

Gender and Human Security Program, No.2

May 2002

DISCUSSION PAPER NO. 93
REFUGEE WOMEN AND GIRLS
A Selective, Annotated Bibliography

Jackie Kirk
Stephanie Garrow
Claudia Mitchell

Department for Integrated Studies in Education, McGill University, Montreal

This paper is a result of research for the “Gender and Human Security Program” based at the CDAS and financed by the Social Sciences and Humanities Research Council of Canada’s Community-University Research Alliance (SSHRC-CURA) program.

Table of Contents

<u>Introduction</u>	page 3
<u>Section 1:</u> Creating a Context	page 8
<u>Section 2:</u> Further Readings and Research Studies on Refugee Women and Children	page 15
<u>Section 3:</u> Working With Refugee Girls	page 21
<u>Section 4:</u> Alternative Texts for Working with Refugee Girls	page 26
<u>Section 5:</u> Web-sites and Internet Resources	page 29

Introduction

In this annotated bibliography we have set out to “map” a selection of topics and issues that relate to refugee girls and women, particularly those who have been re-located from conflict zones. Whilst we acknowledge that it is not easy to separate the lives of girls from the lives of women, we see girls and young women within refugee communities, particularly in the context of North America as experiencing double and often triple conflict as a resulting of competing cultures but at a time of what should be the normalcy of sexuality. Notwithstanding the significance of the girl “in her own right” however, the girl might be regarded, in many ways, as mother of the woman – and as women we may find that our daughters are our best teachers!

The bibliography has been developed with several audiences in mind: First and foremost, we hope that those who are working on the front-line in shelters, women’s centers and community organizations, and in classrooms and schools will find our annotations useful. In our experiences in classrooms, we have often been struck by the shortage of bibliographies and guides that might direct those who are most in need of the information.

We know that there are many activist organizations which are rooted in the community and who must be able to pull together bibliographies and other resources in order to plan and carry out programs that will meet the needs of refugee women and girls. Resources devoted to improving the lives of women worldwide are too precious to be squandered on simply “reinventing the wheel”. We all know that not all programs and ideas are easily transported from one context and country to another, but we also know, as women, that there are many lessons to be learned from learning about what has already been tried out. Finally, we have organized the themes and issues in such a way that we hope the bibliography will prove useful to others who work in academic and donor/development settings who, of necessity, need to keep abreast not only of the particular topics and projects, but also ways of thinking about and organizing the work.

As teachers, teacher educators, researchers and practitioners with varied experiences of different aspects of gender and development, we have brought particular interests and perspectives to this work on refugee women and girls. Our selected bibliography, therefore, is very much shaped by these interests, in the directions in which we sought information, in the choices we have made for inclusion, and in the sharing we have done of ideas and information with those working around us. Because there is already an extensive body of literature on gender-based violence (domestic violence, sexual harassment, heterosexism) generally, as well as an emerging body of literature on immigrant women, we limit as much as possible our annotations and categories to those which may relate to gender and sexuality in the context of post-traumatic situations brought on by war. As we read across the different types of literature, we become increasingly interested in issues of gender/sexuality in relation to refugee girls, thinking about how they may have who have lived in, escaped from, and become “re-inscribed” by different gender relations, and other forms of violence and sexuality in new country contexts. We have become very interested in exploring further the connections and disconnections between these forces, and in the ways refugee girls might re-appropriate them for themselves through processes of re-invention and re-inscription, and plan to develop follow up research in this direction.

Caroline Nordstrom, for example, looks at the interconnections and the interruptions of discourse and experience of war across international and local contexts in ways which suggest the need for broader conceptualizations of the experiences of living “over there” and “over here”.

As she explains, “a powerful set of cultural prescriptions develops around the concept and conduct of war. It is at once international and localized: as people and goods move from war to war, through multi-national industries and negotiating centers in “peace-locales” to the front lines, an ethos of war is being forged and refashioned to meet the most current worldwide conditions.”¹ Like Nordstrom, Cynthia Enloe probes the complex and multiple ways in which a masculine agenda of militarization incorporates women and girls: Enloe argues that female engagement in different industries such as food production, fashion, tourism is used to perpetuate cultures of war and violence. Her interest in, and investigations of popular culture as sites of compliance and incorporation, but also resistance and activism for women in different parts of the world are of particular interest to us as we think about refugee and immigrant women and girls moving between different locations, both physically and in their imaginations. According to Enloe, each one of these environments may be “militarized”, yet in different ways - through military presence, factories making arms, or a clothing-industry pushing khaki fatigues as the latest fashion.

Not only does Enloe’s work create an awareness of the subtlety of militarization, it also connects significant work in the field of popular culture with women, adolescents and girls, and provides inspiration for the development of creative, arts- and image-based methodologies for investigating issues of war and violence with women and girls.

Thus, we are interested in literature that documents the situation for women of Rwanda, Uganda and the region of the Great Lakes, girls and women of Bosnia, Mozambique and other parts of Southern Africa (including South Africa), but particularly in the context of those women who have managed to flee these countries. What ultimately are the repercussions for these women? How do they re-locate themselves in countries such as Canada, the UK, and Australia? To what extent do the situations for the girl-child as she is frequently represented in her country of origin become reproduced in her life in the new country? How do policy makers, program developers, centres and schools address the particular concerns of women who have experienced both the violence of war and the violence of sexual abuse? Violence against women, may, however, be other than physical; refugee women may be seen as subject to “violent” policies, official processes and authorities who separate their families, question their motives, and refuse their qualifications. How do these forms of violence play out in the lives of women and girls ?

Violence, and relationships, addressed in different ways, do emerge from the literature we have studied as significant and over-arching themes, that are relevant for women and girls in life “over-there” and in life “over here” and constitute connections between the two. The three positions, “over there”, “over here” and “the connections” are not easily separated, neither is the “over there” from the “over here” as, for example, studies show that sexual and domestic abuse may be more likely within a family stressed by forced migration, a down-turn in socio-economic status and cultural disconnection. Relationships are an ongoing source of comfort and trauma – children and partners may be “over here” and/or over there, and there may be considerable difficulties and discomfort in adjusting to different modes of parenting, family and social life in a host environment, especially as concepts such as family honour, shame, and disgrace as lived in home cultures, retain their importance in settlement countries. Sexuality is lived and experienced through a variety of different relationships, and as such may be a source of pleasure and agency. However, especially for those whose sexual experiences have been marred by violence of different sorts, questions and issues of sexuality may be problematic, causing

¹ C. Nordstrom. 1997. *A Different Kind of War Story*. Philadelphia: Pennsylvania University Press, p. 5.

tensions between individuals and their partners, and children in particular. Living in the age of HIV/AIDS adds yet another dimension of violence where there may be fear of disclosure, separation from an infected partner and so on.

Acknowledging the wealth of research and intervention activity in the field of mental health that facilitates a better understanding of the particular vulnerabilities and coping mechanisms of refugee and war-affected populations in different contexts, we divide our bibliography into five sections:

Section 1: Creating a context

In this section we attempt to create a context for thinking about the global *and* local (“over there” and “over here”) experiences of women and girl refugees, especially those coming from areas of conflict. We include a variety of work which, we believe, help to create understandings of globalization, militarization, international conflict and trans-national migration, and awareness of how these forces may shape experiences for women and children. Furthermore, the ethnographic approaches taken by some authors provide inspiration for feminist research methodologies that are grounded in lived experience, in participant collaboration and in complex notions of shifting subjectivities of researcher and “researched” alike. We are helped to better understand the complexity and diversity of experiences, and our imaginations encouraged to work through and beyond pathologies of conflict, trauma and healing. As writers and researchers acknowledge their own stories within and without of accounts of others’, we might start to see possibilities for conducting sensitive and meaningful research with war-affected women and children.

Section 2: Relevant Readings and Research Studies on Refugee Women and Children

In this section we reference a number of research studies and reports which investigate and theorize various aspects of refugee experience, with particular relation to issues for women and children. Particularly dominant in this section is the research carried out by mental health professionals and practitioners, many of whom work in close contact, in hospitals, clinics and other settings, with refugee women and children experiencing post-migration traumas.

Section 3: Working with Refugee Girls

In this section we include a selection of resources which may be of particular interest to those planning and implementing different interventions with refugee girls, in schools, centres, clubs or other settings. Understanding girlhood as a particular site of agency/passivity, compliance/resistance *and* a transitory period between childhood and womanhood, we are interested in exploring across an apparent boundary that separates issues for refugee children from issues for refugee and immigrant women, and divides between ways of working with children, and ways of working with women. It is important to recognize the resources that are now available to schools and teachers in order to help them support refugee and immigrant children and their families, but also to encourage interest, awareness, sensitivity, and, if

necessary, action in non-refugee children. Bush and Saltarelli (2000) articulate quite clearly the different ways in which school may act as both a negative and a positive force in times of conflict and provides suggestions for creating more peaceful and peace-building environments. The Refugee Council in the UK has produced a series of very helpful and informative guides, with activities and suggestions for children of different ages. Although there is an increasing awareness of the importance of play and play therapy, arts and arts-based activities for younger children, projects suggested for older children appear to be significantly less “playful”, focusing on histories, geographies of migration.

There is an understandable pressure to link classroom activity to prescriptive curricula and programs, and yet we are interested in thinking about the ways in which the particular experiences of refugee girls may affect the ways in which they make meaning of aspects of schooling outside the curriculum. Bearing in mind well-developed bodies of literature addressing adolescent girls and popular culture (“girrl-power” etc) and issues of puberty and sexuality, we start to wonder how, for example, refugee girls interpret the dominant and less dominant messages about what it means to be an adolescent girl in western society. Given the extensive documentation of the ways in which female sexuality may become a weapon of war, we wonder how a sex education program in school may relate to girls own experiences of rape, sexual abuse or sexual objectification, or those of their mothers. How are traditional linearities and hierarchies of knowledge displaced when for example, a refugee daughter in school is provided with information and ideas on sexuality and her body that go beyond what her mother knows or would expect her to know or contradict what she is told, or not told at home ?

With this in mind, as in Section 4, we include resources for education and intervention with adults and children, suggesting that adolescent girls may very well respond with interest to a video such as *Unwanted Images*, or to activities suggested in the manuals on eliminating violence and claiming rights. Gender-sensitive research, monitoring and evaluation is equally of importance to girls and women.

Section 4: Alternative Texts for Working with Refugee Girls

In this section we suggest a range of novels, stories, autobiographies and films, which may provide alternative starting points for working with refugee women and girls. Not only do such texts provide more holistic accounts of lived experience in its complexity, often written in the first person, but they also signify important processes of healing and coming to terms with trauma. In this way the texts we suggest may be of interest to refugee girls and women and those who work with them, providing a wealth of insight in addition to stimulating creative thinking on follow-up projects.

When thinking about refugee girls and women, a separation between adult and adolescent fiction may be a boundary that we wish to cross; teen fiction such as *The Breadwinner*, written about and primarily for adolescent girl readers, may make a meaningful point of entry through which refugee and war-affected women may start to think about their own girlhood experiences. Although not included here, we might then consider a number of other teenage texts written about girlhood in the host country, which not only provide an accessible level of language but may also serve as discussion starters for immigrant mothers to think about and discuss their own daughters’ experiences and how they relate to or are different from their own. Fiction may be an appropriate starting point for discussion and further work on sensitive subjects such as violence and sexuality.

Section 5: Web-sites and Internet Resources

In this site we list some of the websites of organizations which may be of interest to refugee girls and women, and/or those working with them. Many of the websites contain a wealth of specialized information, relevant documents, reports and further links to other sites of interest.

While there are many ways in which globalization generally has disadvantaged women, one area that has perhaps accelerated progress at least in relation to access to information has been the internet. HIV/AIDS organizations, increasingly, are making use of the internet both as a way to disseminate information and also as vehicle for activism. As we note in this section, there are a number of organizations with websites containing much information on gender and sexuality in relation to refugees, women and girls.

In mapping out some of the complex terrain of theory and praxis that we see as related to refugee and war-affected women and children, we have become aware of some significant gaps, or areas where connections that we posit as important do not appear to be explored or articulated in detail. It therefore provides much food for thought, and paves the way for a number of new research initiatives. As a working document intended to resource and stimulate the reader, we hope it will be of interest and look forward to receiving feedback. We are very conscious of the inevitable partiality of the bibliography and would welcome suggestions for further relevant entries.

Section 1

Contextual reading which informs a richer conceptual framework for thinking about the global *and* local (“over there” and “over here”) experiences of women and girl refugees, especially those coming from areas of conflict

Agenda Collective. 2000. Women and the Aftermath. *Agenda*, no 43. www.oneworld.org/agenda.

Writers in this special issue of the South African feminist journal, *Agenda*, offer research and debate on women and shifting gender identities in war and the aftermath of war. They share the forgotten wars, such as wars in Angola and the Sudan. The stories and case studies are punctuated with stories of women who do successfully use networks, custom and song to make peace as well as women who have fought wars of liberation, as soldiers and as cadres. The collection opens up new debates and discussion in an area where women’s contribution is still new and undervalued, but which must increasingly be heard and recognized if peace and human security is to be achieved.

Benninger-Budel, Carin & Anne-Laurence Lacroix. 1999. *Violence contre les femmes : un rapport*. Genève: Organisation mondiale contre la torture.

La première partie de ce rapport a pour objectif de permettre une compréhension de la structure internationale des droits de l’homme, ainsi que de ses faiblesses, lorsqu’il s’agit d’apporter des réponses adéquates au problème de la violence à l’égard des femmes. La seconde partie expose la réalité de la violence à l’encontre des femmes qui existe dans différents pays du monde ainsi que les développements et réalisations des droits fondamentaux des femmes au niveau national.

Cockburn, Cynthia. 1998. *The Space Between Us*. New York & London: Zed Books

In this highly original study, Cynthia Cockburn deepens understandings of the processes sustaining conflict in Northern Ireland, Israel/Palestine and Bosnia/Hercegovina by means of a close involvement with three remarkable women’s projects that have chosen co-operation. How, she asks, do they fill the dangerous space between them with words instead of bullets? How do they make democracy out of difference? The book brings fresh insight to theories of the self in relation to collective identities, and of gender in nationalist thought and practice. Observing, in words and photographs, how these women’s alliances create a safe space in which to work together, we learn more about the dangers of essentialism and the problematic relationship between identity and democracy.

Collins, Patricia Hill. 1998. “It’s All in the Family: Intersections of Gender, Race and Nation”, in *Hypatia*. Vol. 13, no.3.

Collins’ article provides a solid introduction to the concept of intersectionality, a cultural discourse that has attracted substantial scholarly attention in the 1990s. Rather than examining gender, race, class, and nation as distinctive social hierarchies, intersectionality examines how they mutually construct one another. Collins uses the notion of traditional “family values” and

related concepts such as “the home” to exemplify terrains where intersectionality takes place. In her article she highlights six key dimensions that connect the gendered systems of social organization, racial ideas and practices for families.

Davies, Miranda. 1994. *Violence Against Women: Realities and Responses Worldwide*. London & New Jersey: Zed Books

This international anthology highlights the problems of violence against women through the experiences and analyses of individual women and groups from over thirty countries. It also looks at efforts initiated by women to find solutions, examining schemes from around the world.

Enloe, Cynthia. 2000. *Maneuvers: The International Politics of Militarizing Women's Lives*. Berkeley & Los Angeles: University of California Press.

This text offers a look at the politics of masculinity, nationalism, and globalization. It provides a view of the process called militarization, showing that people who become militarized are not just the obvious ones such as factory floor workers, but also employees of food companies. Enloe argues that the militarization of women's lives happens in complex ways, concealing a hegemonic, male agenda that relies on women's compliance for its perpetuation. Enloe suggest that international alliances of women, uniting soldiers' wives, fashion-industry workers and prostitutes in military areas, for example, may provide resistance to dominant agendas of masculinity and militarization and provide more peaceful alternatives.

Hayward, Ruth Finney. 2000. *Breaking the Earthenware Jar: Lessons from South Asia to End Violence Against Women and Girls*. Katmandu: UNICEF.

This eye-opening work is full of statistics and reports on gender-based violence in the countries of South Asia. The situations in India, Bangladesh, Pakistan and Sri Lanka are discussed in some detail, but examples are also included from Nepal and from Afghanistan. Numerous vignettes and short case studies illustrate the information, and commentaries are included from engaged activists and academics in each country. Finney sees the main cause of gender violence as the unequal power relations between women and men, based on definitions of “feminine” as inferior and “masculine” as superior.

Particularly relevant are the connections Finney makes between the abuse of women and the abuse of girls; she draws our attention to the way in which in the South Asian context, clear lines between girlhood and womanhood cannot be made. A “girl” may be married by the age of 14, and a mother soon after; culturally she is a woman, and yet developmentally she is still a girl. This implies that narrow conceptual frameworks which falsely separate womanhood from girlhood may be particularly inappropriate, and suggests the need for more complex, overarching ways to think about girls and or women when they are in their countries of origin, *and/or* when they are living as refugees or immigrants in developed countries.

International Alert (IA). 2000. *Women, Violent Conflict and Peacebuilding: Global Perspectives*. Report from the International Conference (1999 May 5-7, London). London: IA.

Five key themes emerged during this conference. First, women are demanding their rightful place as decision-makers in all aspects of the peace process, from the village level to the negotiating table. Secondly, there is a need to ensure that women are central to the post-conflict reconstruction, rehabilitation and reconciliation of their societies. Thirdly, there is an urgent

need to strengthen the protection and participation of refugee, internally displaced and returnee women. Fourth, there is mounting concern about impunity for crimes committed against women and the demand for justice is growing. Finally, it is time that the international community takes a proactive stance to strengthen and empower women's organizations and individuals working towards peace.

Jacobs, Susie, Ruth Jacobson & Jennifer Marchbank (Eds). 1998. *States of Conflict: Gender, Violence and Resistance*. London & New York: Zed Books.

Highlighting gendered violence across layers of social and political organization, from the military to the sexual, this book explores the connections between international security, intra-state conflict and "domestic" violence. International in scope, it makes the links between the local and the global and between the public and the private in its discussion of gendered violence. Three key themes are explored:

- The risks women take in resisting and organizing against violence.
- The implications of women's agency in sustaining situations of conflict.
- The public/private divide in the context of gendered violence.

Lentin, Ronit (Ed). 1998. *Gender and Catastrophe*. London: Zed Books.

This book explores the gendered and gendering effects of violence against women in extreme situations such as major wars, genocides, famines, slavery, the Holocaust, mass rape and ethnic cleansing. The female experience of methodical genocidal rape in the former Yugoslavia, women's coerced participation in the Rwandan massacre, the comfort women system during World War II, the gendering of genocidal strategies during the Holocaust, nuclear testing in the Pacific and the reproduction "policy" in Tibet are all integrated into a wider framework – a framework which uncovers the true consequences of identifying women as simultaneously sexual objects, transmitters of culture and symbols of the nation.

Lorentzen, Lois Ann & Jennifer Turpin (Eds). 1998. *The Women and War Reader*. New York: New York University Press.

Women play many roles during wartime. This compelling study brings together the work of foremost scholars on women and war to address questions of ethnicity, women and the war complex, peacemaking, motherhood, and more. It leaves behind outdated arguments about militarist men and pacifist women, while still recognizing differences in men and women's relationships to war.

Mazurana, Dyan & Susan R. McKay. 1999. *Women and Peacebuilding. Essays on Human Rights and Democratic Development*. Montreal: International Centre for Human Rights and Democratic Development.

This extended essay documents and analyses a diverse array of current peacebuilding policies and projects from women's grassroots, nongovernmental organizations (NGOs), the United Nations, and other international organizations. It gives an overview of the women's multiple roles in peacebuilding and the divergent ways peacebuilding is defined and envisioned by these different stakeholders, using specific examples from around the world. The conclusion suggests various lessons for effective peacebuilding in the future, and directions for further research. These include:

- The consideration of gender impacts of and the incorporation of women into all peacebuilding policies and projects.
- Emphasis on the psychosocial, relational and spiritual aspects of peacebuilding.
- Culturally-specific approaches to peacebuilding.
- Outsider collaboration *with* locals.
- Systematic documentation and evaluation of peacebuilding initiatives.
- Improved communication and networking between various organizations.

Moser, Caroline O.N. & Fiona C. Clark (Eds). 2001. *Victims, Perpetrators or Actors? Gender, Armed Conflict and Political Violence*. London: Zed Books.

The objective of this book is to provide a holistic analysis of the gendered nature of armed conflict and political violence, and a broader understanding of the complex, changing roles and power relations between women and men during conflict and war. Currently armed conflict and political violence are predominantly viewed as “male domains”, perpetrated by men, whether as armed forces, guerilla groups, paramilitaries or peacemakers. The unavoidable, or deliberate, involvement of women has received far less attention with a tendency to portray a simplistic division of roles between men as aggressors, and women as victims, particularly of sexual abuse. Consequently the gendered causes, costs and consequences of violent conflicts have been at best underrepresented, while more often misrepresented.

Through empirical case studies from different regions of the world written by authors from both North and South, the book aims to address four key issues; first, that men and women are both actors and victims throughout violent conflict; second, that the stages of conflict (pre-, during and post-) are all parts of a complex iterative process rather than self-contained phases with gendered implications throughout; third, that political, economic and social violence form a continuum with their impact requiring gender analysis; and fourth that local, community organizations run and managed by women play a key role throughout conflict situations not only for the provision of basic needs, but also occupying “advocacy space”, and fostering the trust and collaboration - the “social capital” - that are so critical in reconciliation processes.

Nordstrom, Carolyn. 1997. *A Different Kind of War Story*. Philadelphia: University of Pennsylvania Press.

Nordstrom’s approach to her “ethnography of war” focuses attention on the diversity of the multiple lived experiences of civil war in Mozambique. As a researcher, she is very aware of her own positionings in situations of conflict, danger and uncertainty, and her research methodology reflects her understandings of war and peace as processes in flux. Rather than a specific site study, she explores the different relationships between violence and creativity, resistance and agency through the stories of the people she meets, and in so doing disrupts dominant media myths of war and peace. In paying attention to both the commonalities and the uniqueness of individual experiences of war and peace, Nordstrom presents a transnational framework which acknowledges local specificity at the same time as identifying global connections.

Pickup, Francine with Suzanne Williams & Caroline Sweetman. 2001. *Ending Violence Against Women: A Challenge for Development and Humanitarian Work*. Oxford: Oxfam.

This book examines the many different definitions of violence against women and offers theories about why it happens in all societies around the world. It includes an accessible analysis

of legal and human rights-based approaches to ending violence and discusses the current concern about the issue, asking why development organizations have been slow to take up the struggle to end violence against women. Case studies from times of war and peace are used to identify strategies to counter it, and to support survivors. The study builds on Oxfam's experiences in gender and development work, and on a research program into violence against women which culminated in a summit in Sarajevo in early 1999.

Turshen, Meredith & Clotilde Twagiramariya (Eds). 1998. *What Women Do in Wartime: Gender and Conflict in Africa*. London: Zed Books.

This collection comprises a number of authored chapters by women actively involved in women's rights movements in different African countries, describing in some detail the different ways in which women are involved, or have been involved in conflicts in Africa. This powerful work encourages us to think about the need to address women's individual experiences of war and sexual violence within broader political contexts, to support individual healing and rebuilding, but also to challenge the deeper, structural and systemic patriarchal norms which impact on all individual experiences.

The introductory chapter introduces some of the major issues for women in relation to recent and ongoing conflict; especially interesting points raised include:

- The fact that no easy distinctions can be made between men as aggressors, women as innocent victims, men as active, women as passive. Women have certainly been victimized through war in Africa, but women have also been very actively involved in different ways.
- Inter-ethnic, political conflict may lead to the "privatization of violence". When a distinct State is not a party to the conflict, there may be a blurring of the boundaries between those who are involved and those who are not, and a multitude of different, and less obvious ways in which people become involved.
- A break-down of the State during conflict may mean that women in particular have little recourse for justice. Even in the case of eventual "peace", the legitimacy of the State may remain contested with no clear victor and no clear settlement.
- The proliferation of small guns and other weapons makes armed rape harder to resist.
- Conflict often leads to the entrenchment of violence in society, and notions of what is morally acceptable or not are disrupted and may be very difficult to reconstruct.
- Conflict is often preceded and accompanied by increased militarization which impacts on individual lives in many different ways (cf Enloe) "Militarization is disenfranchising; it is politically, as well as economically and physically debilitating" and, for example, it may mean that traditional community leaders, such as teachers, are replaced by the military.
- When conflict occurs around language and ethnic identity, and language becomes "dangerous", women are likely to experience increased marginalization, as they are less likely to speak a second language.
- In times of conflict, people who are very unsure of their future are acting on the "now". This may mean, for example, that girls may be married off in a hurry in order to ensure their protection, and maybe to make alliances with influential parties.
- Periods of conflict may disrupt women's social networks which have been very important before, and may leave women unable to entertain, invite friends, or offer food.
- So little is known about mental health issues in developing countries, and especially on the effects of long-term conflict in countries. Northern Ireland is the only region where extensive research has taken place.

- The impact of international agencies such as the IMF, and individual governments such as the US in supporting conflict and exacerbating break-down of society cannot be ignored. It is significant that these parties are rarely held to blame, nor called to account in post-war proceedings such as war trials afterwards.

The chapter on Rwanda (by Clotilde Twagiramariya and Meredith Turshen) is particularly relevant, raising awareness of the multiple ways in which women's bodies and sexuality were used to play out a complicated, "dirty" and messy conflict that was far too easily labeled by Western media as "ethnic". Many examples of women's experience are described, both during the war and in aftermath too. Attention is drawn to the plight of women in mixed marriages who were especially victimized. Many thousands of Rwandan women were raped, but many others were compromised sexually, being forced to provide sexual favours, for example, offered as "bounty" to victorious groups, or forced into living with despised men. Such experiences may be more difficult to "categorize" as gender-based violence and especially so when women may feel, or be made to feel, guilty for her submission. Twagiramariya and Turshen emphasize the shame women may feel, the ambivalence they may have towards a child of rape, and the difficulties they may experience in reintegrating into society. In Rwanda, as in other countries, "the new conditions of ill-health and dis-ease have no medical terms" (p.17). A final section, however, emphasizes the strength of the women's movement in Rwanda before the war - every commune had a "foyer social" - and it is through these collective movement that women's roles in reconstruction may be especially powerful. In peace building processes, new spaces may open up for women, and they may be able to take on new roles, shape new identities.

Violations : From Girlhood to Womanhood. 1995. *Canadian Women Studies / Les cahiers de la femme*. Vol. 15, nos. 2 & 3. Toronto: York University

This volume provides a variety of perspectives from women around the world on issues of violation from girlhood through to womanhood. Violations discussed are multiple, including domestic violence, oppressive dowry customs, female genital mutilation and refugee and displaced women's experiences of organized violence in Bosnia and Palestine.

Women in Conflict Zones Network (WICZNET). 2000. *Women in Conflict Zones. Canadian Woman Studies / Les cahiers de la femme*. Vol. 19, no 4.

The collected articles of the volume, written by women from many different parts of the world offers diverse alternatives to stereotyped views of women's roles in wartime. Part Two gathers together material that analyzes, from a gendered perspective, current conflicts. As the effects of war on women's lives do not end when conflicts are officially resolved, Part Three contains multiple narratives of post-conflict and reconstruction, exposing the extent to which women's needs and experiences can be mobilized to shape post war decisions.

World Vision International. 1996. *The Effects of Armed Conflict on Girls: A Discussion Paper for the UN Study on the Impact of Armed Conflict on Children*. California & Geneva: World Vision International.

This paper was prepared by World Vision in the context of the United Nations Study on the Impact of Armed Conflict on Children. It aims to pull together experiences from different World Vision programs working with girls in conflict situations, looking at the impact of armed conflict on girls in five areas: their active participation in armed conflicts; the particular vulnerabilities they face due to displacement; their health and nutrition; and the targeting of girls

for violence and abuse. It raises awareness of some of the particular vulnerabilities of girls in armed conflicts and provides direction for further study.

Other Relevant Work Includes:

Forbes Martin, Susan. 1992. *Refugee Women*. London: Zed Books.

Hardy, Cynthia. 1995. *Power and the Production of a Refugee: Refugee Systems as Systems of Foucauldian Power*. McGill University Working Paper.

Section 2

Relevant Readings and Research Studies on Refugee Women and Children

Alhearn, Frederick L. & Athey, Jean L. (Eds.). 1991. *Refugee Children: Theory, Research and Services*. Baltimore & London: The Johns Hopkins University Press.

Originating with the *Conference on Refugee Children Traumatized by War and Violence (1998 September : Washington, D.C.)*, this volume explores typical experiences that identify the special physical, social, and mental health needs of refugee children, particularly those who have fled countries in which war or other forms of violence are widespread.

Apfel, Roberta J, & Bennett Simon (Eds.). 1996. *Minefields in their Hearts: The Mental Health of Children in War and Communal Violence*. New Haven & London: Yale University Press.

The contributions to this collection, by mental health professionals who have worked with children exposed to war and violence including psychiatrists, psychologists, and social workers, address such topics as the ethical issues involved in working with children in war zones, children's development under violent circumstances, post-traumatic stress disorder and other stress reactions, refugee children, "survivor guilt," interventions and treatments, and the emotional health of the caretakers.

Beiser, Morton. 1995. "Migration and Health. The Mental Health of Southeast Asian Refugees Resettling in Canada", *Migration World Magazine*, 23(5), pp.34-36.

This study compiles data from 1981, 1983 and 1991 to 1993 to prepare an analysis of the changes in stress, social resources, coping, mental health, employment, English proficiency, dealing with violence, family reunification, consumer practices, and traditional and Canadian customs over the first decade of resettlement for Southeast Asian refugees in Canada.

Benjamin, Marva & Patti Morgan. 1989. *Refugee Children Traumatized by War and Violence: The Challenge Offered to the Service Delivery System*. Washington: Georgetown University Child Development Center.

This document provides information and knowledge about the experiences of refugee children who have been traumatized by war and violence and suggests some innovative approaches for delivering services to refugee children and their families in the United States.

Berman, H. 1999. "Stories of Growing Up Amid Violence by Refugee Children of War and Children of Battered Women Living in Canada", *Image - the Journal of Nursing Scholarship*, 31(1), pp. 57-63.

This study explores how two groups of children who grew up amid violence "make sense" of their experience. As violence has become a common element of some societies, growing numbers of children have been forced to live in dangerous environments. Although considerable research has been conducted with children who are abused or neglected, the needs of those who witness violence have been largely overlooked. Participants (16 refugee children

of war and 16 children of battered women) were asked open-ended questions about the violence in their lives, their feelings about what occurred, their thoughts about the reasons for violence, and their ways of surviving and growing. Despite differences in the children's stories, many parallels were evident. Both groups of youngsters endured pain, suffering, and feelings of betrayal. Both used creative strategies to survive. The way the children endured growing up amid violence was mediated by social, political, and cultural constructions of violence. Because these meanings were unique, violence was experienced in several ways. The article concludes that although the children showed remarkable strength and insight, they face many challenges. Despite a common perception that children are unable to talk about deeply troubling experiences, this research demonstrates that children not only want to discuss their experience, but also welcome the opportunity to do so.

Canadian Task Force on Mental Health Issues Affecting Immigrants and Refugees. 1988. *Review of the Literature on Migrant Mental Health & After the Door Has Been Opened*. Ottawa: Health and Welfare Canada.

The Task Force reviewed over 1000 publications as well as unpublished reports and concluded that migration itself does not predict mental disorder, rather there a number of factors that may be associated with the migration experience which may increase vulnerability. These factors include drop in socio-economic status following migration, language difficulties in host country, separation from family, unfriendly welcome in new community, isolation from others with similar cultural background, traumatic experiences or prolonged stress during migration.

Daud-M, R. ...[et al]. 1999. "Through Children's Eyes: Children's Rights in Shatila Camp", *Journal of Palestinian Studies*, 24(1), pp. 58-65.

This article comprises testimonies of 17 children living in the camp aged between 12 and 15 that address how they see their rights being denied or compromised. They were written as part of an ongoing NGO education program with Palestinian children, leading to the setting up of a children's library in the camp and email contacts with other children in other camps.

Montgomery, E. 1998. "Refugee Children from the Middle East- Preface", *Scandinavian Journal of Social Medicine*. Vol. 54, pp. 1-152.

This study aims to map the prevalence of torture victims among parents in asylum-seeking-Middle Eastern families and to map the occurrence of experiences of organized violence among their children, and the prevalence of emotional and behavioural problems amongst those children. The study concludes that many of these children had experienced organized violence, and frequently reacted with anxiety and other symptoms of emotional vulnerability.

Moussa, Helene. 1993. *Storm and Sanctuary: The Journey of Ethiopian and Eritrean Women Refugees*. Ontario: Artemis Enterprises.

Through the life stories and personal interpretations of 16 Eritrean and Ethiopian women refugees in Canada, Moussa presents a detailed picture of the culturally engendered nature of refugee experiences. The identities of the women she talks with are complex, multiple, and in construction from long before they were forced to leave their homes and to emigrate. These women have experienced many different forms of torture, abuse and pain, (including sexual and violent abuse), and employ a variety of different ways of coping with and interpreting their experiences. Rather than only the dependent refugee victims depicted by the media, women

refugees are both active and passive in their resistance to the effects of conflict. According to Moussa, the term “refugee” falsely homogenizes the very different ways in which men and women of different classes, ethnic groups and religions, may experience forced emigration and resettlement, and implies a unitary identity based entirely on dominant perceptions of refugee experience.

Moussa’s study implies the need to acknowledge how refugee women in the process of settling into new countries are remembering, reweaving and reconstructing new identities. Broader, transnational conceptual frameworks are needed in order to understand how previously local identities become part of newly crafted immigrant identities. Continuity and discontinuity, tension and contradiction have to be embraced in ways, which challenge the complex, patriarchal social structures that shape women’s experiences at every stage of their journey.

Osofsky, Joy D. (Ed). 1997. *Children in a Violent Society*. New York & London: Guildford Press.

Children In A Violent Society surveys the issues of inner-city violence and proposals to help at-risk children, the increase in firearm use and the need for better gun-protection laws, the negative influences of the media, exposure to violence in infancy, neurodevelopmental effects of children’s exposure to violence, and the early parent-child attachment relationship and its impact on future violent behaviors. Although the work focuses on major US cities, the implications for children growing up in other violent environments are clear. Emphasis is placed on early intervention and prevention.

Rousseau, C. *The Mental Health of Refugee Children: A Longitudinal Study*. Montréal: McGill University, Division of Social & Transcultural Psychiatry, Culture & Mental Health Research Unit.

This research in progress extends work already completed on risk and protective factors among refugee children in primary schools in Montreal. The objectives are: (1) to identify the risk and protective factors for mental health problems among refugee adolescents beginning high school; (2) to examine the influence of culture on risk and protective factors; and (3) to study the evolution of these problems through to adulthood. A more general objective is to use cultural difference to clarify the underlying mechanisms or processes that contribute to risk and protection, as these concepts are commonly used in child psychiatry. The project involves a four year longitudinal study of central American and Cambodian adolescent refugees attending Montreal schools, and aims to determine levels of emotional distress, academic problems and risk-taking behaviour among Cambodian and Central American adolescents compared to Quebec-born adolescents; to determine the change in levels of distress and problems over time; to determine the predictive value, both medium and long term, of mental health measures and risk factors identified in elementary school and at the start of secondary school later adolescent adjustment; to examine the temporal change in patterns or configurations of risk and protective factors for the adolescent refugees as they reach adulthood.

Rousseau, C., A. Drapeau, & R. Platt. 1999. “Family Trauma and its Association with Emotional and Behavioural Problems and Social Adjustment in Adolescent Cambodian Refugees”, *Child Abuse and Neglect*, 23(12), pp.1263-1273.

This longitudinal study of 67 young Cambodian refugees in Montreal suggest that a broader range of posttraumatic responses to war and situations should be investigated, and that trauma's dual nature as both protective and risk factors, should be examined in more depth.

Spasojevic, J., R. Heffner and D. Snyder. 2000. "Effects of Posttraumatic Stress and Acculturation on Marital Functioning in Bosnian Refugee Couples", *Journal of Traumatic Stress* 13(2) (April 2000) : 205-17.

These findings of this study of forty Bosnian refugee couples living in the United States suggest several implications for mental health professionals dealing with refugees and other traumatized populations and issues of conjugal violence.

Stein, B. ...[et al]. 1999. "Prospective Study of Displaced Children's Symptoms in Wartime Bosnia", *Social Psychiatry and Psychiatric Epidemiology*, 34(9), pp.464-469.

This study of 147 displaced children in Bosnia suggests that gender is an important factor in the natural course of trauma-related symptoms among war-traumatized children, as over time, symptoms of posttraumatic stress, anxiety and depression showed a greater decrease in boys relative to girls.

Van der Veer, Gus. 1998. *Counselling and Therapy with Refugees and Victims of Trauma: Psychological Problems of Victims of War, Torture and Repression*. Second Edition. Chichester: Wiley.

A concise handbook for the specialist and non-specialist counsellor/ therapist Van der Veer gives broad overview of the different experiences refugees may have had before settling in a new country. Numerous vignettes give concrete examples of experience, and illustrate the theoretical concepts and therapy approaches described. The refugee experience is described as an ongoing process of traumatization, rather than one specific period of trauma. Such a process usually has with three phases: first phase (pre-flight in country of origin), second phase (flight from home) and third phase (arrival and settlement in new home). Rather than distinct and separate, experiences during each phase are interconnected and inter-related. Studies seem to indicate, however, that the settlement phase is crucial in making a difference to long-term well-being, whatever the other experiences.

A specific chapter focuses on victims of sexual violence – although not specifically of women – raising a number of particularly interesting points:

- The obvious difficulties some victims have in talking about sensitive issues of sexual violence.
- The possible long-term disruption of "normal" sexual and other male-female relationships that may result from sexual violence.
- The difficulties some victims may have in coming to terms with very mixed feelings about sexual violence.
- The ways in which multiple and diverse stimuli may prompt disturbing flashbacks.
- The lack of information that refugee women may have on issues of sexuality, and for example, the risks of HIV/AIDS transmission.
- The suggestion that long term rehabilitation may depend on a victim's attitudes to sex and sexuality before the experiences of violence.

- Cultural factors to bear in mind which mean that a woman who has undergone female genital mutilation, which was broken during rape or other sexual assault, may want it to be redone once she has arrived in a new place of safety.

A specific chapter on children and refugees describes some of the sorts of traumatic experiences they may have had before and during flight (e.g. leaving friends and family and pets without saying goodbye) and may be having in the settlement (third) phase of the refugee experience. In supporting these children and adolescents, Van der Veer suggests there are three factors to think about in supporting them:

- 1: providing conditions for optimal development
- 2: stimulating development through support
- 3: removing obstacles to development

Conditions for optimal development include basic material conditions such as a safe and healthy living environment, clothing, education and recreation but also a) *safety* and *stability* and b) stimulating social contacts, such as social networks, with their own community and with others, supportive adults (such as teachers, counselors) and c) opportunities, to for example, develop talents such as sport and music.

Adolescence may be a particularly challenging time for refugees, and it is significant that Van der Veer makes particular reference to the support they may need in, for example, working through questions and issues of sexual development; information on cultural attitudes and norms of the new country may be needed. Refugee adolescents are particularly in need of support in imagining and then building an independent future, and in developing a future perspective.

Zivcic, Ivanka. 1993. "Emotional Reactions of Children to War Stress in Croatia", *Journal of the American Academy of Child and Adolescent Psychiatry*, 32(4), pp.709-713.

This study of 480 children aimed to assess the emotional reaction of children exposed to different levels of war stress and found that war stress had a negative impact on the functioning of all children, especially refugees. Of special concern was the low correlation between the children's self reports of mood, and the perceptions of their parents and teachers, suggesting that attention is given to working with parents and teachers, not just with children.

Other Relevant Work Includes:

Ahearn, Fred, Maryanne Loughry & Alastair Ager. 1999. "The Experiences of Refugee Children", in A. Ager (Ed.), *Refugees: Perspectives on the Experience of Forced Migration*. London: Pinter.

Beiser, M. ...[et al.] 1995. "Immigrant and Refugee Children in Canada", *Canadian Journal of Psychiatry*, 40(6), pp. 67-72.

Cole, Esther. 1998. "Immigrant and Refugee Children: Challenges and Opportunities for Education and Mental Health Services", *Canadian Journal of School Psychology*, 14(1), pp.36-50.

Cole, Ellen, Oliva M. Espin & Esther D. Rothblum. 1992. *Refugee Women and their Mental Health: Shattered Societies, Shattered Lives*. London: Harrington Park Press.

Israelite, Naita Kay...[et al]. 1999. *Settlement Experiences of Somali Refugee Women in Toronto*. Paper prepared for the 7th International Congress of Somali Studies, York University, Toronto.

Available on CERIS Website (see page 32).

Jiwani, Yasmin. 1998. *Violence Against Marginalized Girls: A Review of the Current Literature*. Vancouver, BC: FREDA.

Available on FREDA Website (see page 31).

Jiwani, Yasmin with the assistance of Sue M. Brown. 1998. *Trafficking and Sexual Exploitation of Girls and Young Women: A Review of the Literature and Current Initiatives*. Vancouver, BC: FREDA.

Available on FREDA Website (see page 31).

Jiwani, Yasmin ...[et al]. 2000. *Violence Prevention and the Girl Child. Final Report*. Ottawa: Health Canada, Violence Prevention Division.

Available on FREDA Website (see page 31).

Mojab, Shahrzad, Susan McDonald & Afsaneh Hojabri. 1999. *Thanks for Asking Us: A Public Legal Education Project for Immigrant Women in Domestic Violence Situations*.

Available on CERIS Website (see page 32).

Montgomery, E. 1998. Beiser, Morton. 1999. *New Canadian Children and Youth Study: Literature Review*. Health Canada.

Available on CERIS Website (see page 32).

Offord, D. R. 1995. "The Mental Health of Immigrant and Refugee Children", *Canadian Journal of Psychiatry*, 40(2), pp. 57-58.

Raymond, Alan & Susan Raymond. 2000. *Children in War*. New York: TV Books.

Section 3

Working with Refugee Girls

Afkhami, Mahnaz, Greta Hofman Nemiroff & Haleh Vaziri. 1998. *Safe and Secure: Eliminating Violence Against Women and Girls in Muslim Societies*. Montreal: Sisterhood Is Global Institute.

This training manual assists women to identify sources of violence in the family, community, society, and state; to communicate information about and understanding of violence to other women and men; and to influence governments to formulate and implement policies that eliminate gender-based violence. Available in: Arabic, English, Farsi, French, Russian.

Afkhami, Mahnaz & Haleh Vaziri. 1998. *Claiming Our Rights: A Manual for Women's Human Rights Education in Muslim Societies*. Montreal: Sisterhood Is Global Institute.

This is a multidimensional education model to facilitate transmission of universal human rights concepts inscribed in major international documents. The manual develops a framework that grassroots populations can easily use to convey these concepts in association with indigenous ideas, traditions, myths, and texts rendered in local idiom. Available in: Arabic, Azeri, Bangla, English (reprint), Farsi, French, Hindi, Malay, Persian, Russian, Urdu and Uzbek.

***Building Bridges Guidebooks*. Montréal: International Children's Institute.**

The *International Children's Institute* works in close partnership with teachers, principals, curriculum developers, school boards and ministries of education to develop and implement its school and community-based psychosocial programs. The Institute has developed, training programs, workshops and tool kits for educators which are designed to complement and support existing efforts to address the social, emotional and educational needs of children and youth. Educators play a key role in multi-sectoral efforts to help support children affected by war and displacement in their process of adaptation and social integration.

A series of four Building Bridges Guidebooks, developed by and for teachers, principals, mental health professionals, community caregivers and families, are designed to help implement the Building Bridges Program. Each guide offers specific strategies, valuable information, and insights, as well as a range of activities and initiatives to support children, their families and the whole school community.

Bush, Kenneth and Diane Saltarelli (Eds). 2000. *The Two Faces of Education in Ethnic Conflict: Towards a Peacebuilding Education for Children*. Florence: UNICEF Innocenti Research Centre.

The Two Faces of Education in Ethnic Conflict challenges a widely held assumption that education is inevitably a force for good. While stressing the many stabilizing and positive features of quality education, Bush and Salterelli show how education can be manipulated to drive a wedge between people, rather than drawing them closer together. After analyzing the importance of ethnicity in contemporary conflicts, this Innocenti Insight outlines the negative and positive faces of education in situations of tension or violence, including the denial of education as a weapon of war (negative) and the cultivation of inclusive citizenship (positive). It

emphasizes the need for peacebuilding education that goes further than the “add good education and stir” approach, aiming to transform the very foundations of intolerance.

Callamard, Agnès. 1999. *A Methodology for Gender-Sensitive Research*. Montreal: Amnesty International & International Centre for Human Rights and Democratic Development.

As part of a series of publications, produced in partnership between Amnesty International Canada and the International Centre for Human Rights and Democratic Development, this manual provides a step-by-step description of gender-sensitive approaches to research and suggests ways of addressing the specific challenges faced by women’s rights workers. Nine chapters provide information and guidelines for working on: international human rights standards and International Humanitarian Law, the International Criminal Court, monitoring, documentation processes, documenting deliberate and indiscriminate attacks, documenting sexual violence; human trafficking; displaced women.

Callamard, Agnès. 1999. *Documenting Human Rights Violations by States Agents: Sexual Violence*. Montreal: Amnesty International & International Centre for Human Rights and Democratic Development.

This booklet focuses on the monitoring and documenting of women’s rights violations, in order to prepare the reader for fact-finding missions, to provide guidelines for the collection and analysis of evidence, and for conducting interviews. The practical format makes it a useful tool for field workers.

Canadian Teachers' Federation. 1990. *Responding to the Needs of Immigrant and Refugee Children*. Ottawa: Canadian Teachers' Federation.

A short report highlighting some of the major issues facing schools and teachers in working with immigrant and refugee students.

Horsman, Jenny. 1999. *Too Scared to Learn: Women, Violence & Education*. Toronto: McGilligan Books.

This book examines the links for women between literacy learning and violence. Drawing on extensive research with counselors, therapists and literacy learners, it reveals the wide-ranging impact of violence on adult learning. Horsman makes a strong case for a theoretical shift in understanding violence in society, away from individualized and medicalized approaches that minimize its impact. Building on a new understanding of violence, the book offers concrete, practical information on redesigning learning situations for women, and by implication for girls. The book builds important bridges between therapeutic and educational discourses in ways which reconceptualize the intersections between violence, trauma and learning.

Hyder, Tina & Jill Rutter. 1998. *Refugee Children in the Early Years: Issues for Policy-makers and Providers*. London: Save the Children & the Refugee Council.

Refugee families often arrive in the UK traumatised and disorientated, having been forced by persecution to leave their own countries. Good early years provision is essential for refugee children, helping them and their carers to rebuild their lives. This report aims to help address the unequal access to early years provision among refugees.

Hyder, Tina & Jill Rutter. 2001. *In Safe Hands*. London: Save the Children & the Refugee Council.

This video training pack provides information, overheads and activities for training teachers and other early years practitioners who work with refugee children. It includes: Information and guidance on how to provide emotional support to children who have experienced violent conflict; Activities to support language development; Information and guidance on how to use play and play therapy as a means of dealing with traumatic experiences; Information and guidance on how schools can support refugee children; Video case studies of two schools with considerable experience of working with refugee children, and guidance on the use of anti-racist practice as a means of raising self-esteem.

Kane, Saralee. 1995. *Working with Victims of Organized Violence from Different Culture*. Geneva: International Federation of Red Cross and Red Crescent Societies.

This guide is a training and information tool to providing psychological support in different cultural, social and geographic settings.

Mak, Monica & Claudia Mitchell. 2000. *Unwanted Images: Gender-based Violence in the New South Africa*. Montreal: Canada-South Africa Educational Management Program

This short but powerful video is based on children's drawings of gender-based violence, interspersed only with related statistical information and minimal commentary. The children's drawings of the numerous forms and contexts of gender-based violence speak for themselves. It is also available in French: *Images Dérangeantes: La Violence sexuelle dans la Nouvelle Afrique du Sud*. Facilitators' Guides in both French and English are also available, written by Jackie Kirk, Stephanie Garrow and Kaisa McCandless. These short guides introduce the video to new contexts outside of South Africa and suggest numerous activities, discussion topics and further resources for animators of workshops with students, teachers, social workers, community workers and others.

Man, Nathalie. 2000. *Children, Torture and Power: The Torture of Children by States and Armed Opposition Groups*. London: Save the Children.

Drawing on documentary evidence from the UN inter-governmental bodies and a wide range of NGOs, this report identifies the different factors that increase a child's vulnerability to torture and ill-treatment. It also considers the international definition of torture and problems in its application to children; the effects of torture on children; and the mechanisms that exist to protect children from torture. It sets out a series of concrete recommendations for government, inter-governmental agencies, NGOs and donors.

Minority Rights Group. *Forging New Identities: Young Refugees and Minority Students Tell Their Stories. Views from London and Amsterdam*. (www.minorityrights.org)

This document is a collection of writings by refugee and minority children from the George Orwell School in London (England) and the Montessori College in Oost, Amsterdam (the Netherlands). Between 1/3 and 1/2 of the students in these schools are refugees. Students who contributed to these narratives were in the process of learning a new language and beginning life in a new country, coping with a new culture and with racism and having left family and friends behind. Their narratives are divided into: (1) "The Country Where I Used to

Live”, 2) “Family and Friends”, 3) “Life in a New Country”; 4) “School”, 5) “Aspects of Identity: Culture, Language and Religion” and 6) “The Future”. Notes for teachers are included with some activities for discussions and student worksheets.

Mlameli, O. ...[et al]. 2001. *Opening Our Eyes: Addressing Gender-based Violence in South Africa*. Montreal: Canada-South Africa Educational Management Program

This manual, written by educators with a wealth of experience, contains a series of workshops each addressing different aspects of gender-based violence, such as HIV/Aids, School Policy, Trauma counseling. Handouts and activity sheets are included in this accessible, straightforward guide.

Relais–Femmes. 2000. *Répertoire des outils de formation et de sensibilisation en violence faite aux femmes sur l’île de Montréal*. Montréal: Relais-Femmes.

Ce répertoire s’inscrit dans le cadre d’un projet *Sensibilisation, formation et soutien des intervenantes et intervenants des divers milieux*, qui vise principalement à mettre en oeuvre des programmes de formation et des activités de sensibilisation intersectoriels en violence faite aux femmes de Montréal. L’objectif premier de ce document consiste à recenser tout ce qui existe en matière d’outils de formation et de sensibilisation pour que les nouveaux projets soient à la fois innovateurs et complémentaires à ceux déjà existants dans les divers milieux.

Richman, Naomi. 1998. *In the Midst of a Whirlwind: A Manual for Helping Refugee Children*. Stoke on Trent: Trentham Books.

Designed specifically for teachers, social workers and health workers, this manual offers practical guidance on all aspects of provision and responses to the situations and needs of the growing number of displaced children, and their families. It also describes what various agencies can do to help, stressing the importance of communication and creative activities.

Rutter, J. 1998. *Refugees: A Resource Book for Primary Schools*. London: The Refugee Council.

This book, written from the perspective that children should be helped to understand how different opinions are formed, provides numerous activities for children to explore different opinions, and to explore the complex feelings generated by examining how we receive newcomers into society. It aims to explore themes such as human rights, justice and identity, to help children gain a greater understanding of the flight of refugees and their needs in a new society, to help children see that they are linked to other nations through migration, to develop greater empathy to refugees, locally, nationally and internationally and to help them act on this.

Rutter, J. 1996. *Refugees: We Left Because We Had To*. London: The Refugee Council.

This resource book for secondary schools on refugees is now in its second edition. It includes historical background to refugee settlement in the UK, looks at the reasons for migration, and contains numerous activities for students.

Rutter, Jill. 2001. *Supporting Refugee Children in 21st Century Britain: A Compendium of Essential Information*. Stoke-on-Trent: Trentham Books.

This authoritative handbook, written from twelve years of experience working with schools, education authorities, refugees, students and teachers, provides background information

on the legal rights and entitlements of asylum-seekers and refugees, on early years provision, working with 14-19 year olds, health care, emotional and psychological issues, expressive arts with young people, and family literacy.

Rutter, J. & M. Candappa (Eds). 1998. *Why Do They Have to Fight?* London: The Refugee Council.

This appealing resource book for primary students and teachers features individual stories from refugee children forced to flee, accompanied by maps, photos and other information. It also includes basic facts and figures about refugees, a short dictionary of key words and phrases, and a resource list.

***Strangers Becoming Us. Teachers Resource Kit. CERIS & Citizenship and Immigration Canada* (see www.classroom-connection.com)**

This classroom resource kit comprises CDs of radio show style interviews and commentary, with transcripts, and sets of “classroom ready” student activities for Grades 4-8 and 10-11. The resource pack is supported by further online material, and aims to address issues of immigration in Canadian History and Society. It is set very much within the context of Canadian Citizenship and Multiculturalism.

Vincent, Carol and Simon Warren. *Responding to Diversity? Refugee Families and Schools.* ERIC ED 434971.

The research study reports on a small-scale, qualitative project conducted in the United Kingdom that focuses on links between refugee families and the schools their children attend. The project attempted to study the relationships between refugee parents and educational professionals in order to identify factors that encourage or hinder the strengthening of home-school contact and community. The research involved a study of hour elementary (primary) schools in two inner-city districts in two large cities. School practices and teacher attitudes are described, and the issues are considered in the context of recent public sector reforms, particularly in education policy and practice. Findings show that the social, political, and economic context in which refugee families exist is enormously disabling. Solutions include emphasis on the flexibility and permeability of home-school boundaries to help address the concerns refugee parents have over the educational futures of their children.

Other Relevant Work Includes:

Kaprielian-Churchill, I. & Churchill, S. (1994) *The Pulse of the World: Refugees in Our Schools.* Toronto: OISE Press.

Section 4

Alternative Texts for Working with Refugee Girls: Stories, Autobiographies, Novels, Young Fiction and Film

Afkhami, Mahnaz. 1994. *Women in Exile*. Charlottesville & London: University of Virginia Press.

This book collects the stories of 13 women who have been forced to leave their homes for different reasons. As the book cover describes: “Their stories offer a rare and special opportunity to witness the harrowing experiences of flight and dislocation and to marvel at the resilience of the human spirit”.

Ellis, Deborah. 2000. *The Breadwinner*. Toronto: Greenwood.

Set in the early years of the Taliban regime, this novel explores the harsh realities of life for girls and women in modern-day Afghanistan. Ellis bases *The Breadwinner* on the true-life stories of women in Afghan refugee camps, writing of 11-year-old Parvana’s experiences growing up in Kabul. She rarely goes outside, cannot attend school, shop at the market, nor even play in the streets. This changes, however, when her father is seized by the Taliban, and Parvana realizes that it’s up to her to become the “breadwinner” and disguise herself as a boy to support her mother, two sisters, and baby brother.

Filipovic, Z. 1994. *Zlata’s Diary*. New York: Scholastic.

Zlata Filipovic of Sarajevo began keeping her diary in 1991, just before her eleventh birthday. In this powerful and moving document, she describes her life in the city as tension rises and war develops. Zlata records all her activities from school to piano lessons, skiing, parties, and watching her favorite TV shows, before the chaos and terror of war shatter her world. Schools close, socializing becomes too risky, and her once comfortable home becomes a fragile shelter with neither electricity nor water. Despite what is going on, Zlata keeps up her diary entries, writing of the claustrophobia, boredom, resignation, anger, despair, and fear that war brings.

Grouev, Ivaylo. 2000. *Bullets on the Water: Refugee Stories*. Montreal & Kingston: McGill-Queens University Press.

Bullets on the Water is a collection of first-person narratives by men and women who fled their homelands because of ethnic, religious or political conflicts. The stories recount not only the situations that forced them to leave, but also their migrations, and experiences creating new futures in Canada. The editor aims to “demythologize the stereo-type of refugee” and help readers to better understand the processes of “becoming Canadian.”

Hayslip, Le Ly with Jay Wurts. 1990. *When Heaven and Earth Changed Places: A Vietnamese Woman’s Journey from War to Peace*. New York : Plume

A Vietnamese woman describes her journey from war-torn central Vietnam to the United States, recounting how she endured imprisonment, torture, rape, near-starvation, and the deaths of members of her family.

Hayslip, Le Ly with James Hayslip & Jenny Wurts. 1994. *Child of War, Woman of Peace*. New York: Anchor Books.

In the sequel to *When Heaven and Earth Changed Places*, the Vietnamese immigrant tells of arriving in the United States as a young bride and her journey to rediscover herself. The publisher describes it as an “inspiring story of an immigrant’s struggles to heal old wounds in the United States”.

Laird, E. 1991. *Kiss the Dust*. Heinemann.

Based on the real experiences in the mid-1980s of Iraqi Kurds now living in England, Laird’s story portrays the journey of a Kurdish refugee family who have to flee Iraq. 13 year-old Tara Hawrami and her family must flee the only home they have ever known and live in a brutal refugee camp. Escaping the police as they leave their luxurious home in a city in northern Iraq, they take a taxi to their primitive vacation house in the mountains. For Tara, the return to village ways is almost as much of a shock as the bombs that eventually drive the family over the border into Iran, to a refugee camp. Eventually, contact with relatives in Teheran is made and the family can negotiate escape to London.

Leddy, Mary Jo. 1997. *At the Border Called Hope: Where Refugees are Neighbours*. Toronto: Harper Collins.

This book comprises a variety of narrative vignettes, written by a community worker who lives in shared accommodation with refugees in Toronto. Leddy is keen to write stories of “real” people who tend to be portrayed negatively by the media, and whose complex life stories are rarely heard.

Mertus, Julie. ...[et al]. 1997. *The Suitcase: Refugee Voices from Bosnia and Croatia*. Berkeley: University of California Press.

The Suitcase gathers testimonies from dozens of surviving victims fleeing Bosnia and Croatia and setting up new homes in former Yugoslavia, Western Europe, Asia, and North America. They describe--in narratives, interviews, and poetry--their departures, sense of loss, daily lives as refugees, and hopes for and fears about their new lives. The reality of life as a refugee is described, “the bad dream” as one writer says, “that won’t go away”. The plight of women refugees is given special attention, many of whom have been raped, almost all of whom have lost family, and most of the entries are written by women.

Molteno, Marion. 1992. *A Shield of Coolest Air*. London: Shola Books.

Molteno’s first novel is an account of how a South African woman coming to live in London becomes involved with the plight of Somali refugees in the city. Contact with Somali mothers at her daughter’s school and sympathy for their difficulties leads her to seek out advice and help from an organization, ACRAS, an organization with which she becomes increasingly engaged. The novel interweaves the protagonist Rachel’s own story of migration from her homeland and settlement in London, with stories of Somali refugees fleeing war, persecution in their own countries and struggling with the legal, economic, social and emotional traumas of refugee life in Britain. The poetry of Somalia, as narrated by the Somali characters, enriches the text in a very special way.

Naidoo, Beverley. 2000. *The Other Side of Truth*. London: Puffin Books.

Beverly Naidoo's *The Other Side Of Truth* explores the issues of exile, refugee resettlement through the eyes of young children. Sade, the 12-year-old protagonist has to leave her native Nigeria with her younger brother after their mother is killed in a shooting; their journalist father is in trouble with the military government. Sade and 10-year-old Femi soon find themselves stranded in London, abandoned by the woman paid to smuggle them into the country, to be cared for by foreign government agencies, foster families and teachers. Eventually, they find a kind foster home, but the worry that their father will be assassinated before he can join them in England is constant. In the meantime, Sade must cope with going to school. The narrative is written from Sade's viewpoint, whether she's remembering what she left behind, trying to care for her very quiet brother, or coping with the bullies at her new school. Sade's own story, in which she must deal with everyday children's problems, such as gangs of girls at school, is set against the larger political and historical context of Nigeria. Flashbacks, letters written between father and daughter, and Sade's constant memories of her mother's sayings, add texture to the novel.

Saywell, Shelley. 1996. *Rape: A Crime of War*. Montreal: National Film Board.

It has been estimated that between 20,000 and 50,000 rapes were committed during fighting in the former Yugoslavia. From the perspective of victims, prosecutors and perpetrators, this film draws the viewer into the horrors of rape as a weapon of war. Four women tell their story of forced confinement, rape and degradation in Bosnia and share how their experiences have influenced their perceptions of their partners, their children, society as a whole, and themselves. The rapists claim that they were acting upon a higher authority. Legal consultants at The Hague, where the International Tribunal is investigating war crimes, discuss the implications of the trial of a former camp boss, the first person to be indicted for rape as a war crime. Interviews and archival footage of war crime hearings in Nuremburg, Nanking, Bosnia and Rwanda are interspersed with images of Western art and culture, which have romanticized, eroticized and legitimized rape. Due to the sensitive nature of this video, previewing is recommended. Also available in French as *Le Viol: un crime de guerre*. In Montréal, these films can be viewed on site at the National Film Board's CinéRobothèque. (Approximately one hour in length.)

Section 5

Web-Sites and Internet Resources

a) International Organizations and Resources

Amnesty International www.web.amnesty.org/web/aboutai.nsf

Amnesty International is a worldwide campaigning movement that works to promote all the human rights enshrined in the Universal Declaration of Human Rights and other international standards. In particular, Amnesty International campaigns to free all prisoners of conscience; ensure fair and prompt trials for political prisoners; abolish the death penalty, torture and other cruel treatment of prisoners; end political killings and “disappearances”; and oppose human rights abuses by opposition groups

Association for Women’s Rights in Development (AWID) www.awid.org

AWID is an international membership organization connecting, informing and mobilizing people and organizations committed to achieving gender equality, sustainable development and women’s human rights. The goal is to cause policy, institutional and individual change that will improve the lives of women and girls everywhere and this is done by facilitating ongoing debates on fundamental and provocative issues as well as by building the individual and organizational capacities of those working for women’s empowerment and social justice.

The Center for Health and Gender Equity (CHANGE) www.genderhealth.org/

CHANGE works to ensure that the health and population policies of international institutions supported by the United States government actively promote women’s reproductive and sexual health. The mandate is taken from the Program of Action of the 1994 International Conference on Population and Development (ICPD), and other relevant agreements that call on governments and international donor agencies to achieve these same objectives. Specifically, CHANGE seeks to translate the language of these documents into practical, operational, and measurable changes in policy and program across the areas of family planning, sexually transmitted diseases and gender violence, and to advocate for development policies that promote women’s rights and autonomy.

Georgetown University Child Development Center (CDC)

www.georgetown.edu/research/gucdc/document.html#child

Located in Washington DC, the **CDC** was established over four decades ago to improve the quality of life for all children and youth, especially those with, or at risk for, special needs and their families. It is a division of Georgetown University’s Department of Pediatrics, with an interdisciplinary approach to service, training programs, research, community outreach, and public policy. The CDC is the only center that serves both vulnerable children and their families, as well as influences local, national, and international programs and policy.

Human Rights Watch www.hrw.org/

Human Rights Watch is the largest human rights organization based in the United States. Human Rights Watch researchers conduct fact-finding investigations into human rights

abuses in all regions of the world. Human Rights Watch then publishes those findings in dozens of books and reports every year, generating extensive coverage in local and international media. In addition to country-specific information, global issues of concern to HRW include women's rights and refugees, children's rights and child soldiers.

International Catholic Migration Commission (ICMC) www.icmc.net/docs/en

ICMC is an organization that works in the area of forced migration, and serves uprooted people. It responds to the immediate needs of refugees, internally displaced persons and forced migrants, and focuses on the most vulnerable within these populations. At the same time, ICMC works for more durable solutions: return, reintegration and resettlement. ICMC celebrates its 50th anniversary in 2001.

The International Rescue Committee (IRC) www.theirc.org/index.cfm

IRC was founded at the request of Albert Einstein to assist opponents of Hitler. The IRC helps people fleeing racial, religious and ethnic persecution, as well as those uprooted by war and violence. At the outbreak of an emergency, sanctuary and lifesaving assistance is provided to rapidly deliver critical medical and public health services, shelter and food. Once a crisis stabilizes, programs are set up to enable refugees to cope with life in exile. Through training, education and income-generating programs, refugees acquire new skills to become self-sufficient.

Minority Rights Group (MRG) www.minorityrights.org

MRG was founded over 25 years ago. Its international headquarters are based in London where it is legally registered both as a charity and limited company in the UK, with an international governing Council. MRG has consultative status with the UN (ECOSOC), and works to secure the rights of ethnic, religious and linguistic minorities and acts as an advocate of the rights of minorities. MRG works across groups to build links and to raise awareness of minority rights within a clear framework of international standards in a non-partisan way. Information is provided on local, regional and international standards, their implementation is encouraged and they are monitored as examples of good and bad practice.

Refugee Women's Alliance (REWA) www.rewa.org

REWA is a non-profit, multi-ethnic organization that provides responsive, culturally appropriate education, advocacy, and support services for refugee and immigrant women by building community partnerships and advocating for access to services and opportunities. Programs and resources are offered on developing women's leadership, decision-making and advocacy skills. Certain programs are linked to the school system and help inform teachers about the design and implementation of classroom activities that support the experiences of refugee children.

Save the Children www.savethechildren.org.uk.

Save the Children is the leading UK charity working to create a better world for children, working in 70 countries helping children in the world's most impoverished communities. It is part of the International Save the Children Alliance, which aims to be a truly international movement for children. Save the Children is committed to narrowing the gap between reality and ideals for children. The organization is committed to listening to children -

learning about their lives, their hopes and views, and to supporting practical projects which involve children and their families in improving their day-to-day lives. Global experience and research is used to lobby for changes that will benefit all children, including future generations. Save the Children also publishes a number of very useful reports, manuals and guidebooks on a wide range of issues affecting children and their families.

Sisterhood is Global Institute (SIGI) www.sigi.org/sigi.htm

Established in 1984, **SIGI** seeks to deepen the understanding of women's rights at the local, national, regional and global levels, and to strengthen the capacity of women to exercise these rights. With members in 70 countries, SIGI currently maintains a network of over 1,300 individuals and organizations

US Committee for Refugees/Immigration and Refugee Services of America (IRSA)
www.refugees.org/

IRSA acts to defend human rights, build communities, foster education, promote self-sufficiency, and forge partnerships through an array of programs, such as education and assistance, which help refugees resettle in the U.S. These programs help refugees recover from past trauma, gain personal independence and aim at economic self-sufficiency, and refugees being contributing members of their new communities, and able participants in all aspects of American life.

Women in Conflict Zones Network (WICZNET) www.yorku.ca/cfr/wicz/about.htm

WICZNET was established in the spring of 1996 and is co-ordinated at the Centre for Feminist Research (CFR) and the York Centre for International and Security Studies, York University. **WICZNET** is a multifaceted and multidisciplinary network of feminist scholars from various disciplines and different parts of the world. Members work in partnership with national and international agencies. The Network is designed to facilitate collaborative research and communication among a number of academics and policy makers who are actively engaged in research on women in conflict zones.

World Vision International www.wvi.org/home.shtml

World Vision is an international Christian relief and development organization working to promote the well-being of all people - especially children. World Vision seeks to serve people who are poor worldwide, regardless of race, religion, or ethnic origin. Working on six continents, World Vision is one of the largest Christian relief and development organizations in the world, focusing particularly on children.

b) National and Local Organizations and Resources

Canadian Centre for Victims of Torture www.icomm.ca/ccvt/

The **Canadian Centre for Victims of Torture** is a non-profit, registered charitable organization, founded by several Toronto doctors, lawyers and social service professionals associated with Amnesty International. It aids survivors to overcome the lasting effects of torture and war, and in partnership with the community, the Centre supports survivors in the process of successful integration into Canadian society, works for their protection and integrity, and raises awareness of the continuing effects of torture and war on survivors and their families. The website contains a considerable amount of documentation and information on violence, torture and war, with particular attention to women.

Canadian Council for Refugees www.web.net/~ccr/

The **Canadian Council for Refugees** is a non-profit umbrella organization committed to the rights and protection of refugees in Canada and around the world and to the settlement of refugees and immigrants in Canada. The membership is made up of organizations involved in the settlement, sponsorship and protection of refugees and immigrants. The Council serves the networking, information-exchange and advocacy needs of its membership.

Division of Social and Transcultural Psychiatry, McGill University

The **Division of Social and Transcultural Psychiatry** is a network of scholars and clinicians within the Department of Psychiatry, Faculty of Medicine, McGill University, devoted to promoting research, training and consultation in social and cultural psychiatry. The broad themes of research and training conducted by members of the Division include: Social Psychiatry (psychiatric epidemiology; social causes and consequences of psychiatric disorders; psychiatry in primary care; social treatments, rehabilitation and prevention strategies; evaluation of services) and Cultural Psychiatry (mental health of indigenous peoples, ethnocultural minorities, immigrants and refugees; international community mental health; indigenous healing practices, ethnopsychology and ethnopsychiatry; cultural critique of Western psychiatric theory and practice)

FREDA www.harbour.sfu.ca/freda

Located at the downtown campus of Simon Fraser University in Vancouver, Canada, the **FREDA** Centre is one of five violence research centres across the country that were established in 1992 through a five year grant from Health Canada and the Social Sciences and Humanities Research Council of Canada (SSHRC). Since its inception, the Centre's mandate has been to facilitate and conduct research on violence against women and children, in order to raise awareness and effect policy. The FREDA Centre conducts qualitative collaborative research using a participatory action based approach, working with community groups, frontline service providers, and policy-makers to produce research that is relevant and useable. Research reports produced by the FREDA Centre are diverse and include an analysis of the sexual exploitation and trafficking of young women; violence against marginalized girls; a parenting guide for single mothers of children who have witnessed violence; the links between violence and eating disorders; trends concerning violence against women; an analysis of the Violence Against Women in Relationships (VAWIR) Policy; and the implications of records disclosure legislation.

The International Children’s Institute (ICI) www.icichildren.com

The **International Children’s Institute (ICI)** is a humanitarian organization established in 1992 to work with communities to develop psychosocial and psycho educational programs to support children’s well-being. Based in Montreal and Toronto Canada, the Institute develops and implements programs based on identification, documentation and dissemination of best practices to enhance the coping skills of children who are experiencing stress and/or trauma resulting from major changes occurring in their lives such as displacement, war, immigration, and refugee related experiences. Working with teams of experts in education, health, communications and cultural adaptation – and with children and parents – the Institute develops community, school-based, refugee camp and curriculum development programs focused on children’s adaptation including developing their coping and communication skills. These programs also help those involved with the children to reach a common understanding of their role in promoting children’s well-being.

International Psychological Assistance (IPA) www.intlpsyassistance.org

IPA is a non-governmental, non-profit organization that offers psychosocial support to any person or population in a state of crisis or trauma. IPA has developed a strategic needs analysis program for intervention through specific means, and offers its services at various levels, in a number of phases. Activities provided by these levels are: emergency interventions, training, research. Training programs are provided to professionals likely to be involved in situations of distress and disaster. Research, reflection and evaluation are carried out in the field of providing assistance to victims or micro-social and macro-social disasters.

Joint Centre of Excellence for Research on Immigration and Settlement (CERIS) www.ceris.metropolis.net

CERIS is a consortium of Toronto-area universities and community partners. It is one of four such research centres across Canada. Core funding for CERIS is provided by several federal department and agencies in collaboration with the Social Sciences and Humanities Research Council (SSHRC) and Citizenship and Immigration Canada (CIC). CERIS’ goals include: 1) Promoting research about the impact of immigration on the Greater Toronto Area and on the integration of immigrants into Canadian society; 2) Providing training opportunities; and 3) Disseminating policy and program relevant research information. The Centre has defined six domains of emphasis –economic, education, and community, health, housing and neighbourhoods, justice and law – within each of which it intends to stimulate and support macro- and micro-level research, emphasizing interdisciplinary research and recognize the contribution of different methodologies including archival study, ethnographic investigation, statistical analysis of existing data sets, case studies, epidemiology and community surveys. The website contains a large amount of relevant documentation and information, including a number of studies and references for downloading.

LaMarsh Centre for Research on Violence and Conflict Resolution www.yorku.ca/lamarsh/

The **LaMarsh Centre for Research on Violence and Conflict Resolution**, based in the Faculty of Arts at York University, is an interdisciplinary association of faculty, graduate students and professional community members. It is committed to research on all issues relating to violence and conflict resolution including family violence, aggressive driving behaviour, bullying and victimization in schools, sports and violence, conflict resolution in families,

romantic relationships in adolescence, prevention of dating violence in high risk youth, and mental health in adult survivors of abuse, among other things. The Centre supports visiting scholars, student symposia, study groups and a publishing program for research reports.

Match International www.web.net/~matchint/

MATCH International Centre is a women's organization guided by a feminist vision of sustainable development, which recognizes the diverse realities of women and respects their efforts at self-determination. To fulfill its mission, MATCH works in partnership with women's groups in Africa, Asia, the Caribbean, and South America towards the empowerment of women and the achievement of the practical enjoyment of human rights and fundamental freedoms through civil, political, economic and cultural justice. MATCH also undertakes public education in Canada on development and women's issues, and works to build and strengthen the women's movement nationally and internationally. In partnership with MATCH, women around the world are implementing sensitization campaigns, awareness-raising activities, assertiveness and para-legal training, popular theatre, and action-research to tackle the issue of violence against women.

Metro Action Committee on Violence against Women and Children (METRAC)

www.metrac.org/

METRAC is a community organization that promotes the rights of women and children to live free from violence and the threats of violence. Our violence prevention activities are focused in the following areas: Justice for Women and Children, Women's Safety and Information Services. Working in collaboration with individuals, community groups, government agencies, police, educational institutions and legal and medical professions, METRAC helps build effective partnerships and coalitions of people interested in making their community a safer place.

The Transcultural Child Psychiatry Consultation & Treatment Clinic of the Montreal Children's Hospital

The **Transcultural Clinic** has the triple mandate of training a diverse group of professionals from different disciplines (psychiatrists, physicians, psychologists, art therapists), clinical consultation and treatment, and ongoing research to rethink and renew clinical theory and practice through a critical examination of some of the implicit assumptions of conventional mental health care. The ethnocultural profile of the population of children on the island of Montreal is changing rapidly. In 2000, more than 50% of children enrolled in schools in the metropolitan region were allophones. Health and social services as well as scholastic institutions have attempted to adapt to this demographic transformation but much remains to be done. Beyond the initial sensitization to cultural differences, the clinic is one of few places of specialized practice that can serve the as training sites, consultation resources, and places to develop innovative practices.

Transcultural Clinic (TC), Hôpital Jean-Talon. www.hopitaljean-talon.qc.ca

The Transcultural Clinic (TC) at Hôpital Jean-Talon Hospital was created in 1993 to respond to the needs of the large immigrant population in the hospital's catchment area. The clinic offers two types of outpatient service: (i) cultural consultations for professionals needing assistance in assessment and treatment planning; and (ii) time-limited treatment offered directly

to patients of different cultural backgrounds. The clinic also provides training and community prevention and mental health promotion programs.