

Being mobile, becoming educated

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Propositions belonging to the Dissertation

Being Mobile, Becoming Educated

Young Ghanaians' mobility trajectories and educational experiences
between Ghana and the Netherlands

By Joan van Geel

1. Conventional conceptualisations of migrant youth do not account for the mobility in which young people engage prior, during, or after their first international move. In order to understand the impact of migration on youth, these mobilities need to be integrated into conceptualisations of migrant youth.
2. Research on educational resilience would benefit from expanding its scope to the transnational social field when studying migrant youth in order to identify, examine, and theorise the mechanisms that can be mobilised in this potentially resourceful environment.
3. The analysis of the interactions between dominant and marginalised framings of the impact of mobility on education helps to understand how current framings are historically constructed, why the two framings do not align, and what implications a conflict in framings has in the everyday experiences of young people who are mobile and want to become educated.
4. A youth-centred approach reveals how young people understand, experience, give meaning, and (aim to) combine their right to education and mobility. Young people have distinct worldviews and perceptions, which need to be the core-focus of research that attempts to understand their wellbeing, progress, and to improve societal structures that affect youth.
5. Migration scholars approach migrant youth's mobility as determined by parental migration. This is reflected in conceptualisations of youth categories such as first and second generation. Yet, migrant youth have their own individual mobility patterns that need to be studied in their own right.

6. Transnational family studies can increase our understanding of the functioning of transnational families when the realities, agency, and contributions of the children, whose wellbeing is often at the heart of decision-making within these families, are focus of research.
7. Mobility studies have pointed out the importance and existence of different types of mobilities that impact social life. The next challenge lays in developing an integrative approach that enables studying the interrelation of various mobilities within an individual's trajectory while it unfolds over the life-course.
8. The *leerplichtwet*, the Dutch law on education, should take into account contemporary societal changes. Therefore, it should be flexible towards intermittent short-term mobilities, to consider the educational needs of young people who are mobile and become educated transnationally.
9. "The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story."

— Chimamanda Ngozi Adichie.

10. Prosecco is an underestimated cure to many academic maladies; its tickling bubbles invite the celebration of achievements that too often go unmentioned, encourage swaying dance moves needed in response to many office hours, and has the power to release tensions when the competition is fierce.