

Children and Migration: Identities, Mobilities and Belonging(s)



An International Conference hosted by the
Marie Curie Migrant Children Project,
Geography Department,
University College Cork, Ireland.

9th-11th April 2008



Abstracts follow in alphabetical order by author's surname.

“I’m still a bit of a stranger”: Migrant children’s stories of arrival in Britain

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This paper discusses the findings, as well as the merits and limitations, of an open narrative study of various children’s experiences of migration to Britain conducted in South East England in 2004. The methodological approach underlying this study is anthropological: the concern was not to take for granted the established categories of migration or ‘homeland’ identity (based on legal, ethnic or other social criteria). Rather, the brief study sought to identify theoretically relevant dimensions of similarity and contrast in some children’s experiences of migration irrespective of their differing positions within migration regimes.

Some aspects of contrast between experiences of arrival for children were more predictable (these included circumstances of arrival and the age, gender, family situation and previous life experiences and home country circumstances). A notable aspect of experience for many child migrants was their learning to negotiate the contradictory regimes of exclusion and inclusion both in their daily lives and in the more general course of their migrant careers.

As significant, however, was the core cluster of concerns that children identified independently and irrespective of their positions within (or without) immediate family and immigration and social service systems. These common concerns revolved around the desires to establish and elaborate social and cultural continuities in circumstances of radical disjuncture as well as of wanting to belong whilst feeling different and wanting difference recognised. The establishment and development of school and college friendships, along with a wider familiarity with popular youth cultures, was a major concern for all child migrants and an area of social life where all felt uncomfortably different. In addition, all children wanted opportunities to discuss or keep alive their memories of past childhood with peers as well as with their families. The study sought to understand the structural variations in children’s experiences of arrival from their own perspectives rather than from the starting point of division based on migrant status or on identified categories of need or provisioning.

**Fixed families and mobile children:
The practice and experiences of giving children in Elangata Wuas, Kenya**

Archambault, Caroline, McGill University, Canada

Throughout primary school, children in Maasailand are taught what constitutes a proper modern family. Almost all of these lessons feature the family as a nuclear, monogamous, and biologically-related unit, comprising of a husband, a wife and a few (often two) children. The importance of non-biological children within the family is ignored. Significant changes in family formation towards this modern family model have been observed among the Maasai. Homestead and family sizes have continued to decrease, as has the practice of polygamy, and household compositions have become more nuclear and biologically connected, suggesting that the practice of moving children between households is diminishing considerably. However, in Elangata Wuas, the site of this study, the practice of giving children permanently to kinsmen and friends is still common and considered essential in maintaining a healthy family environment. Based on two years of dissertation fieldwork investigating changing childhoods among the Maasai, this paper explores

the practice of giving and moving children. It elaborates on parents' motivations for giving and receiving children and it explores the experiences of children, who themselves have been given, as they move into new households and negotiate their place within new families. This paper also seeks to understand how the emphasis on the modern family model has had an impact on the interpretation and experiences of children given. In an era that tends to fix families in space, Maasai children and parents struggle to make sense of the ever-important social processes of kin creation and the fluidity of family formation

'It can be fine there too': Children's experience of settlement

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The official settlement after a long waiting period of time in reception centres for asylum seekers can be an experience of high expectations and deep deceptions for children. How is that transition experienced by children and how can that help understand the process of belonging? Feeling at home and making oneself at home is a process in which children are active in their family and their local community. My paper is based on data collected with families of children between 7 and 12 years old that have sought asylum in Norway and have received a residence permit, giving them the right to settle as refugees in a municipality, between 2007 and 2008.

Siblings of refugee children with severe withdrawal symptoms: Daily life strategies in siblings' geographies

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In recent years, a state of severe withdrawal symptoms has been described in hundreds of asylum-seeking refugee children in Sweden. The children show signs of social withdrawal and loss of bodily functions in vital areas. In its most extreme form, children are in total apathy, lying in a foetal position, unable to communicate, without control of bodily functions and in need of tube feeding. These children have evoked an animated political debate. It has been suggested that the condition is caused by simulation, parental induction or intoxication. Medical investigations have not found any evidence for such conclusions.

Some research has been done on these children. On their siblings, however, no research has been presented in spite of recent findings that chronic diseases in children affect siblings profoundly. The present paper is a pilot study on siblings to children with severe withdrawal symptoms. It is based on empirical material from individual photographs by and interviews with three children who are siblings of children with severe withdrawal symptoms. The children were given disposable cameras and the photos were used as a tool for the conversation as well as for the child to express itself beyond the verbal way. The paper contributes to a broader understanding of the daily life strategies in the surrounding geographies of refugee children who are siblings of a child in a potentially life threatening state.

Questions of identity in second generation Iranians in Australia

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The political background of Iran after 1979 produced an unprecedented number of emigrations from Iran. First generation Iranians being born in Iran and grown up there are clear about their identity as Iranian, while the children of migrants who live between two cultures are not as clear as their parents (Mahdi, 1997)¹. Studies (Adibi, 2003)² in migration and second generations show identity of the second generation has become situational and optional. The aim of this paper is to explore the type of identity the second generation Iranians in Australia has adopted.

A total of 137 second generation Iranians aged between 18-40 years living in Australia participated in this study through an on line and mail out survey. Participants were recruited via advertisements in the Iranian media and via the researcher's attendance in Iranians' formal gatherings around Australia. Bivariate analysis used to analysis the data.

71% of the participants were born in Iran, 53.3% of the participants were female , average age of participants was 23 years old. 62% use hyphenated identity (40.1% Iranian-Australian and 21.9% Australian-Iranian); 20.4% identified themselves as Iranian; 10.9% as Australian and 6.6% used other identities or were uncertain.

The bivariate analysis of the data shows that the study population was more likely to use hyphenated identity. However 66.4% said they identify themselves as Iranian at all times. Multivariate analysis of the data is underway therefore certain conclusions about the reasons behind their identity choices are yet to be attained.

The influence of the family on children's movement. With a case study from Cameroon – Africa

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The aim of this paper is to investigate the influence of the family and kin networks on the individual decision of children to migrate, the extend of children agency in the migration process, the social networks utilised in the children movements, the impact children access to schooling have on their decision, the coping strategies of children who migrate and the explanation variation in children experience, the conditions and difficulties encountered with proposed solution as, they have very advert influence both on the welcoming society as well as the area of origin of this children. This paper is base on the quantitative ethnographic data collected during my Master research dissertation (2006) in Cameroon and shows the considerable impact of the extended family on the children decision to leave their areas of origin. Migrant does not necessary set out to purse individual goal which is often the case with most of the children but may set out for political reasons (case of late human Right Activist Albert Mokon's child of age 14 I talk to in the process of data collection). Human Right abuse and child neglects in some families and finally some children migrate as a result of poverty, they are often delegated to leave by authority figures

¹ Mahdi, A.A. (1997) 'The Second Generation Iranians: Questions and Concerns' Department of Sociology/ Anthropology, Ohio Wesleyan University, USA

² Adibi, H., (2003) 'Identity and Cultural Change: The Case of Iranian Youth in Australia', Centre for Social Change Research School of Humanities and Human Services

in their extended families which is highly recognised in Africa. The individual is part of an informal reciprocal system of -exchange, which is based on trust, has social consequences and includes duties and responsibilities for both sides.

The second part talks about the proposed solution after examining keenly the reasons, the coping strategies and the method employed by these children.

The Lost Boys of Sudan: Separation, loss, and the formation of transnational families

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This qualitative study examined the Sudanese refugee youth's experiences of separation from their parents and ambiguous loss, the relationships that supported them during separation, and their reconnection with families across continents. The 10 youth in our sample were separated from their parents between the ages of 3 and 12 and had their first telephone contact with a surviving family member 14 years later on average. While separated, they experienced sadness, loneliness, depression, and frustration.

In the refugee camps, youth described the importance of peers who functioned much like surrogate families. Tribal elders and other adult mentors provided direct support and advice to the youth and encouraged them to remain hopeful of eventually finding their families. For older boys, the psychological presence of parents provided support and guidelines on appropriate behavior.

Most youth reconnected with biological families after resettlement through informal social networks of Sudanese. Youth's responses to first contacts were overwhelming joy tempered by sadness for those who had died. Initially, some family members responded with skepticism about their identity.

Several youth noted cultural and experiential differences between them and their families, such as hybridization of their language and culture. All youth in our sample have taken on new roles as providers to family members still in Africa. Although they accepted the role without complaint, it has sometimes interfered with other goals, such as getting an education. Several youth indicated that biological families were "first," but they viewed their peers and sometimes foster parents or mentors as "second" families.

Social capital and empowerment in asylum seeking children in Sweden

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A large bulk of research has suggested that social networks are important resources for children as well as for adults to resist health problems. For asylum seeking children social networking might be hard to accomplish due to constraints linked to social and legal contexts in the host country. Constraints can also be linked to the family situation and the circumstances that they have to cope with in every day life. In our paper we want to present results from an ongoing study on the experiences of asylum seeking children in Sweden. Our research objective is to identify factors that are important for well being of children seeking asylum and to study how they cope with their experiences as asylum seekers. The tension between excluding experiences and expectations regarding how the situation of the child and it's family should improve or

deteriorate after the flight is for a child a constitutive reference for how coping strategies are developed. Also important is the length of visit and the age of the child.

Our main focus are on children who have waited for decisions regarding permanent residence for several months and sometimes more than a year. We intend to present results from qualitative interviews with children from 9 years and with one parent for each child. We intend to address questions such as: To which extent is the management of asylum linked to how children cope in everyday life? Under which circumstances can children create supportive relationships in their local settings and which factors make them marginalised and excluded? To which extent can children create a sense of coherence and sense of empowerment in their immediate environment?

Homecoming migrations in Burkina Faso: Domestic reorganization, life cycles and children's migration experiences

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Burkina Faso is a country with a significant international migratory dynamic. Indeed, about 20 % of Burkinabe live abroad with a concentration in the bordering countries, particularly Ivory Coast. 52 % of the foreigners who live in Ivory Coast are Burkinabe. The recent economic, social and political crisis in Ivory Coast (In 2002), unprecedented in the sub-region, affected the migratory streams from Burkina-Faso towards Ivory Coast. The massive and forced return of the migrants raises the problem of their insertion that is their adaptation and their socioeconomic integration into this new space of life that is the zone of reception which appears in all respects as the contradiction of their zones of origin. Based on both quantitative and qualitative (mixed methods) research carried out in the Southwest of Burkina Faso, this communication tries to answer the following questions: What are the migratory paths of homecoming migrants? What are the consequences of homecoming migrations on domestic reorganizations? What are the lived experiences of the migrants' children? How does the insertion in their region of return take place? The objective of this communication is to analyze on one hand the domestic reorganizations induced by the homecoming migrations and on the other hand, the migratory experiences of the children and the process of their socio-cultural integration in their zone of reception. Methodologically, this communication will mobilize three additional and convergent approaches: a historic approach to explain firstly the importance of population mobility between Burkina Faso and Ivory Coast, and secondly the explanatory factors of the migrations' trajectories; a demographic approach which has for objective to measure the migratory tendencies, the socio-demographic characteristics of the migrants and at last a sociological approach to understand the domestic reorganization, the migration experiences of children and the problem of their socio-cultural insertion in their zone of return.

'Implementation as art' – policies and outputs of integrating migrant children in Italian schools

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Relatively lately, with the end of the 1970s/beginning of the 1980s, Italy stopped being a land of emigration and joined most European nations in being a country of immigration. This new social reality, however, was hardly recognised before the tragic death of Jerry Essan Masslo in Villa

Literno (Campania) in autumn 1989 (Bonifazi 1998: 98, Maciotti & Pugliese 1991: 97 et seq., Zincone 1995: 140).

Since then, Italy has engaged different instruments for promoting the integration of migrants and their children to the country. The proposed paper analyses two of them: the so-called National Fund for Migration Policies (FNPM) and the principle of intercultural education, established by National Migration Law No.40 of 1998. The principle, in line with recent trends of diversity management in European cities, appoints that:

The school community accommodates the linguistic and cultural differences as a value which constitutes the ground for reciprocal respect, for the exchange between cultures and for tolerance; for these purposes it promotes and favours initiatives aiming at the accommodation (of immigrants – MB), the protection of the culture and the language of origin as well as at the realisation of conjoint intercultural activities.

(De Vincentiis 1998: 59, translation by author)

This declaration of political intent assumes practical relevance by pointing out the protection of cultures and languages of origin as well as common intercultural activities as concrete activities of ‘intercultural education’. Against this background, the paper investigates the everyday-practices of integrative school-interaction in three subareas: language of origin, context of origin and religion classes.

“People just think ‘coz you look different that you are different”: The discourses of identity, belonging and diversity ‘management’ in ‘Intercultural Ireland’

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This paper provides a critical analysis of recent social policy responses to cultural diversity and racism in an Irish context, with a particular focus on educational policies and practices incorporating intercultural dimensions. Combining discourse analytic, observational and in-depth interviewing techniques, this twelve month ethnographic case-study investigates state-level discourses about racism, anti-racism and interculturalism as they are articulated in recent anti-racist policy documents, in the national curriculum and “on the ground” in school settings. Additionally, I draw on ethnographic and interview data to convey how members of the imagined ‘new Irish’ community are represented in the informal curriculum and how young people living in Ireland today articulate their own national and racialised identities. Key findings suggest that orthodox readings of the Celtic Tiger propagated in the formal and informal curriculum have the effect of constructing cultural homogeneity as the norm and diversity as an aberration in Irish society, thereby actively contradicting official intercultural educational goals which seek to underscore the “normality of diversity” in all areas of life. Furthermore, I convey some of the ways in which intercultural policies and practices have the effect of reinforcing the passive belonging, and ‘otherness’ of minority students, of misrepresenting or ignoring their cultural identities, and reinforcing erroneous assumptions about “race” racism and the nature of difference more generally. Implications of the research are discussed in terms of the state’s increasing reliance on interculturalism as a policy panacea to the intensification of racism in Irish society.

In-Firm vocational training in Germany and its effects on the integration of young migrants and Germans

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The participation of young migrants in the labour market plays a key role in the dialogue on integration policy and helps to reduce youth unemployment in Germany. School education and in-firm vocational training are not only important prerequisites for the successful participation in the labour market.² Since the German labour market is also highly regulated by professional certificates the dual system of school education and vocational training allows most graduates a smooth transition into the national labour market. However, the participation of young migrants in the German dual system is lower than that of their German counterpart. They also participate to a lesser extent in upper secondary schools. Against this background, in this paper we ask if young migrant graduates have the same opportunities and transition patterns after finishing the dual system as young Germans.

Today, most of the young migrants who move through the dual system are as successful on the labor market as their German counterparts. In-firm vocational training, apparently, provides migrant youth with skills and techniques necessary for the successful transition to the labor market. But mostly they have restricted transition chances by having higher unemployment rates, occupational mismatch and skilled mismatch. But even if we control for relevant variables that determine transition chances restrictions for single nationalities at the labour market entry still remain: compared to Germans they have a higher risk of unemployment and occupational mismatch – young migrant men and especially young migrant women. Due to these facts, the dual system, therefore, should work as catalyst within the integration process.

This integration by the dual system and its risk factors (unemployment, occupational mismatch) will be shown empirically with longitudinal registry data (1977-2004). Different nationalities will be compared with Germans with respect to their first employment after leaving the dual system.

Here, there and everywhere: Multi-locality and multi-belonging in the lives of migrant teenagers

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This paper explores young people's experiences of migrating to and living in Ireland. It is based on ongoing research with young people aged 12 to 18 years in a homework/social club for migrant young people in Cork city. Reasons are suggested as to why young people's migration experiences have been overlooked until recently and the need for more research with migrant young people is emphasised. The multiple identities that young migrants enact and perform across different spaces are discussed, and the ways in which young migrants develop socio-spatial relationships are explored with reference to notions of multi-locality, emplacement and multi-belonging.

Development, migration, and the reconfiguration of children's lifeworlds

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In the context of neoliberal restructurings, many Mexican indigenous rural communities without previous experience in US migration have been incorporated into transnational migrant circuits. Traditional forms of everyday life have been recently disrupted by accelerated processes of youth out-migration. The everyday practices of children growing up in the village are being reorganized and relocated given their older siblings and parent's migration, reception of remittances, compulsory schooling under the World Bank program "Oportunidades", and emergent forms of rurality without subsistence agriculture. The most obvious effect of neoliberal reforms and transnational migration is increasing socioeconomic stratification. This paper examines how children understand and manage the contradictory expectations placed on them as they cross different spaces and domains of action, as well as the emerging forms of difference and inequality in their communities. As children move repeatedly in and out of the school, the unexpected forms in which they attempt to meet their needs in rural schools are revealed.

“Being Here” revisited

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At the end of the 1980s, the Ontario Folklife Centre conducted a study (under contract with the Provincial Archives) of immigration/migration to Canada's most populous province, Ontario, over the preceding century. Some 450 persons, aged 7 through 92 representing a multiplicity of the ethno-cultural and racial backgrounds of Ontarians and varying duration of personal and/or family residence in Ontario. Each interview followed a standard approach, though no single set of specific questions, was employed. The aim was to elicit the stories that an individual, family or distinctive group told, or could tell, about what it was like for them to come to Ontario when they did, adjust to the new people, places and circumstances they encountered and come to be “at home” (or not) within them.

The study was a major addition to the multicultural collection of the Archives of Ontario and has been widely used by researchers. While several reports and papers based upon it were presented, the results were never published in any extended form. Now, almost twenty years later, the study is being partially replicated, this time through the new Children's Studies Program at York University and exclusively with persons who came to Ontario as children under 18. Many of the researchers themselves were child immigrants/migrants and thus bring a particular insight to the study. The aim is to determine the changes in the experience for children of “Being Here” as a result of transformation of the host culture from government-supported official multiculturalism since 1971 to, increasingly, grass-roots acceptance of diversity.

This paper will consider the extent to which Canada's children (both immigrants and native-born) are primarily responsible for this cultural evolution, owing to their experiences of “Being Here” that not only reflect their ideas of what it is to be Canadian but also shape their vision of the country's cultural future. It will compare various recurring themes that emerged in the stories of child informants in the initial study (such as the journey, the first day, the funniest thing, my first friend, the most embarrassing moment and others) with those that emerge from the accounts of contemporary child migrants/immigrants. The results thus far indicate that immigrant children's experience Ontario, and thereby Canada, are significantly different from those reported twenty years ago such that these youngsters are, as a result, empowered to be

Canadian in an increasingly diverse manner that, while laudable, presents considerable challenges for the nation.

**The reciprocities of rearing among Ghanaian transnational migrant families:
A historical and ethnographic perspective**

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This paper examines how norms about the reciprocal obligations of Ghanaian children and parents are changing as a result of transnational migration. While these reciprocal obligations between parents and children may have been enduring and persistent structures in West African history, chiefly tribunals during the colonial era legitimated a particular set of reciprocal expectations in which parents provided their children with food, clothing, and medical treatment and children provided their parents with labor and service. Drawing on records from chiefly tribunals in early twentieth-century Gold Coast (now Ghana) and other archival documents, I argue that these arrangements were codified by the courts during a period of internal migration caused by the growth of cash-crop agriculture and trade, in which men required labor and capital. These arrangements bound children into “ties of obligation” which gave adults access to family labor (Bledsoe 1980, 1). Transnational migration has created social and economic conditions that are different from the conditions that generated these expectations, and as a result, those expectations are changing. Drawing on interviews with children and parents from Ghanaian transnational families in the US and participant-observation in Ghanaian community life in the US, I show how children and parents have different expectations for their relationship, in which parents expect obedience and respect from their children and children expect love and material care from their parents. Thus, in this paper, I examine how ideologies of childcare are affected by economic conditions and how those ideologies are understood differently by children and parents.

Spotlighting unaccompanied asylum seeking children’s reflections on the most effective ways for child welfare professionals to help militate against the adverse effects of the asylum decision-making processes

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Since becoming a State signatory to the Convention on the Rights of the Child in 1991, successive UK Governments have resisted the swell of pressure urging them to relinquish their reservation in respect of Article 22 and children and young people whose status is subject to immigration control. The current government have tried to attenuate serious concerns from national and international children’s rights lobbyists by purporting that, in spite of this reservation, any organisation, (and since 2007, including the Border and Immigration Agency) should endeavour to engage the right of Article 3 and the ethic of a child’s “best interest” in all their working practices. However, that the decisions and processes within the Border and Immigration Agency reflect this core principle is an incredibly contested discursive and especially so when the voices of unaccompanied asylum seeking children and young people are positioned centrally within this discursive.

This paper seeks to generate discussion around unaccompanied asylum seekers perceptions of the decision-making processes from within the Border and Immigration Agency.

Conceptually and pragmatically linked to this, this paper will also reflect upon the suggestions of young people on the most effective ways for professionals to deal with the existential security that surrounds the asylum process.

The findings to be discussed have emerged as a significant theme within a project, broader in scope to this paper that has educated young asylum seekers on the Rights delineated within the UN CRC and then further asked them to consider their experiences in the UK relative to these rights.

In and out of bounds: The experiences of separated children seeking asylum in the UK

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The experiences of separated children and young people who seek asylum in the UK and other European countries have, over the past decade, raised particular issues for academics, policy makers and practitioners working with, or concerned about, this group. Many of these concerns reflect wider changes to the asylum system aimed at reducing the number of asylum applications, decreasing the costs of asylum support, and increasing the level of removals. But there is also growing evidence that the way in which the asylum process deals with children's experiences of conflict also reflects a particular conceptualization of 'childhood' and a series of assumptions about what it means to be a child. Inevitably this has practical consequences for asylum-seeking children themselves.

This paper explores the experiences of children seeking asylum in the UK and the ways in which dominant ideas about 'childhood' shape their ability (or otherwise) to secure access to protection and social support. The experiences of children whose age is disputed will be highlighted as illustrative of this process. Recent research by Crawley (2007) indicates that around half (45%) of all those who claim asylum as children in the UK are age disputed and treated as adults. This research suggests that, in the absence of documentary or other 'evidence' to establish chronological age, the decision about whether to treat an asylum seeker as a child is informed by a series of assumptions about how 'children' look and behave and how 'childhood' is experienced in other parts of the world.

Risky business: The role of urban (dis)amenities and conjugal betrayal in migration to Kenya's urban slums

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Urban areas in developing countries are almost universally associated with lower child mortality and better educational opportunities than rural areas. Yet large urban inequities exist, and among the urban poor, the advantages of urban social amenities and public services are questionable at best. Using data collected in two Nairobi slums in 2004, we test the role of perceived risks in shaping Kenyan families' migration decisions. We argue that the risks of urban disamenities to children's physical and social well-being, motivate split migration, wherein one member of the family (often the husband) migrates to the city and his wife and children remain in the rural home. On the other hand, the risk of conjugal disloyalty motivates joint migration, wherein the whole family moves together, even when Nairobi's disamenities put children at extra risks. Thus, subjective beliefs about risk, broadly defined beyond conventional income risks to include

considerations of children's well-being, influence parents' migration decisions and help explain not only why people migrate but how and with whom.

Buion dar slua thar tionn do rainig chugainn

Delargey, Mary, University of Ulster

‘All schools should ensure through their policies, structures and curriculum that pupils are consciously prepared for life in a diverse and inter- cultural society and world’
A Shared Future,’ Office of the First Minister and Deputy First Minister 2005.

The purpose of this research project which was funded by the Community Relations Council, has been to examine the teaching of multiculturalism in three schools in the Derry City Council area. The profile of pupils in both primary and secondary schools in Northern Ireland has changed significantly in the last two to three years, due mainly to the growth of families arriving from the Accession 8(A8) countries. As the situation changes almost on a weekly basis, exact figures are difficult to obtain, however the phenomenon is widespread throughout Ireland.

The research presents the findings of a six- month research project in the three schools based on observation of classes in two of the schools and information supplied by the third school. The age range of the pupils was 4-9 years. The aim of the research is to explore the different teaching strategies used in the three schools and examine best practice in teaching multiculturalism. The focus of the report is on attitudes towards multiculturalism among teachers and pupils both in the schools visited and, where appropriate, from other schools. The three schools examined in the report were chosen from different types of school: Catholic maintained, controlled, and integrated to explore the attitudes of the different schools towards the issue of multiculturalism.

Mapping emotions: How children with different immigration backgrounds experience and picture their Parisian and Berliner neighbourhoods

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The paper draws a comparison between children with different types of immigration backgrounds: first generation immigrants, recently arrived to Paris or Berlin; second generation immigrants, and finally, children coming from expatriate, transnational families. On the whole, 12 school classes from 8 city areas took part in the study, and the children's perception of their neighbourhoods was explored with the help of a questionnaire and children's subjective maps. It is argued that different immigration backgrounds can actually produce different emotional geographies, and that the types of immigration backgrounds are closely connected with the phenomenon of residential and educational segregation. Thus, second generation immigrant children who participated in the research, are located in the disadvantaged areas and lack access to extracurricular activities and the city's cultural life that their peers from expatriate families enjoy. In Berlin, not speaking their host country's language properly is a major hindrance on the education ladder for immigrant children, while for children from transnational families being bilingual is an advantage and a guarantee of access to excellent education in future. One of the ways to bridge the gap between these very different experiences in education can be in creating separate language classes for newly-arrived children, with the perspective of their further

integration into the full school curriculum. This is discussed based on the example of the CASNAV, French organisation which deals with placement of recently arrived children into schools.

'It's like living another life'...

Migrant children's perspectives on policy and practice in Irish schools

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Trends toward globalisation and shifting migration patterns are key aspects in the dynamics of social relations between ethnic groups in modern society. The global becomes local, representations of 'other' are increasingly challenged, as are concepts of national and ethnic identity. While Ireland has never been ethnically homogenous, increasing and rapid immigration into Irish society has resulted in schools and classrooms becoming more ethnically diverse spaces, hence spaces where there are also a growing number of children who are from religious and cultural traditions different to the norm. Children no less than adults are embedded in the changing social landscape, their social world enlarged through engagement and interaction with others who are ethnically and culturally different. This paper considers the perspectives of migrant children and youth as they construct and negotiate their participation in the formal school system. Previous analyses has highlighted tensions and contradictions in the experience of racism in newly multi-ethnic Irish schools (Devine 2005, Devine et al 2008) and of the challenges increasing migration poses to traditional constructions of Irishness around white, classed, Catholic and sedentary norms. This paper extends this analysis by focusing on the cultural codes enshrined in the experience of the formal learning environment, documenting the perspectives of migrant children and youth on curricular and pedagogical practices, as well as student/teacher relationships, in a sample of primary and post-primary schools. The findings illustrate the active and reflective agency of such children/youth as they seek to integrate their previous experience with present realities, in an effort to cultivate a sense of 'belonging' to their 'Irish' school. Tensions and challenges that arise are explored as are recommendations for promoting inclusive practice in schools.

Ulster childhoods: Migration, memory, identity

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This paper will examine the migration experiences of individuals who migrated as children to and from Ulster counties on both sides of the Irish border, based on interview narratives collected during the course of two studies on contemporary migration from Ireland, North and South, from 2004-2007. In all cases, these experiences triggered identity issues for the individuals which have played out subsequently in their lives in different ways. In particular, the author seeks to understand how the memory of these events continues to construct present realities for these individuals. Does migration in childhood, for example, predispose an individual to later migrations? What awareness did these children have of living in border areas, of sectarianism, of the Northern Ireland conflict? What was their reception in the host country and upon return to Ulster? How have these experiences contributed to their identities in the present and their sense of belonging to Ireland, North and South?

An examination of the language education policies and practices in place for newcomer children in Irish primary schools

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Language education in primary schools is changing drastically and fundamentally as a result of high levels of migration of EU and non-EU nationals. The last decade has seen an unprecedented increase in the number of newcomer children in Irish primary schools. By April 2006, 89,600 people are estimated to have immigrated into Ireland, 1/10 of which are under the age of 15 (Central Statistics Office, 2006). The term 'newcomer' has been coined by Integrate Ireland Language and Training, to refer to those parents and children whose mother tongue is not English (IILT, 2006: (ii)).

This poster seeks to present the policies, practices and resources that have been put in place to ensure that all newcomer children are enabled to receive a primary school education in an integrated manner and are supported in their English language development (www.iilt.ie). Agencies such as the National Council for Curriculum and Assessment and IILT, have produced guidelines for teachers and parents such as 'Meeting the language needs of refugees in Ireland' (IILT, 2000), 'English as an Additional Language in Irish Primary Schools: Guidelines for Teachers' (NCCA, 2006) and 'Intercultural Education in the Primary School: Guidelines for Schools: Guidelines for Teachers and School Management' (NCCA, 2005). The Department of Education and Science has made special provision for those children learning EAL by increasing the number of Language Support teachers available in primary schools. Questions regarding the appropriateness of the support available, the level of resource provision, the models of integration and implications for other children, arise from reflecting on this new and diverse form of bilingualism in Ireland.

Household experiences of return migration: Children's narratives of coming 'home'

Dobson, Madeleine, Geography Department, Royal Holloway, University of London, U.K

Beginning from the household level, this paper investigates children's experiences of return migration by considering them an equal part of the move. The 'myth of return' accompanies almost all out-migratory journeys and, when realised, often occurs because of decisions around family and kinship. This suggests that a household-level investigation is pertinent to an understanding of this type of movement, as opposed to the traditional focus of migration research solely on an economic 'lead' migrant. Situating the research in domestic spaces also means that the study of mobility can still be grounded in place, highlighting the importance of considering the home and the everyday when researching children's experiences of return.

This paper reflects on research that asks all household participants (children and adults) to self-document by taking photographs and then uses these photographs to elicit narratives of return. Being asked to photograph simply, 'What is important to you around the home' gives participants the opportunity to highlight what about return is of significance to them alongside other priorities, rather than assuming its importance *a priori*.

The photographs and narratives highlight the heterogeneity of children's experiences as well as some commonalities in their stories of return; and illustrate some differences and similarities in the way return is experienced by different individuals within and across households. This research provides an important insight into the experience of a type of migration that is often neglected by researchers, from the perspective of a group of migrants who are commonly overlooked.

Divergent narratives, children and migration

Doná, Giorgia* and Veale, Angela^o

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Experiences of refugee and migrant children in different contexts as post-conflict and resettlement are often kept separate, yet closer analysis points to the existence of commonalities across trans-national contexts. This paper focuses on three main lessons that can be learnt from contexts in the North and South where the authors have researched with refugee and migrant children including Rwanda, Uganda, Bangladesh, Ireland and the UK. These are organised under the following headings: divergent narratives, visible and invisible ‘children’, and ‘psychologising the political/politicising the psychological’. In post-conflict contexts, there is frequently a discourse on political unity that serves to silence dissenting voices and minimise the existence of fragmented social relations. Similarly, in contexts of migration and resettlement, the paper draws attention to the existence of ‘divergent narratives’ within political discourses of inclusion and equality while introducing policies and practices that consistently overrides the rights of refugee and migrant children as child citizens. In examining the socio-political context in which ethnic minority children and families live their lives, there is a need to identify these conflicting narratives and test the presumed political neutrality of political and psychosocial responses to migrant children. The paper argues that implicit assumptions about social categories of ‘children’ influence which children are more likely to receive support and-more importantly-which children and young people are rendered invisible and untargeted. An important question that is explored is the extent to which migrant and refugee children are positioned in social policies and practice as a consequence of their goodness of fit with political or social concepts of ‘children’?

The ‘child’ in EU asylum and immigration legislation

Drywood, Eleanor, Liverpool Law School, University of Liverpool, U.K

The Treaty of Amsterdam 1997 (entered into force 1999) gave the EU competence to pass binding legislation on asylum and immigration.³ What has followed is a series of pieces of legislation, addressing a number of types of migration and a number of stages of the migration process; the overwhelming majority of this legislation makes specific provision for children who migrate to a Member State from outside the Union. The aim of this paper is, first and foremost, to demonstrate that the EU’s legislative action in this area has had, and will continue to have, an appreciable impact on the legal regime governing child migrants. This paper will question the characterisation of the ‘child migrant’ that emerges from this legislation, and its subsequent interpretation by the European Court of Justice. It will interrogate the validity of an emerging categorisation of children according to age thresholds, their reasons for leaving their country of origin, their stage in the migration process and their nationality. This analysis will be informed by two central themes: the capacity of the EU institutions to uphold a children’s rights agenda given their inexperience and lack of explicit legal competence in the area; and, with this in mind, the degree to which the EU’s asylum and immigration legislation has, in fact, been ‘child-proofed’.

³ It should be noted that the UK and Ireland have reserved the right to opt-in or out of this legislation.

In the best interest of the child? The politics of vulnerability and negotiations of asylum

Eastmond, Marita, Nordic School of Public Health and Department of Anthropology,
University of Gothenburg, Sweden

This paper concerns the interplay between government policy and practice and refugee children's welfare as these issues are brought to the fore in public debate and controversy in the recent past in Sweden. Framed by the tension between immigration law and human rights conventions such as CRC in an increasingly restrictive policy context, incidences of ill health and suffering among asylum-seeking children have spurred both public concerns over their vulnerability and welfare, but also raised questions about the authenticity and legitimacy of their claims. The focus on children may be rather specific to the Swedish context, resonating with domestic policies, international involvement and moral sensibilities of long standing relating to children's wellbeing. However, the paper shows that the events and their outcome can also be seen as one manifestation of a wider problematic suggested by examples from France and the UK: Suffering and vulnerability are an expression of, but also a potential resource in, an extremely harsh situation of severely limited options. Together, these cases have something to say about the changing terms of asylum in Europe today.

Immigration and speakers of other languages in Irish primary schools: From policy to practice

Fournier, Patricia, Université Paris III Sorbonne, France

The recent increase in the number of migrant children speaking languages other than English in Irish schools in general and in Irish primary schools in particular has induced the Irish Department of Education and Science (DES) to take action in order to enable these children to adapt more easily to their new environment by providing funding for language support classes for them. It is therefore interesting to study the way these language support classes have been introduced and the part they can play in the integration of the children involved, both in schools and in Irish society at large.

The analysis of the shift from national guidelines to actual practice in real schools will be based on the data collected during three research visits conducted in three Catholic primary schools. The schools were situated in three different urban locations and were attended by a significant number of migrant children. These case studies involved spending from three to four weeks in each of the schools, consulting school policy documents, observing several classes, including mainstream and language support classes, and interviewing some of the participants involved in the life of the school, *i.e.*, principals, teachers, pupils, and in some cases parents. The data used is mainly qualitative in nature.

Autochthonous and allochthonous ‘others’ in Greek Primary education: Education policy for migrants, refugees, asylum seekers and minorities in Greece

Fokion, Georgiadis* and Apostolos, Zisimos^o

*Institute of Education, University of London, UK; ^oDepartment of Primary Education, University of Thessaloniki, Greece

This poster presentation endeavours to discuss issues of cultural diversity in Greek education within a changing educational discourse. First, it describes the educational policies which focus on socio-cultural diversity in Greek schools.

Greek public schools have changed “demographically” as children from culturally and linguistically diverse backgrounds now constitute a large percentage of the school-age population (allochthonous ‘others’). These issues in addition to the previously existed minorities (Roma, Muslims, Turks, Pomaks) (autochthonous ‘others’) have led to growing concern about how to meet the educational needs of diversity and have brought along challenges increasing the need for cultural and linguistic sensitivity. From the early 1980s onwards, there has been a shift from measures aimed at ‘lowering’ the demands for ‘diverse groups’ of pupils to a series of compensatory measures.

More concretely, this work presents aspects of the Greek educational policy towards migrants’, refugees’, asylum seekers’ and minorities’ pupils while it attempts to scrutinise and offer a critique to the present situation by referring to new legislation (Law 2413/96) that supposedly endorses promotion of education of culturally diverse school population on an equal basis to the native Greeks’ education while it develops different projects for implementation towards this direction.

The contentious politics of childhood and migration: Mobilisation and collective action for foreign minors in England and France

Giner, Clotilde, Centre for Research in Ethnic Relations, University of Warwick, U.K.

Increased research has been undertaken on public attitudes towards asylum-seekers, as well as on social mobilisations of and on behalf of migrants. However, these studies have consistently focused on issues relating to adult migrants only. Until now, no substantive academic research has addressed public mobilization and collective action with regard to foreign minors with an unsettled migration status^{4*}. This academic gap is especially striking in a context of increased social mobilisation and advocacy on behalf of child migrants since the late 1990s/early 2000s. Aiming to fill this gap, this paper focuses on social mobilisation and collective action in support of foreign minors with an unsettled migration status in England and France since the end-1990s. In particular, I will consider the extent to which children are ‘used’ for strategic purposes in a context of declining support for adult migrants, i.e. representing a strategic altruism, or on the contrary whether mobilisation for migrant children is a form of ‘bounded’ altruism concerned with children only. This paper will present the preliminary results of the research based on a discourse analysis of primary claims articulated by migrant children’s advocates at the national level in both countries and of two pilot studies undertaken in one French and one British school

⁴ The expression “foreign minors with an unsettled immigration status” encompasses unaccompanied asylum-seeking minors, children of asylum-seeking families and children whose parents are undocumented (“sans-papiers”). Despite nominal differences, the social and administrative situation of these children is almost identical, since none of them has long-term prospects in the host country, either because a decision must be made upon their asylum application, or because they entered or remain in the country irregularly, thus being liable to removal.

having recently mobilized against the removal of foreign pupils. This combination of methods aims to provide detailed and cross-nationally comparable results, while maintaining the profound diversity between both countries with regard to mobilization, advocacy and collective action.

Residential mobility in Johannesburg: Patterns amongst children in the birth to twenty cohort

Ginsburg, Carren, Birth to Twenty Research Programme, University of the Witwatersrand, South Africa

In post-Apartheid South Africa, urbanisation amongst South Africa's Black population is increasing, however, factors such as housing shortages and unemployment have hampered permanent urbanisation and high levels of residential mobility has resulted within urban areas, both in the case of adults and in the case of children who may move together with their parents, or independently of them (Barbarin and Richter, 2001). Frequent residential movement situates children in positions of vulnerability in having to adapt to change which may have both negative and positive influences on their well-being and development. There is a need for further research in the area of child migration within South Africa's urban environment that will investigate the patterns of movement involving children and explore the impact of mobility on outcomes associated with children's well-being. This paper forms part of a broader study of residential mobility amongst children in the "Birth to Twenty" cohort.

The Birth to Twenty cohort began in 1990 in Johannesburg/Soweto and enrolled over 3000 mothers and their newborns with the aim to track their development until the age of 20 years. This paper uses address data of children in the cohort to analyse the patterns and frequencies of residential mobility observed over a period of 14 years. Selected biographical and demographic factors associated with differing levels of residential mobility will be described and the push-and-pull factors motivating residential mobility within the cohort will be explored. The paper will provide a descriptive basis for further analysis into the potential impact of residential mobility on a range of outcomes associated with child well-being.

Children and young people's transnational ties – pleasure, sorrow and (no) possibilities

Haikkola, Lotta, Department of Sociology, University of Helsinki, Finland

This paper discusses how children and youth of refugee and migrant backgrounds in Finland negotiate their transnational ties to their families in their places of origin or third countries. Drawing from ideas developed in the social studies of childhood, this paper moves away from socialization and problem-oriented perspectives on children's transnational relations. Instead, children and youth are regarded actors who negotiate both their integration and transnational connections in their everyday life.

The paper sets to document children and youth's experiences of living lives that span two or more societies. The paper sheds light on the current discussion concerning the relation between transnationalism and integration by examining three themes: the pleasures and sorrows in the experiences of migration and transnationalism; the integration in two (or more) societies with different possibilities to experience belonging and plan future; and the sharing of experiences with peers.

In the conclusion it is suggested that children and youth are capable of negotiating their unique life-situation. Integration and transnational ties are not mutually exclusive, but their lives should be understood to be located in multiple levels of multiple contexts. Similarly their futures should be acknowledged to include many open and blocked possible directions.

Identity shift from Central America to Canada: The experiences of Central American refugee families in the Canadian health care system

Hrycak, Nina, Faculty of Nursing, University of Calgary, Canada

The major purpose of this research is to discover knowledge about the help seeking process and identify problems and strengths of the Canadian health care system from the perspective of Central American refugee women in Canada. The women discussed their own experiences and that of their families, especially focused on their children and youth.

The findings of this grounded theory study provide a greater understanding of the gender and cultural identity experiences of the women and their families once they immigrate to Canada. The impact of these experiences for practice, education and policy makers will be the focus on this dialogue.

Pre-flight experiences and migration stories: The accounts of unaccompanied asylum-seeking children

Hopkins, Peter, School of Geography, Politics and Sociology, Newcastle University, U.K

This paper explores the pre-flight experiences and migration stories of unaccompanied asylum-seeking children in Scotland. In doing so, I demonstrate that unaccompanied minors experience a range of traumatic situations in their countries of origin including, the death or persecution of family members, war, forced recruitment and personal persecution. In their experiences of transnational migration processes, the majority are brought by an agent, with accounts of smuggling and trafficking being minimal.

Altered childhoods: The lifeworlds of migrant children in Australia

Hutchins, Teresa, Centre for Social Research, Edith Cowan University, and University of Western Australia, Australia

The current skill shortage together with the 'resource boom' in Australia is driving an aggressive overseas marketing campaign to secure the services of skilled labour from English-speaking countries. While there is some research that considers settlement issues for families as a whole and for wives and husbands as individuals there is very little research that considers the position of children. The experiences of migrant children are not only of interest to those concerned with issues of integration and assimilation but also to scholars wishing to examine ways in which the categories child and childhood are socially and culturally constituted in any given time and place. As Jackson (1996, p22) points out any theory of cultural habitas or lifeworld must explore the full range of possibilities and examine those moments in time when the ordinary, customary and

taken for granted is ‘disrupted, flouted, suspended and negated’. In order to consider some of these possibilities this paper will draw upon on the experiences of children who have migrated to Western Australia within the last five years under the Australian skilled migration scheme. In doing so the aim of the paper is to illustrate the many ways in which the children are actively engaged in shaping, negotiating, resisting, producing and reproducing their own transnational childhoods.

School experiences and life projects of migrant and minority ethnic youth in England and Spain

Joergensen, Clara Ruebner, Centre for Research in Ethnic Relations and Institute of Education, University of Warwick, U.K.

The poster explores how 15-16 year old migrant and minority ethnic students in England and Spain experience schooling and how they view their future within the two national contexts. By choosing to work with a mixed group of migrant and minority ethnic students, the project focuses on both similarities and commonalities between these groups. And by using an anthropological and small-scale approach, it is hoped that the project can contribute to an in-depth understanding of some of the issues facing migrant and minority ethnic students in European educational systems and societies.

The project is based on fieldwork in two multi-ethnic secondary schools, one in Birmingham and one in Madrid. The methods applied are participant observation, focus group discussions and individual interviews with migrant and minority ethnic students. Furthermore, elements of participatory methods are used to increase the role of the young people in the production of data.

The fieldwork is currently being carried out (until June 2008) and therefore it will not be possible to present any final research results at the conference. However, the poster will discuss preliminary findings about differences and commonalities in the way migrant and minority ethnic youth experience schooling and future lives within the two different contexts. Also, the usefulness and limitations of the applied methods from a cross-cultural perspective will be discussed.

Growing up in a ‘foreign’ land: Integration and identity of migrant children in China’s major urban centres

Kwong, Julia, University of Manitoba, Canada.

This paper examines how contradictory government policies together with local prejudices shape the school experiences of rural children who move to live in the urban centers of China, and the impact on their integration and identity. Despite the official commitment to provide nine years comprehensive education to all children, the household registration system that stipulates provision of social benefits only to registered residents excludes these migrant children from getting access into the urban schools. Urban schools charge exorbitant fees that migrant parents cannot afford, many have to attend makeshift schools within the migrant community and some have to go without formal schooling. Even for the minority who can pay the hefty tuition charged by the public system, everyday treatment from the school administration and from the urban students are constant reminders of their pariah status. Schools are powerful socialization

agents supposedly imprinting on the young a sense of community and preparing them for their future role in society; but the school experiences of the immigrant children only isolate them from the local community. The children do not know much about their “homeland” or place of origin; and they call the city home. Yet they remain outsiders in the cities and do not identify themselves with the local population. They aspire to good jobs and the comforts of urban living; but their lack of education gives them little chance of attaining these goals or to integrate into the community. Like some international migrants living in another society, this second generation of migrants is likely to remain a marginal group in their own country.

Asylum-seeking children’s experiences of strangeness and alienism

Lähteenmäki, Minna, Department of Education, University of Helsinki, Finland

"I think now, if I had stayed in Iraq, I would be dead already." (Mahmoud, 12 years)

My doctoral thesis will propose to address the day-to-day life of children who seek asylum in Finland together with their families, as seen and heard by an outside observer and listener in the context of Finnish refugee reception centres and schools. I shall consider the significance of family, the reception centre and preparatory education in a situation where the asylum-seeking child is trying to cope with her or his difficult condition. Another strain of the study will concentrate on the support provided by networks and the children's own experience of their lives in the midst of their asylum-seeking process - on how they reflect their present life on their past and future. The main emphasis will be on each child's own words and behaviour.

My presentation will discuss asylum-seeking children's experiences of belonging and strangeness, the senses of community and the lack of it and the feelings of familiarity and alienism during their asylum-seeking process. I will also raise other issues, such as children's perspectives on national, ethnic and cultural identities. How are these identities seen and heard in the everyday lives of asylum-seeking children? As a material I will use twelve ethnographic interviews and field notes which are produced in one Finnish reception centre, in two preparatory school groups and in an after-school group in 2005-2006.

Raising bilingual children in a monolingual society: a case study

La Morgia, Francesca, School of Applied Language and Intercultural Studies, Dublin City University, Ireland

An issue that concerns many families in Ireland today is how to bring up children bilingually and what effect bilingualism will have on the child’s cognitive and linguistic development. This paper explores the issue of child bilingualism from a linguistic perspective in order to answer the most frequently asked questions, such as “Why do children refuse to speak one of the two languages?”, “How do they learn from limited input?”, “Do children raised in multilingual/multicultural families have identity-related issues?”, “What is the role of the family and what is the role of the environment?”. These questions will be answered on the basis of existing literature on bilingualism and more recent data collected for a study on Italian-English bilingualism in Ireland. The children who take part in this research are raised bilingually in families where one of the parents is Irish and the other Italian.

In September 2007 the first Italian playgroup (for children aged 1-5) has been founded in Dublin. The playgroup has had a strong influence on the parents’ awareness of their child’s

linguistic development. It is also the only chance for most children to learn, play, and listen to stories and songs in Italian outside the home environment.

The results of this research on bilingualism and the effects of a playgroup are relevant both from a linguistic and an educational perspective.

Towards a greater understanding of transnationalism

Maher, Garret, Department of Geography, NUI Galway, Ireland

The theoretical framework known as transnationalism which emerged in the early 1990s, has, in recent years, gained increasing popularity among social science scholars. As early as 1992 Glick-Schiller et al (1992: 1) defined transnationalism as “the process by which immigrants build social fields that link together their country of origin and their country of settlement”. Yet over the last number of years this theory has been somewhat disputed and many scholars would argue that such a concept is both undefined and lacking substance and analytical rigour (Portes, Guarnizo and Landolt, 1999).

Despite these detractors there are a number of themes within the framework which many scholars would agree on:

- Migrants no longer ‘settle’ in the host country but circulate between the host country and their area of origin. This has been aided by the rapid improvements in technologies of transport and communication.
- They form transnational communities aided by the diffusion of global cultural values.

Much of the work to date has focused on transnationalism in urban areas; this poster will examine occurrences of transnationalism in small towns and villages with reference to Ireland, and will identify how transnationalism has evolved in the last two decades with reference to documented occurrences to date.

The errant mobility of migrant children and young adults: Livelihood strategies and social intervention

Mai, Nick, Institute for the Study of European Transformations, London Metropolitan University, U.K.

The paper will summarise the results of a recent research on the migration experiences of male children and young adults from the Balkans (Romania, Albania), Turkey and North Africa (Algeria, Morocco and Tunisia) into the European Union (France, Germany, Greece, Italy, Spain, the Netherlands), with a specific focus on their livelihood strategies (work in the irregular economy, sex work and illegal activities in particular) and the associated risk behaviours and opportunities. It will address the migration of minors and young people as a liminal practice through which the passage to adulthood is negotiated socially and individually across contradictory and transforming lifestyles and models of personhood, available ‘at home’ and through transcultural media consumption. In this perspective, imagined and lived migration is a way to mediate between:

- the transforming family-based models of personhood addressing young people primarily as subjects of sacrifice, authority and discipline; and
- the individualised and ‘hedonistic’ lifestyles disseminated by western media and reinforced by the impact of tourism at home.

The research identifies the main dimensions of ‘errant mobility’, a socio-cultural practice and a mobility pattern characterised by multiple levels of social, cultural and affective de-territorialisation, by the potential vulnerability to high risk (exploitation, STDs) and criminal behaviour, and by the subjection to multiple dynamics of social exclusion.

By focusing on migrant children’s experiences and resilience, the paper will offer a critique of existing and relevant social intervention and migration policies and will indicate directions along which to develop psycho-socially, culturally and economically sustainable alternatives.

The former Olympic students – presumably the only children in Romania for whom the emigrant status represents their own choice

Malaescu, Simona, Department of Human Geography, Babes Bolyai University, Romania

Passing from a rigid, even spartanian, educational environment, sometimes self imposed, in a “knowledge is power” spirit, specific to the communist times, to a more relaxed one, an existence where from high school elite students try to assimilate cultural aspects, language and lifestyle of a foreign country - a future environment, where the insertion is only a matter of moving geographically - former olympic students are probably the only children for whom the emigrating decision is their own.

In order to investigate qualitatively and quantitatively the object of several frequent cognitive structures and the possibility of attaching a truth value to these we focused our attention on young elites perspective on international context, the academic preparation and academic competitions as a passport to a successful emigration - and the measure in which this is confirmed by the already emigrated ones. We consider also their expectancies, the informational exposure, the temporal qualitative dynamic of the academic minds in Romania as former communist country revealed by statistics. This paper brings the conclusion of a study on Romanian national and international Olympic students and on their trainers, to which opinions of Olympic students from other Eastern European former communist countries were added. The themes and the myths were chosen from a previous pilot study.

Subjective or not, a series of elements characterising the cognitive universe of Romanian olympic students were revealed (the strength of the belonging feeling, the competition academic environment, the image of pioneers of the already emigrated ones etc.).

Researching South Asian children in transnational families: How when, where?

Mand, Kanwal, University of Sussex, U.K.

One of the aims of ‘Home and Away’, a research project exploring South Asian transnational children is to develop new, arts based and participatory methodologies in migration research. This presentation reflects on the process of conducting research amongst 9-10 year old British born Bangladeshi children living in Tower Hamlets as part of transnational families. While children do not constitute a homogenous group, researchers working on childhood have increasingly sought to be innovative and flexible in their methods so as to ensure children’s participation. In thinking through our use and experiences of approaches that can be termed ‘participatory’ and broadly ‘child centred’, we aim to highlight the importance of time (touching on issues of age and access) as well as the specific places when researching children’s lives.

Forced Resettlement of Colombian Children in Ecuador

Maris Margetic, Stella

The problem of young Colombians forcibly migrating into Ecuador requires the attention of the international community. This is a problem on a large scale, about which little is being done. Neither the Colombian Government nor the Ecuadorian government is addressing the issue. The former has in place a repatriation program but since the situation in Colombia is not substantively improving, this is not of assistance. The latter tends to treat it as an internal social problem. The number of these hidden migrants is unknown but can reliably be said to be large. Many are children and adolescents and thus they are particularly vulnerable to abuse. To understand the situation of refugees and forced displacement in Ecuador requires an understanding of the conflicts that are involved in the region and the dramatic repercussions that Colombian children and adolescents experience when they flee their violence-ridden land in search of safety and a better life in Ecuador.

In this report I will analyze the phenomenon of displacement, its origins, consequences, and the violation of the rights of Colombian children and adolescents in search of refugee status in Ecuador. I will also analyze the procedural situation in Ecuador for unaccompanied minors seeking refugee status, as well as the general legal framework in Ecuador. Finally, I will present my conclusions and make recommendations for the protection of the basic human rights of these Colombian children and adolescents who desperately need support.

Children and childhood in new immigrant South American populations in England and Wales

Mas Giralt, Rosa, School of Geography, University of Leeds, U.K

Latin Americans in general are among the fastest growing immigrant groups to the UK but they remain highly invisible due to their smaller size in comparison to longer established migrant groups, their omission from ethnic official statistics classifications and their high rate of undocumented status (MacIlwaine, 2007). A comparison between official statistical figures and estimates from scholars and support organisations suggests that more than 80% of South Americans in the UK could be undocumented; in addition, they exhibit diversity with respect to forms and routes of arrival, settling and organisation (Pellegrino, 2004).

This paper is drawn from a larger national case-study outside of London which will explore how the population is organised spatially and the nature of their transnational connections and flows, with the ultimate aim of understanding the experiences of children from this community. The paper will re-visit the intersection of literature on international migration, transnationalism and children's geographies in order to establish a conceptual framework that maps the key ideas behind this research project and highlights its potential contribution to all these subject areas.

"Ubi bene ibi patria - Wherever I prosper, there is my fatherland"

Mihelac, Lorena, University of Nova Gorica, Ljubljana

I should like to give a contribution to this conference with a paper that analyses my own 24 years of experiences as an emigrant from Slovenia. I would like to point out the following:

- the confusion of a little child who has emigrated to a foreign country and is left in a day-care (kindergarten), without any knowledge of the language that is spoken in that country
- the national identity that the child has to hide if it wants to succeed in a foreign country, especially in the school environment
- the stigmatisation with which the child has to deal with, because he is a foreigner, that can't speak the language of the dominant culture very well or doesn't understand the new culture values
- the confusion or low oral expression of an emigrant child that has to deal with his bilingualism
- emigrant children at schools that haven't experienced how to solve the problems of the integration of this population
- my own 24 year experiences as an emigrant in Netherland (8 years) and in Croatia (16 years)
- the growth of a multicultural environment and approach at schools in Netherland
- being a part in a mixed classroom with children that has different social and national backgrounds in Croatia

Transnational families and children in the processes of post-enlargement migration and integration in Europe. The case of Poles in Scotland

Moskal, Marta, Centre for Educational Sociology, University of Edinburgh, Scotland, UK

Poland's EU accession bears witness to a surge of interest in Poles migration, and in an unprecedented manner to the UK. Having access to intra-EU mobility is clearly a mechanism which facilitated upward social mobility.

Using Scottish case I will examine the activities of children in facilitating the integration of Polish immigrant families into UK society. Without firm roots in the country of origin, children often come to identify with their new homeland in ways that parents may not.

At the same time, children play an important role in linking nations, and keeping parents connected to their homelands. This is especially true when an immediate family is split, with some children left behind. Even when all children live in the UK, families may maintain ties with the home country because they want their children to know and value their roots; or the children themselves may ask for this connection. In helping to develop and maintain multiple connections to their places of origin and destination, children may effectively change the contexts for their own development and identity formation.

This paper will attempt to analyse the newly emerging forms of Polish immigrant families identity. The dispositions and practices generated by transnationalism have a substantial impact on individual and family life course and strategies, patterns of consumption, socio-cultural practices, language transmission and other modes of cultural reproduction. The study will emphasize the role of language and education which is central in these processes as it constitutes the system for the transmission of culture.

Trading phrases: Language dynamics in the (N)ew Irish classroom

Nestor, Niamh and Regan, Vera, School of Languages and Literatures, University College Dublin, Ireland

Irish teachers' conceptions of what type of child constitutes one of 'our own'⁵ have undergone radical change in recent times. Since the accession of 10 new member states to the EU on May 1st 2004, Irish migration patterns have seen a significant reversal. Young, educated Polish migrants, among others, have flocked to our shores in search of a better life and better career prospects. Many of these migrants have brought with them school-age children, who themselves have had to experience a major shift in their living and school circumstances. An important aspect of 'settling in' to this new reality is the success of these children's acquisition of a new language. This paper will investigate language transmission among a group of primary and post-primary school Polish children. Subjects will be those attending school in both a major urban centre as well as rural areas, as it is expected that the migration experience in these two settings will prove to be significantly different. How well are these children acquiring English and what language patterns are apparent in their speech? Is there a difference between the success of the second language acquisition process of a child living in an urban area and his/her counterpart in a rural area? Maintenance of the first language will also be looked at and interviews with parents will be conducted in order to gauge the importance they are according to L1 maintenance as well as L2 transmission.

Negotiations of identity and belonging among children of Irish return migrants

Ní Laoire, Caitríona, Marie Curie Migrant Children Project, University College Cork, Ireland

This paper is based on ongoing research which explores the experiences of children who move to Ireland with their Irish return migrant parent(s). This is a group who have been born and spent part of their childhoods in Britain, the US and elsewhere, and have moved 'home' to a country with which they have strong yet often ambiguous ties. The paper focuses on the ways in which the children and young people's encounters within peer networks and spaces in Ireland raise questions of identity and belonging for them. The school emerges as a specific site in which these negotiations take place. The ways in which the children deal with local peer dynamics of exclusion/inclusion and in particular the role of narratives of Irishness and authenticity within these are explored. Drawing on notions of symbolic capital and dual cultural agency, the paper identifies a range of strategies adopted by the children and young people in negotiating an acceptable position for themselves within peer networks. These range from strategies for constructing sameness (using, for example, accent) to self-positioning as acceptably different. The emerging findings of the research suggest that children of return migrants occupy complex and often contradictory positions in Irish society, which are actively negotiated by them at local level in the space of the school.

⁵ Devine, Dymna, "Welcome to the Celtic Tiger? Teacher responses to immigration and increasing ethnic diversity in Irish schools." *International Studies in Sociology of Education*, 15 (2005): 49-70.

Migrant children in Ireland: researching children's experiences of migrating to and living in Ireland

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The period since the mid-1990s has seen an unprecedented increase in immigration to the Republic of Ireland. While the migrant population of Ireland is constantly changing, it is now also increasingly becoming an established population, with an emerging younger generation growing up in Ireland and attending schools across the country. However, reflecting general trends in migration studies, the perspectives and experiences of children and young people are all too often overlooked in research on immigration to Ireland.

In this poster, we introduce our team-based research project on children's and young people's experiences of immigration and integration in Irish society. The project aim is to explore the social worlds of migrant children and youth in Ireland from their own perspectives. We are conducting research with children and young people who have moved to Ireland within different migration regimes, whether within the asylum process, with labour migrant families or with Irish return migrant families. The methodology is driven by a desire to allow the voices of children and young people to speak through the research, by using children-centred research approaches. This involves talking to children and young people who have moved to Ireland about their lives and their migration experiences, using methods such as drawings, photography and participant observation. In the poster, we present an overview of the project aims and methodology.

Coping with the challenges of exile: The role of God and religion in the lives of unaccompanied minors living in Ireland

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Both nationally and internationally, little attention has been paid to the role of faith in the lives of refugees and asylum seekers. In general, the refugee literature includes only passing reference to faith related issues. Yet, anecdotal information – from researchers and practitioners – suggests that religious beliefs and practices may be hugely significant in refugees' journeys (Goździak & Shandy, 2002). Based on recently completed PhD research, this paper discusses the role played by faith in the lives of unaccompanied minors living in Ireland. Through exploration of the narratives of the young people, and the researcher's observations from time spent in a hostel where they live, the study shows that unaccompanied minors are faced with many changes and challenges in their lives when they arrive in Ireland. In the context of a very different culture and an absence of close relationships, these young people frequently turn to their religious faith in an effort to cope with their situations. Despite being surrounded by Irish peers whom they often perceive as having no interest in God or religion, these teenagers hold on to their faith in a remarkable way. The findings suggest that faith provides the young people with comfort, companionship, and a sense of continuity in their lives. By turning to their faith, the participants are able to face the difficult and different circumstances of their lives. Whilst they are separated from family members and from childhood friends, they continue to be accompanied by God in their journeys through life.

Underneath the Band-Aid: Support for bilingual students in Irish post-primary schools

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This poster presentation examines the situation of minority ethnic (ME) students in Irish post-primary schools. It is based on research conducted in inner-city schools in June 2006 which focussed on the language (EAL) support provided for bilingual students. A large number of ME students were attending schools in the area studied. These students were unevenly distributed among schools and came from a wide range of ethnic and linguistic backgrounds. Practices in relation to language support varied widely between schools, but generally teachers were found to be struggling to meet the needs of their bilingual students in the context of limited information, training and resources.

Teachers and principals were critical of State provision for language support on a number of levels. Supports were seen as limited and inflexible and a need for training for all teachers was identified. Teachers working in support roles were found to be enthusiastic and resourceful but lacked specific English as an Additional Language qualifications and confidence.

These findings are interpreted in the light of dominant discourses on ethnicity in Ireland which positions those outside the 'norm' as 'other'. The State's education policy appears, superficially, to reflect the ideals of interculturalism and equality. However, in practice its inaction and its failure to provide professional expertise leave it open to accusations of institutional racism. The limited, temporary and peripheral nature of the educational support provided for bilingual students is best described as a "Band-Aid solution", revealing the underlying construction of minority ethnic students as "a problem". By denying them the support they need in order to reach their educational potential and by perpetuating discourses which portray them in deficit terms, the Irish education system positions bilingual students on the margins of society.

Children of less visible migrant groups: Approach and first reflections

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If children's experience and contribution to the migratory process and their critical views of it are not yet sufficiently documented, represented and theorised in anthropological literature, it is perhaps possible to say that accounts of this kind focusing on children belonging to families that form shy and discreet minorities among the major groups of migrants in any host society are almost inexistent.

In this paper I will present the very first reflections emerging from a research project that aims at observing the impact of migratory processes on children's lives, especially on those belonging to less visible groups. Taking place in areas with high concentration of families with migrant background in Germany and Portugal, this ethnographic study addresses questions such as: how do children interpret and experiment with the constraints and challenges posed by migration; which specific dynamics do they bring into social life; how do they (re)construct identity, understand and respond to cultural diversity and change; and what role do they play in family integration and in maintaining links with their home society. Additionally, the study aims at raising awareness for and knowledge about children's experiences of migration that can be used to promote social inclusion and reduce prejudice. It also seeks to identify and discuss conceptual categories and methodological approaches within Anthropology and the recent Child Studies, which are suitable for keeping track of children's agency through migratory processes and to evaluate the impact of this kind of studies on public policies that affect children's lives.

Ethnic entrepreneurship and second generation: Family social mobility strategies

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In this paper we offer an analysis of the various social mobility strategies used by the families of immigrant entrepreneurs in Spain, namely: a) using the business as a refuge strategy for those children that have encountered difficulties in terms of insertion into the education system; b) the strategy that determines the nature of the migration and business project aimed at achieving the mobility of the family as a whole; c) using the business as a means for social mobility outside the sphere of the actual business itself; d) using the family business as a strategy for developing social transnational mobility (planning in both the country of origin and the host country); e) entrepreneurship as a strategy for tackling problems of social integration. The findings will reveal the extent to which ethnic businesses may or may not result in the social mobility of the children of immigrants, as well as the contradictions that arise in terms of the social mobility strategies that may exist amongst the various members of the family. Indeed, social mobility amongst brothers and sisters, achieved outside the business and through the education system may lead to the detriment of others in terms of their becoming cloistered within the family business. Finally, we will study the role of other variables in the development of social mobility strategies achieved by means of ethnic entrepreneurship, such as gender, family type (nuclear or extended regrouped, single-parent, transnational, etc), the sibling's position (differences between elder and younger children), as well as the situation in the migratory and business cycles. Our analysis will be based on the qualitative data obtained during field work (semi-directed in-depth interviews with parents and children aged over 15) carried out by the authors and targeting immigrant entrepreneurs of Latin American origin within the framework of the project "Ethnic Entrepreneurship as a Social Integration Strategy for Immigrants" (Ministry of Science and Education). This research was part, as a Cooperating Project, of the study financed by the European Union and which was carried out in five countries ("The Chances of the Second Generation of the Immigrant Entrepreneurs-Etnogeneration").

Children and Migration

Rajasekaran, James, PARD, India

Migration in Madurai District happens due to the non availability of job opportunities for the unskilled agricultural labourers due to the continuous failure of monsoon for the past few years. These families migrate from the villages around Madurai, which is the second biggest city in the state of Tamil Nadu, India. The migrated agricultural labourers are employed in the city of Madurai for the unskilled jobs which brings a meager amount as their wages and this wage is not at all sufficient for feeding all the mouths of the members of the family. When the money is not enough to feed the family, it is not in a position to spend for other than food and so the worst sufferer is the children of the family and thus they are not put up into the school for shaping their future. Instead of sending them to the school, the parents make them to join in the labour force as child labour to bring some money for the family to meet its expenses including food expenses. And thus many children are sent for work in their early years.

The migrated families settle in the slums in the city of Madurai, as they cannot pay more as rent for the houses in other regulated parts of the city. Also they are settled in the slums as the workplaces are nearer to them. In the slums there are many children are engaged as child

labourers and so the children from the migrant family is easily attracted to dropout from the school which is so hard with so many regulations like uniform, notebooks, to school in time, writing and reading, pass and fail. Also the work places which has several attraction other than the financial benefits, powerful music systems in the work place and so many like minded, same age companions who has several other experiences.

These children are physically and mentally affected due to the dusty and noisy workplaces and become unfit to live in this society when they become adult. We can also provide a number of case studies on this.

Elite immigrant children, professional aspiration and the crisis of Self

Reynolds, Rachel, Dept of Culture & Communications, Drexel University, Philadelphia, USA

This paper asks how older immigrant children experience the social process of establishing and living within transnational elite circuits of human and financial capital, especially when their migratory circuits involve developing nations or regions. This paper asks how these children's positionality in the reproduction of elite or brain-drain communities abroad has relevance to their sense of a future self who is actively (re)producing a social order. Parents' social standing, access to cosmopolitan education, access to mainstream and/or global forms of consumption, and elite immigrant children's proximity to either cosmopolitan or native-born elites all contribute to elite immigrant children's position in a "good" place in the global socioeconomic and sociocultural order. And yet, in late adolescence, elite immigrant children (as with native born children) often become involved in an identity politics that involves going against the grain and questioning the nature of social order around them. Because of their unique position between sending and receiving area, and between two cultures, this period of questioning generally involves some moment of return, symbolic or physical, to the child's ideational home. And yet, these efforts at return are fraught with paradoxes of belonging (to which social order are they expected to contribute?), especially around the time that adolescent professional aspirations are becoming important life choices.

Forced migration in the Americas, with a focus on gang-related movements

Reynolds, Sarnata, Amnesty International, USA

Many children in Central America, and particularly El Salvador, Honduras and Guatemala, are traveling unaccompanied to the United States because they fear gang-based persecution in their home countries. This forced migration is well documented and often triggered by threats and torture by gangs in the home country. Some children are particularly vulnerable to forcible recruitment because their parents are absent from the home. One of the primary reasons for their absence is that one or both parents are in the United States without documentation or with temporary protected status ("TPS") that does not extend to children living outside the United States. Other children have been orphaned by the civil wars and related violence that dominated the recent history of many of these countries.

After arriving in the United States, children fleeing persecution are often placed in detention/foster care until their parents/guardians are identified. Their asylum claims are sometimes accepted, however, they are difficult claims because Immigration Judges struggle with whether children fleeing gang-based persecution are eligible for protection under the Refugee

Convention or Convention Against Torture. Other avenues for protection are also inadequate and do not address the myriad human rights violations children encounter in their passage from Central America and into the United States.

Goal of paper:

- A. Identify the human rights violations taking place when children leave their home countries, are in transit, and upon arrival in the United States.
- B. Identify possible means of protection, discuss pros and cons of each protection piece, and make recommendations for the protection of children throughout their forced migration in these circumstances.

Child Helpline International: Connecting to children and young people

Roe, Margie, Child Helpline International, and ISPC, Ireland

Child Helpline International (CHI), a global network of children's helplines and outreach services, was launched in September 2003 in Amsterdam to strengthen and develop helplines for children and young people. To date, CHI works with 98 members in 87 countries. A child helpline is founded on the belief that children and young people have rights, and that they can identify their problems. Thus, child helplines provide children with an opportunity to express their concerns and talk about issues directly affecting them.

In 2005 child helplines across the globe received over 10.5 million calls. A significant number of these calls are related to children in migration. Some of the reasons why children in migration called child helplines include child prostitution, children used for begging, child trafficking and abandonment by parents. From the data provided by child helplines in 2005, it is evident that children in migration use child helplines when they are in need of care and protection. Child helplines are in fact an effective strategy and necessary tool for child protection.

Potential paupers or future citizens? Migrating children and the politics of care in Ohio during the early 20th-century

Ryan, Patrick J., Department of Political Science, Kings University College at the University of Western Ontario, Canada

This paper examines the experiences of children of poverty who came to Ohio between the late-nineteenth and the mid-twentieth centuries as part of families seeking work. Particular attention will be given to and comparisons made between African-Americans coming from southern U.S. States, and southern and eastern European immigrants. Large percentages of poor children receiving social services, institutionalized by the state, or taken into foster care in cities such as Cleveland were members of these two historically significant migrations – movements that transformed the ethnic politics of the industrial American Midwest.

My study penetrates deeply into the world of poverty relief, foster care, and state institutions. I have reconstructed the efforts of poor children who were often temporarily displaced from their families of origin, or at risk of losing their connection to them. I contrast these children's aspirations for their own lives with the child saving fears of social workers, educators, and other professionals. A number of themes emerged repeatedly. First, there was a tension between the children's overwhelmingly hopeful and resilient responses to the challenges of poverty and migration, and the middle-class professionals' need to evaluate and diagnosis the

children in order to distribute meager services and economic opportunities. Second, the children and youths under care typically pursued both individual advancement in occupation and education, and continued security through and identification with their families of origin - no matter how tenuous or abusive these relations might appear to others. Migrant children of poverty saw these as complimentary pursuits, while helping professionals viewed their origins as a detriment to their future success. Social personnel worked consistently to separate poor children from their family “influences,” and to evaluate and sort them by professional assessments of their intelligence or potential for development. Third, the specters of race hatred and racial science loomed large in the lives of Black children coming from the American South. They were consistently denied equal access to favorable residential and occupational placements, and educational opportunities. This threatened them with the double-bind of accepting an American ethic of individual advancement only to have “the dream deferred.” The social consequences of this historical reality were poetically captured in 1951 by Langston Hughes, who had been a youth migrant to Cleveland in 1917, who left high school without graduating before he moved to New York City. “What happens to a dream deferred?/ Does it dry up/ like a raisin in the sun?/ Or fester like a sore--/ And then run?/ Does it stink like rotten meat?/ Or crust and sugar over--/ like a syrupy sweet?/ Maybe it just sags/ like a heavy load./ Or does it explode?”

Young people's strategies of creating belonging in specific national contexts

Schmitt, Irina, University of Bremen, Germany

Young people create belonging. They do so using contextualised competences, thus creating differentiated models of belonging that are aware of specific situations and contexts, be it national conceptual and legal frameworks, be it the differentiation between different groups of peers.

Taking that information from my qualitative research with young people aged 11-17 in Germany and Canada as a starting point, I will with my presentation explore current policies aimed at the societal integration and participation especially – though not exclusively – of migrant young people. In turn, I will test that information on statements by the young participants: How do they perceive integration and participation in their national settings and at their schools? How does that, again, inform their understandings of belonging?

The role of the family in the forced migration of children: A legal perspective

Scullion, Dianne, Liverpool Law School, University of Liverpool, U.K

Children’s experience of migration differs depending on whether migration is voluntary or not. Trafficking of children is one form of forced migration and is an increasing problem which requires legal intervention at International, European and domestic level. One particular form of trafficking of children is directly perpetrated by family members. In many instances, children are sent from their country of origin to reside in a household in the host state with the consent of their parent(s), generally with a view to providing that child with a better quality of life or better life opportunities. Often the child arrives in the destination country to a completely different reality than that expected by or promised to their parent(s). The child is often forced to work long hours within a household (domestic servitude), with little freedom, choice or expectation of their situation improving without the help, support or protection of their family. Such practices

challenge inherent presumptions around the sanctity of family life and the limits on parental authority to act in the ‘best interests’ of children.

This paper will explore whether the circumstances described above can be legally categorised as the family assisting in the trafficking of the child and whether this is an appropriate characterisation. This paper will aim to assess the legal responses to this form of forced migration and will conclude by identifying gaps in legal and policy provision in order to prevent children being subjected to this form of forced migration.

The situation and treatment of unaccompanied and separated migrant children in Europe: a comparative research on 6 countries

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The independent migration of children from different parts of the globe has become a consolidated issue since the end of the last decade. Most of the European Union countries are a destination or transit point for this mobility. While this manifestation keeps a number of links and common attributes with the migration of adults, it undoubtedly deserves a dissociated and detailed approach from the different involved actors. The planned or spontaneous decision to leave the household and the homeland takes on a new dimension when the main characters of a long and dangerous migration adventure are sometimes just in their early teens.

As is well known, when facing the arrival of independent migrant children, most of the European Union legal frameworks and government policies combine a more or less repressive implementation of their asylum or immigration legislation (trying to prevent the number of new arrivals) with an ambiguous interpretation and a timid implementation of the international and national legal instruments for the care and protection of children in an “in-need” situation.

The aim of this paper is to present the main findings of research analysing a framework of fifteen comparative elements in 6 European Union countries: Belgium, France, Germany, Italy, Spain and the United Kingdom. The examined aspects consist of, on the one hand, those determining the personal and legal status of unaccompanied and separated children in these countries. This includes access to the territory, access to the care system, care facilities and services, access to health care and education, legal representation and guardianship, returns and deportation, immigration status, access to the labour market, leaving care services once adults, etc. On the other hand, the research examines other aspects characterising and configuring this particular type of migration. This includes the historical evolution, the current data and the anthropological and sociological profiles of migrant children in each country.

A conclusion to be drawn from the results of this research is that, up until now, none of these European Union member states seems able to find a satisfactory response to the independent migration of children. Furthermore, current policies and legal frameworks do not seem to guarantee a full respect of the rights these children are entitled to at an international level.

Children's right to family reunification: Separation and families seeking asylum in Ireland

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Society's lack of conceptualisation of children as rights bearers has led to their exclusion from immigration and asylum discourse. This paper explores the question of respect for the rights of the family seeking asylum in Ireland with an analysis constructed through the child rights framework. The themes of family, child rights, migration and asylum are explored firstly from an international viewpoint and then in the Irish situation. The importance of the family to the child is highlighted.

The key theme of the right to family unity is explored and is dealt with in two parts, firstly the right not to be separated and secondly the right to reunification. The core issue of separation of families through deportation is examined, followed by an analysis of current practice and concerns within the deportation process in Ireland, and how families seeking asylum have been affected. The second integral issue of family reunification is dealt with using the same frameworks and recent policy developments in Ireland are assessed.

The idea of seeing children as children first, and as migrants second is considered in relation to support to the asylum seeking family and the parallels of welfare controls and immigration controls are examined. The paper concludes by asserting that the child rights movement in how it encompasses civil, political, economic, social and cultural rights for children could prove to be a powerful framework from which to strive for the respect for the asylum seeking family in Ireland in the area of family reunification.

'I wanted to be in the Eco group to help the nature': Polish children in Scotland and their use of public and private services

Sime, Daniela and McArthur, Anne, Department of Educational and Professional Studies, University of Strathclyde, Scotland, U.K.

Migration ranks as one of the most important factors in global change (Castles and Miller, 2005). With the enlargement of the European Economic Area in May 2004, the number of migrant workers coming to Scotland has risen significantly, with most of the arrivals Polish. Many live in the main cities of Scotland, but a large number are located in rural areas (DeLima *et al.*, 2005). Access to appropriate support services is key to the successful integration of migrants. Service provision is especially important in the case of migrant children and families, who may face isolation and segregation in their new communities. Also, previous research suggests that children, especially those living in rural areas, may have increased difficulties in accessing good quality service provision (Wager *et al.*, 2007).

This research, funded by a grant from the British Academy, presents a small-scale study, qualitative in nature. The study was conducted in the second half of 2007 and had five key purposes: (1) to explore the Polish migrant children's experiences of service use in Scotland; (2) to gather the migrant children's perceived needs in relation to key services; (3) to look at the family and peer networks that support Polish children's access to services; (4) to explore the factors that influence Polish migrant children's use of services and (5) to identify some of the perceived barriers in Polish migrant children's access to services.

Data collection took place in four areas of Scotland: one urban, two semi-urban and one rural. A range of service providers from each area, representing individuals working in both public and private services, were interviewed, to elicit their perspective of the services provided

and the migrant children's needs in terms of service use. All interviews were semi-structured and data was analysed using thematic coding. Polish children participated in the study through child-centred methods, and expressed their views on what makes a good service and how services could be improved for them.

The presentation will consider the service providers' perspective on what are the Polish children and their families' needs in relation to key services and what can be done to improve service provision for these groups. It will then consider children's own experiences and use of services and reflect on their perceived needs for additional service provision. Children's own views are at the centre of this project, as child-centred research methods were used and children were encouraged to frame the data collection based on their own priorities and experiences. These methodological and additional ethical considerations of involving newly arrived children in Scotland in participatory research will also be addressed.

Young female refugees' and asylum seekers' (re)construction of 'home' at a time of transition to adulthood and migration to the UK

Sirriyeh, Ala, Department of Sociology and Social Policy, University of Leeds, U.K

This paper discusses findings from qualitative research exploring young female asylum seekers' and refugees' (aged 16-25) (re)constructions of 'home' and 'belonging' at a time of transition to adulthood and migration to the UK.

Research on refugees and asylum seekers has largely focussed on either children or adults, often failing to highlight the particular age and gender related experiences of those in late teens and 'the invisible early 20s'. This paper reports on the findings to date from an ongoing two-centre study in West Yorkshire, UK, involving a combination of visual methods and life-history interviews with young female asylum seekers and refugees; and also interviews with key respondents from relevant agencies. Issues discussed include: experiences of independent living; negotiating gendered cultural expectations; managing changing support networks and entitlements in the transition to adulthood; the nature of transitions to adulthood in the UK compared to countries of origin; and home, memory and the availability and nature of access to family and community narratives of the country of origin.

Migrant children: The European Union's response

Stalford, Helen, The Liverpool Law School University of Liverpool, U.K.

Legal and policy provision for child migrants has traditionally been confined to those who move between EU Member States and has primarily taken the form of 'parasitic' rights derived from their economically active parents who move for the purposes of work. Bold judicial interpretations of this provision over the past decade or so, however, have succeeded in detaching EU child migrants' entitlement from that of their parents and conferring on them a range of independent legal and social rights in the host state.

It is only relatively recently that the EU has considered wider questions relating to the needs and interests of other, more vulnerable categories of child migrant; since the late 1990s, thanks to some important constitutional developments, there has been a significant surge in EU legislative activity targeting the rights of forced child migrants, notably child asylum seekers, and victims of trafficking. This has dovetailed with some important budgetary and policy initiatives

aimed at promoting more effective co-ordination of individual Member States' responses to forced migration, and at developing EU involvement in the 'external', global child protection campaign.

The aim of this paper is to provide a broad, interdisciplinary overview of the main developments in these areas. Issues of procedure, competence and international legitimacy will be assessed with a view to critically evaluating the need for and effectiveness of *EU* intervention in child migration issues.

Mnemonic objects as indicators of social capital of refugee children

Tasler, Nathalie, Strathclyde University, Scotland, U.K

The background of this presentation is a research project (my PhD project) to explore the creative learning processes and the impact of Social Capital on refugee children. The research is taking place in schools in Glasgow, Scotland, with a high proportion of children from asylum seeking or refugee families.

As a non-native English speaking researcher doing research with non-native English speaking children there is scope for a lot of misunderstanding when trying to define terminology to each other. Not only this, the concept of Social Capital is difficult to explain in general and to children in particular.

Social Capital is roughly spoken the glue that holds social networks together, its indicators are for instance trust, reciprocity, values, norms and regulations. There are problems in exploring the social networks of children as well as the meaning certain relationships have to the children. If children fall out with each other they might disappear from each other's network lists but nevertheless still be significant to each other.

The researcher suggests considering the use of mnemonic objects (Tony Whincup, 2004) and the meaning that is given to them to explore children's networks. If children give little presents to each other these presents will gain certain meaning for the children; even if they have a fall out with their friends, the meaning stays inherent.

Exploring the existence of such mnemonic objects may enable the researcher to gain a deeper understanding about the kind of relationships these objects are symbolising.

Friendship ties and street life: Circular migration among northern Ghanaian children and youths

Ungruhe, Christian, University of Bayreuth, Germany

Every year hundreds of children and youths from northern Ghana follow in the footsteps of their fathers (and mothers) and leave their hometowns to southern cities to work there for a couple of months before going back home to continue schooling or to support their families during the farming period. During the following school holidays or dry season these boys and girls return south again. Many of the young migrants work at markets and bus stations as load carriers and often stay with their colleagues in public places. Street life experiences are common among the migrants. Violence and sexual exploitation are common threats on the street. On the one hand, friendship ties are essential means in order to be able to cope with it. They provide labour, protection and identity in the alien surrounding of the south. On the other hand, the obligation of returning to the families might be questioned. Enjoying freedom and money on the

street for several months might lead to a shift in priorities. Children and youths extend their stays or refuse to go back home because of the appealing city life with its offering of fashionable goods and leisure-time activities. For this reason, temporal street life might lead into permanent street childhood and street youth.

My paper shall explore the meanings and eventual ambivalence of friendships as well as effects of street life and shall differentiate between male and female experiences.

The places we live by: The role of geographical imaginings of Somalia in refugee and asylum seeker children's identities

Valentine, Gill* and Sporton, Deborah^o

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This paper recasts John Gillis' notion of the 'family we live by' to think about the places we live by. Specifically, it draws upon empirical research carried out with Somali refugee and asylum seeker children (aged 11-18) now living in Sheffield, UK to examine the young people's memories and understandings of Somalia. In doing so, it reflects on this role of their geographical imaginings in shaping their identities and sense of belonging during experiences of forced and voluntary migration. It also considers some of the young people's accounts of recent return visits to their homeland and considers how the young people's imaginings of Somalia -- and consequently their own senses of identity and belonging -- have been disrupted by this encounter with the place which they have 'lived by' for so long.

Adjusting to a new life: Eastern European children educational experiences in schools in London

Valkanova, Yordanka, Roehampton University, U.K

This study was designed to identify key issues in the learning experiences of recently arrived children of Eastern European migrants during their transition to the British educational context. The paper will provide a grounded conceptualisation of their educational needs in order to inform policy towards creating educational opportunities that suit the specific needs of these groups.

Answers to the following questions will be sought: (i) What are the learning experiences of the Eastern European children during the transition from their home countries to the UK and how they fit their prior learning experiences in their home countries? (ii) What are parents' understandings of the philosophy of schooling in Britain in relation to the needs of their children and they seek to attain them? (iii) What are teachers' understanding of the process of transition and the cultures of the newly arrived migrants?

The research methodology, which was informed by cultural-historical activity theory, looked at the ways the experiences of the young people were mediated through the economic, social and cultural dynamics associated with the transition process. The paper will report on two phases of completed research. The first phase applied quantitative research strategies in order to identify key factors, affecting children's learning experiences. A survey was administered to randomly selected schools. Also, secondary data provided by the Home Office and the Local Education Authorities was used to complete the analysis. In the second phase, eighteen children

were drawn from the selected schools and the perceptions of their learning experiences were investigated.

Separated children at Europe's borders: Processes of expulsion and incorporation

Watters, Charles, European Centre for the Study of Migration and Social Care, University of Kent, UK

In recent years the treatment of children seeking asylum in industrialised countries has been a matter of increasing international concern. Human rights organisations have documented instances of summary expulsion of those trying to cross borders in the hope of a more secure existence. For those making asylum claims there is evidence of a pervasive culture of mistrust both concerning the legitimacy of the claim and the purported age of the child. This paper focuses on the treatment of children seeking asylum at Europe's borders; focussing in particular on examples from Europe's southern border, Belgium, and the UK. Charles Watters will draw from his own recent fieldwork in Europe and theoretical perspectives outlined in his new book 'Refugee Children: Towards the Next Horizon' (2007) and his work as academic lead in the EC Knowledge Transfer 'Hub' on Asylum Reception in Europe. He will identify two overriding strategies adopted by industrialised countries; non-incorporation and incorporation on the grounds of mental or physical illness. He will also outline alternative strategies deriving from his research on good practice in the care of separated children.

“When it is Wednesday I am happy”: Childhoods within an Irish asylum dispersal centre

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In Ireland asylum seekers are placed into a system of dispersed 'direct provision' reception centres across the country. This dispersal/direct provision system acts to subject adults, families and children to a series of controls that shape and direct their everyday lives. This can have profound effects on the circumstances and realities faced by hundreds of men women and children in Ireland today. In direct provision issues such as where you live, what you eat, where you eat, who you live with, where you go to school, how you get there, where you play are all shaped and controlled through this system.

That this system works to exclude, marginalise, silence and oppress asylum seekers is obvious but it needs to be noted that these are not the only outcomes of such a system – indeed it is sometimes the case that the multiple modes (in the sense of policies, projects and activities that operate within dispersal centres) through which this power operates can produce contradictory positions and outcomes. For children in the asylum system and living in direct provision the experiences of living within such a system of power are complex - simultaneously generic and specific, similar to and different from other children in asylum centres in other parts of the EU (Anderson 2001) and Ireland (Fanning, Veale and O'Connor 2001), other migrant children and other marginalised and socially excluded children in Ireland (and beyond).

This paper argues that the frequently contradictory and ambiguous positions created for children living within the Irish asylum system reflect the uncertainties and ambiguities surrounding them as immigrants (as part/not-part of host societies) as children (as child/not-adult) and as asylum seekers (as separated out populations in dispersal centres). Based upon

research in a specific asylum dispersal centre this paper will explore the ways in which the spatialities of the children's lives reflect and constitute these contradictions and ambiguities in a host of different ways.

**The effects of childhood migration and later identity development:
The case of trafficked children to Yeji, a fishing community in Ghana**

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This paper examines the factors influencing the identity behaviour of children who have been reunited with their families after years of servitude in Yeji, a fishing community on the volta lake in Ghana. These children were trafficked from the coastal region of Ghana to work in the fishing industry. The study is based on two years of ethnographic studies of return migrant children in Ada, a coastal town in Ghana. Mobility has been an influencing factor on individual's life course and decisions. Studies have shown that these influences are more pronounced and significant on children who experience migration as opposed to adults.

The purpose of this paper is to shed light on the factors affecting the identity behaviour of these return migrant children trafficked from the coastal region to Yeji to work in the fishing industry and to suggest potential mitigation factors which will allow for successful integration and identity development of the children. The critique shows that age, cohort location, parental support, social networks, reference groups, social capital and social structures all need to be taken into account. However, the relationship between these variables and successful identity development of a migrant child is complex and three tiered and needs further investigation.

Migrant child labourers of Bihar in Aligarh (UP) India

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Selling their land or simply landless, they migrate in large numbers to nearby state of UP; Live at construction site where they help and work with their parents by day and sleep at night, or simply squat in empty plots, building make shift shanties- they never build homes. They can be seen everywhere in Aligarh working at Roadside Dhabas(eateries) and teashops, as domestic helps, at the car and scooter mechanics etc. Case studies of three Teashop boys, working 12 to 14 hours and one meal a day for 10-20 Rs (20 to 40 cents USD); Two girls as domestic help, washing utensils sweeping and mopping floors in three to four homes every day for 100 -200 Rs (20-40 USD) per month; and two boys working at car mechanics, washing cars for 12 hours a day for 10-20 Rs per day. They mature ahead of their time, are anaemic, malnourished and often fall sick, some take to drug abuse too. Poems about these children and photographs are included in this article.

Transnational Children between Mexico and the U.S.: Diasporic families and school trajectories

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International migration from Mexico to the United States has been a massive, permanent and circular migration flow for more than a century. In this process, particularly the last two decades, women and children have been participating in growing numbers. As a result of these facts, a spectacular number of minors are experiencing their education both in American schools and Mexican ones. Some of them were born in Mexico, others in the U.S. Some are living with their parents, other with siblings while their father and/or mother are in the other country (Mexico or the U.S.). However, they have something in common: they are developing transnational identities and imaginaries because their transnational schooling. By surveying 23,000 children (and interviewing 200) in almost 400 schools selected through stratified random sampling in two regions of Mexico, we found 450 such students (2%) which suggests Mexico might host as many as 500,000 students whose life histories so far are the opposite of what those who understand Mexico as a sending country and the U.S. as a receiving country would expect. The paper will focus on three significant aspects of our research: a) the geography of family members (parents, grandparents, and siblings) of these children (describing their diasporic families); b) the consequences on schooling trajectories because being members of dispersed families, and c) the ways through which transnational children imagine their own future as a members of immigrant families.

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