Abstracts

Thursday, 11 July 2013

PANEL 13: WW II: Evacuation

Catherina Krivonozhkina (Kazan Federal University, Russia) and Ilnara Khanipova (Tatarstan Academy of Sciences, Kazan, Russia)

Children in the evacuation, 1941-1945: The example of Tatarstan

This report presents the results of a comprehensive study of everyday life and everyday life of children who were evacuated from the beginning of the Great Patriotic War (1941) on the territory of the Tatar Autonomous Soviet Socialist Republic, representing the multinational region. The problems of adapting to the conditions of the evacuation of children, especially life and daily life of the evacuated children, the system of values of the soviet child during the war, relations between evacuees and local children are given the statistics of the child population during the war. The issues of accommodation, including children from orphanages, nutrition and provision of clothing in a lack of resources. The authors were able to collect material about the games of war, of juvenile delinquency, homelessness, and state regulation on the protection of motherhood and childhood.

Catherina Krivonozhkina, PhD, deputy director of the educational activities of the Institute of History of Kazan Federal University (Kazan, Russia, the Republic of Tatarstan). Catherinagraduated from Elabuga State Pedagogical Institute, the History Department (1996). In 1996-2002, she worked as a teacher in Elabuga’s State Pedagogical University, 2002-2005 - Institute of Economics, Management and Law, in 2005-2011 in the Kazan branch of the Federal University (Naberezhnye Chelny), 2011 - to present - Institute of History of Kazan Federal University. Scientific interests: military history, the history of the home front, the history of culture.
Ilнara Khanipova, PhD in history Associate Docent, senior researcher at Sh. Marjani Institute of History under Tatarstan Academy of Sciences (Kazan, Russia, the Republic of Tatarstan). Ilнaragraduated from Elabuga State Pedagogical Institute, the History Department (1994). In 1994-2006, she worked as a teacher in Elabuga State Pedagogical University, 2006 - to present - Sh. Marjani Institute of History under Tatarstan Academy of Sciences.

Scientific interests: the history of the Soviet period, the history of Russia and Tatarstan, gender studies, history of childhood, social and demographic processes, mentality, agrarian history.

Michal Ostrovsky (Bar Ilan University, Israel)

A safe haven: Unites States Committee for the Care of European Children and the British Children's Evacuation Plan during 1940

In the summer of 1940, Britain found itself in grave danger of German invasion. Images of British cities, viciously attacked by bombing raids, deeply influenced the American public. In result, thousands of American individuals, organizations and commercial companies invited their British counterparts to send their children to homes in the United States "for the duration". Alerted by the prospect of a surge of unsupervised admissions of British children, arriving without substantial safeguards for their suitable placement in foreign families, the United States Committee for the Care of European Children Inc. was established. USCOM was one of the first American NGOs established during World War II to address the European plight stemming from Nazi occupation. Exploring the formation and activities of the USCOM in regards to British children provides an insight to the less researched yet very important part played by the US in the evacuation scheme. Moreover, it demonstrates the ties, both formal and informal, between the USCOM as an NGO and various branches of the American Government, together with other private organizations, which assisted it in its work. Moreover, USCOM work presents the advantages of NGO activity in a rapidly-deteriorating conflict, in particular its capability to mobilize immediate relief to special populations, compared with that of government branches. In conclusion, it will provide a new perspective on the involvement of American NGOs in wartime Europe during a time of declared neutrality.

Michal Ostrovsky, Ph.D student at the Bar Ilan University, Israel. My dissertation "Children Knocking at Our Gates": German Jewish Children's Aid and the Rescue Activity of the American Jewish Community during World War Two” presents the crucial role played by the American-Jewish German Jewish Children's Aid, an NGO which was responsible for saving the lives thousands of children, both Jewish and non-Jewish, before, during and after the Holocaust by sending them from Europe to safety in the United States.

Elaine Rabbitt (Nirrumbuk Aboriginal Corporation, Australia)

Children and war: Deportation, displacement and refugee children in northern Australia in 1942
Although much has been written about Australia’s involvement in World War II, little is known in Australia or Europe about the evacuation and displacement of Dutch National families fleeing Indonesia, seeking asylum in remote northern Australia in 1942. Akin to this are the stories of displacement and evacuation of Australian families as the Japanese advanced through Asia, targeting northern Australia. The year 2013 marks 71 years since the remote town of Broome on the north west coast of Australia became one of the busiest ports in Australia, as non-Aboriginal women and children were evacuated south by boat and Dutch families on board air craft landed for refuelling. This did not go unnoticed by Japanese surveillance resulting in an air raid on Broome with over 80 fatalities. At that time the lives of Aboriginal Australians, both adults and children were controlled by the government and racist laws were in place. Aboriginal women and their families did not have the option of boarding boats or aircraft to head south for safety. Many were evacuated to a Catholic mission, whereas others remained in the town area. This paper is based on the memories of Indigenous Australians and Dutch Nationals who were children in 1942. Their oral histories provide us with a greater insight into the past and how the past has impacted upon their lives.

Elaine Rabbitt is a social historian with a PhD in Oral History based in Broome Western Australia. She receives ongoing funding from the Australian Institute of Aboriginal & Torres Islander Studies to interview Elders and traditional owners and has recorded other stories for the Australian National Library, National Film and Sound Archives and the Shire of Broome. Elaine has written, presented and published academic papers on oral history and methodology in relation to key themes in Australian social history. These papers are based on information from her interviews and reflection on generational identity and memory and research.

Chelsea Sambells (University of Edinburgh, UK)

The plight of Belgian children: A study of the motivations behind the Allied child evacuation scheme, 1942-1945

In 1942, the Allied governments implemented an ambitious plan to evacuate 100,000 French, Belgian and Yugoslavian children from their war-torn countries and send them to neutral Switzerland. By 1945, 60,000 children of predominantly French origin were successfully transferred to Switzerland for three-month periods of recuperation. As this child evacuation scheme has been almost completely ignored by scholars, my findings will contribute original knowledge to our understanding of children’s experiences in the Second World War. Although this evacuation scheme included French and Yugoslavian children, it was the Belgian wartime context that stimulated interest among the British Foreign Office and Allied governments. Drawing primarily on British Foreign Office documents, my paper will address Belgian children’s experiences in two manners. First, I will identify which conditions the Allies sought to alleviate. Food consumption and scarcity, labour regulations, Germanization of schools and other qualities of children’s lives will be addressed. Secondly, while it can be assumed that humanitarian impulses were the foremost motivating reason for the Allies’ intervention, ancillary hopes that the child evacuation scheme would positively affect post-war political and economic negotiations will be addressed. It will be argued that Belgian children served a unique role, whereby their suffering and vulnerability provoked a strong reaction from the Allies, indicating that their safety and recuperation were among the most important aspects of Allied humanitarian policy directed towards continental Europe during the Second World War.
**Chelsea Sambells:** I am a Canadian doctoral candidate at the University of Edinburgh. My postgraduate research investigates the successful evacuation of over 60,000 French, Belgian and Yugoslavian children to Switzerland between 1942-1945. Previously, my research drew upon my Communication Studies background, whereby I researched speech-making techniques during the Battle of Britain and morale-monitoring organizations in wartime Britain. I hold both a Masters of Arts from the University of Calgary and a Masters of Science from the University of Edinburgh.

**PANEL 14: Early modern history and WW I: Front and home front**

**Marianne Junila (University of Oulu, Finland)**

**Experiences of children in the Finnish Civil War 1918**

My paper focuses on school children and their experiences during the Finnish civil war in spring 1918. I will analyze the agency and experiences of children in a situation of political turmoil when regular societal structures and practices have broken. The primary material consists of hundreds of essays written by school girls soon after the war in Tampere, at that time the third largest city in Finland. Finnish civil war is one of the best documented civil wars in modern world, and also one of the bloodiest in the 20th century Europe. Tampere turned into a fierce battlefield which left civilians in the middle of the fighting forces, the “reds” and the “whites”. The children were forced to face and witness the violence of war. I will discuss 1) how children in the civil war had to find new space for their everyday agency after schools were closed and homes and families were threatened by difficulties in everyday livelihood, house inspections, arrests, political distrust and even violence. War offered children an opportunity or forced them to participate in ways that were unthinkable in times of peace. 2) How children choose or were forced to participate in the war as active assistants to hospitals or as messengers between the lines, and 3) how children described and explained their role and their experiences. Methodologically, the most interesting contribution of the study lies in its attempt to catch the children’s experiences and interpretation as current events, not as something one reminisces as adult.

**Marianne Junila,** Ph.D., Research Fellow at the University of Oulu, Adjunct Professor at the University of Jyväskylä, Finland. War, especially the war from the perspective of civilian experiences, is one of my main research interests. In 2000, I defended my thesis “Coexistence between the Finnish civilian population and the German troops in Northern Finland in 1941–1944”. My latest publication in English was the article 'Wars on the Home Front. Mobilization, Economy and Everyday Experiences' in (eds.) *Finland in World War II. History, Memory, Interpretations*. My recent research topic is the experiences of children in the Finnish Civil War 1918.

**Maria Sjöberg (University of Gothenburg, Sweden)**

**Swedish military, 1600-1800: Historical aspects on child soldiers**
In United Nation’s Children Convention an additional paragraph prohibit governments to recruit children into military conflicts. The minimum age for soldiers is stipulated to 18 years. The overall aim of the direction is to prevent the nowadays increasing use of child soldiers. The concept child soldier is new and commonly associated with wars in Africa and Asia. However, there are moments in history of Western Europe when military organizations have recruited children. It’s known that boys in uniforms were in German armies during World War II and that young boys fought in civil war in Finland 1918. In both cases the young boys were recruited in order to minimize the scarcity of adult soldiers. Was this solution significant to 20th century’s wars, or were there young boys in war during earlier centuries, as well? In this paper I will examine under what circumstances young boys were integrated in the Swedish Military during 17th and 18th centuries. The main part will be focused on the intriguing ways of recruitment under aged boys to the army and navy. Sources from the Military is, however, very rare on these issues, but, putting together the small pieces of information would illuminate how Swedish Military, like their counterparts in other countries, have educated and used young boys as a part of military forces, although not as combats; the Military then replaced fathers as care takers, but only for boys. In the long run, these circumstances became changed; young boys were to a higher degree treated as children. Origins to this change of mentality was connected with a general changing consciousness on children, at least in the Western World, but, an examination will also reveal a process of changing nature of armed conflicts.


**PANEL 15: Education (II)**

**Barbara Bitzi (University of Zurich, Switzerland)**

**Producing normality in the field of education: Unaccompanied minor asylum seekers in Switzerland**

Every year, between 200 and 800 minor asylum seekers arrive in Switzerland without parents or legal guardian. The majority is between 15 and 18 years old and male. After filing an asylum claim, unaccompanied minors are allocated to a canton and depending on cantonal practice live in transit centres together with adults or in centres specialised for separated children with age-appropriate support and education. The paper focuses on unaccompanied minors’ production of normality in one of these specialised centres. Based on interviews and participant observation, I will argue that the field of education provides an opportunity for separated children to produce normality. Most young people living in the centre attend its internal school. However, if their general level of education as well as their level of competency in German is high enough, they may attend the local public school. Many young people strive to attend “normal” school and thus to “be normal”. This normality for example
enables them to meet young people from outside the centre and to spend some time away from the centre. Hence, language competencies become an individual resource allowing for access to new social networks while at the same time excluding less competent young people. This creates a new set of boundaries along educational and German competency lines, leaving a relatively small group of „regular pupils“ and a larger group of „centre pupils“ envying the regular pupils for their normality and especially for their opportunities to meet young people from outside the centre. The paper will discuss what significance this normality has in the legally regulated space of asylum.

Barbara Bitzi is a PhD Student at University of Zurich, Department of Geography. Her thesis entitled „Living in uncertain situations: Everyday lives of unaccompanied minor asylum seekers in Switzerland“ aims at understanding how the Swiss asylum system influences unaccompanied minor asylum seekers’ everyday lives and how they cope with the numerous challenges they face.

Pavol Kopinec (Comenius University, Bratislava, Slovakia)

Analyses of aspects of education of refugee children in Great Britain and Slovakia

Many of the refugee children coming in to the EU countries, have lost in their country, the opportunity for education during the war, travelled illegally through different countries and experienced social and cultural lose. They have lost as well the opportunity of everyday schooling. Now, they appear in Europe which has remarkable historical experience with war children on their own territory (World War I, II) and different educational approach torts post war children in West and East Europe during the period of the Iron Curtain as well as slightly divers education systems and position towards multiculturalism. The successful integration of refugee children is associated with many factors, including devolution of responsibility from central to local governments, providing access to social resources and services, acceptance of cultural diversity, the treatment and perception of refugee children by society, and a long term view of refugee children’s education. The main topic of this paper is a description and comparison of two EU education systems, one in a so-called “transit country” (the Slovak Republic) and one in a “target destination” (the UK), with particular emphasis on refugee children’s well being and subsequent access to education. Special attention is given to separated children, who are in many cases the victims of war, persecution and smuggling. The paper identifies a relationship between government interest in the migration and refugee problem, alignment with existing social services and the quality of provision of care and education to refugee children. The conclusion focuses on a system of good practice sharing, the development of common action plans and their practical implementation. The contrast which can be seen between the Slovak Republic and the UK in e.g. funding, policies and practice suggests a need for common awareness raising and the establishment of clear measurements of the educational integration of refugee and asylum seeking children within EU countries.

Dr. Pavol Kopinec is a research fellow at the Research Centre of Social Studies and Special Pedagogy at Comenius University in Bratislava. His main subject of interest is migration. He has worked as a programme manager for refugee camps in Slovakia and with the UNHCR and Separated Children in Europe Programme (SCEP) as a coordinator of support to unaccompanied children coming to the Slovak Republic. He has participated in international
teams monitoring living and care conditions of children in the asylum procedure in Greece, Austria, Germany, Czech Republic and Slovakia. From 2011-2012 he worked as a consultant for the International Organization for Migration in the capacity building field and collaborated on the INTEGRACE report (Bulgaria) on standards of education of refugee children in EU countries. He has published 2 books on refugees.

Barbara McNeil (University of Regina, Canada)

We cannot act as though nothing happened: The use of children’s literature to foster sensitive transitions and integration of war refugee children in Canadian schools

Canada accepts thousands of immigrants and refugees each year, many of whom are school-aged children and their families fleeing suffering from countries at war and who often construct Canada as an innocent, safe haven. Such children enter educational contexts dominated by mainstream teachers who have little, if any, direct experience of war or knowledge about the sites of the wars. Nevertheless, it is an ethical and professional responsibility of teachers to ensure the sensitive yet critical transition and integration of the children into the life of Canadian classrooms and school communities. A way to promote teacher efficacy and responsiveness to children of war is through the sensitive use of carefully selected pieces of children’s literature that provide nuanced understandings of war and its emotional, psychological, physical and material impacts on victims. Using critical pedagogy and critical race theories to examine representations of the ‘other’ (focusing on race, class, gender and language), this paper will feature specific pieces of Canadian-authored and other diverse literature focalized thorough perspectives of children impacted by past and contemporary wars. I will show how this literature can and is being used to build contexts of acknowledgement about trauma and memory, knowledge, critical consciousness, understanding, empathy, confidence, hope, resilience and success for children of war and their peers in a refugee accepting country such as Canada.

Dr. Barbara McNeil is an Associate professor of Language and Literacy in the Faculty of Education at the University of Regina. Her research focuses on the transformational possibilities of language, literacy and multicultural literature for social justice and equity—especially for vulnerable children. Examples of Barbara’s publications include Teachers’ perspectives on transience and literacy (2008), Using Indigenous children’s literature for emotion socialization in school contexts (2012) and Faculty understanding and implementation of internationalization and global citizenship (2012). She holds an honours BA and MLS for the University of Toronto, B.Ed from Brock University and a PhD from the University of Regina.

PANEL 16: Children in war – Children born of war: Research methods and ethical considerations

The session intends to explore some key methodological and ethical issues relating to research with children and adolescence in conflict and post-conflict situations. Starting from an analysis of the current ethical practices and shortcomings in guidelines and training of researchers, the papers will analyse practical approaches to equipping researchers with the
necessary tools to comply with principles of ethical and safe research with children. Furthermore, two case studies will discuss ongoing research with and about children born of war, looking in particular at a study of long-term consequences of being born as the child of a foreign soldier in post-World War II Germany on the one hand, and investigating the current challenges of integrating children fathered by rebels of the Lord Resistance Army in Northern Uganda on the other hand. In these latter two presentations, the key focal points will be both the methodology of ethical research and the differences of the impact of being a research subject on children and adults respectively.

Marie Kaiser (Universitätsklinikum Leipzig, Germany)

Psychosocial consequences of being a child of war: An empirical German study

Ever since there have been wars, children are being born, fathered by foreign soldiers and local women. These “children born of war” often grow up in familial and societal areas of conflicts between integration and rejection. Concealment, financial distress, public and familial repulse often play a role. So far, only historical and sociological studies concerning “Besatzungskinder” (“occupation children”) of WWII in Germany exist. On the contrary, research on psychosocial consequences of growing up as an “occupation child” in Germany is missing to date. Our study aims at closing this gap of knowledge to raise attention for this population, to increase transparency and awareness for their situation and thus for the situation of “children born of war” living in a similar context worldwide. In our study we survey about 100 German “Besatzungskinder” with a questionnaire on psychosocial consequences, stigma experience and identity development. The extensive mixed-method assessment includes standardised instruments (e.g. PHQ-15) and an elaborated part concerning diverse constructs, such as knowledge about the biological background and internalised stigma aspects. The latter section was self-developed and derived from existing topic-related questionnaires. Furthermore, some of the subjects who completed the questionnaire will be asked to participate in a narrative biographic interview. At the panel we will present our mixed-method study design, as well as the preliminary results of the quantitative part of the study which will be conducted March till April, 2013. In addition, we will present first impressions from the interviews.

Beth Vann (Independent consultant, USA)

A practical approach to ethical and safety guidance for researching, documenting and monitoring children in conflict and post-conflict societies

There is insufficient knowledge about survivors of sexual violence and their children born of sexual violence in armed conflict. Understanding how individuals, families, and communities are affected by these issues, and how they cope, can help to inform programmes and policies. To respond to this gap, UNICEF has created a Research Toolkit: Understanding and Addressing the Needs of Survivors and their Children Born of Sexual Violence in Conflict Qualitative research with a focus on survivors who conceive and bear children as a result of sexual assault. This toolkit contains guidance for conducting qualitative and action oriented research into the immediate and long-term impacts of sexual violence and pregnancy as a result of such violence, and programmatic responses and gaps. The toolkit assists in the design and implementation of participatory research that meets high standards of quality,
ethics, and safety. The toolkit can also support and enhance the global body of knowledge through:
• building capacity for in-country learning on data collection on sexual violence in conflict;
• guiding future research efforts in that the toolkit is flexible enough to be used as part of a stand-alone research activity or integrated as one component of a larger research effort; and
• informing other global initiatives to address sexual violence in emergency settings.
With this research, UNICEF is not suggesting stand-alone programmes for these survivors. Rather, UNICEF seeks to inform programming so that it includes responses to the unique needs of these survivors and their children.

Apio Eunice Otuko and Allen Kiconco (University of Birmingham)

Psychosocial consequences of being a child of a child soldier: Issues of (re)integration in Northern Uganda post conflict society

“…The biggest challenge is the stigma that people direct towards all of us [mother and children]. They (her children born in abduction) keep telling me of how stressed they feel. To cheer them up, I have been telling them how hurt I also feel and that if there was a way of returning to the bush (Lord Resistance Army camps), we would have, just to be free…The same things [ill talks] are being said to them at their schools as well. I have visited their schools to try and discuss with their teachers to protect them against stigma from their colleagues, but the stigma still persists. They (children) are still being branded as rebels,” (Interview with a former female child soldier who returned with three children fathered by the Lord Resistance Army fighter, in Lamwo district, northern Uganda, December 2012).
What is it that ex-combatant mothers in northern Uganda face that their children born of war are spared? From descent lineage practices to survival antics, this paper will explore the options that are available for children born of war in Northern Uganda and what progress have been made. The conceptualization of “acceptance” of these children by local receptor groups will be central in assessing this progress.

Ingvill C. Mochmann (GESIS-Leibniz Institute for the Social Sciences and Cologne Business School)

Ethical considerations in doing research on hidden populations: The case of children born of war

This paper will address ethical issues which arise when doing research with and on children born of war. Different groups of children born of war are categorised depending on type of conflict and war, the armed forces involved in the conflicts and the relationship between the forces and the local population. At present the following categorisation is applied in research on children born of war: children of enemy soldiers, children of soldiers from occupation forces, children of child soldiers and children of peacekeeping forces. The research process differs significantly among these different groups of children and so do ethical issues affecting both the research object and the researcher him/herself in the process of carrying out the research. In this paper a systematic cross-conflict comparison of arising ethical issues will
be carried out, analysed and discussed in relation to the four categories of children born of war.

Beth Vann is an independent consultant specializing in sexual violence and other forms of violence against women and girls in complex emergencies. Her work includes training, capacity strengthening, writing, research, and technical support with NGOs, UN agencies, donors, governments, universities, and communities affected by armed conflict, disaster, and displacement. Beth is the author of guidelines, toolkits, articles, research studies, training manuals, and other technical and policy materials focused on gender issues and gender-based violence in humanitarian settings, offering analysis and practical guidance for national and international actors. Beth has over 30 years experience developing and managing public health and social services programs, including 15 years in international humanitarian response, and has worked in 19 countries. She is based in the Washington DC area. She holds a master's degree in social work and a bachelor's in psychology. She is part-time faculty at George Washington University’s Elliott School of International Affairs in Washington DC and adjunct professor at the University of Ghent in Belgium.

Marie Kaiser studied psychology at the University of Leipzig, Germany. After attaining the Diplom in psychology in 2009, she worked at the Public Health Research Unit, Clinic for Psychotherapy and Psychiatry, at the University of Leipzig. In February 2010 she moved to the Department for Medical Psychology and Medical Sociology, Faculty of Medicine, University of Leipzig. After maternal leave she returned to work in August 2012, to continue with doctoral work.

Allen Kiconco is a Ph.D. candidate in African studies at the University of Birmingham. She has an MSc in Disaster Management from Coventry University (UK) and a bachelor's degree in Economics from Makerere University (Uganda). Her research interests include; Gender and development, Girls in armed conflicts, experiences of young women as former female child soldiers, Gender and armed conflicts: Gender Based violence, experiences of forced displacements, post conflict development and women’s vulnerability to catastrophes (war and natural disaster) among others. For her Ph.D. thesis, she is looking at the socio-economic reintegration of former female child soldiers in in post conflict situations of Uganda, particularly those that exited the military groups with children fathered by the fighters.

Ingvill C. Mochmann is Professor of International Politics at the Cologne Business School (CBS), head of the European Data Laboratory for Comparative Social Research (EUROLAB) at GESIS-Leibniz Institute for the Social Sciences in Cologne, Germany and Fellow at the Harvard Humanitarian Initiative. She is particularly interested in evidence based policy implementations and has worked as consultant to the UN and the Norwegian Ministry of Foreign Affairs. Her research interest and publications focus on democracy and minority rights, children's rights, and research methods in the social sciences, in particular researching hidden and vulnerable populations. She has published widely in the area of children born of war and she is founder of the "International Network for Interdisciplinary Research on Children Born of War"-INIRC (https://owa.bham.ac.uk/owa/redir.aspx?C=a1294bdf214a4e308ff4a4f9f0d18e84&URL=http%3a%2f%2fwww.childrenbornofwar.org).
Sabine Lee is Professor of Modern History at the University of Birmingham and Visiting Fellow at Wolfson College, Cambridge. She graduated with a degree in Mathematics and History from Düsseldorf University before completing an M.Phil. in International Relations at Cambridge University and a Ph.D. in Modern History at Cambridge University. She is Principal Investigator of the AHRC-funded research network on Children Born of War, and she has published widely on contemporary European history, history of science and the history of children born of war.

PANEL 17: Contemporary: Testimonies and narratives (I)

Samra Cormehic (University of Salzburg, Austria)

Child refugees in Bosnia

The war in Bosnia caused Europe’s largest refugee crisis since the Second World War. From the approximately 4 Million inhabitants of Bosnia before the war, more than 2.2 Million had to flee, leave their families and homes behind them, sometimes forever. They did not only flee from bombs and grenades, but also form mass rape, detentions camps and the so called “ethnic cleansing”. There are still no assured numbers about how many of these refugees were children, yet this paper focuses on their flight, their memories and their ways out of war into an uncertain future. The main part deals with reports and memories of contemporary witnesses and questions like: “How did they flee? Where did they flee to? And: “Were they able to integrate themselves into their new lives in their respective host countries?” To answer these questions I interviewed three contemporary witnesses and tried to differentiate between age of the interviewee, their sex and their hometown and living conditions before the war has started. Hence the focus of the paper lies on the memories and stories of Amela, who was 11 when the war started, the brothers Damir und Admir, 17 and 15 and the one of Amra, who turned 4 during the war and whose story is told by her mother.

Samra Cormehic, born in Bosnia, fled with her mother and sister to Austria, MA student in history at the University of Salzburg.

Ivona Grgurinović and Jelena Marković (University of Zagreb, Croatia)

"Mom, my friend's dad is a Serb"! –"Your mom is too, son": War and national identification of children in early-1990s Croatia

The 1990s, during the war in Croatia, saw the affirmation of the so-called war ethnography, which focused on the poetics and politics of fear, death and resistance of war refugees from Croatia and Croat war refugees from Bosnia and Herzegovina. Very little of war ethnography research focused on children's experience of war, and the experiences of children – members of the Serb ethnic minority in Croatia or children from ethnically mixed families haven't to this day been the subject of cultural-anthropological and folkloristic research. It is often mentioned in everyday communication that people hadn't been aware of their neighbors’ or parents’, or even their own ethnicities. This paper focuses on personal narratives and anecdotes, that is, narratives of (un)mediated experiences of now adult narrators, with ethnic
Serb or ethnically mixed backgrounds, and the experiences of their families, friends and acquaintances. The paper is based on oral testimonies of the shocking, unexpected revelation of their own parent's ethnic identity. The generations of children from the 1990s who grew up in environments that weren't directly affected by war had their "opportunity" to imagine their national community in images of suffering, blood and horror, and frequently dealt with fear, shame and guilt, and provocations in school and in the street. This context has, among other things, made difficult the internalization of the identity of the Serb national minority in Croatia. On the one hand this was due to parental protection, understandable and justified conformism, and on the other to the fact that his generation has frequently felt the need to negate all forms of identity-forming national imagination. The mentioned personal narratives and anecdotes problematize the absence of a meaningful identificatory resource.

Jelena Marković: In 2003 graduated Ethnology and Comparative Literature at the Faculty of Humanities and Social Sciences in Zagreb, Croatia. In 2010 received her PhD in Ethnology and Cultural Anthropology at the same faculty. Employed at the Institute of Ethnology and Folklore Research in Zagreb since 2004. Teaches part-time at the Faculty of Humanities and Social Sciences in Zagreb and the Department for Art and Restoration in Dubrovnik. Her scientific interests include: methodology and ethics of ethnological and folklore research, oral tradition (especially the forms of storytelling about childhood), anthropology of childhood.

Ivona Grgurinović: Graduated Ethnology and English Language and Literature at the Faculty of Humanities and Social Sciences in Zagreb in 2004. Currently finishing her PhD thesis on travel writing and ethnography at the same faculty. Employed as a junior research and teaching assistant at the Department of Ethnology and Cultural Anthropology, Faculty of Humanities and Social Sciences in Zagreb. Her scientific interests encompass the history and theory of socio-cultural anthropology and ethnology; the history of field research; cultures of travel and travel writing; historical anthropology.

Edith S. Klein (University of Toronto, Canada)

Narratives of war in childhood: Making use of experiential accounts

In this study I address the question of how children’s experiences during armed conflict find their way into narratives, and the various ways in which these narratives are used. I argue that the assessment of child testimony, or of adult recollection of childhood witness of armed conflict, necessitates a different approach than is normally used in the assessment of child testimony in cases of abuse and domestic violence. In the case of armed conflict, how do we evaluate and make use of children’s testimony and accounts in terms of evidentiary validity? Two categories of narrative are explored: psycho-medical evaluations of children’s experience of war, and non-fictional literary narratives (ex. Diary of Anne Frank). Adult recollections of childhood experience of war fall into both categories. The first type of narrative is medicalized on the basis of very small samples of children, with the aim of providing treatment and protection, and offoregrounding the vulnerability of children in situations of armed conflict. The second type is semi-fictionalized and commodified (though film, stage dramas, etc.), with the purpose of providing education and enhancing our understanding of the nature of war and its impact on children. In this research I suggest that even when these normatively desirable aims are conflated with the use of narrative as evidence, the outcome may have a salutory impact in the realm of international criminal
justice and international war crimes law, but a possibly distorting effect on popular perceptions of the course of a particular armed conflict.

Dr. Edith Klein holds a doctorate in political science from the University of Toronto (1989), and is a Lecturer at the Centre for European, Russian, and Eurasian Studies. She has published previously in the area of intercommunal conflict and conflict resolution, with a particular focus on the Balkans. She is a co-editor of Feminists under Fire: Exchanges Across War Zones, and her current research is concerned with identity and political culture in Europe. She is also the graduate Program Advisor for the Centre’s Master of Arts Program.

Nathalia Salamanca-Sarmiento (University of Edinburgh, UK)

Why do child soldiers join armed groups? A narrative study of the first autobiographic account of a former child soldier in Colombia

One of the main issues around the phenomenon of child soldiering is the nature of recruitment itself. Some governments say that children join armed groups voluntarily, while humanitarian agencies classify all forms of recruitment as forced and influenced by push and pull factors such as poverty and discrimination. In this context, the consensus in academic research is that child soldiers’ voices have been distorted, neglected or hidden. The reasons that these narratives have been concealed include factors such as their protection as war victims, and the fact that their stories contest the “normal expectations of childhood” (i.e. innocence, lack of awareness and of responsibility). Against this debate, former child soldiers’ experiences have been reduced to what Monforte (2007) classifies as a ‘quoting system’, whereby they mainly tell their life stories in ‘safety environments’, often in contexts of transitional justice systems. Therefore, this paper offers a case study that explores life narrative—particularly within the analytical framework provided by the Latin American narrative form, Testimonio. In doing so, it presents an analysis of the 2008 book Nacido para triunfar (A Born Winner), the first published autobiographical account of a former child soldier in Colombia. Santiago’s narrative allows us to theorize three categories or defining features of his personal, familial, and social context before joining a guerrilla group at age twelve: (1) “no one’s child”, (2) “hidden child labour”, and (3) the “naturalization of war”. This paper’s exploratory research contributes to wider discussion of risk factors for child soldier recruitment beyond the Colombian context.

Nathalia Salamanca-Sarmiento is a Colombian human rights journalist with six years of experience on children and armed conflict. She has worked as Media for Peace’s project coordinator (“Responsible journalism in the matter of recruitment of children and youth in the armed conflict”) and with the Coalition against the involvement of boys, girls and youth into the armed conflict as the leading researcher of the Children and Armed Conflict Observatory (2009-2012). Currently, she is doing an MSc in Social Research at the University of Edinburgh, where she was accepted to continue her PhD studies in Sociology in order to conduct the research Sense-making and life narratives: girls and boys child soldiers in Colombia.
Kimberly Brown (Save the Children, UK)

The impact of explosive weapons on children

As part of the changing nature of conflict, urban areas are increasingly becoming part of the day to day battlefield. In such populated areas civilians constitute an overwhelming majority of victims and children are significantly affected. The use of explosive weapons in populated areas has a devastating impact on children in both the long and short term. Explosive weapons include artillery shells, aircraft bombs, improvised explosive devices, landmines, mortars and rockets amongst others. It is the blast from and fragmentation of explosive weapons which kill and injure people in the area where they detonate, as well as causing damage to objects, buildings and infrastructure. Therefore on top of being injured and killed directly due to the use of explosive weapons, children are also denied access to healthcare and education, and often economic opportunities. More than fifteen governments, the EU, the ICRC, and UN representatives have acknowledged the harm cause by explosive weapons (http://www.inew.org/acknowledgements). The UN Secretary General, in his April 2012 Security Council report on children in armed conflict stated that “Reports of child casualties in the course of military operations, including the use of explosive weapons, aerial bombardments and drones, continue to be of concern”. Indeed in 16 of the 22 countries where the grave violation of killing and maiming was recorded, casualties were attributed to the use of explosive weapons. Save the Children UK proposes to examine the impact of explosive weapon use in populated areas upon children bringing together the available information and research, as well as suggesting key questions that could be examined going forward.

Kimberly Brown is a Conflict and Humanitarian Policy and Advocacy Adviser at Save the Children UK. Previously she worked for the Cluster Munition Coalition, a global civil society campaign that works to put an end to the harm caused by cluster munitions through universal adherence and effective implementation of the 2008 Convention on Cluster Munitions. Between 2004 and 2008 she lived in Bangkok, Thailand and completed a Master’s Degree in International Development studies and worked with the regional office of the International Federation of Red Cross and Red Crescent Societies (IFRC).

Grace Kim (Free The Children, Toronto, Canada)

Eradicating child soldiers: Human rights approaches to engagement with armed groups

“In considering the future of children, we must be daring. We must look beyond what seems immediately possible and find new ways and new solutions to shield children from the consequences of war.”


The internal, protracted nature of today’s armed conflicts only highlights the fact that armed group involvement is likely to remain a key element of the child soldiering problem. Despite a rich body of international laws condemning the use of children in armed conflict, these instruments can offer no guarantee of protection – particularly for children – and child soldiers continue to be the weapon of choice in contemporary warfare. This research paper examines models and frameworks of human rights-based approaches to address the active,
endemic recruitment of child soldiers around the world, with specific reference to the practices of non-state armed groups. According to Human Rights Watch, “in over twenty countries around the world, children are direct participants in war. Denied a childhood and often subjected to horrific violence, an estimated 200,000 to 300,000 children are serving as soldiers for both rebel groups and government forces in current armed conflicts.” Engaging with these groups and ultimately securing compliance through traditional means of enforcement has proved to be challenging and limited in its success. Further, armed groups are far less amenable to the pressures exacted through traditional diplomatic means. Engagement with armed group necessarily involves different models, policies, and approaches to problem-solving, including varying applications of coercive force. Although coercive tools are necessary, they are limited; direct engagement has been under-utilized as a framework to encourage armed group to respect human rights and eradicate the use of child soldiers. In an era of modern warfare that is increasingly characterized by highly influential rebel armed groups and forces, eliminating the practice of child soldiering requires, at the very least, recognition of the importance of directly engaging with armed groups and instituting a culture of dialogue as the norm. Through analysis of the noncompliance/compliance patterns in the experiences of Sri Lanka and Myanmar (Burma), this paper privileges the direct engagement model, through a comprehensive approach to protection and prevention, as a critical element to the design of an effective strategy that prevents, and ultimately eliminates, child soldiering practices by armed groups.

Grace Kim: Born in Vancouver, British Columbia, Grace is a recent graduate of the Masters in Public & International Affairs Program at the University of Ottawa (Ontario, Canada), where she completed her Master’s thesis on Human Rights Approaches to Eliminating the Use of Child Soldiers. Grace has been actively involved at a local and international level to inculcate into daily lives the very essence of human rights so that it is constantly reflected in all the pageantry and policies of society. She currently works as a Program Manager at a non-profit organization in Toronto (Ontario, Canada), *Free The Children*.

Liz Pirnie (University of Calgary in Alberta, Canada)

Transnationalism and the securitization of (some) child-citizens: The case of Canadian child-soldier, Omar Khadr

In the language of the ‘securitization of citizenship’, it is argued that the politics of citizenship in Canada and the meaning of being Canadian changed significantly after September 11, 2001 as 1. Access to the rights of citizenship increasingly became subject to national security concerns and 2. Discussions of international commitments to human rights became embedded in the ‘new realities’ of global insecurity and terrorism. As a measure of this new economy of citizen/state relations and obligations, Canada’s refusal to recognize the child-soldier status of Canadian-born Guantanamo Bay detainee Omar Khadr – who was fifteen years of age when captured by US forces in 2002 following a gun battle in Afghanistan - is regularly invoked as evidence that, following our neighbour to the South, Canada’s ‘War on Islamicism’ has hindered (some) individuals’ capacities to claim the rights and protections of citizenship and/or international human rights law. While a significant body of literature addresses Canada’s failure to uphold its commitment to, among others, the Optional Protocol to the Convention on the Rights of the Child, my research and this paper examines the Khadr case in order to ask, 1. In what way do post 9-11 changes to citizenship
policies and youth criminal law combine to create ‘exceptional’ conditions for the securitization of (some) ‘child-citizens’? 2. How are transnational identities and practices invoked to simultaneously identify and justify these claims? And 3. How are punitive elements of Canada’s domestic youth justice system manifest in Canada’s failure to uphold its international human rights commitments?

Liz Pirnie is a PhD candidate and Instructor in the Department of Communication and Culture at the University of Calgary in Alberta, Canada. Her federally funded (SSHRC) research examines the case of Omar Khadr (Canadian and Guantanamo Bay detainee for ten years) as a point of intersection of larger antagonistic processes inherent to the economy of rights and obligations between citizens and the nation-state. This research explores how different understandings and discourses of the rights associated with citizenship, sovereign powers, and security in Canada shape and are shaped by the politics of denying protection to the jettisoned subject: an examination made all the more poignant when that subject is a child.

Anna Magdalena Ruesch (University of Essex, UK)

The issue of child soldiers: What has the normative framework of Sierra Leone added to the international protection standards and obligations?

Although forbidden by international law even today approximately 250,000 children are deployed as soldiers. In the eleven-year-long lasting civil war in Sierra Leone this was the reality for many children, leaving them traumatized, rejected by their communities and often branded as criminals afterwards. This paper is going to explore what the normative framework of Sierra Leone has added to the international protection regime. This will be done by providing a concise overview of the international framework and its enforcement measures, namely: The Convention on the Rights of the Child and its Optional Protocol, the two Additional Protocols to the Geneva Conventions, the Statute of the ICC and the ILO Convention 182. The main part of this paper is then going to illustrate the additional measures that the system of Sierra Leone provides for, distinguishing between the African Charter on the Rights and Welfare of the Child as a preventive tool and the Special Court, the Truth and Reconciliation Commission and the DDR-programs as repressive measures. It’s not only going to look into the question of why these additions have been made but also how they contributed in tackling the issue of child soldiers. This paper will conclude that Sierra Leone didn’t only enhance the level of protection, but also created arrange of complementary measures that addressed criminal responsibility, reconciliation and the reintegration of former child-soldiers.

Anna Magdalena Ruesch: After finishing my Law-studies at the University of Vienna in 2004, I chose "Terrorism within the context of the Geneva Conventions and from the UN's perspective" to be the topic of my PhD-thesis, which I’m still working on. Based on my interest I decided to complete my education by studying Human Rights and Humanitarian Law at the University of Essex, which I will complete by September 2012. My extracurricular/work-experience includes inter alia working as a school speaker and refugee-service volunteer for the British Red Cross, co-authoring A.R.I.E.L., participating in the ‘Jean-Pictet’ and ‘Youth For Peace’-Competitions and most recently organising the ‘Human Rights in Asia’-Conference 2012.
PANEL 19: Contemporary: Sexual violence

Doris Gödl (University of Fribourg, Switzerland)

Dealing with the past: Sexual violence against women and children born of war-rape

“Esma’s Secret” (Žbanić, 2006) deals with the question of peace and reconciliation in post-war Bosnia, issuing the topics of war rapes and children born of these rapes. Although the movie ends in individual and collective reconciliation, the current situation in Bosnia looks different. Due to my research experiences during and after the war in former Yugoslavia, I use the example of Bosnia, to demonstrate that Bosnian society had to deal with a double neglect. The massive sexual violence committed against women is – 17 years after the war – is far from becoming part of Bosnian’s recent history. The war rapes are silenced and did not even remotely enter public consciousness. And, children, born of these rapes are not only a “hidden population” (UNICEF); they are - as a given social fact - totally denied, on an individual and collective level. These silencing and denial processes I describe as double neglect, linking the issue of sexual violence with that of children, born of war-rapes. In this paper I analyze this double neglect from a gender perspective and work on the impact for peace and reconciliation, considering the fact that these children carry “their fathers’ ethnicity” and became “the enemy within”, as Todorova put it.

Doris Gödl, Social Scientist at the Department of Education (Globalization and Education) at the University of Fribourg/Switzerland. Current Research Projects: Political Transformation Processes in post-socialist countries (role of mass mobilization for democratization) - (joint research project with Santa Clara University/California, financed by United Institute for Peace, Washington); de-politicizing processes in western democracy (joint research project with the University of Linz/Austria, Volkshochschule/Vienna and Institut für Erwachsenenbildung/Strobl); Globalization and Education (collaboration with University of Bristol / Susan Robertson and Roger Dale).

Christine McCormick (Save the Children, UK)

Impact of sexual violence on children in conflict

Sexual violence has been an increasing characteristic in conflicts such as that experienced in DRC for the past 15 years. Focus on sexual violence within conflict has predominantly concentrated on the worst forms such as rape, being committed by armed actors with impunity against women. However, little focus has been given to the experiences and impact of sexual violence against children in conflict, as recent literature reviews by Save the Children have shown. This is despite evidence from many programmes which shows that girls and boys are likely to represent the majority of survivors. Also overlooked is the importance of the long-term consequences of chronic conflict and instability, other forms of violence, abuse and exploitation and the increasing proportion of civilian perpetrators (as reported by children in DRC). Paying inadequate attention to the concerns of child survivors of sexual violence and not recognising the wider characteristics of sexual abuse and
exploitation also experienced in conflict, suggests that responses and prevention strategies may not be addressing key elements of the problem. This in turn can influence the effectiveness of interventions to improve the wellbeing of children affected by conflict as well as long-term stability and development interventions. Drawing upon the programmatic experience of Save the Children in DRC and backed also by recent research conducted by the organisation, we propose to look at the impact of long-term conflicts on boys’ and girls’ sexual experiences, in both directly and indirectly affected areas; and will assess suitable age and gender-appropriate responses and prevention strategies that also support long-term stability.

Christine McCormick is a Child Protection Advisor for Save the Children, based in London. Christine has extensive experience in children and armed conflict and sexual violence, having worked in a number of conflict-affected and post-conflict countries in Asia, South-East Asia and Africa. Christine also works with a number of inter-agency working groups on children and armed conflict at the global level.

Silvia Carolina Parra Remolina (Coalition Against the Involvement of Boys, Girls and Youth in Colombia’s Armed Conflict (COALICO), Colombia)

Estimating the number of children victims of sexual violence in the armed conflict in Colombia: methodological challenges and strategies

The Coalition Against the Involvement of Boys, Girls and Youth in Colombia’s Armed Conflict (COALICO) is currently conducting research to estimate, via verified sources, the prevalence of conflict-related sexual violence against children and adolescents in Colombia. Measuring conflict-related sexual violence is challenging: underreporting, for instance, owing to the victims’ fear of denunciation, stigmatization, or psychosocial repercussions, given inadequate accompaniment; duplication and miscoordination among reporting systems, as well as coarse categorization within reports which hinder differentiation among instances of sexual abuse, rape, exploitation, etc. COALICO has developed a research methodology based on the identification, description and analysis of information on incidents of sexual violence, focusing on their magnitude (geographically) and frequency (over time) between January 2008 and December 2012. For this purpose, all official sources on sexual violence within the conflict will be tracked down; information from databases will be verified and given priority to prevent duplicity. To obtain an underreporting measure, a comparison among the databases from alternative social organizations will be made. The Standard Error Index will be taken into account. At the end of the research task, the main adjustments to cater for the weaknesses and needs of the official sources will be identified, for the improvement of further estimation endeavors. This initiative is based on work conducted by COALICO’s Observatory on Childhood and Armed Conflict over the past years, which has found that lack of information and institutional coordination are major obstacles to an adequate response to sexual violence in Colombia. Impunity remains a core concern, as methods of investigation are inadequate, and access to justice and measures to protect victims who report cases are limited. By estimating the prevalence of conflict-related sexual violence, the research will highlight the magnitude of the problem and seek to galvanize public action to redouble efforts to address impunity, including in the framework of a future peace agreement.
Silvia Carolina Parra Remolina, studied journalism at the Universidad Pontificia Bolivariana in Bucaramanga, Colombia, and specialized in children's rights through a postgraduate degree from the Universidad Sergio Arboleda in Bogota, Colombia. Since 2010 worked as communications and advocacy officer for various human rights organizations in Colombia and is currently Communications Coordinator at the Coalition Against the Involvement of Boys, Girls and Youth in Colombia's Armed Conflict (COALICO), a network of eight non-governmental organizations.

PANEL 20: Contemporary: Testimonies and narratives (II)

Parvin Ahanchi (Azerbaijan National Academy of Sciences, Azerbaijan)

The children of Nagorno-Karabakh war: Victims, witnesses, refugees and IDPs

The conflict in Nagorno-Karabakh (Mountainous Garabagh) was among the first of numerous ethnic conflicts leading to the breakup of the former Soviet Union. Well planned and inspired by the Armenian Diaspora and executed by ultra nationalistic Armenians parties and groups, this conflict has been turned by Armenia into a war against Azerbaijan. Moscow politicians and international organizations’ indifferent position at the beginning of the conflict led to the flight and forced migration of the ethnic Azerbaijanis from Nagorno-Karabakh and Armenia. Currently, the people are known as "refugees-survivors" and “IDP-survivors” and are being transformed into “refugee-adapters,” and "IDP-adapters" as they adapt to the new environment. In this paper I focus on the narratives of refugees and IDP’s: kids (both genders) of different ages and social groups who have witnessed the conflict and it’s transforming to the war and who have experienced a huge scope of everyday life problems and difficulties in this “adapting stage”. In contrast to considering refugees and IDPs as “a mass of people” this research provides an opportunity for kids, whose voices haven’t been heard yet to express their story. The project studies each kid’s story and sees the person behind each story. Documenting such stories is a valuable source of information in understanding the history of the Nagorno-Karabakh conflict and war. From another hand, this research raises new questions and opens new dialogues about the problem of individual memory and collective memory in the historical, political processes and seeking the way for psycho-recovering the traumatized witnesses of the conflict and war.

Dr. Parvin Ahanchi received her PhD in History from M.V.Lomonosov Moscow State University in 1993. She was the first fellow from Azerbaijan at Max Plank Institute (Goettingen) of History in 1996. During the 2008-2009 academic year Dr.Ahanchi was a Fulbright scholar and Honorary Fellow in the Central Asian Studies Program at the University of Wisconsin-Madison and the University of California – Davis. Her research interests include: ethnic relations and ethnic conflict in the South Caucasus, oral history, individual and collective memory, Islam in the South Caucasus, History of Archiving in Azerbaijan, the first and modern “oil booms” in Azerbaijan, and etc. Dr. Ahanchi has had participated at the 30 International forums, authored around of 15 public lectures and 50 articles that appeared in ADA Biweekly (2010, 2011), “Karabakh yesterday, today and tomorrow” (2006), “Osmanizm, Nationalism and Caucasus. Moslems and Christians, Turkish and Armenians in 19 and 20 century" (2005), “Archaeology, Ethnology, Folklore of the Caucasus” (2006), (2005), (2004), (2002), (2000) and etc.
Stephen Bishop (University of New Mexico, USA)

The delicate art of shaming in African child soldier narratives

Since the start of the 21st century, African literature has seen an explosion in the popularity of narratives dealing with the children of war. Johnny, chien méchant (Dongola), Allah n'est pas obligé (Kourouma), Les coupeurs de têtes (Koné), A Long Way Gone (Beah), Beasts of No Nation (Iweala), Girl Soldier (McDonnell/Akallo), The Bite of the Mango (Kamara/McClelland) and "Say You're One of Them" (Akpan) are just a few of the texts that demonstrate the suffering of children, both as perpetrators and victims, as a consequence of their involvement in African conflicts. Through their traumatized eyes, the children are posited as authoritative critics of societies that have lost the sense of what it means to prepare a future for subsequent generations. The impact of such narratives has been mixed, however, not only because of Ngandu Nkashama’s critique that child soldier narratives are nothing new to African literature, but because successful narratives must present the children as more than just victims to pity, but rather as cultural agents who shame societal actors that are contributing to the problem. The difficulty is that this strategy of shaming risks simply exoticizing such conflicts and consequently reducing the children to the “entertainment of the abject”. This paper examines the approaches that avoid (or do not avoid) playing into Western stereotypes of a barbaric Africa in need of Western assistance and instead empower children’s agency as cultural critics. It considers literary representations, but also the very treaties and reports that are written to reduce the impacts of war on children.

Stephen Bishop (Ph.D. University of Michigan, 1999; J.D. University of Michigan, 1993) is an Associate Professor of French and Africana Studies at the University of New Mexico. His interests include African literature and culture, especially child soldiers and representations of shame and guilt, law and literature, and feminism. Professor Bishop has published several articles on African literature and law, as well as his book Legal Oppositional Narrative: A Case Study in Cameroon, which examines opposition to government-supported, dominant social orders through legal writing, including traditional fictional works as well as nontraditional narratives such as legal decisions and articles.

Moa Nyamwathi Lønning (Norwegean University of Science and Technology, Norway)

The journeys of Afghan youth towards Europe: Memories and representations

In recent years there has been a drastic increase in the arrival and visibility of unaccompanied or separated children from Afghanistan in Europe, most of whom are between fourteen and eighteen years of age. Unaccompanied or separated children represent a paradox for the State; the Western concept of childhood constructs children as inherently vulnerable, innocent and passive, while irregular migrants are criminalized. Both of these forces act upon the bodies of unaccompanied or separated children and thus challenge our understanding of what it means to be a child. Legal migration channels from countries that are likely to produce asylum-seekers, like Afghanistan, are basically nonexistent. This explains why the vast majority of unaccompanied or separated children migrate irregularly. Their journeys are often extremely arduous and have been recognized as having lasting effect upon individual’s lives. As such,
the journeys may represent a transformation which may furthermore correspond with a transition in the life-cycle of the migrant themselves as they negotiate their entry into adulthood. My paper examines how liminality, vulnerability, agency and transitions to adulthood are manifested in Afghan youth’s narratives of their journeys towards Europe. It is recognized that narratives do not exist in a vacuum where what is narrated represents an objective truth. Nonetheless, narratives can provide us with invaluable insight into how life is perceived, and may furthermore, challenge dominant representations and discourses. This paper is based upon life history interviews and a review of relevant secondary literature.

Moa Nyamwathi Lønning. PhD candidate at NTNU, Department of Social Work and Health Science, received her MSc in Refugee and Forced Migration Studies (2012) from the University of Oxford. Prior to this, Moa worked for the Norwegian Labour and Welfare Administration (NAV) as a program advisor for the introduction program for newly arrived immigrants and as a consultant (2008-2012). She has also worked at Reception Centers in Norway for unaccompanied asylum-seeking minors (2010). She has an undergraduate degree in Black Studies from the State University of New York at New Paltz (2008).

Shimantini Shome (University, West Virgina, USA)

Assimilation and narratives of war: A case of Somali refugee youth in Kansas City

Over the past decade, there has been a significant rise in the number of Somali refugees in the cities of the American midwest. A large portion of this refugee population is comprised of children or youth, many of whom were born either in refugee camps outside Somalia or left Somalia at a very early age. These children have not experienced war directly, but rather are raised in a context of asylum where narratives of war and survival are constantly present. My research investigates how these youth negotiate their identity and navigate cultural spaces between family memories of war and new cultural expectations. This paper is based on data collected through observation, interviews and focus groups of the Somali refugees in Kansas City, over a period of three years. Memories and narrative of war come to play an important role in the geographic imagination and experience of the particular youths interviewed.

Shimantini Shome is an Assistant Professor of Geography in Concord University, West Virgina, USA. She has a PhD in Geography from the University of Kansas and a Graduate Certificate in African Studies from the Kansas African Studies Center. Her primary research interests are assimilation of Somali refugees in the United States, Somali ethnic enclaves and their imprint on urban America, role of remittances in the economy of the Dadaab camps and virtual ethnic enclaves.

PANEL 21: International rights, law and welfare (IV)

Nicholas Davis (Balay Integrated Rehabilitation Center for Total Human Development, Southern Philippines)

Vulnerability of the internally displaced children in Mindanao
Thousands of people have become internally displaced due to the ongoing war between the Moro Islamic Liberation Front (MILF) and the armed forces of the Philippines. This paper provides analysis of the experience of war—displaced children and explains factors of vulnerability. In Mindanao, poor road network significantly delay emergency response. The evacuation centers are always over crowded and have poor sanitation. Most of the internally displaced people (IDPs) live with trauma, with children being most significantly affected. The programs that the Government and local NGOs conduct on emotional recovery are under-funded. This research was based on extensive consultation and interviews in five of the most affected provinces of Mindanao. It examines sources of vulnerability of internally displaced children and identifies factors that need to be taken into account in programmatic response to these challenges. A more specific examination will be done in regard to the fulfillment of governmental obligations in addressing the rights of displaced children. This research provides argumentation that meeting the needs of displaced children lies at the heart of the reconciliation process in Mindanao and provides practical suggestions for increasing protection the of IDP children.

Nicholas Davis is a child activist, once former child soldiers in his native land Liberia and a refugee in countries of West Africa. He was a volunteer with Balay Integrated Rehabilitation Center for Total Human Development based in the Southern Philippines working with war affected youth and former child soldiers.

Aya Ezawa (Leiden University, Netherlands)

‘International marriage’ in times of war: Indisch-Japanese children and the Japanese occupation of the Netherlands East Indies

Unions between men belonging to an occupying force and local women are not an unusual wartime phenomenon. Yet such unions are often considered in isolation from the broader national and historical context, which separates, unites and reconstitutes families during and after the end of war. The ‘international’ nature of these relations also poses the questions of whose laws apply to such marriages, and who takes responsibility over their welfare in the aftermath of the war. This paper explores these questions from the perspective of Indisch (Dutch-Indonesian/Colonial Dutch) mothers, Japanese fathers, and their Indisch-Japanese children, born during the Japanese Occupation of the Netherlands East Indies (1942-1945). Based on twenty life history interviews with Indisch-Japanese children, and other documentary materials, I trace the formation and transformation of family relations in the course of the war, and mothers’ efforts to provide a safe home for their children. Based on archival and historical documents on Indisch-Japanese ‘international’ marriages, I furthermore examine how Japanese and Dutch authorities dealt with the existence of Indisch-Japanese unions after the end of the war, and defined their responsibilities over their welfare in the case of repatriation to and from Japan. In so doing, I hope to throw into relief the complex challenges facing ‘international’ families during war, and their long-term consequences for children’s well-being.

Dr. Aya Ezawa is University Lecturer in the Japanese Studies Program at Leiden University in the Netherlands. She obtained her Ph.D. in sociology at the University of Illinois at Urbana-Champaign (2002), and held positions as Postdoctoral fellow at Columbia University, and as Visiting Assistant Professor at Swarthmore College in the U.S. before coming to

**Marta Szuniewicz (Polish Naval Academy, Poland)**

The principle of respect for family unity: A key element of the protection of separated children in armed conflict

The armed conflicts often produce a plight of children who lost a contact with their families. The vulnerability of unaccompanied children during armed conflict is recognized in international humanitarian law which provides them material support, care institutions, education, and respect for family unity. The separated children are one of the most vulnerable victims of war and therefore specific measures should be taken to address in a coherent manner their protection needs. Experience from the cases of the Rwandan children in middle 90s of XX century created a field for coordinated joint approach of ICRC, UNHCR, and UNICEF. As the family is the best environment for the development of a child the first actions to be taken on behalf of a separated children should be tracing family members and exploring the possibility of family reunification. If the reunion with one’s family is not possible or is not in the best interest of the child finding an adequate long-term solution is essential; and an adoption, especially an inter-country one should be the last resort. In the light of the requirements of national immigration or asylum procedures many problem arises with determination of the legal status of an unaccompanied child that crosses State’s borders. As often he or she cannot be recognized as a Convention refugee many countries provide special forms of temporary protection or permits to stay on humanitarian grounds.

**Marta Szuniewicz**, MA and PhD Studies in Law at the Nicolas Copernicus University in Torun. A doctoral degree in international law. A lecturer at the Institute of National Security of the Faculty of Command and Maritime Operations of the Polish Naval Academy in Gdynia. A member of the Commission of Dissemination of IHL of the Polish Red Cross and the Jury of the Final National Competition in Human Rights. A co-editor of the yearbook „International Humanitarian Law”. The Author of the several publications in international humanitarian law, human rights, EU law and public international law.

**PANEL 22: Greece**

**Joy Damousi (University of Melbourne, Australia)**

The Greek civil war and child migration to Australia

In 1948, during the height of the Greek Civil War, Communist forces fighting the Greek army evacuated 28,000 children in the northern region of Greece. They were taken to Poland, Albania, Bulgaria, Rumania, Yugoslavia and Czechoslovakia in a mass exodus. The *paidemazoma* – the removal of children – has attracted a wide scholarship and controversy, especially regarding whether these children were abducted by Communist forces against their own will, or whether children were voluntarily given up by their parents to escape the...
destruction of war. This incident generated passionate debate in international forums about the blame or otherwise of particular groups and political ideologies in violating the human rights of children, but it did not give rise to new sanctions or laws regarding child refugees. This paper shifts this discussion to explore the fate of the children who were transported to a specific location – Australia – where there were successful attempts made to reunite families. How did authorities in Australia manage to arrange for parents and children to be unified at the height of the Cold War where others had failed? I argue that at this time when international laws were not mandatory in regulating child welfare, it often took localised efforts of non-government bodies in specific locations to agitate for the reunification of children with their parents. These included organizations that defied the division and hostilities promoted by the Cold War politics of the day and which instead promoted internationalism and a global community united by humanitarian efforts and transnational exchange.

Joy Damousi is Professor of History in the School of Historical and Philosophical Studies at the University of Melbourne, Australia. She has published in cultural history, feminist history, history of emotions and war and memory. Her current research explores the connections between war, memory and migration in Greek War Stories: Trans-nationalism, war trauma and migration. The history of children and war is central to this project in two respects. First she explores the fate of children refugees from the Greek Civil war and second, the impact of memories of the Second World War on children of Greek immigrants to Australia.

Elisabeth Kontogiorgi (Academy of Athens, Greece)

Trafficking of refugee children in Greece during the inter-war period

Following the Asia Minor Catastrophe in 1922 and the compulsory exchange of populations between Greece and Turkey according to the Convention of Lausanne in 1923 Greece was flooded by over 1.2 million refugees. Among these refugees there was a considerable number of parentless children who had experienced violence, deportation, forced displacement and dispersal of kin and community groups. Although references have been made by historians to the role of international organizations who undertook their relief during the first year, there are important issues of vulnerability, distress, and procurement of refugee orphans that have been left unexamined and warrant our consideration. This paper draws heavily on unpublished archival material, makes use of the press and of references in works of literature and examines the trafficking of refugee children in Greece and the efforts of the League of Nations's social Committees on the Traffic in Women and Children to establish measures that would protect women and children from exploitation and ensure their material and moral improvement. The relevance to the present of the events presented in this work is highlighted by the critical situation of displaced children in Eastern Europe, the Balkans and many other areas of the world during the last decades.

Elisabeth Kontogiorgi: Senior Research Fellow at the Research Centre for the Study of Modern Greek History, Academy of Athens. Degrees in Philosophy and History from the Universities of Thessaloniki; M.Phil in Modern European History from Glasgow University (1988); D.Phil. in Modern History from St. Antony’s College, Oxford University (1996). She
Vassiliki Theodorou and Vassiliki Vassiloudi (Democritus University of Thrace, Greece)

Greek children and the country’s triple occupation during World War II: Exploring diversity of experience

This paper offers an overview of the hitherto findings of an ongoing local-oral history project undertaken at the Department of Primary Education, University of Thrace by Vassiliki Theodorou and Vassiliki Vassiloudi. The project aims at collating information about the experience of World War II and the Civil War (1946-1949) in Greece in conjunction with the shifts the notion of childhood underwent. Although oral history research with regard to World War II has recently gained momentum, there is no systematic account of the impact World War II had on Greek childhood; our project apart from aspiring to create a database of World War II memories, it also attempts to fill this gap with regard to the history of childhood in Greece. Approximately one hundred and fifty oral testimonies from different locales all throughout Greece had been accumulated so far with the use of a semi-structured questionnaire; Interviews revealed several parameters that differentiated the informants’ experience of war; locality, ethnic origin, gender, education, parents’ profession, child labour, type of displacement (within Greece or expatriation), the family’s political affiliation and violence were among the many factors that shaped the children’s memories of war. Although our conclusions are yet inconclusive due to the width of the research, in this paper we will dwell upon the different versions of war-time experience mediated by the memory of our informants, who were children at the time. During World War II, Greece was divided into three occupational zones (German, Italian and Bulgarian) and this geographical division of occupational forces dictated a different administrative regime and attitudes to locals; our findings evidence that this division affected the experience of children. Besides, family networks, political affiliation, orphanhood, ethnic origin and relations with the resistance movement seem to have differentiated the experience of children who even happen to come from the same locality. These points will be illustrated by examples drawn from the oral testimonies conducted so far.

Vassiliki Theodorou is currently Associate Professor of Contemporary and Modern Greek History at Democritus University of Thrace where she teaches undergraduate and postgraduate courses. She has studied political sciences, sociology and history in Greece and France. She writes on the history of philanthropy in Greece, history of childhood and social history of health during the 19th and 20th centuries. She has published extensively on these areas in Greek and international journals. Her most recent publications include a book on the social history of child health in Greece during the first decades of the 20th century. The English version of this study is forthcoming in spring 2012 by the Central European University Press under the title: Building a future for the nation: A social history of child health care in Greece (1880-1936). She has also co-authored an article with Vassiliki Vassiloudi, titled “Childhood in the Maelstrom of Political Unrest: The Childtowns (Παιδοπόλεις/Paidoupoleis) and the Experience of Displacement during the Greek Civil War (1946-1949) in Thrace” which featured in the winter issue 2012 of the Journal of the History of Childhood and Youth.
Vassiliki Vassiloudi gained her M.A. in Children’s Literature from the University of Reading, U.K. (distinction, 1998) and her Ph.D. in the same area from Democritus University of Thrace, Greece (2004) for which she got a scholarship from the Onasis Foundation and the State Scholarship Foundation (I.K.Y.) respectively. She is currently conducting research on the shifting notions of childhood during the Greek Civil War. Her academic interests lie in the fields of children’s literature and history of childhood and children. Her most recent article co-authored with Vassiliki Theodorou and entitled “Childhood in the Maelstrom of Political Unrest: The Childtowns (Παιδοπόλεις/Paidoupoleis) and the Experience of Displacement during the Greek Civil War (1946-1949) in Thrace” featured in the winter issue 2012 of the Journal of the History of Childhood and Youth. She has a book, based on her doctoral thesis, forthcoming with the Institute for Neohellenic Research/National Hellenic Research Foundation under provisional title The Child’s Paper (1868-1893): A Case Study of a Greek Protestant Children’s Magazine, Athens, 2012.

PANEL 23: Film (II)

Susanne Gehrmann (Humboldt University Berlin, Germany)

Violence, trauma, and justice in films on African child soldiers

This paper proposes a comparative look at three fictional films on African child soldiers: Ezra (2007 directed by Newton Aduaka (Nigeria/UK) with a setting in Sierra Leone), Johnny Mad Dog (2008 directed by Jean-Stéphane Sauvaire (France) and shot in Liberia, based on the Congolese novel Johnny chien méchant by Emmanuel Dongala (2002)), and Rebelle/War Witch (2012, directed by Kim Nguyen (Québec) in the RDC). I will analyse the contexts of production, the different narrative structures and the technical tools of the films. All three films deal with the representation of violence against and perpetrated by children during war, the traumata this involves, and different forms of justice as well as therapy that can be thought of to deal with war crimes and to heal traumatised children. However, Johnny Mad Dog displays violence most drastically, and, following Dongala’s novel, proposes self-justice by the civilian victims, whereas in Ezra the difficult work of Sierra Leone’s Truth and Reconciliation Commission offers a frame to deal with the questions of trauma and justice. In Rebelle, finally, surrealistic elements are used to make trauma visible. Thus, the three different foci of violence, justice and trauma are build upon in each of the films and raise questions about the very possibility of representation. Furthermore, all three films are transnational projects with – mostly amateur – actors from Africa, but directors based in the West. What does this mean for the discourse on African child soldiers? And what does fiction offer in addition to documentaries by human rights activists?

Prof. Dr. Susanne Gehrmann: I hold an MA from the University of Paris III (1994, Comparative Literature “Afrique-Antilles”), a Magister from the University of Bochum (1996, Romance Philology/French) and a PhD. from the University of Bayreuth (2001, Comparative Literature/French-English). A former fellow of the Studienstiftung (1998-2000) and the Alexander von Humboldt foundation (2008-2009), after a junior professorship position at the seminar for African studies at Humboldt University, Berlin from 2002 – 2010, I am now a full professor of African literatures and (audiovisual) cultures at the same institution. I have been working on the representation of colonial violence in the Congo, on
gender based structural violence in Francophone African literatures, on autobiographical and migrant literatures, and more recently, on child soldiers in African literatures and films.

**Fran Hassencahl (Old Dominion University, USA)**

**Speaking for those excluded from the planetary feast: Film makers Bahman Ghobadi and Mohsen Makhmalbaf address the issue of landmine victims**

According to The International Campaign to Ban Landmines (2010), which won the Nobel Peace Prize in 1997, there were 3,956 casualties from mines in 2009 and children were 45 percent of the 3,164 where age could be determined. Many of these deaths occur in rural and illiterate populations, who lack the power to remove or even recognize the danger and certainly cannot lobby states such as the United States, Russia, and China, who have refused to sign the Mine Ban Treaty. This paper takes the critical perspectives of Zygmunt Bauman (*Identity*, 2004) who writes of those “excluded from the planetary feast”, the underclass, “whose petition won’t be admitted and whose protests won’t be heard” and Gayatri Chakravorty Spivak (*Colonial Discourse and Post colonial Theory*, 1994). They ask who can speak for the subaltern and question whether their messages can only be caught in a translation, which is dominated by western concepts and languages. Two films: *Turtles Can Fly* (2004) made by Bahman Ghobadi (Kurdish Iran) and *Kandahar* (2001) created by Mohsen Makhmalbaf (Iran) are analyzed. These films tell the stories of children and young adults, whose lives have been forever altered by their experiences with deadly landmines. Our two filmmakers wrestle with these issues and the fact that they are working in a western medium, which has been adopted by the east and must be used to tell the story of the Kurds and Afghans who continue to suffer from the effects of landmines.


**Stella Hockenhull (University of Wolverhampton, UK)**

**Dig for victory: Conflict, children and territory**

The documentary film, *Children Grow Vegetables 1914–1918* is an early example of the link between food and nationalism in the First World War where young children are seen weeding, watering and harvesting plants as part of the war effort. Similarly, the Second World War saw a correlation between sustenance and loyalty in the British Pathé
documentary, *World War II Garden Parade*. The film opens with a procession including a horse-drawn wagon adorned with a Union Jack, accompanied by a group of Boy Scouts carrying garden tools. Frequent shots of market produce and flowers display the Home Front effort which encouraged women and children to ‘Dig for Victory’. Indeed, the Victory Garden film entitled *WWII Blitz London: Children’s Allotment Gardens* shows children growing vegetables as well as keeping and caring for livestock. Correspondingly, David McKenzie’s short newsreel entitled *Uganda Abductions* places emphasis on nutrition and the kitchen garden not only as a means of survival, but also as a part of a healing process for young people who have been kidnapped and later returned to their families. From British documentary films of the Home Front to war torn Uganda, the focus on nourishment and diet is seen as of prime importance to the concepts of patriotism, healing and survival. This paper charts these cinematic responses, and analyses the ways in which their visual style addresses such issues.

Stella Hockenhull is a senior lecturer in Film Studies at University of Wolverhampton. She holds a PhD in Film Studies and recent work has focused on the cinematic representation of children, Post Traumatic Stress Disorder in combat films, and WWII. Recent publications in this field include: ‘Wednesday’s Child: adolescent outsiders in contemporary British cinema’ in *Lost and Othered Children*, ‘Escape to the Country: the Accented World of the Evacuee in Stephen Poliakoff’s *Perfect Strangers*’ in *Journal of British Cinema and Television*, ‘Contested Ruralities in Post Combat Cinema’ in *British Landscapes on Film*, ‘Lost in Transition: Emotional Boundaries and Adult Disorder in the Films of Alfred Hitchcock’ in *Children in Hitchcock Films*.

Fran Pheasant-Kelly (University of Wolverhampton, UK)

**Representations of trauma and multidirectional memory in *Extremely Loud and Incredibly Close*** (2011)

Stephen Daldry’s 2011 adaptation of Jonathan Safran Foer’s novel tells the story of Oskar Schnell whose father died in the World Trade Centre attacks in 2001. Though fictional films, docudramas, and documentaries have explored traumatic stress in connection to army combatants involved in Iraq and Afghanistan, few films have explored the psychological implications of the attacks on children. However, *Extremely Loud and Incredibly Close* reveals how trauma and traumatic memory affect Oskar through subjective cinematography, figure behaviour, flashbacks, hallucinations, and sound effects. At the same time, it includes a parallel traumatic history concerning his grandfather’s experience of World War II. As Roger Luckhurst (2010) explains in reference to *Pan’s Labyrinth*, a fantasy film of a young girl’s traumatic experience of fascist Spain, memories are multidirectional and audiences ‘understand one instant of historical trauma through another’ (2010: 18). He thus suggests that viewers may unconsciously interpret and understand *Pan’s Labyrinth* ‘through the filter of Iraqi occupation’ (2010: 18). In a related way, this paper argues that the narrative connection between September 11 and World War II may also provoke multidirectional memory, and like *Pan’s Labyrinth*, audience reaction is affected by the way that Oskar oscillates between the fantasy world into which he escapes to address trauma, and the historical events that frame the film. Referring to trauma theorists including Roger Luckhurst and Cathy Caruth, this paper thus textually examines the film in respect of trauma representation, and explores it as an example of multidirectional memory.

PANEL 24: Holocaust

Kinga Frojimovics (Yad Vashem, Israel)

Attempting to rescue handicapped Jewish children

I propose to analyze the history of The National Institute for the Israelite Deaf-mute in Budapest [Izraelita Siketnémák Országos Intézete] during and immediately after the Holocaust (from 1938 until 1948). In order to understand the unique features of the Holocaust experience of children, it is worthwhile to investigate the testimonies of those who belonged to especially vulnerable groups. Moreover, a case-study concerning the rescue strategies of continuously operating Jewish communal institutions in Budapest will reveal not only additional characteristics of the Holocaust of the Jews of Hungary but it will also provide new information regarding "official" Jewish self-rescue.

Kinga Frojimovics: I am a historian and an archivist. From 2007, I am the director of the Hungarian Section in Yad Vashem Archives, Jerusalem. I received my Ph.D. from Bar-Ilan University (Ramat Gan, Israel) in 2003. My field of research is the history of the Jews in Hungary in the nineteenth and in the twentieth centuries. I focus on the history of the Jewish religious trends in Hungary, and on the Holocaust. I am the co-editor of the MAKOR, the Series of the Hungarian Jewish Archives.

Rita Horváth (Yad Vashem, Israel)

Children as primary targets in the Holocaust

I propose to analyze testimonies given by Holocaust survivors both in the immediate aftermath of the Holocaust and much later in order to identify what kinds of community children and teenagers trusted and tried to belong to during their persecution. I also aim at investigating the roles children have adopted in these communities. In child survivor testimonies, through studying the issue of community versus loneliness, it is possible to
explore crucial aspects of the short-term and long-term effects of the realization that Jewish children had been selected as primary targets for annihilation in Nazi Europe.

**Rita Horváth:** I am a literary scholar and a historian. I received my Ph.D. from Bar-Ilan University (Ramat Gan, Israel) in 2003. In the spring semester of 2009/2010 academic year, I was a scholar-in-residence at Hadassah-Brandeis Institute, Brandeis University (Waltham, MA, USA). Since then I am a Research Associate at the Hadassah-Brandeis Institute. At present I am a research fellow at the International Institute for Holocaust Research in Yad Vashem. My latest book is: Rita Horváth, Anna Szalai, Gábor Balázs, *Previously Unexplored Sources on the Holocaust in Hungary*. Jerusalem: Yad Vashem, 2007. I participate in the “Children’s Holocaust Testimony Project” together with Prof. Joel Walters (Bar-Ilan University) and Dr. Boaz Cohen at Bar-Ilan University. From 2004, I have taught in the Holocaust Studies Program at Eötvös Loránd University (Budapest, Hungary) and from 2005, I have given English literature courses at Bar-Ilan University.

**Hanna Schmidt Holländer (University of Hamburg, Germany)**

**Keeping up normality: The role of school in the life of children in the ghettos**

This paper focuses on the different opportunities and obligations children faced in the ghettos during the Holocaust, such as going to school, having to work, and creating their own space within the ghettos. Jewish schools were not allowed to reopen after the German occupation of Poland and Jewish children were no longer allowed to attend Polish public schools. The children faced this part of persecution alone: The adults still went to work, but for children, life changed completely. In modern societies, childhood and youth are considered the time to prepare their lives as productive members of society. Children are supposed to go to school which does not only regulate the distribution into professions, but it also marks the transition into adulthood. This transition was obscured when children could not attend school anymore but fulfilled adult tasks like supporting the family’s income, therefore demanding to make their own decisions. Many children felt lost and adults complained about their misbehavior. Tension between children and parents, teachers, and even the broader public arose about the question what the position of the young should be in the ghetto societies. The Jewish ghetto authorities and education activists quickly established schools in the designated ghetto areas, thus making education possible for at least a few children. This paper discusses how schools and self-organized study groups played an important role in re-establishing normality in the life of children and in the relations of generations, thereby illuminating the function of the education system for the ghetto societies.

**Hanna Schmidt Holländer** is a PhD candidate at Hamburg University where she graduated with a master History, German, and Education with distinction. She received multiple scholarships and is a fellow of the Evangelisches Studienwerk Villigst in Germany. Currently, she is a visiting scholar at the Strassler Center for Holocaust and Genocide Studies at Clark University. Hanna has served for years as a research assistant in medieval and modern European history and has extended teaching experience as a teaching assistant and instructor at Hamburg University, Yale, and Clark University. She has presented at several international conferences and published parts of her work.
**Soviet Jewish children in the Soviet Rear during World War II**

During World War II, a significant number of Jewish citizens relocated to the Soviet interior territories, largely to Central Asia and behind the Ural Mountains. Itzhak Arad estimates that about eight hundred thousand Jews escaped or were evacuated from the “old Soviet territories” in 1941 and another 425,000-470,000 from the Soviet territories annexed in 1939 – 1940. These people either managed to flee the western territories of the Soviet Union on their own, as refugees, or were evacuated by the Soviet government as part of a massive relocation of industrial forces to the rear. A significant percentage of those evacuees and refugees (the exact numbers are not known, but probably no less than a few hundred thousand) were children, either evacuated with their parents, orphanages, or who ran on their own, usually in groups. The trip to safety was a very dangerous venture, with many youngsters dying from bombs, shootings, exhaustion, and diseases. Upon arrival, new challenges awaited child survivors. These included the lack of accommodation, the need to work (mandatory for children aged 10 and older), widespread pandemics and the lack of sanitary conditions. Much depended whether the child evacuated through the government system, or escaped on their own. Based on archival documents of the Jewish Anti-Fascist Committee, and over 120 in-depth interviews conducted by the author in 2000s, the paper discusses the patterns of survival of all three groups of children. It uncovers their role in the Soviet workforce, their modes of adaptation to new places of residence, and, often, to living without parents or guardians. Finally, the paper analyzes how the war impacted the national, ethnic and religious identity of these Jewish children, who often discovered their Jewish nationality for the first time during this period.

**Anna Shternshis**: I am an associate professor of Yiddish and Diaspora Studies at the University of Toronto. I am the author of "Soviet and Kosher: Jewish Popular Culture in the Soviet Union in 1923 - 1939" (Indiana UP, 2006). I am currently working on the book on evacuation of Soviet Jewish civilians during World War II. The paper is part of this larger project.

**PANEL 25: WW II: Testimonies and narratives**

**Gueorgui Chepelev (Paris 8 University Vincennes-Saint-Denis, France)**

**The Soviet children under the Nazi occupation (1941-1944, Belorussia and Western Russia): Heroes, victims, survivors, communicators**

We will expose the experiences of the children in the occupied territories through their four roles/images: as heroes (their involvement in the resistance movement, its’ image as developed by Soviet propaganda and its’ place in the testimonies collected nowadays); as victims of deportations, mass killings, punitive expeditions in the partisans’ zones, we will point out also several specific forms of violence targeting children; as survivors: we will speak here about different tactics of survival used by children and their parents; and finally as communicators, participants in the communication and mediation with the invaders. We propose to examine the subject on the basis of memories of the Nazi occupation collected during the fieldwork in 2007-2011 in Belorussia (Vitebsk and Minsk regions) and in Western
Russia (Smolensk and Kaluga regions). This « little people »’s (mostly women and children of occupation time) local memory seems eager to develop many previously unspoken (or « unheard » by the researchers) accounts of events. To complete the picture, we will cross reference the testimonies collected with other sources (documents of the Soviet Extraordinary State Commissions on Nazi crimes, writings of the Wehrmacht soldiers and photographs made by them in the occupied territory).

Gueorgui Chepelev is a lecturer in Russian language and civilisation in University of Paris (Paris 8), department of Slavic studies. He takes part in research projects aimed at the collection of oral memories of war and occupation in Belorussia and Western Russia.

Marek Sroka (University of Illinois at Urbana-Champaign, USA)

‘War through children’s eyes’ in the Archiwum Wschodnie Collection

In 1981, Hoover Institution Press published a collection of testimonies of Polish citizens and their children deported to the Soviet Union between 1939 and 1941. War Through Children’s Eyes, compiled and edited by Irena Grudzińska-Gross and Jan Tomasz Gross, contained English translations of compositions, interviews, and testimonies from the Polish Government Collection at the Hoover Institution Archives. According to the authors, “war, deportations, the death of loved ones, starvation, and hard labor were the life story of all the children.” Although the book deals with the fate of Polish children under Soviet occupation, it holds a universal appeal by narrating the story of children as victims of war and deportations. In the 1980s efforts were under way in Poland to collect similar personal stories of survivors of Soviet deportations, including children’s testimonies. The result was the creation of the Archiwum Wschodnie [Eastern Archive] in Warsaw. The archive, legalized after the fall of Communism in 1990, is a major primary source collection dealing with the history of former Polish eastern territories. The Warsaw archive complements to a great extent the mentioned collection of the Hoover Institution Archives. The paper discusses the most significant parts of the Archiwum Wschodnie collection focusing on the testimonies of children deported to the Soviet Union. The trauma of war and displacement, the loss of loved ones, hard labor, life in an orphanage, and indoctrination experienced at Soviet schools are examined through personal stories and testimonies of young deportees. Finally, the question of shared archival heritage as a prerequisite for comprehensive research into children’s traumatic war experience is considered (both the Archiwum Wschodnie and the Hoover Institution Archives own copies of some parts of each other’s collections).

Marek Sroka is Associate Professor and Librarian for Central European Studies at the University of Illinois at Urbana-Champaign. His research focuses on the history of Polish libraries; war cultural losses and cultural reparations, and collections of wartime testimonies of Polish citizens. His recent conference presentations includes: “Telling the Story of Survival to America: Polish American Narrative and Perspective,” at the Conference “Beyond Camps and Forced Labor: Current International Research on Survivors of Nazi Persecution” (Imperial War Museum, London, January, 2012). His forthcoming publications include: “’Forsaken and Abandoned’: The Nationalization and Salvage of Deserted, Displaced, and Private Library Collections in Poland, 1945-1948” (Library and Information History, 2012), and “Nations Will Not Survive Without Their Cultural Heritage”: Karol

Machteld Venken (Ludwig Boltzmann Institute, Vienna, Austria)

European children of annexation? An explorative study

This paper focuses on children who were born in the 1930s in European border regions that became annexed to the so called Third Reich and switched sovereignty again at the end of World War. Through a case-study on children from the Polish-German borderlands and the Belgian-German borderlands, similarities and differences in the life practices and narrations of children from Western and Eastern Europe are explored. Special attention is given to the way they gave meaning to the consecutive (re) nationalization campaigns they experienced before, during and after World War II. These (re)nationalisation campaigns placed the upbringing of children central to their objectives, in this way aiming to create a new generation of enthusiastic citizens that would function as a homogenizing factor between the border region and the mainland and ensure the stability of the borders for the future. Children are assumed not to have been only subject to renationalization campaigns, but are perceived as agents who to different extents borrowed from guidelines coming ‘from above’ in practicing their lives and giving meaning to their life practices. On the basis of a narrative analysis of ego documents from the early post-war period written by children and biographical interviews conducted with children from these borderlands today, I ask whether similarities in life practices and narrations enable us to speak about a generation of European children of annexation.

Machteld Venken holds an MA in Slavic Studies and a PhD in History from the Catholic University in Leuven (KULeuven). She held postdoctoral positions at Warsaw University, The German Historical Institute in Warsaw, the College of Europe Natolin Campus and KULeuven. Currently, she is a senior postdoctoral researcher at the Ludwig Boltzmann Institute for European Studies and the Public Sphere, Vienna. Her publications include: Straddling the Iron Curtain? Immigrants, Immigrant Organisations, War Memories (Peter Lang 2011), and Venken, Machteld; Beyers, Leen; Goddeeris, Idesbald. Families, Foreignness, Migration. Now and Then. (Special Issue of History of the Family. An International Quarterly (4/2009).

Marianne Zwicker (Institute of International Education, New York, USA)

Austrian Romani literary representations of childhoods lost in the Second World War

This paper aims to draw attention to the victimization of Romani children in the Holocaust as represented in autobiographical narratives by Austrian Romanies. Because the victimization of Romanies in the Holocaust was only recognized officially in the mid-1980s, the first Romani account of survival was only written in 1988, and most of the texts that have emerged since then have been written by survivors who experienced the violence and concentration camps of the Second World War as children. These narratives shed light not only on general experiences of children in situations of racial persecution, conflict, and war,
but also mark the authors’ own experiences of the war as Romani children. I will discuss autobiographical texts by Austrian Romani siblings Ceija and Karl Stojka as examples of literary representations of Romani childhoods marred by the violence against and persecution of Romanies in World War II. Central to their texts are memories of key events in their experiences of the war, such as the murder of their father, and their remembering of certain survival strategies in the camps that they recall as being strategies particular to Romani children. The narrative voice used by both authors in their texts is a child’s voice that is interrupted by shifts to an adult perspective, underscoring the childhoods lost. Both authors reflect on how their childhoods afflicted by violence continue to affect their later lives and the situation of Romanies in Austria today.

Since 2011, Dr. Marianne Zwicker has been a Public Fellow of the American Council of Learned Societies, working at the Institute of International Education’s Scholar Rescue Fund. Previously, she was a Postdoctoral Fellow at the University of Edinburgh’s Institute for Advanced Studies in the Humanities. She holds a PhD in German Literature from the University of Edinburgh (2010) for her dissertation Journeys into Memory: Romani Identity and the Holocaust in Autobiographical Writing by German and Austrian Romanies. She has a B.A. in German Studies from Moravian College (1999), and was a Fulbright Scholar at the Technical University in Berlin from 1999-2000.

PANEL 26: Interwar and wartime Europe

Ángela Cenarro (University of Zaragoza, Spain)

The ‘Auxilio Social children’: Francoist welfare in the Spanish civil war and its aftermath

The Auxilio Social, founded in October 1936 in Valladolid, the heartland of the rebel Castilla, was the main Francoist institution in charge of attending poor women and children. It offered a wide range of soup kitchens and orphanages during the Spanish Civil War and its aftermath. In a context marked by the violence against the republicans, the Auxilio Social’s elite, composed of falangists, priests and professionals –mainly doctors and schoolteachers– conceived social assistance as a mechanism to “regenerate” the needy. There were two main profiles of children assisted. One of them, were the “children of the red”, the children of those defeated in the civil war and, most of them, executed, incarcerated or in the exile. Others were the victims of the autarky, the economic system that generated hungry, disease and destitution in the Spanish postwar. All of them were submitted to the same mechanisms of control and indoctrination in the Auxilio Social centres. The paper offers the conclusions reached in an oral history project, whose objective was to analyze the manner in which the so-called “Auxilio Social children” have elaborated their experiences in their adult life. The result has been a number of different and plural narratives that have not been integrated in the dominant discourses about the Civil War, Francoist repression and the debates on the “historical memory” that have emerged in the Spanish public sphere during the last decade.

Ángela Cenarro is Lecturer in the Department of Modern and Contemporary History at the Universidad de Zaragoza (Spain). Her publications include the coedited volume on the Francoist violence, El pasado oculto. Fascismo y violencia en Aragón, 1936-1939, Siglo XXI, Madrid, 1992 and a monograph on the political power in Aragon, Cruzados y camisas
Friederike Kind-Kovács (University of Regensburg, Germany)

‘The children of the railway coaches’: The removal and temporary statelessness of refugee children from the former Hungarian territories after WWI

As the end of WWI also represented the end of the Austro-Hungarian Empire as a geographic entity, postwar society was confronted with large territorial and populational changes. In the case of Hungary, after the new border had been set, one third of all ethnic Hungarians found themselves outside the political borders of their titular state. The immense influx of refugees from the formerly Austro-Hungarian territories into Hungary resulted in the doubling of the country’s population, producing large numbers of unsupervised and neglected children. The Hungarian child mortality rate—which stood at roughly 20 percent—was amongst the highest in Europe. In these conditions, the image of the neglected and orphaned child is quite strikingly one of the most frequent objects to appear in the major visual and printed media of the immediate postwar period. An icon of the politics of removal is the image of the so-called „Vagonlakók gyerekek“, refugee children living in dysfunctional railway coaches at railway stations in Budapest. These–temporarily stateless–children, and their families, who had found refuge in the railway coaches, were waiting to be integrated into the newly formed Hungarian state. The present paper aims to shed light on the process of the removal, temporary statelessness and reintegration of this particular group of refugees. By presenting the visual and textual representation of the „railway children“, I aim to approach the image of the child as a powerful symbol of Hungary’s–then most recent–traumatic experience. This will lead me to discuss the impact of the child’s visualization on the emergence of new child welfare policies that hoped to counter the extensive pauperization and social neglect of Hungary’s future citizens.

Friederike Kind-Kovács is Assistant Professor in the Department of Southeast- and East European History at Regensburg University. She graduated from St. Andrews University in Modern History (Scotland) and completed her Ph.D. in Dec. 2008 at the Center for Contemporary History Research in Potsdam (Potsdam University), which was co-supervised at the Central European University in Budapest. She has published articles and several book chapters on literary transfers during the Cold War, forced migration in post-war Europe, and historical conceptions of Central Europe. She has co-edited a volume Samizdat, Tamizdat, and beyond. Transnational media during and after socialism, which is under contract with Berghahn Publishers and will appear in December 2012. She is currently working on a monograph entitled Out of the Drawer and into the West: Histories of Tamizdat from the Other Europe. Since 2010 she is also working on her habilitation project, entitled “The Embattled Child: Child Poverty and Transnational Child Relief in Hungary between the Wars.”
Erica Moretti (Mount Holyoke College, USA)

Summer camp under fire: The odyssey of the children of Italian settlers

In June 1940, three ships carrying thirteen-thousand Italian children age four to twelve sailed for the Adriatic coast. The passengers were the children of Italian settlers in Libya, a colony of the kingdom since 1912. The children were to spend the summer in the seaside holiday camps of Cattolica, Igea Marina, and Cesenatico. The goal of this initiative, promoted by Italo Balbo, governor of the colony of Libya, was to expose the children to the culture of their native country and to avert them from the perils of the possible war. But war began mid-voyage, and the government recalled the ships, which were suddenly needed for the conflict. What had started as a vacation for the children became a much longer expedition, one that displaced them from various orphanages and refugee camps all over the Italian peninsula. It was only in 1948, after the war, that the children were returned to their families, due to the intercession of the Vatican. This paper investigates the children’s journey throughout a peninsula devastated by war, as well as their legal status for the duration of their displacement. Building upon unpublished sources found at the Secret Vatican Archive (ASV) and the Archivio Centrale di Stato (ACS) in Rome, I aim at tracing the numerous setbacks that prevented the Italian government from resettling the children. I also rely on Vacanze di Guerra: quando la Libia era italiana, by Alessandro Rossetto, for its interviews with the survivors of this experience.

Erica Moretti is a lecturer at Mount Holyoke College in the Department of Italian and Classics. She holds a BA in contemporary History form the Università degli Studi di Firenze, and a Diploma in American Studies from Smith College. I am currently working on turning my dissertation into a book titled Children of Catastrophe: Maria Montessori’s Children at Risk. My dissertation examines Maria Montessori’s theoretical work on parental authority for children affected by catastrophes. Montessori’s pedagogical writing was devoted to children in a need, a broad classification that many scholars have analyzed. Her views on the more specific subset of children who endured severe calamities, however, remain uninvestigated. My work analyzes three moments in Italian history when Montessori decided to intervene in the education of children impoverished by catastrophe: the cataclysmic events of the Messina-Reggio earthquake, World War One, and World War Two.

Elizabeth White (University of Ulster, UK)

A category ‘easy to liquidate’? The League of Nations and refugee ‘orphans’ from the Russian Civil War in Europe in the early 1920s

This paper will use archival material from the High Commissariat for Refugees (League of Nations), Russian émigré community organisations and the writings of refugee children themselves in the 1920s. Along with the hundreds of thousands of Russian refugees who came into Europe as a result of the Civil War, were thousands of children and adolescents. Many were categorised as ‘orphans’. For the émigré community these children were a precious resource, to both attract the attention of the emerging humanitarian agencies focusing on children but also as a potential force to keep together and educate for the return to Russia. For the High Commissariat under Nansen, they could be seen as objects of ‘pity’ but also a category ‘easy to liquidate’: the older boys for example could be adopted and sent
to work individually for French farming families. This paper describes the battle over these children between the High Commissariat and the émigrés over the future of the children. An extra dimension is that of gender: many of these children were adolescent boys who had fought in the Civil War, either as volunteers or conscripts, or they had come from military families, mainly Cossack, and had been pupils in the Cadet Corps. This paper will examine how terms and definitions of ‘child’ and ‘orphan’ slip, and through a rhetorical shift, a 15 old Cossack refugee boy could turn from being seen as a pitiable ‘orphan’ and ‘child’ who had a right to be in full-time education, to an active participant in a war and therefore an adult and a dangerous ‘political refugee’.

Dr Elizabeth White is a Lecturer in International History at the University of Ulster. She has published on evacuee children in the Soviet Union during World War II and her current research is on Russian refugee children in Europe in the interwar period.

PANEL 27: Psychological approaches and health issues

Ellen Eiling (War Child Holland, Netherlands)

Evaluation of a psychosocial group intervention for children affected by armed conflict in South Sudan and Colombia

War Child Holland, in collaboration with the University of Amsterdam, the Dutch Youth Institute, HealthNet-TPO and Universidad Nacional (Colombia), is conducting an evaluation of its psychosocial support intervention I DEAL for children and young people affected by armed conflict. I DEAL was developed by War Child Holland in 2006 and is currently implemented in 10 countries. It is a creative and participatory theme-based intervention aiming to strengthen children’s resilience by improving their life skills that help children cope with the effects of armed conflict. The tool consists of 6 modules, facilitated weekly over a period of 3 to 4 months by local project staff with groups of 15- to 25 children. This study evaluates the effects of I DEAL and factors that influence this. With the findings, War Child Holland will further strengthen its psychosocial support to children affected by armed conflict. The research also aims to make an international contribution towards addressing existing gaps in knowledge regarding psychosocial support interventions. This research is being conducted in Colombia and in the Republic of South Sudan, and is line with UNICEF Evaluation Guidelines (2009). The study follows a mixed methods, pre- post-test design (N=200), and measures children’s levels of wellbeing and resilience using internationally validated tools (Strengths and Difficulties Questionnaire (Goodman, 1998) and the Resilience Scale (Connor & Davidson, 2003)). Interviews (N=20) and case studies (N=16) are employed to explore factors affecting children’s wellbeing and their learning throughout this life skills programme. The data analysis will be completed by April 2013.

Ellen Eiling has a MA in health education and health promotion, at the University of Maastricht (The Netherlands), focusing on sexual and reproductive health and rights, determinants of (health) behaviour, and evidence and theory based intervention development. Ellen has 6 years of research experience, especially in intervention-driven evaluations of (health) interventions for youth, evaluating both the effects as well as the factors influencing effectiveness. Since 2011 she is working for War Child Holland, conducting an effect study
on the psychosocial intervention ‘I DEAL’ in two programme countries, aiming to contribute
to (inter-) organizational learning.

Brian Grady (University of Maryland, USA) and Norma Jones (AMEED Center
and
School, Fort Sam Houston, USA)

Caring for the child soldiers of Guantanamo Bay Cuba

Military Behavioral Health personnel are confronted with unexpected opportunities to
provide behavioral health interventions during their course of duty. Three adolescent/children
soldiers were provided therapeutic services by a Psychiatrist and a Social Worker during their
detention at Guantanamo Bay Cuba. Treatment interventions were designed around the
concepts and techniques used in working with children in institutional settings such as group
homes and juvenile detention centers. These adolescents, who for the first three to four
months had limited use of the English language responded to the supportive, therapeutic
group and individual interactions with the therapist in much the same manner as American
adolescent males would in similar restricted settings. They slowly developed relationships
amongst themselves and with the therapist. Over the course of the year they were engaging
and using the group process to problem solve amongst themselves and to express their
feelings and thoughts. This was determined by the providers as extremely helpful in the
adjustment and maintenance care of the young males while waiting to return to their country.
They were seen in general as upbeat in mood, playful in their interactions amongst
themselves and cooperative with their houseparents/security. This paper will describe the
sessions, the techniques used, the responses of the three young males and the outcome using
interactive group therapy and therapeutic games. Objectives: 1. To provide military and
civilian behavioral health providers with a case example of working with children in a
protective and restricted setting even with language barriers. 2. To describe therapeutic
individual and group techniques used with this adolescent population and the response of the
clients. 3. To demonstrate the similarities and resilience of adolescents in unfamiliar
situations and positive interactions in assisting them in maintaining an optimistic attitude.

Brian Grady, MD, MS, Assistant Professor, Department of Psychiatry, University of
Maryland, School of Medicine, Baltimore, Maryland; Commander, United States Navy
(retired): A National expert in the application of telemental health and telemedicine for over
14 years, Dr Grady received his Doctor of Medicine degree from Uniformed Services
University School of Medicine in Bethesda, Md. and completed psychiatry residency training
in the National Capital Consortium Military Psychiatry Residency Program. He is a
Telemedicine Consultant has several publications in this area. He provided supervision and
training to child and adolescent psychiatry fellows, supervised psychiatric care provision to
female adolescent offenders, and was Co-Guest Editor of the January 2011 edition of Child
and Adolescent Psychiatric Clinics of North America. Lead author for an article entitled
“Telepsychiatry and School Mental Health”, in January 2011.

Norma Gray “Cindy” Jones, PHD.LCSW, BCD, Associate Clinical Professor, Army MSW
Program, US Army Medical Department, AMEED Center and School, Fort Sam Houston;
Commander, United States Navy (retired): A social work consultant, professor, and
practicing clinical social worker with over 35 years of clinical social work experience. Dr.
Jones specializes in Veterans, Women Veteran Issues, military family issues, ethnic minority
family issues and domestic violence. She was advisor and consultant to the U.S Naval Surgeon General, and the United States State Department regarding personnel, foreign refugees and political prisoners. She is recognized through her publications, and professional honors. She received her PhD from Norfolk State University, her Masters in Social Work from West Virginia University and her Bachelor of Science in Sociology from Bennett College, Greensboro, N.C.

Emilie Medeiros (University College London, London, UK)

A cultural psychology of the so-called child soldiers of Nepal: Politics and subjectivity

The armed group experience is assumed to be universally impacting on the psychological development, regardless of the context where youngsters find themselves. The phenomenology of youngsters’ subjective positions with regards to their involvement with the Maobadi discusses this postulate. A model of the relationship between politics and youngsters’ positions with regards to their armed group experience is discussed. An ethnography was conducted over a period of 18 months with a cohort of 17 key informants in Nepal. All were fully involved with the Maoist armed group for a period of 7 months to 7 years. The researcher mainly used participant-observation in Kathmandu and Rolpa, considered the hotbed of the Maoists. During the fieldwork, Nepal saw the official recognition and then de-recognition of the former armed group. These two distinctive periods correspond to different type of social capital assigned to youngsters’ participation to the insurgency. These markers are used to assess the way national socio-political forces shape the way their armed group experience shapes their psychological make up. Findings suggest that contemporary political values significantly interact with the psychological influence of informants’ armed group experience. The notions of space-time and of biographical reconstruction are instrumental to understand how youngsters’ activism influences their subjective functioning. Early-age participation cannot be assumed to have a psychological impact on its own, as wider cultural forces also come into play.

Emilie Medeiros is a French clinical psychologist and criminologist. Her clinical practice has been in implementing and coordinating various forms of rehabilitation and reintegration (DDR) programmes for war affected children in Sierra Leone, Liberia, DRC, Guinee. She is currently working with the with former child combatants in Sierra Leone and Liberia. Since 2005, she has been a consultant for various international organisations such as UNICEF and an associate-victim expert for the INTERNATIONAL CRIMINAL COURT. She is currently completing a PhD the cultural Psychology of the Maoist ‘child soldiers’ in Nepal in University College London (UK) and Université de Rennes (France).

Innocent Nwosu (Ebonyi State University, Abakaliki, Nigeria)

Social and health consequences of war on children

War is a major obstacle to good health and peaceful co-existence in many countries especially in Africa. Today, wars are not between nations but within nations. Most times, religious and ethnic affiliations are manipulated to heighten feelings of hatred or aggression.
No matter its form, war is an enemy to the vulnerable members of society especially children. In spite of this, the health/social consequences of war on children have not been adequately addressed in Africa. However, apart from the socio-psychological trauma which children suffer during war, they also exposed to various health challenges. The study therefore, adopted qualitative and quantitative methods. Sampling techniques were purposive and multi-staged. Data were collected using indepth interview, focus group discussions and structured interview. It was found that there is a strong relationship between war and adverse health conditions of children before, during and after war. The effects of war on children are disastrous and it affects their general paediatric health status and social development. As a result, the study recommends in the short-term that there should be adequate and direct supply of emergency medical infrastructures, nutritious food, basic health care, rehabilitation and education for children during war. Long term recommendation include prevention of war or where it is impossible, adequate relief support should be in place by both national and international governments and agencies. Generally, the consequences of war on children are horrendous but could be ameliorated through timely and adequate health care.

Dr. Innocent Nwosu, Sociology & Anthropology Department, Ebonyi State University, Abakaliki, Nigeria.

PANEL 28: Education (III)

David A. Hoffman (University of California at Santa Cruz, USA)

Teaching undergraduates about children and war

Instruction about war-affected children is largely confined to graduate and specialist programs. This paper describes an ongoing undergraduate course entitled Children and War at the University of California. It is the only undergraduate course on this subject in the USA. The paper presents a methodology for teaching this difficult topic. Children and War examines many war contexts including forced migration, GBV, child participation in armed conflict, and more, including the difficult topic of child mortality. Risk, vulnerability, and resilience perspectives are emphasized. Students are introduced to rightsbased, public health, humanitarian, psychosocial, and holistic approaches to protection and well-being. Entry polls indicate most students know little about children in current conflicts. Instruction includes guided discussion, group interaction and teamwork to assist student learning about the many sensitive and emotional topics. Multimedia content is carefully used, including photographs, films, and in-class presentations from war survivors. Dilemmas in a hypothetical civil war (in the land of “Hip-Hop”) promote humanitarian problem-solving. Students also set up a displacement shelter and a UNHCR refugee tent, using the only tools that would be available to fleeing families. Assignments analyze current emergencies (for example, the 2012 projects were on the crises in Syria, the DRC, Somalia, and Israel-Palestine) with exercises in emergency assessment, community education, and peacebuilding. Students rate the course highly. Exit polls indicate much new respect and understanding for international child protection efforts. The course has promoted numerous students into advanced studies and careers in child protection and child welfare.

David A. Hoffman, Ph.D., is a faculty lecturer in developmental and clinical psychology at the University of California at Santa Cruz. He specializes in child, family and pediatric
psychology. His primary area of research, intervention and teaching is concerned with the protection of war-affected children and children living in extreme poverty. Tony’s instructional web site (http://www.tonyhoffmanucsc.net/) contains more information about his curricula and interests.

**Solvor Lauritzen (University of York, UK)**

**Creating peace through children: Peace education in Kenya**

Kenya was hit by ethnic violence after the last general election in 2007, causing the death of more than 1500 people and displacement of more than 600,000. In the Rift Valley province many schools had to close during the violence, and some were turned into IDP camps, severely affecting the children. As the violence was taking place between different ethnic groups within communities, children found themselves caught in the middle and forced to take a stand. Following the violence re-integration of children has been a challenge, particularly in rural communities, where the schools are getting more polarised after the ethnical disputes. Following the violence a peace education program was launched in cooperation between UNICEF and the Ministry of Education. The program designed a curriculum with teaching materials and trained teachers across the Rift Valley province. The program aimed at bringing reconciliation to divided communities through children, and build lasting peace. Through mixed-methods research carried out in 2011/2012, the role of the school in peace building was explored. The findings show great differences between the schools, where some schools were actively working towards building peace others did not see it as their mandate. The reasons behind the various attitudes towards peace building in school and peace education seemed to be influenced by school policies and the school administration, but also by the local understanding of peace.

**Solvor Lauritzen** is a PhD student in her final year at the Institute for Effective Education at the University of York. Her field of research is education in conflict and emergencies. Solvor has carried out research with Unicef on the implementation of the Peace Education Program in Kenya as part of her PhD.

**Frank Velthuiizen (War Child Netherlands)**

**Reintegration of displaced children with a disability through education: A participatory video analysis of barriers to access safe learning spaces in an internally displaced people’s camp in Kosti, Sudan**

The UN General Assembly 2011 report on the status of the Convention on the Rights of the Child (CRC) highlights the vulnerability of all children with a disability, and specifically children living in situations of armed conflict. Due to a lack of adequate data in states affected by armed conflict, children with disabilities are not being prioritized or appropriately included and supported within humanitarian assistance. The Education For All Global Monitoring Report (UNESCO, 2011) shows that from the 72 million children out of school, at least one third has a disability, which has caused an immense gap between disabled and non-disabled children in primary school attendance rates. A child with a disability living in
conflict is at an even greater risk of missing out on education than a child without a disability (Pinnock & Hodgkin in Forced Migration Review 35, 2010). Additionally the 2011 CRC report observes that children with a disability are often not heard and therefore denied their right to have their views taken into account in accordance with article 12 of the CRC. This paper responds to these two observations through sharing the findings of qualitative, participatory research to be conducted in an IDP camp in Kosti, Sudan in September 2012. Using participatory video, child-researchers between 10 to 14 years will have collected data and community views on barriers to children with a disability to access Safe Learning Spaces in a selected IDP camp. This conference creates the opportunity for children affected by war to share their research findings through presenting the footage which they have recorded.

Frank Velthuizen is pursuing an MA in Special and Inclusive Education at Roehampton University (UK) in partnership with Fontys University of Applied Sciences (Netherlands). He has a post graduate diploma in Child, Youth and Development from the Institute of Social Studies (Netherlands). Since 2005 Frank has been working for War Child Netherlands in (post) conflict countries, developing and managing programs in Child Protection, Education and Psychosocial Support. Currently he works and lives in Kosti, Sudan, where he undertakes his research.

PANEL 29: Holocaust: Children in hiding

Annellyse Forst (University of Salzburg, Austria)

Hidden children and the Catholic Church in France

Hidden children are children who survived the Shoah because they had been hidden without their families in farms, families, monasteries, etc. In France about 12.000 – 17.000 Jewish children survived in that way. Accurate numbers are not known because sources about the rescue of Jewish children are missing. It was too dangerous to record the ways of rescue. After World Word II hidden children have not been seen as victims such as survivors of concentration camps. Until the nineties the story of the hidden children was rarely told. At that time child survivors of the Holocaust from across the United States, Israel or Europe gathered and told about their experiences as hidden children. Theresearch on hidden children” mainly based on testimonies and interviews from previous hidden children (Oral History). The subjective, personal perception of the victims is eminently important because Oral history gives those children a face and a voice. Empirical research in that field is uncommon, i. e. general information about the group ”hidden children” is uncommon. In France testimonies and interviews were collected at the end of the nineties and archived in the Shoah Memorial in Paris. The association “hidden children” and Denise Baumann published two opinion surveys with previous hidden children. The results contains only cross tabs without further statistical analyses (inferential statistics). In my thesis 225 testimonies (Shoah Memorial in Paris, “Shoah Visual History Archive”, Yad Vashem and The Hidden Child Foundation) from previous hidden children in France were evaluated according to a list of variables which covers the topics family, life in France before hiding, life as a hidden child and life after the war. The data were evaluated with SPSS 18 (descriptive as well as inferential statistics). The evaluation focuses on the differences between female and male previously hidden children in France.
Dr. Annelyse Forst MSc M.A.: I studied computer science, human biology, psychology and science of education (University of Paris, Manchester, Salamanca and Kiel) as well as knowledge management (Danube University of Krems). Since 2009 I study history at the University of Salzburg (focusing on Jewish history). Professional activities: Research assistant und senior scientist at universities in Germany and China; project manager, system analyst and consultant for two international software companies mostly in Eastern Asia (China, Japan), since 2007 lecturer at the Fachhochschule Wels.

Anna-Leena Perämäki (University of Turku, Finland)

Hidden resistance: Jewish children and the experience of war and Holocaust in hiding in German-occupied Europe

When the Second World War broke out and National Socialist Germany marched through Europe spreading the Jewish laws first taken into action in Germany to all the occupied countries, many of the persecuted Jews decided to go underground. Especially several young people were helped – by their relatives and even many non-Jewish people who wanted to contribute – to find a hiding place. Many of them were given a fake passport and sent to live with a non-Jewish family or some religious community in the countryside but some of them managed to go into hiding together with their parents. These hidden children had a very different view to war and persecution compared to those people who still had their freedom. They wanted to know what was going on in the outside world, but they did not necessarily have any other source to rely on than rumors and the often embellished news their helpers wanted to share with them. However, that did not prevent them from shaping their own views about the state of the war and the faith of the Jewish people facing the persecution. This paper focuses on the experience of war and Holocaust of the hidden Jewish children. Its emphasis is in a few young Jewish girls from Holland and France who kept their diaries during the time they spent in hiding in the 1940es. Their diary notes can be seen as a hidden resistance against the sad course of events outside their hiding places.

Anna-Leena Perämäki is a PhD student in the Department of Cultural History, University of Turku, Finland. Her thesis focuses on the survival tactics of young Jewish women who kept their diaries in German-occupied Western Europe in the 1940es. Perämäki’s research interests include cultural history of writing, children and women in the Holocaust and everyday life in World War II.

Diane L. Wolf (University of California, USA)

Child withholding as child transfer: Hidden Jewish children and the state in postwar Netherlands

The children’s rights movement has led, among other things, to a focus by human rights scholars on nationally orchestrated child kidnapping, known euphemistically as “child transfer.” This article will focus on a little known case that I will argue can be considered child transfer, that of Jewish orphans in the Netherlands after World War II. Kidnapping these children was not initially involved in their movement from parents’ to strangers’ homes,
however, after the war, the State often refused to return some of these children to surviving Jewish kin or to the Jewish community. In other words, against the wishes of the decimated Jewish community after the Nazi genocide of the Jews, the post-war Netherlands government withheld Jewish children from their kin and from their ethnic community, keeping them in Gentile homes. I argue that this child withholding constitutes a form of child transfer because of the manner in which it was done and the reasoning behind it. I will refer to other cases of child transfer in this paper – e.g., the Stolen Generation in Australia as well as the children of the disappeared in Argentina.


PANEL 30: Contemporary: Refugees and asylum seekers

Lidija Jovanovic (University of Salzburg, Austria)

Child refugees in Serbia and Montenegro

The war in Yugoslavia caused one of the largest refugee movements after the Second World War. In my paper I want to focus on women and children who fled from various former countries in Yugoslavia to Serbia and Montenegro, which still host a very large population of refugees and displaced persons. In Serbia, refugees were confronted with many problems caused by the economic sanctions and the NATO – bombing. Women and children were often unable to find a place in a refugee camp and to get financial support from the state. The child refugees often were excluded from schools, because the parents could not effort it. The refugees in Montenegro arrived from Kosovo because of their ethnicity: Albanians, Ashkalis and Roma had to live in refugee camps, which were in very bad conditions. The paper concentrates on the question, how women and children managed to live under such difficult circumstances. What happened to children from mixed marriages? Should they return to Croatia, Bosnia and Kosovo or should they stay in Serbia? The paper is based on the book “Women, Violence and War” from Vesna Nikolic – Ristanovic and the documentary film “Kralj diskova”, produced by Mirko Boskovic.

Lidija Jovanovic, MA student in history at the University of Salzburg.

Helen Leadbitter (University of Winchester, UK)

Young carers in refugee families
This paper examines contemporary case studies of young carers in refugee and asylum seeking families. Children in refugee families have been found to take on significant caring responsibilities for a parent or sibling who is suffering with the impacts of severe ill health or disability as a result of war, persecution and forced migration. The British Medical Association (2002) suggested that one in six refugees will have a physical health problem and two-thirds will experience mental health problems. Compounding this is the notion that the health needs of refugees often worsen after arrival in the UK (FPH 2008) and barriers to healthcare can result in a piecemeal support service being received. The needs of the children in these families are often overlooked. The case studies presented here highlight the experiences described by refugee young carers including their perceptions of seeking protection from war and persecution and the impact of their subsequent caring role upon their wellbeing. Caring for a family member in isolation can have detrimental effects upon their educational and social opportunities, physical development and emotional wellbeing. In order to respond to the needs of these children it is important to understand, not just the role they are carrying out, but also why they become young carers and the circumstances that resulted in them taking on these responsibilities.

Helen Leadbitter is a PhD student at the University of Winchester researching the experiences of young carers in refugee families. Alongside this Helen is Acting Programme Manager at The Children’s Society National Young Carers Initiative and campaigns on behalf of young carers and their families influencing policy and practice nationally across England and Internationally. Helen has written Governmental endorsed good practice guidelines and joint working protocols for agencies to reach those families most in need; in particular asylum seeking families or those affected by stigmatised illness such as HIV, mental ill health or substance misuse.

Claudia Tazreiter (University of New South Wales, Australia)

Detaining and punishing innocents. On the detention and off-shore processing of children by the Australian state

For over twenty years Australia has practiced detention of asylum seekers, including the detention of children on a mandatory and non-reviewable basis. Despite a well-developed refugee resettlement program of many years standing, including torture and trauma services that have received world-wide acclaim for ‘best practice’ approaches to assisting people fleeing war, persecution and torture, the approaches to refugees arriving spontaneously as asylum seekers are punitive and harsh. This paper argues that the treatment of children asylum seekers deserves special attention in what has often been a highly politicized debate over the merits and legality of ‘mode of arrival’ as well as the related issues of border security and citizenship rights. The paper begins with an overview of Australia’s refugee policy and the development of the detention regime for asylum seekers from 1992, and the ‘off-shore’ processing model from 2001, whereby asylum seekers including children are sent to neighbouring states such as Nauru and Papua New Guinea to have their claims for asylum assessed. The relationship between the concepts of trauma, remembering and forgetting inform the central argument developed in the paper through a parallel scrutiny of institutionalized harm alongside the historical national imaginary, heavily infused with an
‘invasion narrative’, that persists in the Australian psyche. This psyche is steeped in the impulse to control outsiders, newcomers and the ‘impure’, an impulse that has its origins in the succession of cultural traumas experienced throughout the period of White settlement. In the contemporary context, the cool, dispassionate and rational state implements the rule of law to protect its sovereignty and thereby its members. Immigration detention is carried out as a set of institutionalized practices, legitimized through law and carried out by a large bureaucracy with its own particular, Benthamite organizational culture. However, the case of children in detention highlights a moral and a normative dilemma for Australian society. Physical and temporal distance between the object of a policy and its authors in no way ameliorates the harm done even if such policies and approaches render individual children as invisible.

**Claudia Tazreiter** is political sociologist at the University of New South Wales. Her research focuses on contemporary human rights discourses, migration, civil society, post-conflict reconciliation processes and cosmopolitanism. She has written and published extensively on migration and human rights, the asylum policies of Western states, the role of non-governmental organizations in policy advocacy and gendered forms of violence. She is currently managing editor of the Australian Journal of Human Rights.