



UNIVERSITÀ DEGLI STUDI
DI CAGLIARI

Economics Seminars

Friday 22 Maggio 2026 at 12:00

Aula Magna Edificio Baffi

Facoltà di Scienze Economiche Giuridiche e Politiche - Viale Sant'Ignazio 74

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Integrated vs. Separated Schooling for Refugee Children: Long-Term Effects on Education and Assimilation

(with S. Ter Meulen and L. Wößmann)

Abstract. How to best educate refugee children remains an open question: should they be directly integrated into native schools, or temporarily placed in separate classrooms or schools? In the Netherlands, primary-school-aged refugee children are either placed in integrated or separate schools, depending on the municipality to which they are randomly assigned. In contrast, all secondary-school-aged arrivals are initially separated. This institutional variation allows for a novel difference-in-differences design that we combine with rich administrative data. Integrated schooling increases cultural assimilation, measured by hormonal contraceptive uptake, but lowers educational attainment at age 18. Negative educational effects are concentrated among children from disadvantaged backgrounds, while positive assimilation effects are strongest among those from more advantaged families.