St Mary's
University
Twickenham
London

Centre for Research into the
Education of Marginalised
Children and Young Adults

Centre for the Study
of Modern Slavery

Book of Abstracts

Young Lives at the Margins Online Symposium

Thursday 18th June-Friday 19th June 2020

Hosted by

Centre for Research into the Education of Marginalised
Children and Young Adults (CREMCYA)

and

Centre for the Study of Modern Slavery (CSMS)

Contents

Message from the symposium organisers

CREMCYA and CSMS would like to warmly welcome everyone to the **Young Lives at the Margins** online symposium.

In the 30 years since the ratification of the United Nations Convention on the Rights of the Child (CRC), increased scholarly, policy and practice interest has focused on the experiences of children and their rights. Yet, children and young people continue to live their lives at the margins around the world – refused citizenship, denied voice, and provided with limited access to rights due to factors such as legal status, location, gender, 'race', religion, nationality and social class.

This interdisciplinary online symposium will explore conceptions of social, spatial and generational marginality and how this shapes children and young people's lives. We are interested in the relationship between the centre and the periphery – in relation to how marginalisation is produced by and through institutional contexts, bureaucratic processes and practice, as well as how it is experienced and embodied within young peoples' lives. Papers presented by academics and practitioners, established and emerging scholars will explore the borderlands between and within disciplines focused on exploring childhood and youth at the margins.

We look forward to rich discussions on these important issues, as well as the development of a committed and active research community.

The Young Lives at the Margins
Online Symposium Committee

Symposium organisers
Short Biographies

Ms Anta Brachou (St Mary's University)

Ms Anta Brachou is *Project and Research Officer* in the Centre for the Study of Modern Slavery at St Mary's University, Twickenham. She has worked in the voluntary sector for the last four years and for Hibiscus Initiatives, where she managed the Women's Centre until June 2019. Currently, Anta is undertaking PhD research at the Wilberforce Institute at the University of Hull on human trafficking from Albania to contribute to the 4Ps paradigm of the problem; prevention, protection, prosecution and partnerships. Anta's areas of interest are modern slavery, human trafficking, the criminal justice system, human rights, immigration and asylum law.

Dr Fin Cullen, St Mary's University, UK

Dr Fin Cullen is *Senior Lecturer, Education and Social Science* at St Mary's University. Fin is also a qualified Youth and Community Worker who has worked for over a decade across the UK in a variety of contexts, including youth homeless provision, residential settings, day centres, school-based youth services, centre-based outreach, detached and mobile provision and sexual health and drugs education services. Her main teaching areas include social justice and user empowerment, informal education and youth work, youth policy and qualitative research methods. Her research interests encompass gender, education and youth studies.

Dr Ozlem Erden, St Mary's University, UK

Dr Ozlem Erden is currently a *Postdoctoral Researcher* in the Centre for Research into the Education of Marginalised Children and Young Adults (CREMCYA) in the Faculty of Education, Humanities and Social Sciences at St Mary's University, London. Dr Erden completed her PhD in Curriculum Studies at Indiana University, Bloomington, USA with the sponsorship of the Fulbright Foreign Student Program. Dr Erden's research concentrates on refugee and immigrant education, multicultural education, curriculum theories, sexuality politics, and inquiry methodology.

Dr Kathleen Fincham, St Mary's University, UK

Dr Kathleen Fincham is *Director, Centre for Research into the Education of Marginalised Children and Young Adults (CREMCYA)* at St Mary's University. Working at the nexus of development and humanitarian scholarship, policy and practice, Kathleen's research interests centre around the sociology and political economy of education and learning within the contexts of developing countries and societies affected by conflict and forced migration. Kathleen's current geographical focus is the Middle East and North Africa (MENA) and sub-Saharan Africa.

Dr Carole Murphy, St Mary's University, UK

Dr Carole Murphy is *Senior Lecturer, Criminology and Sociology*. Carole is committed to raising public awareness about contemporary forms of slavery and exploitation. Her research expertise focuses on improving survivor pathways and outcomes by identifying gaps in support. Carole successfully launched the MA in Human Trafficking, Migration and Organised Crime at St Mary's University in 2017.

Ms Neena Samota, St Mary's University, UK

Ms Neena Samota is *Programme Director, Criminology and Sociology* at St Mary's University. Before joining St Mary's in January 2017, Neena was a Visiting Lecturer at Westminster University teaching Criminology since 2014. She has worked in criminal justice research, evaluation and policy development for 15 years. As Policy and Research Manager at Nacro (the crime reduction charity), Neena monitored ethnic disproportionality in the criminal justice process.

Centre for Research into the Education of Marginalised Children and Young Adults (CREMCYA)

Based in the Faculty of Education, Humanities and Social Sciences, CREMCYA has a distinct focus on the education of children and young adults who are not well-served by existing formal and traditional forms of education both in the UK and globally.

Current research within the Centre focuses on:

· young lives and youth identities

· the sociology and political economy of education and learning within development and humanitarian contexts globally

· state and non-state provision of education, including through the voluntary, charitable and private sectors

· challenges faced by governmental and non-governmental organisations and communities in relation to planning and providing quality education for all

· the socio-cultural, political and economic factors which impact young people's access to, retention in and completion of the full education cycle

· questions of practice at the interface of education, wellbeing and employment

Adhering strongly to the values of inclusivity and respect, the Centre serves as a focal point for scholars, practitioners and civil society to explore these issues from the perspective of all faiths or none.

Centre for the Study of Modern Slavery (CSMS)

The Centre for the Study of Modern Slavery (CSMS) was established in 2015 as part of St Mary's University's commitment to respond to the growing scale of human trafficking and slavery in the UK and across the globe. The Centre has built up a strong network of partners in civil society, law enforcement, universities and government.

Visiting Research Fellows active in the Centre have expertise in social work, policing, business, organised crime and survivor support, and internal partners at St Mary's include academic experts in law, media, bioethics and criminology. This enables the Centre to approach the multi-faceted issue of modern slavery and human trafficking from a wide-ranging perspective.

The three main areas of the Centre's activities are:

· Evaluation and research
· Education, advocacy and awareness raising
· Special projects

Symposium programme

Day 1: Thursday 18th June 2020

Young Lives at the Margins –
PANEL 1: Youth Cultures and Identities
10am-12.30pm

This panel will address topics such as youth subcultures, identity and displacement, disability and inclusion and alternative educational provisions.

The panel will be chaired by Dr Fin Cullen (St Mary's University).

Panellists include:

- Dr Chris Little, Keele University, UK

- Emma Soye, University of Sussex, UK

- Dr Craig Johnston, University of Winchester, UK

- Katie Tyrell, University of Suffolk, UK

Register in advance for this meeting:
stmarys.zoom.us/meeting/register/tJMpc-2gpz4tEtJMyaF6GqMoPc_AdUBQLufD

Young Lives at the Margins –
PANEL 2: Education within Contexts of Conflict and Fragility
2-4.30pm

This panel will address topics such as education in protracted conflict (Palestine), young refugees (Pakistan), rural youth (Madagascar) and human rights education (Palestine).

The panel will be chaired by Dr Kathleen Fincham (St Mary's University).

Panellists include:

- May Nasrawy, University of Sussex, UK

- Cherry Cheung, London South Bank University, UK
  (Co-authors: Dr Caleb Kwong, University of Essex, UK; Dr Humera Manzoor, Kohat University of Science and Technology, Pakistan; Dr Mehbood Rashid, University of Peshawar, Pakistan)

- Daniella Rabino, University of Sussex, UK

- Dr Nancy Albhaisi, Canterbury Christ Church University, UK

Register in advance for this meeting:
stmarys.zoom.us/meeting/register/tJwufu-prTIuEtcXlbgL1ux-5Efunus0C66P

Day 2: Friday 19th June 2020

Young Lives at the Margins –
PANEL 3: Trafficking, Exploitation and Protection of Children
10am-12.30pm

This panel will address topics such as orphanage trafficking, child sexual exploitation (Philippines), a rights-based approach to child protection (Uganda) and contextual understandings from a study of human trafficking in Albania, Vietnam and Nigeria.

This panel will be chaired by Dr Carole Murphy (St Mary's University).

Panellists include:

- Chloe Setter, LUMOS Foundation, UK

- Imogen Fell, St Mary's University, UK

- Dr Jenny Driscoll, King's College London, UK

- Dr Patricia Hynes, University of Bedfordshire, UK

Register in advance for this meeting:
stmarys.zoom.us/meeting/register/tJUkc-ipqjwsG9Yl9cLvQT8WguH51U7CiTd0

Young Lives at the Margins –
PANEL 4: Transitions, Challenges and Social Exclusion in Education
2-4.30pm

This panel will address topics such as care leavers' pathways, state education and inequalities, dual language learners (USA) and left-behind children's education (China).

The panel will be chaired by Ms Neena Samota (St Mary's University).

Panellists include:

- Sean Murphy, Teesside University, UK

- Sharon Jones, Anglia Ruskin University, UK

- Dr Eden Haywood-Bird, California State Polytechnic University, USA
  (Co-author: Dr Giselle Navarro-Cruz, California State Polytechnic University, USA)

- Lin Ge, University of Regina, Canada
  (Co-author: Dr Douglas Durst, University of Regina, Canada)

Register in advance for this meeting:
stmarys.zoom.us/meeting/register/tJUocu-opjIiGtUjhhLJjXp6Y7y5LWIHRRIe

Presentation abstracts

Panel 1: Youth Cultures and Identities
Chair: Dr Fin Cullen, St Mary's University, UK

Marginalised on all fronts? The chav youth subculture and its representation in academia
Dr Chris Little, Keele University, UK

'Chav' is a social phenomenon that gained significant popular media coverage and attention in the United Kingdom in the early 2000s. 'Chavs' are often characterised, notably by other people, as young people wearing branded sportswear clothing and often being from a background of low socio-economic status. This paper will map out an interdisciplinary and multidisciplinary definition of 'the Chav' synthesised from 21 published academic papers, highlighting three recurrent themes in academic discussions of 'Chav'.

First, while not explicitly cited in popular cultural definitions as a key component of the Chav's make-up, academic research presents whiteness as an *assumed* and *essential* facet of this identity (Tyler, 2006). Popular cultural representations of Chavs *assume* they are white. By marginalising Chavs because of their 'incorrect whiteness', they can be seen to have problematic and complex relationships with ethnicity and whiteness.

Second, the discourse of 'Chav' has previously been discussed as a form of intense class-based abhorrence (Hayward & Yar, 2006; Hollingworth & Williams, 2009). Chavs, it would seem, are subject to exclusion and symbolic distancing by their own class and those who deem themselves of a higher socioeconomic status.

Finally, consumption choices are explored as amplifying the above negative constructions of class and white ethnic identities, deemed to be forming an undesirable aesthetic (Mason & Wigley, 2013). This notion of the importance of consumption choices which are considered to be 'wrong' adds the final piece to this map of the Chav.

The paper will discuss how young people labelled as Chavs are excluded on a variety of fronts. It will create a cross-disciplinary mapping of the Chav, providing the beginnings of a definition of a derogatory label applied to young people that can be explored across various disciplines.

But I'm not a migrant': exploring psychosocial processes of identity construction among young people in contexts of migration and displacement

Ms Emma Soye, University of Sussex, UK

Sociological and migration studies have continued a tradition of methodological nationalism by defining the cultural worlds of young migrants, refugees, and hosts along narrow ethnonational lines, ignoring the possibility that other social factors might also shape their identities in complex ways. Recent studies of superdiversity and intersectionality have shown how young people's subjectivities are influenced by other 'intersecting' social categories such as religion, location, social class, and gender, which have concomitant implications for their access to particular rights and privileges.

In this presentation I show how, in the context of migration and displacement, young people shape, and are shaped by, relational processes at interpersonal, institutional and structural levels. My findings are drawn from my ethnographic research in and around two urban secondary schools in London and Sussex, which involves 'participant' observation and interviews with students, teachers, parents, and local community workers. I also consider the role of an EU-funded psychosocial support project for migrants and refugees, which I was involved in implementing in the two schools at the time of research.

Based on my findings, I suggest that although identity or 'intersectionality' models can provide effective frameworks for understanding how young people's identities are shaped by discursive practices, their conception of how the structure-agency dialectic is experienced and embodied within young people's lives can only ever be reactionary. As such, these models can only tell part of the story. I argue that in order to be truly 'radical', sociological studies must consider ways of relating that recognise, but also go beyond, the role of discursive experience. The notion of the dialogical encounter is suggested as an additional and potentially fruitful lens through which to analyse young people's relationships in these contexts.

Dis/locating imagined futures: the disabled habitus in alternative educational provision

Dr Craig Johnston, University of Winchester, UK

This paper draws from an ethnographic study of a group of young disabled students within one Further Education (FE) college in England. Their inclusions into FE were tied to a number of complex interactions between the people who exist there and reforms to FE systems, which aim to support a student's capacity to offer entrepreneurial performances.

Central to these reforms is an alternative provision (AP), which offer places to young disabled people who have been excluded from school, and who risk failing to invest in the work-related skills and knowledge that apparently has measurable consequences for future earnings and social justice.

This paper shows how the inclusion of young disabled people into a college community has unintended effects and consequences, and how the habitus shapes their ability to accrue valuable forms of capital (Bourdieu 1986) from which to develop 'performative visions' of the future (Bourdieu 1990). An emancipatory, qualitative methodology was used to gather data. In their own words, young disabled people question the sense of optimism attributed to AP and the extent to which their existences in FE has overcome the social barriers and closed networks that can be associated with disabled people as a marginalised group. To harness such existences, and to develop emerging theoretical ideas of habitus of disability, my conclusions set out young disabled peoples' negotiations of a college as an ethical project in which everyone – college students and teaching staff – have work to do on themselves. This makes AP not something that is done to young disabled people, but a project for which everyone is responsible.

This paper, therefore, re-reads the story of AP with a wary eye, and views disability as being entwined with, and entwines, other aspects of social difference in ways that promote new and existing forms of social exclusion (Johnston and Bradford 2019). In doing so, the research confronts the positive underpinnings of AP in the current debate about school exclusions within England.

Youth voice: shaping local communities and driving change

Ms Katie Tyrell, University of Suffolk, UK

Young people are frequently excluded from decision making, even in matters that impact directly on their lives (Lansdown, 2011). Recent efforts in research have, therefore, been made to ensure that young people have an active participatory voice in shaping programme development and service provision. However, this is still a work in progress (Christensen & James, 2008), particularly in public policy and practice.

The current figures and reports regarding young people's mental health, social media usage and involvement in gang-related crime, for example, have generated national media interest, generating what appears to be 'moral panic' (Brown et al., 2019). This has increased the likelihood of reactive approaches to interventions as opposed to making formulated a coherent and effective response to tackle root causes.

Young people are critical in influencing the reformation of youth provision and are experts in their own lived realities. This paper will focus on the movement toward meaningful participation, embedding consultation and co-production alongside young people in responses to place-based community issues in both urban and rural localities. This will be based on qualitative focus group interviews, embedding creative methods, alongside over 90 young people between the ages of 11-21 years across a rural county in the East of England. Young people's perceptions of safety, inclusion and community will be explored, reflecting upon the movement toward young people driving social change in local research, policy and practice.

Panel 2: Education in Contexts of Conflict and Fragility
Chair: Dr Kathleen Fincham, St Mary's University, UK

Living on the margins: understanding wellbeing through the everyday life experiences of young Arab Jerusalemites
Ms May Nasrawy, University of Sussex, UK

Arabs/Palestinians living in Jerusalem are considered a minority (37% of the total population) and suffer from multiple marginalisations. Research to date suggests this includes ongoing discrimination in policies, provision of services and representation in social, economic and political aspects of their lives. These are further exacerbated due to the ongoing armed conflict and political violence.

Recent studies suggest growing up in a conflict-affected area adds to an already vulnerable group, whose mental health and wellbeing could be affected by the ongoing unstable political and economic conditions. Children and young people are usually the most vulnerable to the social, economic, physical and psychological impact of such political violence.

Addressing such issues in a context such as Jerusalem requires social work research and practice to explore opportunities for coordinated support across the boundaries of current services and disciplinary boundaries. This presentation focuses on a qualitative study which explores the relevance of extra-curricular activities in supporting the wellbeing of young Arab Jerusalemites. Such activities have been suggested to provide young people with opportunities to learn and develop skills largely neglected by their schools, but important for their wellbeing.

A PhD qualitative study with young Arab Jerusalemites (ages 13-16) was conducted across Jerusalem utilising interviews, focus groups and creative methods to understand: a) what wellbeing means for young people in a context defined by ongoing tensions and a hostile and violent environment such as Jerusalem, b) the challenges to wellbeing which the young people faced in a context of chronic and prolonged political conflict, and c) to explore the role extra-curricular activities have in helping to support their wellbeing. Data from this study were analysed using Interpretive Phenomenological Analysis, with the aim of understanding what meaning young people attached to being well, and what that meant for them.

Initial findings suggest challenges to wellbeing young Arab Jerusalemite men and women face, are shaped by the overall political and social structures. The presentation will focus on the support systems which young people found the most relevant to their wellbeing. The presentation will explore the role of boundaries in similar studies in relation to the shared marginalised identity between the researcher and the young people in the context of political conflict, as well as b) cross-sectoral and inter-professional collaboration to address the wellbeing of young people affected by political conflict.

The development of ventures amongst young refugees in Pakistan

Ms Cherry Cheung, London South Bank University, UK

(Co-authors: Dr Caleb Kwong, University of Essex, UK; Dr Humera Manzoor, Kohat University of Science and Technology, Pakistan; Dr Mehbood Rashid, University of Peshawar, Pakistan)

The refugee population tends to include some of the most marginalised social groups in any society, facing economic and social isolation and enduring poverty. Entrepreneurship presents a potential alternative job choice for the refugees and IDPs in overcoming the structural employment challenges impeding their personal advancement in the host location (Harima and Freiling, 2016). Entrepreneurship offers more control in the workplace environment, enables work to be tailored, ensures that skills are utilised and allows work to reflect personal interests. A number of existing studies have already explored the role of entrepreneurship in the contexts of war and conflict and found that entrepreneurship can indeed create positive economic and social impacts on those affected by them (Bullough et al., 2015; Cheung and Kwong, 2017; Kwong et al., 2019).

Nevertheless, starting a business in such context is easier said than done, with little resources and local knowledge. Many also lost their possessions through the displacement process. For young refugees, the challenges to start-up are even more profound. While older refugees possessed skills, competencies and network, from their previous employment and businesses experiences, young refugees often had minimal life experiences beyond school, or are still dependent on their family. Therefore, facing these additional barriers, how do young refugees develop businesses, and how do they overcome these barriers and challenges?

In this paper, we draw from the theory of bricolage, involving the 'redeployment of discarded, disused, or unwanted resources-at-hand, be it physical artefacts, skills or knowledge, in ways different from those for which they were originally intended' (Jayawarna, Jones, and MacPherson, 2014).

The research questions are as follows:
What is the role of bricolage in the development of entrepreneurial ventures amongst young refugees?

To explore this, our research involved six entrepreneurs from a convenience sample from Pakistan. The primary data was collected from the entrepreneurs through semi-structured interviews in order to gain access to information on respondents' experiences and opinions (Saunders, Lewis & Thornhill, 2012).

Our cross-case analysis found that bricolage was being deployed by young refugees to start up a business. Most notably, these cases are consistent with Baker and Nelson's (2005) notion of 'refusal to enact limitations', whereby entrepreneurs refuse to accept the shortcomings that include those mentioned above, by engaging in various forms of bricolage.

Consistent with other studies such as Di Domenico, Haugh and Tracey (2010), such refusal to enact 'limitations' is through the processes of 'making-do' and the 'reconfiguration of pre-existing resources and competencies'. In relation to making-do, it is noted that whilst entrepreneurs may have a strong desire to return to their sector of involvement, limited resources, local networks and knowledge means that pursuing a business of equivalent scale and scope to their pre-displacement venture(s) was often impossible. Entrepreneurs had to improvise and to accept making-do with less-than-ideal replacements as an inevitable part of the rehabilitation process, as found by Cheung and Kwong (2017). Most adopted a frugal strategy that deployed old, second-hand, or inferior materials and resources.

In addition, with the context change as well as the loss of previous resources, a clear reconfiguration of business ideas and scopes was also noted across cases. The entrepreneurs often engaged in businesses that were new to them but tried to utilise the limited prior knowledge that they had regardless. The family network became very crucial. The family often provided crucial knowledge, resources, and network, that enabled the young entrepreneurs to start off.

Alongside the use of made-do and reconfiguration of a network resource, one notable feature of these businesses was the quick development of adaptability to the local conditions. While older refugee entrepreneurs tend to cling onto what they previously do prior to displacement, young refugee entrepreneurs tend to be more adaptive and were more able to develop strong local connections and tap into the local entrepreneurial ecosystem. These enabled them to develop businesses that aligned with the local demand, but also, to use the local resources to grow their businesses.

Rural youth in the island's shadows: revisiting sustainability in Madagascar

Ms Daniella Rabino, University of Sussex, UK

This paper considers rural youth, as part of their living worlds, in Madagascar's un/sustainability. Madagascar is known globally for its incredible biodiversity, but connected are young lives facing similar pressures to their healthy and sustainable forests and rural landscapes. The 25.6 million population of Madagascar is 95% rural, majority youth, though referred to as essential obstacles, living in the periphery to the island's urban or scientific centres. Postcolonial theory helps undo rural youth as the "other", re-situating young lives as emergent multiplicities.

In this paper, rural youth are explored as most at stake and perhaps, with most to offer shifting landscapes and connected lives and future/s. Sustainability, therefore, is treated as embodied in constelled experiences of youth navigating spatial relationships, at this crossroads of their identities and rural citizenship.

The ethnographic fieldwork was carried over several months in a remote village at the foothills of Madagascar's Southeastern forest, with households, alongside youth, and through their social movements. Beyond the technical offerings of scientific knowing, are these subtle and subversive contestations of youth to the multiple holds on their bodies, which ultimately leads to question: where are youth in plights for their own plural lives? Working at the borderlands of social and natural sciences, less visible knowers and notions of constructive research, are governed into pockets: either working in the service of conservation aims and financing, or opposition. With young lives kept at these margins, can affective youth claims trouble linearity of account(s)/ability? This paper will revisit youth in/visibility, beyond droplets of conservation and development aid.

Human rights disenchantment: the case of young refugees in Gaza

Dr Nancy Albhaisi, Canterbury Christ Church University, UK

A disjuncture between the legal discourse of human rights and the lived experiences of the Palestinian children in Gaza results in a deeper collective frustration with regard to the actual role of the international community in pushing for concrete resolutions to end human rights violations in Palestine.

Palestinian children in Gaza receive formal Human Rights education (HRE) only at schools of the United Nations Relief and Work Agency for Palestinian refugees in the Near East (UNRWA). This is to promote a universal culture of human rights as a medium for peace-building. However, in the absence of concrete resolutions to the Palestinian cause, the political situation and the lengthy struggle of Palestinians for claiming their rights are among the main causes for disenchantment, especially amongst children. Moreover, those children witness human rights violations on a day-to-day basis, mainly as a result of regional political intricacies, the over-bureaucratic nature of the UN performances, and its inability to reinforce the international conventions on human rights.

In spite of all of this, the human rights disenchantment is being challenged in this context by the repeated assurance of the Palestinians' belief in their right to return among other rights. Enchantment is strengthened by the acts of collective remembering of Palestinian history, culture and traditions. It is also embedded in, at least, the narratives, folktales and symbols that reinforce these rights.

I aim to discuss how combining the formal HRE and the local socio-cultural discourses of righthood can contribute to promoting more effective HRE frameworks by which the disenchantment can be challenged. This is by exploring the Weberian understanding of the concept of "disenchantment" in a context of continuing occupation of Palestine. In so doing, I also aim to give voice to the marginalised children in Gaza by shedding light on the ways they embody their 'enchanted' worldviews of human rights.

Panel 3: Modern Slavery and Exploitation
Chair: Dr Carole Murphy, St Mary's University, UK

Youth at the margins
Ms Chloe Setter, LUMOS Foundation, UK

J.K. Rowling established Lumos with one clear vision: every child deserves to grow up in a caring family. More than 80 years of research shows that residential institutions and so-called orphanages, no matter how good the facilities, fundamentally do not meet the needs of children and deny their human rights. Children who grow up in these institutions are deprived of the care, attention and protection they would receive from a family, which can result in abnormal brain development and can create social and psychological problems in adulthood.

Research shows a link between orphanages and other institutions, with child trafficking globally. Despite the growing global movement in recognising and responding to this issue, in many parts of the world, orphanages continue to proliferate. The vast majority of these children – over 80% – are not orphans but end up in institutions due to factors such as poverty, war, natural disasters, discrimination, disability, trafficking and migration. Supporting orphanages compounds the issue of family separation. In addition, significant concerns have been raised about the issue of 'orphanage trafficking' whereby orphanages traffic children in order to profit from donations and volunteers.

There is a better way to support vulnerable children. We would like to highlight the vast and well-intentioned drive to support children in need from volunteers, groups and funders around the world, and suggest the possibility of transforming this to result in better outcomes for children. We will demonstrate how with a concerted effort and awareness-raising, we could more efficiently and safely support children within their families.

Child sexual exploitation in the Philippines: frontline responses from the NGO context

Ms Imogen Fell, St Mary's University, UK

The Philippines has been recognised as "the global epicentre of the live-stream sexual abuse trade" with online child sexual exploitation (OSEC) being the leading form of cybercrime in the Philippines, making up half of the reported cases (UNICEF, 2017; 2019). Local civil society and International children's rights groups have increasingly raised concerns about the significant risks posed to children amidst ongoing human rights violations in the archipelago.

The presentation will disseminate findings from frontline initiatives focusing on protection and prosecution responses exploring systemic challenges faced by those responding to the evolving dynamics of CSE. The findings are based on comprehensive case studies of three grassroots non-government organisations at the forefront of targeted efforts to tackle child sexual exploitation (CSE). Beyond the case studies, key informant interviews were also conducted to strengthen and validate overarching data themes with Filipino academics, international NGOs, Government agencies and field experts spearheading targeted local efforts to address CSE.

A long, long journey: adopting a children's rights-based approach to child protection programming in rural communities in Uganda

Dr Jenny Driscoll, King's College London, UK

This paper explores the practical implications and effectiveness of a rights-based approach to delivering child protection programming in very poor communities in rural Uganda. In this context, the HIV/AIDs epidemic and high birth rates combine to place pressure on traditional community responses to child protection concerns. Harsh parenting, neglect, early/forced marriage, child labour and exploitation are endemic, and notions of children's rights sit uncomfortably with pre-existing social hierarchies and cultural traditions.

The paper is based on findings from a Leverhulme-funded study of the interaction between the formal legislative framework, informal community-level child protection arrangements, and NGO/CSO interventions in rural Uganda. Twenty interviews were carried out in two districts with local government officers responsible for child protection, NGO/CSO staff coordinating or delivering child protection projects, and para-social workers (community members trained in child protection and family support). Four further contextual interviews were undertaken with in-country and African experts. Ethical approval was gained from Makerere University, Kampala and King's College London and a research permit from the Ugandan National Council for Science & Technology.

Participants presented a child-rights based approach to child protection to the communities in which they lived and worked as a matter of law (and therefore non-negotiable). While reporting that some community members resisted the perceived challenge to parental authority and competence, participants considered it to be empowering for children. Changing attitudes to children and children's rights within their communities was achieved by reconciling respect for children's rights with traditional communitarian principles and embedding child protection responses within a holistic community development approach. Children often assumed significant responsibility in the community, and the data suggested that children themselves readily embrace the children's rights agenda are eager to contribute to decision-making on issues that concern them and readily report or disclose child protection concerns.

The study sheds light on the ways in which a combination of factors at national, regional and community level can help to produce sustainable changes in attitudes and behaviours towards the most marginalised children. These are first, a clear legislative framework giving authority to the children's rights discourse; second, implementation of programmes for change at the grassroots level through the engagement of community leaders to ensure that the agenda is driven and owned by the local populace; and third, use of the African Charter as a means through which cultural values of reciprocity and respect can be reconciled with international benchmarks for children's rights.

Children, young people and human trafficking: contextual understandings from a study of human trafficking in Albania, Vietnam and Nigeria

Dr Patricia Hynes, University of Bedfordshire, UK

Policy, practice and legislation on abuse, exploitation and forced migration is invariably constructed within a paradigm of 'methodological territorialism' (Scholte, 2004) or 'methodological nationalism' (Anderson, 2019) that views social issues and social policies within the constructs of the nation-state. As researchers, we also unconsciously define our research topics within our own 'imagined communities' (Anderson, 1991) rather than transnationally. This, in what Castles refers to as 'the tyranny of the national', can be a key reason why migration policies fail (Castles, 2004, 2005; Geddes, 2005). For adults, young people or children who have experienced human trafficking it is vital that any response incorporate transnational understanding, including the legacies, backstories and experiences encountered within countries of origin and whilst en-route to the UK.

Albania, Vietnam and Nigeria have consistently been among the top countries of origin for potential cases of 'modern slavery' or human trafficking referred into the UK's National Referral Mechanism (NRM). This paper provides an overview of a study conducted between April 2017 and March 2019 into 'vulnerability' to human trafficking within and from Albania, Vietnam and Nigeria and the support services available for trafficked persons in the UK. The paper looks beyond the typical focus in understanding 'vulnerability' to trafficking such as individual characteristics and poverty, instead drawing on an ecological model that examines how factors at the individual, household and family, the community and at the structural level are significant and interlinked in the backgrounds of trafficked persons. A key finding of this study has been how stigma can be both a driver and an outcome of trafficking and exploitation.

Examples are provided that relate specifically to children and young people. In the case of Albania, examples of early or child marriage are provided to explore processes involved in the construction of this stigma and the ways in which individuals enter into trafficking or exploitative situations as they actively seek to resist and overcome 'vulnerabilities' facing them and those around them. Children and young people from Viet Nam regularly go 'missing' upon arrival into the UK care system. Recent events in the UK, with the suffocation of 39 people in the back of a refrigerated lorry in Kent demand investigation beyond UK borders. Journeys undertaken that had invariably begun with hope and promises; considerations around debt; and long, complicated, sometime fragmented routes undertaken require thinking beyond borders. In Nigeria, stigmatising and shaming practices resulting in rejection by families are explored.

This paper concludes by calling for a research agenda around human trafficking and 'modern slavery' that includes a transnational turn away from sedentary and nationally-bounded conceptualisations to address this global challenge.
End of the section

Panel 4: Transition, Challenges and Social Exclusion in Education

Chair: Ms Neena Samota, St Mary's University, UK

Learning on the margins: care leavers' pathways into and through higher education

Mr Sean Murphy, Teesside University, UK

This paper reports the findings of a qualitative study of care leavers (those previously looked after in local authority care) as they progress on their journey into and out of higher education (HE) in the UK. The study uses a narrative interview approach (Wengraf, 2001) to capture their stories about entry to university, experience of their studies and future aspirations upon completion of their degree.

Care leavers are amongst the most underrepresented groups in HE. According to the DfE (2018), only 6% of care leavers aged 19-21 were known to enter university (compared to 50% of their mainstream peers), representing a distinct group within a wider cohort of students from disadvantaged and socially adverse backgrounds. As Harrison (2017) has stated 'care leavers occupy one end of a continuum, with other disadvantaged groups' (p.68) having shared similar experiences of multiple and intersectional forms of deprivation. As such, they are disproportionately drawn from low-income families, disadvantaged communities, more likely to have experienced a disruptive educational career, require additional learning support, and experience long-term mental health issues (McNamara et al., 2019; Cotton et al., 2017; Sebba and Luke, 2019; Mendes et al., 2014; Driscoll, 2013; Briggs et al., 2012; Driscoll, 2011; Jackson and Cameron, 2012; Jackson and Ajayi, 2007).

The data analysis is based on the 'documentary method' (Bohnsack et al., 2010; Nohl, 2010) and adopted a three-step analytical process (see Groinig and Sting, 2019). The articulation of the documentary method in the research analysis is particularly useful because it recognises that the knowledge generated forms the basis of cultural expressions and biographies of care leaver students. It is argued that better recognition of such social adversities, particularly within higher education institutions (HEI), can result in better arrangements for supporting the inclusion, retention and success of care leaver students (Harrison, 2019).

The paper discusses the formulation of 'orientation frameworks' (Bohnsack, 2010) to articulate key action-guiding principles which characterise these pathways into HE. The research highlights a number of critical moments which disrupt the learning journey, capturing their personal motivations and drivers for success, as well as their ability to demonstrate self-reliance and agency in seeking solutions to overcome such difficulties. The paper brings together a diverse range of experiences of care leavers' lives at university to offer a nuanced understanding of such stories and seeks to add further insights to the limited canon of qualitative research on the topic.

Class, state education and inequalities: the lived experiences of working-class women from schooling to adulthood

Ms Sharon Jones, Anglia Ruskin University, UK

Many voices are missing from research despite attempts at using different methods. Disadvantaged groups, such as the lower strata of the working class, tend to shy away from areas of limited knowledge. This critical study of five working-class adults from an English town with economic, social and educational disadvantages, who live with multiple deprivations, looked into the relationship between class, education and inequalities.

The purpose of this study was to develop a sociological understanding of home backgrounds, to interrogate the role state schooling and education played in (re) producing the inequalities and to further create space for providing informative sessions that situated the adult participants' class inequalities to the socio-political context.

Two methodologies employed for this study used multiple, in-depth and participatory methods. The first methodology, a critical ethnography, was employed to understand, to explore and highlight inequalities with the view to changing the negative experiences for the better. The second methodology, a visual intervention and a methodology in its own right, was used as an additional and complementary methodology to the first.

The participants internalised their negative experiences resulting in struggles between the 'self' and wider society. The research findings suggest there has been a break down in traditional working-class patterns from the childhoods of the participants to them reaching their adulthoods that has led to the decline of them actively engaging with a positive work-ethic, accessing or staying committed to Further Education (FE) and with participating in the political and social arenas.

State schooling and education did contribute to reproducing class inequalities that led to the negative lived experiences. The media and family influence also played a role. As a result, the participants could be located as having a working-class origin to becoming part of an 'underclass'. However, upon critical reflection from the second methodology, the adult participants did take some positive steps towards their individual and socio-political transformation, and they developed social, political and economic consciousness.

This study has brought to light a number of areas that would benefit a range of stakeholders from the individuals themselves to researchers, policymakers and educational practitioners.

Challenging internalised oppression: early childhood teacher dual language ideologies in California's 'post english-only' era

Dr Eden Haywood-Bird, California State Polytechnic University, USA

(Co-author: Dr Giselle Navarro-Cruz, California State Polytechnic University, USA)

The number of Dual Language Learners (DLL) in the United States increased by 79% between 1990-2014 (Pompa, Park, & Fix, 2017). Having ECE teachers that value and support DLL children's native language is vital. It is particularly important to understand ECE preservice teacher self-efficacy and ideologies in California (CA), as many of these aspiring teachers were born in the English-only era, a 17-year deficit perspective period which required CA teachers to use only English. This marginalisation affected non-white families and children at a disproportionate rate, seeking to not only erase their native language use but cultural expression as well.

It was not until 2016 when Prop 227 was repealed, ending this state-required cultural violence. English-only education likely has a lasting impact on preservice teachers' ideologies about teaching DLL children, as many CA teacher-education students attended school in CA during this era. Oppression and shame through childhood can and does influence the adult's ideologies (Hitchcock, 2002). This internalised oppression often leads teachers, whose first language was erased in childhood, to engage in similar cultural violence toward DLL children in their classrooms. This demonstrates what Freire (1970) called horizontal violence, where the oppressed often become oppressors. By the time teachers are adults, it has become part of their psychological framework. Hitchcock (2002) eloquently describes this internalised oppression by explaining how marginalised individuals, "… might be aware of it [oppression], and thus work to reduce its effect upon us, [but] we can never completely remove or expunge its effects from our conscious and, more importantly, subconscious minds." (p. 144).

In this research, the authors seek to make these challenges visible and address areas ECE teacher education programs can better support their preservice teachers' ideological development and decolonisation. The authors combine funds of knowledge and critical pedagogy theoretical frameworks to capture students' ideologies authentically. Funds of knowledge seek to understand resources, skills, knowledge and social networks that participants have accumulated throughout their lives (Moll, Amanti, Neff, Gonzalez, 1992) while critical pedagogy seeks to liberate those traditionally marginalised from social injustice and oppression (hooks, 1994; Freire, 1970).

This qualitative study advocates for teacher preparation programs' responsibilities towards decolonised early childhood content focused on DLL children and families. Using a personal narrative approach, collective stories of current preservice ECE teachers' language marginalisation and suppression during childhood chronicles the ways in which it influences their practice today. Early childhood preservice teachers must feel empowered with DLL children. All cultures and languages are relevant and vital, and all education systems must reflect this truth.

A hermeneutic phenomenological inquiry: probing challenges and prospects of the left-behind children education in the northern Shaanxi province, China

Ms Lin Ge, University of Regina, Canada

(Co-Author: Dr Douglas Durst, University of Regina, Canada)

The rapid industrialisation and uneven regional development of China over the past few decades have forced a large number of young and middle-aged people in rural areas and small towns to leave their hometowns and undertake burdensome manual jobs in urban areas. Many of them have become parents. Moreover, limited by the Chinese national residency registration system and the higher cost of living, it is hardly possible for migrant children to be incorporated in urban public education.

These facts contribute to the widespread Chinese left-behind children phenomenon. This research presents the lived experience of left-behind children living in northern Shaanxi province, China.

Herein, hermeneutic phenomenological inquiry is employed to identify the main challenges faced by those left-behind children who are in the primary school stage, as well as their underlying causes. Unstructured observations in classroom and recess sessions are conducted.

Ten left-behind children ranging in age from 9-13 years, their guardians, and teachers in two towns are interviewed. The findings report the personal feelings and experiences of these children, including academic skills, socialising abilities, life, and psychological stress. Recommendations for policy and practice are offered. Arguably, the findings in the study might not only potentially serve as viable targets for universal preventive interventions and socially inclusive education of the group but also facilitate a more supportive and inclusive life and educational process for similarly marginalised groups outside China.

List of panellists

Dr Nancy Albhaisi, Canterbury Christ Church University, UK

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Dr Nancy Albhaisi taught English at UNRWA schools in Gaza for four years. She developed a passion for studying the impact of the Human Rights Education (HRE) programme on Palestinian refugee students. Her MA focus was on exploring the ways in which drama and theatre pedagogy can promote democratic participation through human rights teaching. She volunteered at different local institutions in Gaza to conduct workshops on drama and theatre practice. She participated, as a trainer, a translator and a researcher for the 'Music Fund' project on using music as a pedagogical tool at UNRWA schools.

This pedagogical curiosity, combined with her passion for researching HRE, encouraged her to engage in further research in HRE in relation to identity construction. This contributed to developing her PhD study in which she carried out a Critical Discourse Analysis of UNRWA's HRE program at UNRWA schools in the Gaza Strip. She carries on her independent research into human rights, identity construction and reconstruction, collective memory, gender inequalities, and peace and reconciliation.

Ms Cherry Cheung, London South Bank University, UK

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Ms Cherry Cheung is a qualified solicitor specialising in business affairs. She graduated from the University of Bristol with a qualifying law degree and from University College London with an LLM in International Business Law. Prior to her academic career, Cherry was an in-house solicitor serving a listed company with over 40 entities and worked closely with several international law firms, such as Dorsey & Whitney, Baker & McKenzie and Allen & Overy.

Cherry is a Senior Lecturer and Business Ethics and Corporate Social Responsibility Research Group Lead. She is the module convenor of Business and Company Law (Undergraduate module) and Business and Corporate Law (Postgraduate module). She has taught at the University of Essex, Kingston University and Glyndwr University, London. She is a Fellow of the Higher Education Academy and has a PG Certificate in Higher Education Practice from Essex University.

Cherry's research interests include the legal aspects of business, as well as business, entrepreneurship and law pedagogies. She has published research articles in the Academy of Management Learning and Education (ABS4*), Journal of General Management (ABS2*), Journal of Entrepreneurship in Emerging Economies, and has peer-reviewed for the Journal of General Management and The International Journal of Management Education, and Journal of Entrepreneurship in Emerging Economies. She was included in LSBU's Research Excellence Framework (REF) 2014 submission. Cherry is currently one of the guest editors of a special issue in the Journal of Entrepreneurship in Emerging Economies.

Dr Jenny Driscoll, King's College London, UK

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BA (Cantab) MA (London) MSc (Surrey) PhD (King's College London)
Dr Jenny Driscoll is Senior Lecturer in Child Studies and the Director, MA Child Studies at King's College London. Jenny's work is socio-legal, being grounded in over a decade's practice as a barrister in London, specialising in child law. It is concerned with the intersection between children's rights and child protection. Jenny has particular expertise in the significance of education in safeguarding and promoting the welfare of vulnerable children and in relation to ethical practice in research with children and young people. She was an academic adviser (education) for the UK Alternative Civil Society Report to the UN Committee on the Rights of the Child in 2015 and trustee of the Association of Child Protection Professionals (formerly BASPCAN) from 2015-19. Recent research projects include an ESRC-funded project on the role of schools in safeguarding (2017-19) and a Leverhulme-funded study of the interaction between formal and informal child protection arrangements in Uganda. Routledge published her book on the educational and relational experiences of young people transitioning from care to independence in 2018.

Dr Douglas Durst, University of Regina, Canada

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Dr Douglas Durst is a Professor in Social Work, at the University of Regina, Canada. His major research interests focus on First Nations self-government and social integration of marginalised Canadians.

Ms Imogen Fell, St Mary's University, UK

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Ms Imogen Fell is a PhD candidate from the Centre for the Study of Modern Slavery at St Mary's University. She obtained her MA in Social Work at the University of Salford and was a visiting researcher at the Social Development Research Centre at De La Salle University, Philippines.

Ms Lin Ge, University of Regina, Canada

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Ms Lin Ge is a PhD candidate in education at the University of Regina, Canada. Her major research interests lie in the area of marginalised groups' education research, higher education research, trans-cultural education research, and the social and philosophical foundation of education research.

Dr Eden Haywood-Bird, California State Polytechnic University, USA ehaywoodbird@cpp.edu

Dr Eden Haywood-Bird is an Assistant Professor of Early Childhood Studies in the College of Education and Integrative Studies at California State Polytechnic University, Pomona, where she teaches courses in social justice and STEM to preservice ECE teachers. Dr Haywood-Bird was a preschool teacher for 13 years before completing a PhD in Education Leadership, Renewal, and Change with a focus on early childhood. It was during her ten years teaching at an inclusive, racially and ethnically diverse non-profit preschool that Dr Haywood-Bird began exploring how teacher's identities can influence and inform children's identities. Dr Haywood-Bird's research is anchored in preservice teacher identity development, and how the many layers of power and privilege in those intersecting identities affect their teaching practices and how these influences impact young children's sense of self and identity.

Dr Patricia Hynes, University of Bedfordshire, UK

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Dr Patricia Hynes is a Reader in Forced Migration at the University of Bedfordshire. She has a practitioner background with refugee populations in Southeast Asia, having worked with Vietnamese, Khmer and Lao refugees being resettled to third countries and Burmese refugees living in protracted refugee situations along the Thailand-Burma border and urban centres in India. She undertook an ESRC-funded PhD at Middlesex University which focused on asylum policy (awarded 2007) and has been a Visiting Study Fellow at the Refugee Studies Centre, University of Oxford (1995-1996). She has published internationally including for the UNHCR, UNICEF, Routledge, Policy Press and in high impact academic journals such as the Journal of Refugee Studies, Sociology and the International Journal of Human Rights. Key themes running through her published works relate to the issue of trust and/or mistrust in humanitarian contexts, human rights and forced migration.

Dr Hynes was recently the Principal Investigator for a four-country research study looking at 'vulnerability' to human trafficking from Albania, Vietnam and Nigeria and support needs in the UK. This was carried out in partnership with the International Organization for Migration (IOM), funded by the Modern Slavery Innovation Fund. Prior to this she acted as a Principal Investigator for the evaluation of Independent Child Trafficking Advocates in England.

Dr Craig Johnston, University of Winchester, UK

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Dr Craig Johnston's research interests lie in the study of disability and young people who exist on the margins of society, as well as theories of the social and sociality affecting individuals and communities. His priority has been to engage in research with a strong social justice agenda that addresses social inequalities of all kinds. His most recent research includes the role and value of capital in inclusive educational spaces, the volunteering pathways of working-class young people in disadvantaged communities, and professional misrecognition in statutory settings.

Ms Sharon Jones, Anglia Ruskin University, UK

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Ms Sharon Jones has recently submitted her PhD thesis (31st October 2019) in the Sociology of Education to Anglia Ruskin University, and she is currently awaiting a date for her viva. Her research critically explored the schooling and educational experiences of five working-class females to expose the unequal power relations and inequalities they have lived with on a daily basis, throughout and since leaving school. This research went further with an additional methodology to offer the participants a platform for critical self-reflection and self-evaluation to promote individual upward mobility and wider socio-political engagement.

Her research interests are in marginalised groups, education/schooling and inequalities. She is interested in research to promote individual and social change. Before embarking upon social class and gender for her PhD, previous research projects (at MA & BA levels) included exploring the perceptions of children with social, emotional and behavioural difficulties in mainstream settings and the experiences of teachers practising inclusion. She has conducted additional small research projects in schools which included exploring learning styles amongst a year three cohort and experiences of SEN children in school practices. After conducting a small research project, she wrote a guide for teachers (unpublished) on 'how to implement successful inclusion policies in mainstream classrooms for children with emotional and behavioural difficulties'.

Dr Caleb Kwong, University of Essex, UK

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Dr Caleb Kwong is a Reader at the Essex Business School, University of Essex. His research interests include entrepreneurship, human resource management and not-for-profit sector management. Dr Kwong has published in a number of international journals, including Academy of Management: Learning and Education, Journal of Small Business Management, International Small Business Journal, Entrepreneurship and Regional Development, Journal of Business Research, Regional Studies, Journal of General Management, Local Economy and International Journal of Entrepreneurial Behaviour and Research.

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Dr Chris Little is a Learning Developer and Teaching Fellow at Keele University delivering cross-institutional educational consultancy and student-facing provision. Research interests include youth subcultures, social policy, youth exclusion, undergraduate research and educational transitions.

Dr Humera Manzoor, Kohat University of Science and Technology, Pakistan

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Dr Humera Manzoor is an Assistant Professor at the Institute of Business Studies, Kohat University of Science and Technology, Pakistan. She holds a PhD degree in Business Administration from the University of Essex and a post-doctorate from the University of Kentucky. She is interested in studying emotions, culture, the process of organising and entrepreneurial behaviours of displaced persons. She also has interests in qualitative methods, mainly narratives and ethnography.

Mr Sean Murphy, Teesside University, UK

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Mr Sean Murphy is a Senior Lecturer in Youth Work (MA Youth and Community Work; BA (Hons) Applied Social Studies) in the Department of Social Sciences and Humanities at Teesside University. He is currently researching Care Leavers' experiences of higher education (#CLHE) and young people's experiences of encounters with the police. Previous publications include research on stop and search and youth marginality, youth citizenship, and the National Citizen Service (NCS). He has worked in higher education since 2007. He has significant prior experience as a professional Youth and Community Work manager and practitioner, including work in Liverpool, Manchester, Leicester and Teesside.

Currently, he is specialising in teaching in Prisons and Prisoner Experience, Children's Rights; Global Youth Empowerment; Youth Policy; and Youth Work History. He is Peer Reviewer for the Journal of Youth Studies; member of Participation Workers Network for England (PWNE) and National Youth Agency (NYA) Training and Advisory Group (TAG) member; and formerly External Examiner for Manchester University and De Montfort University.

Ms May Nasrawy, University of Sussex, UK

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Ms May Nasrawy is a third-year PhD candidate/doctoral researcher in Social Work and Social Care at the University of Sussex, School of Education and Social Work. She is a member of the Centre for Innovation and Research in Childhood and Youth, University of Sussex; The Centre for Innovation and Research in Wellbeing, the University of Sussex; and the Centre for Innovation and Research in Social Work. She is also part of the Student Equality, Diversity and Inclusion committee at the School of Education and Social Work.

Dr Giselle Navarro-Cruz, California State Polytechnic University, USA

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Dr Giselle Navarro-Cruz is an Assistant Professor of Early Childhood Studies in the College of Education and Integrative Studies at California State Polytechnic University, Pomona, where she teaches courses on multilingualism, infant development, and early childhood education (ECE) teacher practicum.

Dr Navarro-Cruz earned her PhD in Education from Claremont Graduate University, her MA in Child Development from California State University, Los Angeles, and her BA in Psychology with a minor in Applied Developmental Psychology from UCLA. Dr Navarro-Cruz's passion for ECE began when she was an assistant teacher at the UCLA childcare centre, as well as a research assistant for several UCLA children research labs.

Dr Navarro-Cruz's research interest focus on enhancing access and quality to early childhood education (ECE) using funds of knowledge framework. Currently, her research examines how institutions of higher education (IHE) support parenting students as they navigate childcare access and service on campus. In addition, Dr Navarro-Cruz also conducts research that looks at how IHE are preparing ECE teachers to work with multilingual children and their families. She is an advocate for supporting young, multilingual children and families access to high-quality ECE.

Ms Daniella Rabino, University of Sussex, UK

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Ms Daniella Rabino began working on Madagascar in 2007 as an undergraduate student, meeting teachers outside a park, finding rural portrayals in research texts surprisingly inadequate. She is based at the Centre for International Education at the University of Sussex, exploring rural learning, beyond a conservation and development gaze. Her PhD focuses on rural youth in Madagascar – daily navigations of learning in a Southeast forest corridor. This works to undo a flattening of rural communities, based on ethnographic entries with multiple family lives. Youth relationships across everyday spaces offer affective glimpses of claims to their lives and dignities. She also contributes to Madagascar at these borderlands, in reworking forest and rural pathways, through education design.

Dr Mehboob Rashid, University of Peshawar, Pakistan

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Dr Mehboob Rashid is an Assistant Professor at the Institute of Management Studies, University of Peshawar, Pakistan. He holds a PhD degree in Islamic Banking and Finance from University of Peshawar, Pakistan. He is interested in Islamic modes of financing and spirituality, and IDPs entrepreneurship. He has also been involved in imparting entrepreneurial training to the internally displaced persons (IDPs) in Pakistan.

Ms Chloe Setter, LUMOS Foundation, UK

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Ms Chloe Setter is Head of Anti-Trafficking at Lumos, the international children's charity set up by the author J.K. Rowling to tackle the issue of children living in institutional care. In her role, she leads the organisation's efforts to tackle child trafficking in the context of orphanages, working with governments, global institutions and business to influence policy and practice that helps to protect children from the harms of institutionalisation, trafficking and orphanage tourism.

Chloe is a leading expert on the trafficking of children, having spent nearly a decade with the international anti-slavery charity, ECPAT UK. She has authored many influential reports and managed international anti-trafficking programmes. A member of the Home Office's multi-agency expert identification panels, she regularly provides evidence to Parliamentary Committees, expert bodies and the courts. She set up and chaired the first dedicated child trafficking group for the UK Government and also for the Independent Anti-Slavery Commissioner in the UK. She sits as an Advisory Board of the Journal of Modern Slavery and is a fellow of the Vital Voices Global Freedom Exchange 2016.

Ms Emma Soye, University of Sussex, UK

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Ms Emma Soye is a doctoral candidate at the University of Sussex, working on a large EU-funded project providing social support to young people in settings of migration and displacement. She has an MA in Development Studies from the Institute of Development Studies (IDS) and has worked on issues of migrant and refugee wellbeing and education for organisations including Cambridge University, IDS, Save the Children UK, and GIZ. She lectures on Migration, Refugees and Wellbeing at the University of Sussex.

Ms Katie Tyrell, University of Suffolk, UK

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Ms Katie Tyrell joined the University of Suffolk in 2017 after graduating with an MSc in Mental Health Research from the University of Nottingham. Katie is a founding member of the Suffolk Institute of Social and Economic Research (SISER). Since joining the University of Suffolk, Katie has worked alongside local, national and international organisations to investigate the impact of interventions, programmes and service delivery upon the welfare and wellbeing of people across the lifespan using both qualitative and quantitative methods.

Katie is a student member of the SMaRteN research network, an initiative funded by UK Research and Innovation, led by King's College London, focusing on Student Mental Health in Higher Education, and is undertaking a PhD investigating students' online relationships.