Migration, Education and Socio-Economic Mobility

Workshop Report

6-7 November 2007

University of East Anglia
Norwich

1. INTRODUCTION

The main goal of this two-day workshop was to explore the processes through which migration and education interact to contribute to economic and social mobility. The notion of mobility underlies much of the literature on poverty reduction and social change. With each successive generation, there is an attempt to change the course of one's life and one's standard of living. There are many ways in which people try to change their lives: through diversifying livelihoods, through better education, through building social networks (social capital), through reducing present consumption for future accumulation and so on. Migration has been a key channel for mobility – an opportunity to earn money, see a new place, experience new cultures, gain skills and accumulate consumption goods. The decision to migrate however involves a range of trade-offs in terms of allocation of household funds, sale of assets, child work (and/or withdrawal from school) etc, which need detailed analysis from the perspective of net gains in terms of socio-economic mobility. The choices made are both gendered and contextual, and reflect differences in aspirations, opportunities and outcomes.

A total of 12 papers were presented in five sessions over the two days of this workshop. Two sessions were meant for group deliberations. Each of the papers represented a peculiar entry point into how we might understand the complex and dynamic relationship between migration, education and economic and social mobility. This report highlights the key findings and conclusions of the papers presented. It then seeks to synthesise some of the main themes arising from the questions and discussion sessions and also highlight unresolved conceptual, methodological and normative issues.

2. SUMMARIES OF PAPERS PRESENTED

Gendered Migration Flows as Mediators of Material and Symbolic Mobility: Evidence from Bangladesh and India
Nitya Rao

This paper was based on empirical work conducted in four villages in South Asia, two in Bangladesh and two in the Jharkhand state of India, as part of the Migration DRC-funded research. All four villages lie in zones of high out-migration, though they differ in terms of their educational environment and achievements. The paper mapped out the gendered migration patterns from and experiences of people in these villages, seeking to explore the ways in which migration mediates the construction of social identities, in relation to both material and symbolic wealth. It explored in some detail the nature of labour markets in which migrant men and women engage and the meanings attached to different kinds of work in terms of ideas of respectability, as well as the ability of movement to different geographical spaces (rural, urban or international) and for different time durations to shift these meanings.

Given a context of landlessness or the availability of poor quality land, while ownership of property and control over the production process remain a marker of status (economic capital), one would have expected to see growing investments in education (cultural and human capital) as an equally important marker of social distinction, to use Bourdieu's ideas. While this continues to be partly true in the Indian sites, related perhaps to the nature of migrant opportunities available, there is a growing emphasis on consumption as a marker of distinction in the Bangladesh sites. The work available can largely be classified as unskilled or semi-skilled and does not require high

educational credentials. Rather than enhancing educational investments as a strategy for inter-generational mobility, this has meant investing in strategies that can in particular facilitate overseas migration. These include apprenticeships to learn skills, but also making marriage alliances that can help support this process.

Degrees Without Freedom? Education, Masculinities and Unemployment in North India
Craig Jeffrey, Patricia Jeffery and Roger Jeffery (presented by Craig Jeffrey)

Drawing upon two years' field research in Uttar Pradesh, India, this paper argued that education is a *necessary* but not a *sufficient* basis for social mobility for the rural poor, with particular reference to the gendered social strategies of educated unemployed young men from different caste, class and religious backgrounds. Muslims and middle caste Hindus (Jats) have found means to circumnavigate the current absence of white-collar government jobs in Uttar Pradesh, either by entering farming -- in the case of the Jats -- or migrating to work in skilled manual employment, in the case of Muslims. But unemployed low caste young men (Dalits) do not possess the land or social contacts required to enter such occupations, and many have become profoundly disillusioned with the idea of education as a route to social mobility. A comparison of the strategies of Muslims, Dalits and Jats therefore shows how economic resources and access to social networks mediates people's access to the 'freedoms' that education provides.

Learning Mobility: Socio-economic Mobility and Migration Strategies of Bangladeshi Non-schooled Adults
Bryan Maddox

Many people in South Asia experience poor quality or interrupted schooling or do not attend school at all. Conventional measures of educational achievement (school enrolment and completion, adult literacy rates) are insensitive to the role and impacts of learning in their lives. A similar insensitivity is evident within human capital approaches, which regard participation in formal labour markets as a key proxy measure of socio-economic mobility and advantage. This does not fully capture the significance of education and learning in 'informal' economies, and in conditions of chronic or seasonal poverty. This paper examined these issues in the context of rural north-west Bangladesh. Presenting a series of ethnographic vignettes, it explored the inter-connected nature of learning and mobility in women and men's lives. The paper suggested that ethnographic studies can provide useful insights into the connections between learning and socio-economic and physical mobility.

Mothers' Economic Mobility and Children's Education in South India: Reversing the Caste and Gender Gap
Nancy Luke

This study presented interesting insights into the long-held debate between redistribution versus recognition in empowering women and whether economic resources or cultural norms are the primary factors influencing individual wellbeing. The paper provided empirical support for the view that sustained economic empowerment for women in the most disadvantaged sections of society can lead to dramatic changes in educational attainment — even reversals in the gender and caste inequalities that continue to persist in rural and urban India today. Quantitative and qualitative data from a unique research setting in the tea estates of Kerala is used, where employment

opportunities, incomes, and welfare facilities do not vary by caste and where women are the main breadwinners in their families. The results show that in a setting with equal pay and identical living standards, low caste workers have significantly *higher* schooling than high caste workers and the gender gap in educational attainment is significantly *smaller* among the low castes. These striking reversals by caste and gender are even greater for the workers' children. Hence, once socioeconomic disparities are controlled for, the low castes appear to be as willing as the high castes to invest in their children's education, refuting a normative explanation for these differences. Further analysis shows that these caste and gender reversals are driven by mothers' income, particularly among the low castes. Thus, low caste women emerge as agents of change, contributing disproportionately to the new educational patterns in their community. These findings have important implications for education policy in India as well for scholarship in the poverty and gender empowerment arena.

Complex Choices: Trends and Motives for Migration within Male and Female Madrasa Students in Pakistan
Masooda Bano

Poverty, combined with a failing state schooling system, is the most dominant explanation for preference for madrasa education in Pakistan within existing literature. Further, in such an analysis, the process of selection of a particular madrasa for a child is assumed to be simple. Looking at student data from 50 madrasas from eight major cities of Pakistan, this paper shows that the motives for religious education as well as the process of selecting a madrasa are highly complex. The paper shows that migration, especially rural to urban, is a key feature of religious education in Pakistan. However, it argues that this high mobility is not all a result of opportunistic behaviour where madrasas are seen as an easy route for low-middle income families to send their children to access the material comforts of urban life; rather, this mobility often reflects a high ideological commitment where students constantly move from one madrasa to another and travel long distances in order to gain the best religious education, often at high costs to the parents. Looking at the migratory trends among both male and female madrasa students and based on the interviews with parents and students, the paper documents the complexity of religious choices and notes that purely materialistic or ideological explanations are inadequate. The paper also notes that the choice of a madrasa and the consequent migratory decisions are highly influenced by personal networks, thus highlighting the role of networks in migratory decisions.

Changing Places, Changing Spaces: Globalization, Rural Transformations, Mobility and Ambivalence in Youth Educational Decision Making
Michael Corbett

Social mobility has been a central feature of modern systems of education. In rural places, the forms of social mobility offered in Pierre Bourdieu's 'market of the school' typically involve out-migration. In Canada, compulsory education has developed in tandem with the depopulation of the rural hinterland and the parallel growth and development of Canada's metropolitan centres. Today, approximately 80 percent of Canadians live in urban areas. In contemporary Canada a number of tensions and ambivalent problematics pervade key educational and mobility discourses in rural communities and regions. These problematics often surface prominently in debates about the outmigration of youth from rural to urban areas and the impact these migrations have on community sustainability.

Recently, concerns about skills and labour shortages in rural Canada have risen to prominence. At the level of social policy, predominantly rural provinces work to find ways to attract immigrants as well as to stem youth out-migration and attract back those who have left. At the level of individual career and educational decision making, rural families face difficult choices between established yet precarious resource extraction and processing industries in secure/boring 'home places', and the uncertain promise of higher education and the good life in urban centres. The influence of globalization as an 'additive' phenomenon (Beck, 2006) has transformed Canadian rural communities creating new consumer and employment opportunities as well as concerted new attacks on rural lifeways and economic systems. Using data from a 3-year study of youth educational/migration decision making in a contemporary Atlantic Canadian coastal community, the paper explored the way that families manage or resist the transition from the known world of practical locally-focussed capital acquisition to the unknown world of mobility-focussed capital acquisition established in formal education.

Education, Mobility and Social Identities in Norwich
Ben Rogaly and Becky Taylor

Education is commonly regarded as an unproblematically beneficial force, and is seen by policy makers as one of the best routes out of poverty. Using oral testimonies from three Norwich social housing estates, the paper explored different educational experiences of residents and the impact they have had on their identities. The experience of education is as intimately tied up with spatial mobility as with class mobility. Schooling based on the estates (primary and secondary, modern/comprehensive) kept the educational experience within an individual's home territory, and if remembered at all, was generally remembered in unproblematic terms. In such cases education typically served to confirm future socio-spatial patterns of housing and employment, while also feeding in more broadly to an individual's established 'working class' identity.

In contrast, those whose educational experiences were found, even in part, out of the boundaries of the estates, tended to have a much more complex relationship both with education and their own identities. In all cases the experience of schooling elsewhere led to the enlargement of spatial boundaries -- the entering into 'unknown' and often more privileged parts of the city -- as well as social boundaries. Memories of participants often revealed the unsettling and ambiguous impact of 'outside' schooling – shame of poverty revealed to fellow pupils at grammar school, the difficulty of mediating relationships with confident classmates who treated privileged secondary and tertiary education as a given, and a growing feeling that their home life might not be 'normal'.

For some who felt that 'outside' schooling caused a loosening of ties with friends and family the experience led to an active rejection of wider educational options. Still others sought to continue their education in contexts which would not de-stabilise their class identities – such as in the Forces – while others embraced the opportunity for university education and have lived with the costs, as well as the benefits, of that decision ever since.

Migration, Education and Social Capital in Fishing Communities in Zambia
Carolyn Petersen

This paper examined characteristics of migration, education and social capital in rural fishing communities in the Kafue Flats, Zambia. It drew on field visits, interviews and focus group discussions with local people, educational staff and non-governmental stakeholders during two

months' fieldwork in Zambia, and associated desk-based work with the World Fish Center, Cairo, in 2006.

The data shows that people are being pulled toward livelihood opportunities in these floodplain areas in order to harvest aquatic resources. This is occurring as a result of both high unemployment elsewhere and increased regional fish trade networks. In addition to being a risk factor in the context of high HIV prevalence, these patterns of migration generally entail a decrease in access to education, as small-scale fishing activities are often located far from requisite services and infrastructure. Migration therefore seems to involve some trade-offs between a (seasonal) increase in income and future generations' livelihood strategies. The analysis also reveals that educational service delivery in these areas is fragmented, particularly in view of the high level of mobility, lack of credit facilities and seasonal difficulties in paying school fees. Significant efforts have been made to build cohesion and cooperation (social capital) across these fishing communities, including through research and donor support, in order to regulate fishing activity and to call for increased service delivery. However, the relatively isolated nature of these settlements and high transport and opportunity costs form significant obstacles.

The implications of these findings for social policy stress the need for an integrated approach to implementation and coordination of currently fragmented local, governmental and research / donor efforts to tackle education, fisheries, migration and health concerns. Further network building, advocacy and information dissemination is also crucial to raise awareness and push for greater government service delivery at the local level.

Migration and School Participation: Evidence from India
Jyotsna Jha

This paper is based on empirical work conducted in 41 villages across 11 Indian states. The work focused on understanding the life situations of poor households and their impact on educational choices. This paper uses selected data to highlight the relationships that exist between migration and school participation.

Seasonal migration for short or long periods to other areas for agricultural or non-agricultural wages is a common strategy to cope during lean seasons or to add to the family's income in rural India. Single migration is more common as compared to family migration. The impact of single, almost entirely male, migration does not appear to be uniform in all families and in all places. In some cases, it means greater exposure leading to a positive attitude towards education, translating into the enrolment of children in school. Additional income also brings greater stability and aspirations for the future, leading to an enhanced interest in the schooling of children. However, parental migration does not usually lead to this positive change everywhere. The migration of the father also means additional responsibility for the children. They are expected to help their mothers in taking care of all big and small requirements at home and outside. Also, it means greater freedom, and children, especially boys, are completely on their own in such situations. In such circumstances, even if the child is enrolled, it is not uncommon for him or her to drop out or be irregular due to the lack of monitoring. The exact impact of migration also depends on a number of other aspects, including the kind and duration of migration, and the social and economic positioning of the family.

Family migration, though less common than single male migration, is widely practiced in certain areas. It is especially prevalent in tribal areas. Children's migration with parents is mainly on

account of two reasons -- there is nobody to look after them in the village or they are needed at the place of migration for work or to take care of younger siblings. Whatever the reason, when children migrate with parents, it becomes difficult for them to continue with their education. The need for survival is paramount in such cases and education becomes secondary. None of the children migrating with families in this research study reported going to school at the place of migration. Therefore, though there is no uniform pattern, the trends deserve attention and specific policy and programmatic solutions.

NGO Provision of Education in Urban Slums: Opportunities and Obstacles for Migrant Children and Youth
Pauline Rose

Despite considerable expansion of access to primary schooling in many countries since the 1990s, particular groups of children remain underserved by the state system. Amongst these are children of migrant families and migrant youth located in urban slums. In such environments, state schooling is sometimes not available, or children and youth are unable to access what is available due to work and/or insufficient funds to pay the costs of schooling. NGO provision has conventionally been offered as an alternative in these contexts, often intended to be more flexible and responsive to the needs of children underserved by the state. Thus, while primary education is commonly viewed as a state responsibility, NGOs have filled the gap in provision for those most difficult to reach. In recent years, in the light of the Education for All agenda, NGO provision is increasingly viewed as complementary, rather than an alternative, to state provision with the intention of ultimately 'mainstreaming' children into state schools. This gives rise to the importance of interactions between NGOs and the state in providing education. Moreover, it raises questions about the type of education that children and youth attending NGO centres receive, and the implications of this for their livelihood opportunities in the future. This paper considered these issues in the context of South Asian countries in particular.

How does Schooling Support the Social and Economic Mobility of UK Traveller Children?
Christine O'Hanlon

The UK Traveller community use the school system partly, and selectively, to educate their children. Their concepts of migration and movement are successfully co-ordinated with a specific Traveller lifestyle and schooling. The meaning of schooling for Travellers differs from that of the established static communities among whom they live. However, more Travellers are increasingly becoming settled with subsequent consequences, which were examined in the general UK context. How does Traveller education, or lack of it, influence their social and economic mobility? The use of education by Travellers, its benefits, its effects on others within the school system and aspects of choice affect Traveller success and future attitudes to schooling. Ultimately, Travellers themselves judge whether or not school is worthwhile for their children and why. These and other implications and issues for future social policy were developed in the paper.

Being a College Student in Rural Bangladesh: Aspirations and Social Constraints
Nicoletta del Franco

This paper looked at the experiences, concerns and aspirations of intermediate college students in a rural area of South West Bangladesh to gain insights into the different factors that motivate their

life choices in relation to work, education and marriage and on the link between education and social mobility in terms of enhanced status and increased employment opportunities.

Research on higher education in Bangladesh shows that for tertiary education, city based Universities are more valued and preferred by parents and students than simple degree colleges situated in rural areas. However the context is also one in which the job opportunities for graduates are extremely uncertain and boys and girls appear to be aware of the constraints that may limit their possibilities of a career.

The research showed that boys' and girls' aspirations are supported by their parents and that people's perception of education is in line with a development discourse that emphasizes it as a means of enlightenment. In this sense college students enjoy public recognition of their identity and can easily articulate their hopes and plans for the future. On the other hand the choice of whether or not to proceed to University and whether or not to migrate to town is strongly influenced by gender and class.

3. EMERGENT THEMES

There were a range of important themes that emerged from a discussion of the papers and through group deliberations. These are briefly summarised below:

Migration as a Differentiated Process: Income, Remittances, Consumption and Lifestyles

Migration is a complex process, differentiated by destination, duration and type of work, as well as by class, gender and age. Different types of migration are likely to involve different costs, confront different forms of competition and offer diverse opportunities for mobility. These differences correlate to varying levels of income and the capacity for and levels of remittance and therefore consumption. The increasing levels of consumption made possible through migration would seem to have important consequences for how we understand the concepts of caste, class, status and distinction. The cultural tastes and standards of living associated with higher classes are reflected increasingly among lower classes and provide a levelling function, helping the latter attain a level of distinction. Individuals and households hence develop strategies to navigate the economic field and invest in education to the extent required for this purpose.

Networks as Critical Mediators

Networks, and the ways in which they work, both positively and negatively, do influence agency as well as opportunity. Migration is largely mediated through networks, especially at the lower end of the migrant labour market, but so are choices about education, in terms of the work opportunities they can lead to, but also in terms of their quality and social assessment. Networks often fill the gap between literacy and illiteracy, by serving as important sources of information and support.

Agency and Aspirations: Historical, Contextual and Generational Shifts

Both children and parents exercise agency towards fulfilling their aspirations, in terms of careers as well as education. Parents often save and invest in their child's education, imagining a particular livelihood/career trajectory, and if the child drops out from school due to boredom, this can come as a shock too many. In the context of migration, of changing labour markets and the formation of multiple networks, is education a casualty as a route for socio-economic mobility? This needs to be

examined in the context of likely inter-generational shifts in aspirations, represented by the idea of active generations, that is, people within an age-cohort often developing some collective aspirations, in relation to careers, employment opportunities etc. and finding alternate ways of responding to future opportunities.

Location/Dislocation and Value

When people physically move from one place to another, there is a sense of dislocation. Migration shakes up the realm of the known, and hence there is also a shift in values – what is acceptable in one place, may not be in another. Migration, for instance, is seen to be particularly liberating for women as it moves them from their particular patriarchal context to a different physical location with potentially different gender norms. Similarly, while manual work may be devalued at home, it may have high value outside, at least in financial terms, hence gains respectability. Perhaps this may be linked to the idea of navigation, of how people move through different scenarios, and the choices and investments they make, in order to enhance their own social position through this process. While not discussed in this workshop, there is considerable discussion also around brain drain and geographical mobility as a result of education, both from rural to urban areas and from the developing to the developed world. This also raises the issue about the impact of education and the educated on the wellbeing of the 'left-behind'.

Education as Freedom or as Value

How is education defined – is it only in terms of its functionality, or anything else? Does this shift for different class categories or poverty levels, and by gender? Is identity, the sense of who you are, linked to the quality of education? Education is not just about employment, often not about employment at all, but civility, respect, social position, manners and confidence. It is more than literacy; it is about being entrepreneurial, savvy and smart, it is about transforming social and gender relations. In fact, while some parents may migrate to provide better education for their children, migration itself could also be viewed as a learning process, a process that shapes ideas and values and could in turn enhance social standing. Child migration for schooling is seen as a respectable form of migration, an opportunity to develop their careers rather than being confined to exploitative work situations.

There was a questioning of how far schooling is about learning, given its often racial and discriminatory sides. Rather than accepting it as a general 'good' and creating a discourse around 'role models' as in much of Africa, there needs to be a critical questioning in terms of the process of education. Here it would be useful to consider the historical roots of present-day mass schooling in colonial cultures.

Marriage and Social Mobility

In South Asia in particular marriage is seen to offer a sure pathway to mobility, hence parents invest in locating the right marriage partner for their son/daughter. While a minimum level of education is required for this purpose, there are shifts in the types and levels of education required (Quran reading perhaps giving more status than general education for some Muslims). Further, other criteria, such as contacts overseas, are being sought with a view to long-term security. And often, due to exchange rate differences, even low paid work overseas may appear to be hugely better paid than in-country work.

Displacement and Forced Migration

The issue of choice or the lack of it in people's migration decisions was raised, and the difficulties of classifying migration as voluntary or forced, though this was not the primary theme of this workshop. In the absence of local employment opportunities, sometimes seasonally, while labour may not be tied, people still have no alternative but to move in search of work.

Migration as Social Danger

Mobile people are not held in space, and so they become dangerous, unpredictable, especially in terms of bringing in different ideas. Having people in a particular geographical space can lead to imposing docile behaviour through greater control; moving out is therefore dangerous. This idea has resonance in terms of gender and female migrants, but also in relation to the educated unemployed youth, and nomadic communities. In the context of the educated unemployed, for instance, in the absence of jobs, educated youth mobilise around a range of issues, political, social and economic, and are seen as dangerous to the status quo. The idea of social danger is one side of the coin of location and dislocation, the other of course is that migrant workers, being in new surroundings, would necessarily be more docile and hard-working and less likely to create trouble.

Changes in Gender Relations

Several tensions arise from migration in relation to women's status and social identity. For example, women migrating for work are able to accumulate dowry, but in doing so are in danger of attracting the label of being of loose character, and therefore need higher dowry for making a respectable marriage. While educational certificates are an advantage in terms of careers, they can be a disadvantage in relation to acquiring a suitable husband. While migration can bring in liberal ideas, it can equally bring in conservative mores as in the case of Bangladesh, where migration to the Middle-east has led to an influx of rigid conservative ideals that confirm men as providers and women as mothers and homemakers. In this increasingly conservative context any benefits of women's increased presence in education and employment outside the home are being undermined except for jobs which can fall inside this nurturing role, such as teaching, particularly in the rural context.

Historical Analysis

Methodologically, a major issue raised was in terms of considering change in both migration patterns and its linkages to educational access and outcomes in historical terms. It is important to understand change over time and space in order to better analyse inter-generational shifts in aspirations as well as practice. Methodologically, this would imply engaging with longitudinal studies, tracking people and so on.

4. FOLLOW-UP

Many of the above themes could be areas for future research and exploration. However, as an immediate follow-up, it is proposed to publish the papers presented at this workshop in the form of an edited collection.

Annexure 1

Workshop Programme
Migration, Education and Socio-Economic Mobility
6-7 November 2007
Town Close Room, Sportspark
University of East Anglia
Norwich

Welcome and Introductions: 9.30 – 10.00
  Welcome: Bruce Lankford, Head of School
  Setting the Context for the Workshop: Nitya Rao, UEA
  Introduction about DRC: Ann Whitehead, University of Sussex

Session 1: 10.00 – 12.50
Theme 1: Migration, Employment and Schooling Choices

  Nitya Rao, UEA
  Gendered Migration Flows as Mediators of Material and Symbolic Mobility: Evidence from Bangladesh and India

Coffee Break: 10.50-11.10

  Craig Jeffrey, University of Washington
  Degrees Without Freedom? Education, Masculinities and Unemployment in North India
  Bryan Maddox, UEA
  Learning Mobility: Socio-economic Mobility and Migration Strategies of Bangladeshi Non-schooled Adults

Lunch: 12.50-2.00

Session 2: 2.00 - 3.40 pm
Theme 2: Educational Choices and its Implications for Migration and Economic Mobility

  Nancy Luke, Brown University, USA
  Mothers' Economic Mobility and Children's Education in South India: Reversing the Caste and Gender Gap
  Masooda Bano, University of Oxford
  Complex Choices: Trends and Motives for Migration within Male and Female Madrasa Students in Pakistan

Coffee break: 3.40-4.00 pm

Group session: 4.00-5.30.
Group discussion on economic mobility, migration and educational choices

Day 2:

Session 3: 9.00-10.40
Theme 3: Social Mobility and Educational Choices

> *Michael Corbett*, Acadia University, Canada
> Changing Places, Changing Spaces: Globalization, Rural Transformations, Mobility and Ambivalence in Youth Educational Decision Making
> *Ben Rogaly and Becky Taylor* (University of Sussex)
> Education, Mobility and Social Identities in Norwich

Coffee break: 10.40-11.00

Session 4: 11.00-12.40
Theme 4: Migration as a Way of Life: Educational implications

> *Carolyn Petersen*, University of Edinburgh
> Migration, Education and Social Capital in Fishing Communities in Zambia
> *Jyotsna Jha* (Commonwealth Secretariat)
> Migration and Education Participation: Evidence from India

Lunch: 12.40 – 1.30

Session 5: 1.30-4.00
Theme 5: Implications for Social Policy

> *Pauline Rose*, University of Sussex
> NGO Provision of Education in Urban Slums: Opportunities and Obstacles for Migrant Children and Youth
> *Christine O'Hanlon*, UEA
> How does Schooling Support the Social and Economic Mobility of UK Traveller Children?
> *Nicoletta del Franco*, University of Sussex
> Being a College Student in Rural Bangladesh: Aspirations and Social Constraints.

Coffee: 4.00 – 5.00
Group discussion on social mobility, migration and educational choices

5.00-5.30: Concluding Session
Groups peport back and next steps

PARTICIPANT LIST

Ahmed, Kamran (UEA) A.Kamran@uea.ac.uk
Al Hawat, Sinan (UEA) S.Al-Hawat@uea.ac.uk
Bano, Masooda (Oxford) masooda.bano@wolfson.ox.ac.uk
Biswal, Rajib (UEA) R.Biswal@uea.ac.uk
Corbett, Michael (Acadia University, Canada) corbettmichael0@gmail.com
del Franco, Nicoletta (Sussex) nicodelfranco@gmail.com
Maddox, Bryan (UEA) b.maddox@uea.ac.uk
Farah, Maria A. (UEA) m.farah-quijano@uea.ac.uk
Gayer-Anderson, Chloe (UEA) C.Gayer-Anderson@uea.ac.uk
Hay, Frances (UEA) f.hay@uea.ac.uk
Hill, Joe (UEA) joe.hill@uea.ac.uk
Hoang, Lan (UEA) l.hoang@uea.ac.uk
Holtom, Esme (UEA) e.holtom@uea.ac.uk
Jackson, Cecile (UEA) cecile.jackson@uea.ac.uk
Jeffrey, Craig (University of Washington) cjj3@u.washington.edu
Lebeau, Yann (UEA) y.lebeau@uea.ac.uk
Locke, Catherine (UEA) c.locke@uea.ac.uk
Luke, Nancy (Brown University) nancy_luke@brown.edu
Jha, Jyotsna (Commonwealth Secretariat) j.jha@commonwealth.int
Masikini, Lonjezo (UEA) l.masikini@uea.ac.uk
Milnes, Jean (UEA) j.milnes@uea.ac.uk
Moore, Karen (Manchester) karen.moore@manchester.ac.uk
Ndege-Chirwa, Cathreen (UEA) C.Ndege-Chirwa@uea.ac.uk
Nguyen, Minh (UEA) Thi.N.Nguyen@uea.ac.uk
O'Hanlon, Christine (UEA) c.o-hanlon@uea.ac.uk
Omer, Hind (UEA) h.omer@uea.ac.uk
Pablo Dalby, Tom (UEA) tomdalby@hotmail.com
Pagden, Alan (UEA) a.pagden@uea.ac.uk
Pearson. Ruth (Leeds) r.pearson@leeds.ac.uk
Petersen, Carolyn (Edinburgh) c.j.petersen@sms.ed.ac.uk
Rao, Nitya (UEA) n.rao@uea.ac.uk
Robinson-Pant, Anna (UEA) a.robinson-pant@uea.ac.uk
Rogaly, Ben (Sussex) b.rogaly@sussex.ac.uk
Rogers, Alan (UEA) alan.rogers14@btinternet.com
Rose, Pauline (Sussex) p.m.rose@sussex.ac.uk
Ross, Sam (UEA) s.ross@uea.ac.uk
Tanii, Ayaka (UEA) A.Tanii@uea.ac.uk
Taylor. Becky (Sussex) beckybeccles@hotmail.com
Warrier, Meera (Sussex) m.warrier@sussex.ac.uk
Whitehead, Ann (Sussex) awhitehead50@btopenworld.com
Winkels, Alexandra (UEA) a.winkels@uea.ac.uk
Yoshikawa, Kyoto (UEA) K.Yoshikawa@uea.ac.uk

Annexure 3
FEEDBACK REPORT

	Yes	No	Not Sure
Were you clear about the aims and purpose of the meeting?	10	1	3
Did you receive adequate information in an accessible format prior to the meeting?	14	---	---
Were you happy with the balance of discussion and presentation?	14	---	---

Comments on the above:

1. Links between migration, education and socio-economic mobility not fully explored as papers largely tended to focus on education and socio-economic mobility
2. Excellent all round.
3. Good to have time for discussion.
4. Very useful in bringing out all the aspects/or most important issues which need to be understood in relation to migration, education and socio-economic mobility.
5. Good time for discussion – the balance was correct with more time for discussion.
6. I think more time for informal socialising might have been useful. The sessions were very long.
7. Adequate time and space for a meaningful discourse which was good.
8. I just received an email about the workshop, however I did not know exactly what it was all about. I had a look at the draft programme, all I discovered was that it had interesting topics so I was attracted. The participation was balanced, almost everybody participated. The program was designed in a way that I enjoyed and did not find it tiresome.
9. I thought the whole thing was very well organised and extremely interesting. I was surprised that more people didn't attend. It was unfortunate that I was only able to attend one of the days and I would be delighted to participate in other similar workshops in the future. Thank you to all the people who helped to organise it and delivered presentations on their research. Great!
10. I am very much happy that you could organise such a great event. All of them were like jewel in their own subjects and handled greatly. I would like to thank you for providing such a great opportunity to be a part of it.
11. I liked the workshop participation and felt that it raised many important issues. It helped me pick up key themes in relation to my own work.

	Yes	No	Not Sure
Were you happy with the venue and facilities?	14	---	---

Which sessions did you find most interesting/useful?

1. Session 1
2. Almost all - very good general standard of presentations
3. All!
4. End of days' discussions
5. Session 1
6. Presentations.
7. Not sure
8. According to me every session had its own importance. All the information irrespective of person or region was seemed to be relevant. The structure was very organised and interesting.

Comment on format/structure

1. Discussion sessions excellent
2. Good that there was a mix of different methodological approaches and bringing together aspects from education and migration research.
3. Some variation in how far migration addressed but social mobility themes strong and held workshop together coherently.
4. Would have been good to hear more about Autonomous Child Migration work from Migration DRC.
5. Starting at 8:30 on day one was not needed.
6. All useful and interesting - but different.
7. I enjoyed all sessions, the diversity of perspectives, geographic locations etc, was fascinating.
8. The format and the structure was very good. As a student I learnt a lot from all the presentations.
9. The only thing I would say was that it was a rather long day but on the flip side it was great to get the opportunity to hear about so many research projects in such a short period of time.
10. Good balance between input and discussion. Excellent balance of papers. Location splendid.

Are there any specific outcomes you would like to see coming from this workshop?

1. Report circulated to all participants.
2. Edited special issue of a journal.
3. Need to continue to encourage such dialogue to understand better each others' perspectives.
4. It will inform research design!
5. That people take time to rethink what we mean/or how we define migration, education and the importance of acknowledging peoples' own experiences of these, and people' own conceptualisations and understandings.

6. Yes, a book, collection of papers. Excellent over all – do another one soon.
7. I think the idea of an edited collection is intriguing. I would be happy to contribute.
8. A short report outlining the kinds of work and developing them into different strands.
9. If any changes will be made on the papers, I will be glad if we can be contacted to let us know what comments have been included.
10. It would be nice if we could have access to people's powerpoint presentations. It's not essential, although it is useful for note-taking, to have a copy in front of you during the presentations but this obviously adds to cost and adds to paper waste. However, due to the intensity of the day it was very difficult to take notes. So I would personally find it interesting to have access to powerpoint slides to refresh my memory and prevent forgetting all that great information.
11. Frankly I am confused about the question but I think the outcomes should be highlighted and people should know what is going on across the globe. Last but not the least it will be great if we have more workshops related to various issues.
12. The idea of putting together a special issue of a journal is good.