the identity project among U.S. college students to promote ethnic-racial identity development and post-secondary success |**
Shandra M. Jones (Harvard University), Adriana J. Umaña-Taylor (Harvard University)

Adaptive development and academic resilience during young adulthood are characterized by securely defining oneself (i.e., self-authorship), contextualizing and clarifying self within one's social environment (i.e., identity development), and confidently aligning one's behaviors accordingly (Baxter Magolda, 2008; Chickering & Reisser, 1997; Erikson, 1968). On one hand, ethnic-racial discrimination and marginalization are prevalent developmental risks that emerge from social environments and negatively impact well-being and academic success (e.g., Benner et al., 2018; Tynes et al., 2008). On the other hand, ethnic-racial identity (ERI) development is a culturally-informed and socially salient developmental competency that promotes cohesive self-concept and other positive psychosocial, mental health, and academic outcomes during young adulthood and that serves as a resource for resilience by buffering the impact of discrimination (Neblett et al., 2012; Tynes et al., 2012; Umaña-Taylor, 2016; Yip, 2019). From a risk and resilience perspective, ERI development is particularly important given that young adulthood is a sensitive time in the bio-neurological and psychosocial development of late adolescence and young adulthood and that ethno-racial marginalization is acutely deleterious for students of color, who comprise a majority of the K-12 college student pipeline (Garcia Coll et al., 1996; Taber-Thomas & Pérez-Edgar, 2016; Umaña-Taylor, 2016). Despite the fact that the college experience is a



meaningful developmental context (Pascarella & Terenzini, 2005), ERI is largely missing from systematic approaches to college course development, except arguably within ethnic studies coursework and culturally-relevant but optional co- and extracurricular activities. To explore whether a curricular focus on ERI development could be integrated into the college experience, the current study evaluated the feasibility of teaching the Identity Project curriculum, focused on promoting ERI exploration and resolution, among college students in the U.S. Northeast. A cohort of participants ($n = 37$) were randomly assigned to either attend the Identity Project curricular sessions (i.e., the treatment group) or to an untreated control group (treatment: $n = 20$; control: $n = 17$) and invited to participate in surveys and semi-structured interviews (treatment: 60 minutes; control: 30 minutes), resulting in an analytic sample of 23 participants (treatment: 6; control: 17; total interviews: 11). Although analyses are ongoing, initial thematic analytic findings from the interviews and field notes relating to the primary research question indicate that the Identity Project can be a meaningful component of the college experience if it is incorporated as an academic requirement and thus structurally supported for success. Implications include increasing the sense of belonging, increasing and expanding academic engagement, and leveraging the power of peers in culturally-relevant experiences—all of which may help close the U.S.'s longstanding racialized college success gap.

PAPER SESSION VII

CULTIVATING INCLUSIVITY: EXPLORING ACCULTURATION, FRIENDSHIP, AND INTERGROUP UNDERSTANDING

1. **Us versus Them: A psychological acculturation study about student mobility** | Karen Tomaszewski Homen de Góes (*University of Minas Gerais*)

Among the various types of migration that have been increasing, international mobility of students in higher education also has been registered. Although the focus of this experience is academic, international mobility is also understood as a temporary, voluntary migratory movement and has implications in several areas, such as: social, economic, political, demographic, academic, cultural, and psychological for those involved (Dantas, 2015). This phenomenon also highlights intergroup relations and identity processes in migratory contexts.



The paper aims to share some of the main results of a master's research that had one of the goals to analyze how Brazilian undergraduate student experience a temporary change of country, and what are the impacts on their personal experience and group/ identity level. To achieve this objective, Social Identity Theory, adaptation, and acculturation theories, proposed by Social Psychology and Cross-Cultural Psychology (Berry & Sam, 2016), were the foundation of the study's analysis. Furthermore, the research was supported by the assumptions of the qualitative model, conducted through a data collection procedure of 15 interviews with Brazilian students who studied an academic exchange in Portugal. It investigated the pre-mobility period, during the Exchange and re-entry process. The interviews were submitted to Content Analysis. Highlighting some of the main findings, students reported low interaction with local and international students and little contact with local culture overall. The relationship with host students was superficial and reported as predominantly negative. Sharing a common language between Brazilians and Portuguese was not enough to facilitate or boost the relationships between these groups, whether in the university context or outside of it. Students endured social exclusion (prejudice, xenophobia, and racism). Such facts suggest that the mainly acculturation strategy adopted by the students is separation. Given the difficulty of bonding and belonging to another social group as well as identified cultural challenges, results indicated an intense relationship among Brazilian students – also perceived as an adaptation strategy. Alongside the complexities of relationships and cultural issues, students reported intense emotional challenges, even leading some to wish to return before the end of the program, and two students have developed depression. Thus, the simple cross-cultural contact does not automatically translate into intercultural learning and a successful experience. For international interaction to acquire educational value, it must be prepared and facilitated in particular ways (Bennett, 2012). In this way, we understand that the university can also play a more active role in preparing students, facilitating these cultural encounters to maximize it – minimizing negative effects and increasing positive impacts for the students, their diversity and migration experience, their education, and for the institution (Stallivieri, 2017). Thus, the paper seeks to emphasize the contributions that the research raised to Cross-Cultural and Social Psychology in the field of academic mobility, and temporary migration. It also aims to share relevant notes for the universities to



face this reality as well as encourage dialogue about living (temporary) between cultures.

2. **A bicultural model of social work with immigrants: Professional interventions, acculturation orientations, and burnout of social workers** | *Eugene Tartakovsky (Tel Aviv University)*

In the present study, we developed a bicultural model of social work with immigrants consisting of professional interventions rooted in the dominant and immigrant cultures. We further developed scales measuring the two types of interventions and investigated their connections with acculturation orientations and burnout of social workers working with immigrants from the Former Soviet Union (FSU) in Israel.

The study was cross-sectional. The sample included 313 social workers, 254 Israeli-born and 59 born in the FSU. The data were analyzed using Structural Equation Modeling.

In their work with immigrants, social workers equally used interventions rooted in the immigrant and the dominant cultures, and the two types of interventions were complimentary. Stronger adherence to the acculturation orientation related to preserving the immigrant culture was associated with more frequent interventions rooted in the immigrant culture. In addition, more frequent interventions rooted in the immigrant culture were associated with higher personal accomplishment. On the other hand, more frequent use of interventions rooted in the dominant culture was associated with a higher level of burnout. Immigrant social workers reported a higher level of personal accomplishment but also a higher level of burnout than their colleagues belonging to the dominant group. The main conclusion of the present study relates to the importance of accepting the immigrant culture and learning to effectively apply professional interventions rooted in both the immigrant and the dominant cultures in social work with immigrants.

3. **The role of ses in late childhood: Meanings, biases and friendship preferences** | *Iris Boer (Utrecht University), Jochem Thijs (Utrecht University), Fenella Fleischmann (University of Amsterdam)*

Ample research shows that socioeconomic status (SES) is an important predictor of many facets of children's (social) lives (Duncan et al., 2015). Also,



we know that children aged 10-12 have the cognitive skills to develop more nuanced and complex group preferences, and the social skills to understand their social system (e.g., friendships, social groups; Nesdale, 2004, 2011). However, we know little about children's understandings of parental SES and whether they use its aspects to categorize themselves and others. Yet this is interesting to know, to understand whether SES as a social category influences children's social school life at the end of primary school.

First, this study aimed to investigate whether children understand the relations between three main indicators of SES (income, education, occupational status). Second, we aimed to investigate whether and how children use SES indicators as a source of social categorization, by examining for each SES indicator to what extent children (1) can accurately estimate their own and peers' SES, (2) show biases based on SES in their friendship preferences for fictitious peers, (3) prefer to befriend actual classroom peers who are similar to them in terms of SES, and (4) explicitly refer to SES-related characteristics in explaining their friendship preferences.

Participants were 89 students (5 classes) in Grade four to six of Dutch primary education (aged 10-12). Classes were recruited with a substantial variation of students' parental SES. Parents filled out a questionnaire about their own SES. Students completed an online questionnaire during class. The first part of the questionnaire consisted of sociometric questions about their classroom friendships. We measured children's understandings of the relations between SES indicators via 12 (5-point Likert scale) items. We showed images of parents who varied in one of the SES indicators (e.g., "parents who have a profession such as judge, doctor, or dentist) and asked children to estimate their position on the other two indicators ("How long do you think they have studied after high school?", and "how many expensive things do you think they can buy?"). Also, we measured students' evaluations of fictitious new classmates who differed in parental SES indicators, by asking whether they would like to become friends and have playdates with them. To measure students' understandings of the relationships between SES indicators, we plan to calculate difference scores between opposite items (i.e., between the relation rich – education, and poor – education). To measure students' SES biases in friendship preferences we plan on doing a repeated measures ANCOVA with the six fictitious peers as 'time points'.



We plan on conducting a social network analysis to see whether children prefer to befriend similar peers. Finally, children's explanations of friendship preferences will be coded using a deductive directed content analysis. If SES is a basis for social categorization for children leading to biases and friendship preferences in the classroom, then it is important to take SES – besides ethnicity and gender - into account in students' intergroup peer relations.

4. **Associations of intergroup understanding and inter-ethnic friendships: Preliminary findings from a sample of Thuringian secondary schools** | *Dorothea Glaesser (Ernst-Abbe University of Applied Sciences; University Duisburg Essen) Philipp Jugert (University Duisburg Essen), Nicole Harth (Ernst-Abbe University of Applied Sciences)*

Inter-ethnic friendships are a central resource to young immigrants' socio-cultural adaptation (Jugert & Titzmann, 2020). According to the intergroup contact theory, intergroup friendships are most powerful to reduce prejudices (Pettigrew, 1998). Yet they can be more demanding and appear less stable when compared to same-ethnic peer relations (Jugert et al., 2013). What factors strengthen the prevalence and stability of inter-ethnic friendships? Generally, friendships are likelier when both persons sense some form of similarity, which is termed friendship homophily (Jugert & Titzmann, 2020). However, other factors are also at play: for instance, other-focused emotions (Harth, Kessler, & Leach, 2008), such as empathy, have been found to be crucial to the longevity of those friendships (Jugert et al., 2013). Mutual understanding is indeed a central aspect of positive experiences within inter-ethnic encounters (Shelton & Richeson, 2006).

Aims and objectives: In our study, we adopt an intergroup perspective on mutual understanding. Precisely, we hypothesize that perceived understanding towards and felt understanding from ethnic majority/minority classmates positively predicts the number of students' inter-ethnic friendships within the classroom.

We draw on cross-sectional field data from a sample of approximately 450 students from 16 Thuringian secondary schools. Data assessment takes place between May and June 2023, and we present initial findings from preliminary analyses. In previous studies at these schools (Glaesser et al. 2023), we found



that classrooms are – when compared to the average Thuringian population – overly diverse regarding students’ ethnic backgrounds.

In order to assess inter-ethnic friendships, we include peer nominations of students’ best friends within the classroom. Felt and perceived understanding are assessed with three items each, inspired by a study from Holoien et al. (2015).

In a preliminary online survey, data from young immigrants indicated a positive correlation between felt/perceived intergroup understanding and the number of inter-ethnic friendships ($r_{\text{felt}} = .39, p = .018$; $r_{\text{perceived}} = .52, p = .001$). For our analysis of students’ data, we apply a multilevel approach. We examine individual and classroom effects, and control for friendship homophily (e.g. same gender) as well as for classroom characteristics (e.g., ethnic diversity within the classroom).

In our study, we hope to gain deeper insights into the connection between mutual understanding and inter-ethnic friendships. By doing so, we strive for a stronger focus on mutuality and peer relations within young immigrants’ adaptation process. Understanding the dynamics of friendships between immigrant youth and native peers might inform a) theory development and b) institutions involved in the education of ethnically diverse classrooms.

PAPER SESSION VIII

GLOBAL PERSPECTIVES ON EDUCATION AND MIGRATION: CASE STUDIES FROM DIFFERENT REGIONS

1. **Multicultural education without a policy: A case study of a japanese region |**
Chiaki Tsuchida (University of Tokyo)

Japanese educational policy has been required for a transition from ‘education for Japanese’ to multicultural education. Since the 1970s, civil groups and schoolteachers have cried out for the need for multicultural education. In recent years, several committees consisted of experts have also suggested that the Japanese government make a nationwide educational policy in order to promote multiculturalism. However, despite a growing need for multicultural education, the Japanese policy of public education has aimed not to integrate migrant children, but to assimilate them; the education for these children only



addresses Japanese language education and instruction for adopting them into Japanese society.

Without a national policy for multicultural education, some schools already implement multicultural education in accordance with the realities of school, namely diversity of students. However, some scholars have pointed out that multicultural education in these schools is ad hoc and supplementary. That is to say, the core perspective of multicultural education, which aims to educate children as ‘citizens of multicultural society’, is not positioned at the centre of the curriculum, and the educational practice is simply a response to a social need not to exclude migrant children in school. Ultimately, it is difficult for schools independently and systemically to conduct multicultural education. Therefore, it is necessary to consider how to implement multicultural education in the absence of its nationwide policy.

The objective of this research is to explore some key elements for multicultural education in the Japanese context. To do this, this study applies the perspective of ‘educational community’ provided by Ikeda (2000), which explains that a local network for education consisted of school, family and NGOs as a framework. This research focuses on a career design programme conducted by the local government and the public secondary school in Yokkaichi city, Mie prefecture, where approximately 40% of students have roots in foreign counties. A semi-structured interview was conducted with the participation of government officers and schoolteachers to examine (1) how they consider this programme, (2) what visions they have and (3) how they cooperate in this programme.

Consequently, this study indicates that throughout this career design programme, the local government and the school try to educate their students as ‘citizens of multicultural society’ regardless of whether they are Japanese or migrants. In this respect, this programme has a feature of multicultural education. Moreover, the issue linkage of difficulty of both career design and community development in the multicultural city makes the partnership between the local government and the school mutually complementary. In this sense, the members of the ‘educational community’ can work together and make this multicultural education sustainable.



This study provides two implications for sustainable multicultural education in the Japanese context: (1) it is important to share the vision of education of multicultural citizens with multiple actors in a region; (2) it is necessary to bring the members of the 'educational community' who share educational and regional issues together on the basis of the regional resources.

2. **Creating space for learning at the periphery: civil society initiatives for/by migrants in marginalized rural regions in the Netherlands** | *Jana Finke (Utrecht University)*

The opportunities to learn in formal educational institutions at different life stages seem limited for inhabitants of rural regions in the Netherlands, especially for international migrants. Peripheralized regions are marked by a scarcening educational landscape, closures of local schools and shrinking educational offers, and are at a distance to suitable language and transition courses, especially for adult migrants. Mandatory, nationally determined civic integration programs are available, but often do not cater to local geographical particularities nor to the needs and potential of individual migrants. In the Netherlands and other Western countries, dominant discourse and policy on immigrant integration frame migrants as deficient or lacking, not recognizing their ability, knowledge and skills (Suvarierol & Kirk, 2015, p. 262; Lange & Balillie Abidi, 2015, p. 105; Bonjour & Duyvendak, 2018). This can lead to a loss of confidence and motivation among migrants, limitations in accessing suitable education, and thus professions that align with migrants' expertise and/or passion (Kloubert & Hoggan 2020). Moreover, the question of how to offer learning and education which values prior skills and knowledges of migrants gains relevance considering the current shortage of qualified employees in the considered regions.

This paper aims to examine how civil society initiatives for and/or by migrants create additional or alternative non-formal and informal educational spaces in some rural localities in the Netherlands. Through co-learning between long-term residents and newcomers, such initiatives aim to foster intercultural understanding, political participation, social connection and entry to the labor market. Yet, the described geographical and political conditions may limit this endeavor. Whether or not local particularities and migrants' knowledges, learning needs and potential are recognized and catered to in these initiatives, may also depend on the way in which organizers and facilitators frame



knowledge and learning and whether those diverge from dominant discourses on integration in the Netherlands.

Theoretically, civil society initiatives are understood here as embedded in wider migration regimes (Pott and Tsianos 2014, p. 117) and educational ensembles (Robertson & Dale, 2015). While dominant discourses may influence civil society initiatives, there is also space for agency through which facilitators and organizers may comply, resist or remodel dominant discourses (Darling, 2011). Following this logic, to what extent do organizers and facilitators in civil society initiatives carve out alternative spaces for learning and how do those visions differ from the ones in national civic integration policy?

The discourse and visions on learning and knowledges within civil society initiatives are analyzed on the basis of around 20 qualitative semi-structured interviews with 26 organizers, facilitators and volunteers/participants of eleven initiatives in five rural regions in the Netherlands between May 2020 and December 2021. The analysis is also informed by qualitative observations of initiatives' activities and their local and regional context as well as around 13 interviews with local and regional stakeholders in civil society and government. The analysis is conducted in an interpretivist manner (see Bacchi 2009; Schwartz-Shea & Yanow 2012) and deepened by considering prior discourse analyses of civic integration in the Netherlands.

3. **The Americana: Does signaling “foreignness” reduce the benefit of transnational education of returnees? Evidence from Nigeria** | *Abiola Oyeibnanjo (Humboldt University; SCRIPTS Berlin)*

One central purpose of overseas education for citizens from low-income countries is that it may guarantee better economic positions and jobs when migrants choose to return to their home country. Despite the premium associated with schooling abroad, seeking new employment may have a cultural backlash. Studies that examine how foreign accents affect the economic integration of skilled returnees is rare.

Returnees may signal their foreign degrees on their resume for three reasons. The first is because they have to at least admit that they have a degree. The other two reasons are exclusive – that their degree is more important than those of non-migrants, and that in some cases their migration offers a new form of cultural competency. While foreign education may imply higher levels



of human capital - a premium that is often favoured by local employers, it may also imply higher levels of a foreign cultural disposition which may be penalised. This paper points to these two positions. Returnees' success in the labour market depends on simultaneously negotiating the recognition of not only their human capital but their cultural capital. Their to getting their first job can have a cultural backlash because the human capital from a foreign country also incorporates a symbolic identity that may not match the expectations of the local labour market (Nohl et al 2014; Kou, A., Bailey, A., 2014).

In a large-scale vignette experiment of 488 Nigerian firms, I manipulated foreign and local accents and tested whether their effects vary across five different occupations. I found that in occupations that may be termed “non-transnational” (research, admin and communication), foreign-trained candidates are less preferred, and local accents mediate a significant portion of the impact of their schooling on employer preferences. US college-educated returnees are preferred to non-migrants in occupations that can be termed “transnational” (software and finance). Transnationalism and transnational identities play a significant role in assessing the returns to foreign education in the Global South.

17:35 – 18:00 | WRAP-UP AND GOOD-BYE

DIVERSITY
MIGRATION
EDUCATION