

EFFECTS BEING ORPHAN TEENAGERS AND COPING
STRATEGIES IN AN ETHNIC MINORITY CONTEXT
IN NORWAY

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SPRING SEMESTER, 2009

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ACKNOWLEDGEMENT

My indebtedness to my supervisor Mr. Halvor Fauske, professor University College in Lillehammer, Norway who have guided me and giving constructive feedbacks all through this study. I would also like to give thanks to all lecturers, who thought me, gave me concrete ideas, and advice on how I could go further with this thesis.

Many thanks goes to my friends, colleagues, for their moral efforts, especially to my leder Preben Viker, and the entire organization who made it possible by granting me permission to attain lectures and financial support to enable me complete my study. I am also thanking the data technician Øystein Aas Pedersen, who helped me to rearrange the materials in the computer ready for printing.

I am indebted to all the children who offer their time to participate and provided me with information during the field work of this study. If not of them, this study couldn't have been a success. My appreciation also goes to all the people, the private and government offices, who gave information's and authority to gain information's which has been of importance to this study.

My greatest thanks goes to my family members who gave me their moral support, especially to my mum Dorothy Zigo, my dearest one Nkonte- Ndem Atemkeng Asong, and all those who have been praying for my success, not forgetting my loving son David Zigo Bakka who has been encouraging and motivating me to get finish with this study. To all of them i am deeply grateful.

ABSTRACT

This study attempts to explore some of the effects orphans children migrated into Norway can experienced after the dead of their parents and the strategies they used in coping with these challenges they meet in their new environment, Norway. Four orphans participated in this study. My focus is based on the description of their experiences, feelings, life and challenges. Moreover it has been of importance to find theories which can enlighten someone to get a better understanding about what has happened to the lives of these orphans and to see how the children can help themselves, and also achieved some help from their host country Norway.

Hermeneutical approaches with the use of qualitative methodology have been the main form of description used in this study. This is because it places special emphasis on these four orphans' views, personal experiences, attitudes, beliefs, feelings and emotions. All the discussions and analyses are based on the orphan's descriptions. Generally, being an orphan, might affect all dimensions in these children lives in Norway. Lose of both parents is characterized by strong and mixed feelings. When both parents die, children do not only experienced grief and lose to be the only challenging factors. They also experienced fear, conscious of maybe the cause of their parent's dead, anger, attachment problem to their new caregivers and social problems to their new land. The children also lost hopes, dreams and expectations of the future. The question of how these children will cope with all these loses, and the expected challenges in the new land are difficult to answer. Finding methods in regaining meaning in their lives is a long and difficult process.

Despite all these challenges faced by these orphans, they still developed some coping strategies to adapt in these adversities. Resilience theory has been a helping hand for these children to deal with their stresses. Moreover, some of the positives experiences like the orphans first meeting with the Norwegian police, and the help they got both from their caregivers and the Norwegian state have helped them to adapt into the Norwegian society. The result of this study has proved much more alike for all of the four orphans who participated in the study. They had strong attachment to their parents. All of them experienced sadness and sorrow. All of them felt what has happened to them has caused some difficulties in their lives, but none considered it as what could make them lose control over their lives. Lose of parents can be considered as fundamental changes that has occurred to these children lives, and which can always affect their well being.

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CHAPTER ONE

INTRODUCTION

The world has always had a special care for orphans. Throughout history and especially in literature, orphans have been the concern of interest and pity (Tschudin, 1997). The term orphan is defined *as a child whose natural parents are absent or dead*. One legal definition used in the USA is *someone bereft through "death or disappearance of, abandonment or desertion by, or separation or loss from, both parents"*. <http://en.wikipedia.org/wiki/Orphan>. Some children might not necessary witness effects of missing their parents immediately after their dead. The emotional scars for bereaved children may not appear until later in life. In addition, children often experienced death of their parents with a sense that it is their fault (Tschudin, 1997). Children same as elder`s expresses feelings of fault and guilty after the death of their parents. Simmons (1992), Cohen (1994), and Heinzer (1995), demonstrated how children can and do survive bereavement and grow into well- adjusted adults. Both Simmons (1992) and Cohen (1994) also stressed the fact that children need to be heard and given opportunities to express themselves, both at home and in school, when they have been bereaved. The relationship between parents and children is perhaps the most difficult of all relationship to understand. Children and parents cannot choose each other. Children are a part of their parents, but parents have to bring up children in such a way that they will eventually be independent of them and even to a degree reject the parents and their ways.

Children in the first years of life need to trust that the parent will be reliable available and protective in order to develop a sense of physical and emotional integrity. When an attachment figure dies, the child loses intimate patterns of interaction that organize key developmental domains and constitute the building blocks of the child's sense of self. The loss produces intense long – lasting grief and represents a risk factor for healthy development, unless the child is supported in the protracted process of mourning. These processes involve the hope that the death parents will return to live. The child turns to another attachment figure that can provide renewed hopes in the trust worthiness of intimate emotional bonds.

People often assume that adolescence is an exciting and care free time of life, yet the stress of establishing self-identity, self-sufficiency, and autonomy is exceptional difficult (Thompson,

2006). The escalating rate of emotional disorders in the societies of today can be attributed to several precipitating variables. For example variables like rapid social change, cultural pluralism, occupational diversity and teenager's hopelessness.

Death and important loss bring us to the realization that our life is finite and that we have to live within the boundaries of finiteness. We cannot recall a dead person to life; we cannot stop the clock; and we cannot halt the ageing process completely. We might have difficulties especially for those that are still immature to satisfy their needs and wants.

Any relationship is represented in the brain by a stable internal model associated with emotions and feelings toward that individual. The internal model does not change even when that individual ceases to be in the external world. It requires a gradual and painful process (grief) to achieve change in the internal model to conform to the new reality caused by a loss (Parkes, 1972).

FOCUS ON MY TOPIC AND MEANING OF LOSING PARENTS

The orphans I have written about in this report are unaccompanied minors asylum seekers that came to Norway as refugees and some as asylum seekers. All of them have now gotten legal status to live in the country. The Norwegian Directorate of Immigration (UDI) have divided and defined unaccompanied minors into three categories. The first category is *children and youth under 18years that are having a family relation or relatives in Norway who is regarded as a caregiver*. The second category is *children and youths under 18years that come to Norway without their biological parents, but together with another elder family member, for example sister brother, aunt, cousin, uncle etc*. The third category is *children and youth under 18 years that come to Norway without parents or caregiver and do not have any family member in Norway* (Udi, 1993 in Ingebrigtsen, Berger, & Thorsen, 2004).

The orphans who participated in my study belong to category two and three. Four unaccompanied minors participated in this study. Their ages ranges from 15 – 18 years. I will come back to this later. Some of these children ran away from war, conflicts, economic and political problems. All of them are searching for security and a better future in Norway. The flow of unaccompanied single minors in Norway is alarming. 721 unaccompanied minors came to Norway between the period of January till august 2008 (Fontene, 2009, No.05). This includes children that both or one of their parents are dead and those that have some relatives

in Norway. The Norwegian governments have decided now that all unaccompanied minors under 15 years of age that came to Norway gets help from the state and they should be automatically under the child care protection. The adolescent I am writing about have different reasons for coming to Norway, but what they have in common is that they are all orphanage in a difficult and vulnerable situation. The term *adolescent refers to youths and teenagers*. It also refers to *youths or children who are under the ages of 18years* (Wolchhic & Sandler, 1997).

In this study I have used terms like youths, teenagers, children, adolescent and unaccompanied minors/ single minors to describe the orphans that participate in this project. I want to remind the readers of this report that all these terms are referring to the orphans that participated in my study. All the orphans in this project are ethnic minorities. The term ethnic minorities have been defined by Erikson & Sørheim (1994) as *a group of individuals that are in less numbers in a large community, with relatively low political powers, and existing as ethnics categories over a period of time*. An example is orphans youths from different countries in Norway, having different cultures, religion and lifestyle. These youths can also be teenagers that are born in Norway. In sociology a minority group has the following characteristics: Minorities are disadvantaged, as a result of discrimination against them by others. Minorities have senses of group solidarity of belonging together. Minorities to some degree are physically and socially isolated from the larger community (Giddens, 1993).

The characteristics one can find about these orphans is that, they were very reserved and sceptical to the people they talked too, when they newly came to Norway. They were very careful about what they say to people. It is a challenge for these children being alone in Norway without their parents.

It is not easy for these children being orphans. They experienced bade positive and negatives effects on their arrival to Norway. The positives effects include: their first meeting with the Norwegian police was good, ethnic and racial socialisation, got new friends and gets a form of independency. The negatives effects they meet in Norway are as follows: loss and vulnerability, migration strain, bicultural conflicts, disrupted bonds, feelings of being the cause of the dead of their parents, feel at times discriminated and losing their daily routines. All these effects will be explained better in chapter four. So it has been of great importance to see how these teenagers especially those that have lost both of their parents manage to cope with their lives in Norway.

Despite all these challenges many of them still have strategies of which they used in coping with their lives in Norway. Coping is *the cognitive and behavioral efforts to manage specific external and internal demands that are appraised as taxing or exceeding the resources of the person* (Lazarus & Folkman, 1984, P. 141). There are three important features in coping. First it refers to a persons thought and behavior as the situation unfolds. Secondly coping is determined by the person interpretation (appraisal) of the demand of that particular situation. Thirdly, coping refers to efforts to manage a situation, rather than the actual success or outcome of these efforts (Wolchik & Sandler, 1997). Coping may protect people by eliminating or modifying the conditions that produced stress or by keeping the emotional consequences within manageable bounds (Zeider & Hammer, 1990). Coping may affect outcomes through its impact on the frequency, intensity, duration and patterning of physiological stress reactions and the resultant affective and somatic outcomes (Zeider & Endler, 1996). Some of the strategies these children used in coping with their challenges in Norway are as follows: they developed courage and hope, believing in God, gets form of autonomy, doing activities to distract them selves and they get help both from their caregivers and the state. These factors have been elaborated in chapter five.

The meaning of loss, especially of a person, is intensely individual. No two relationship are the same, therefore no two losses are the same (Tschudin, 1997). The first parent to die will normally evoke sentiments of primordial attachment and detachment. Love and hate may mingle very strongly in a son or daughter after the dead of a parent. Parents who have just got a child and not so long the child misses one or both of his parents, this will make the child to ask many questions about his life, for example: what is the purpose of life? Have the parents giving the child a purpose? And even if so, is the child fulfilling it?

All aspect of a child who has lost his parents is affected by a loss, and all need to adjust to the new circumstances. One can adapt physically much more readily than emotionally. Loss and bereavement are situations where it is easier to become stuck and be dominated by guilt, fear, and anger, and the necessary adjustment is not made. These can then lead to physical and emotional pathology. Every important loss brings to the surface other losses experienced. It may be that such losses have not been worked through sufficiently for various reasons. Reasons might be that sometimes it is present loss which brings to mind other important losses which had happened earlier. Sometimes the opposite is true. An example to this is that an important loss like the loss of a parent, may recall an earlier loss which seems trivial.

As helpers, we cannot give or offer people any meaning. Indeed, the meaning in life is not something manufactured. We discover meaning when we confront the events which happen in our lives (Tschudin, 1997). We can create many situations in life and they make us feel good and powerful.

It is also possible that minority's status itself constitutes an independent risk factor because it exposes children to a number of challenging life conditions. Minority youths may at times experience forms of racism and discrimination and conflicts that arise when they are caught between cultures that have differing values and norms (Phinney, Lochner, & Murphy, 1991). Such ethnicity – linked stressors may complicate development to varying degrees for minority youths at all socioeconomic levels. On the other hand, it is also possible that some ethnic minority children are less vulnerable to psychological distress because of ethnic- specific coping mechanisms or cultural influences that protect them from the negative effects of stress. Such protective mechanisms may have evolved for some groups in response to cumulative indignities endured as minorities, or may stem from traditional cultural values that are maintained even as ethnic individuals acculturate to the dominant culture (Spencer, 1990).

Some professionals are often engaged in finding out if single minors asylum seekers have really lost their parents or maybe one of their parents are still alive and living in their country of origin or in another country. There have been doubts about this subject. Writers like Egge M & Jackbo, (2001) and Ayotte W (2000) found out that maybe some of these single minors refugees in general are” anchor children”. This means practice of some parents sending their children to another country so that the child can establish residence and then facilitate the entry of other family members into that country.

My aim in this study is not to find out the reality of the stories I get from these orphans, but to consider and accept the information I get from them. I also made this clear to them in the beginning of the interview. All of the four children who participate in this study informed me that both of their parents were dead.

CHOSEN THE TOPIC

It has been a challenge for me to define the topic of my report. In the beginning of my thesis I was really willing to find out effects being orphans and survivals strategies for both ethnic Norwegians and foreign orphans teenagers in Norway and compare both of them, but at last I

did not succeed to obtain my wishes. One of the difficulties I encountered was to get in contact with the orphans with ethnic Norwegian backgrounds. In addition most of the Norwegian teenagers I came in contact with their guardians were not willing to participate in the project. Moreover the state has implemented laws that protect these children. The bureaucratic system also made it difficult for me to get in touch with these children. The higher authority office "overformynderiet" responsible to give out these information's did not have enough time to go through their data system to find the names of these children, and their guardians which I needed, to go on with my project. After informing my supervisor and classmates, I was advice to discuss with the higher authority "overformynderiet", if they could instead give me just the names of the guardians since the orphans themselves were not interested to participate in the project. My supervisor proposed that it could be of importance if I interview some of the caregivers and not the children. The reason to this is because the caregivers have the daily responsibilities for these children and they can give details about their daily activities, observations and behaviors. I later contacted "overformynderiet" and got the names of the guardians who were living with these orphans to no avail. The guardians too were not willing to participate in the project. Time was cutting me short, and I could not wait any longer. I then decided to change my topic, since it was difficult for me to get in contact with ethnic Norwegian orphans and their guardians. I changed my topic and based my focus only on the effects and survivals strategies for orphan's teenagers with minority background in Norway.

OBJECTIVES OF THE STUDY

- Is to know about the importance of the attachment and relation these orphans had to their biological parents and to the new caregivers or guardians in Norway.
- To uncover the effects theses orphans have encountered after the dead of their parents
- To find out the means these children used in coping up with their lives in Norway, despites their past experiences and the challenges they meet in Norway.
- Another objective is to find out about what these orphans think about the help they get both from the caregivers, friends, and the state.
- To find out suggestions and methods that can be used by the orphans themselves, the government, and the caregivers to promote a better life for these orphans.

REASONS FOR WRITING ABOUT THIS TOPIC

I have decided to write about this topic because I am working with unaccompanied minor's refugees and I am interested to learn more about this group. I also thought it could be of importance for my colleagues and many others working in this field can learn some of the challenges these unaccompanied minors faces. It is also important for professionals working with these children to gain some ideas about how the unaccompanied minors cope and manage their lives in Norway. Such experiences might help the professionals to have a better understanding about these children, to be aware of their duties and methods of approaching and methods of helping these unaccompanied minors. I want to know how these teenagers feel or think about the care and help they get from their caregivers and the government. Helping a person emotionally does not simply mean hearing a story, but it means helping the person to relate the story – the experience- to the rest of life (Tschudin, 1997). I had some doubts like for example if these children feel they get enough care and if the care they get is good enough.

I also want to find out if these unaccompanied minors are afraid to discuss about their feelings and past experiences, the psychological, physical and economic live situations. Many questions and hypotheses can be ask when one talk about the well being of unaccompanied minors in Norway. How was the attachment of these orphans to their biological parents? How will be the attachment of these orphans to the new caregivers in Norway? Which effects can these children develop after the dead of their parents? How will these unaccompanied minors cope in Norway? How do these children manage with their grief, how will the life of these children be while in Norway, what can be done to help them? I will try to answer these questions later in the analyses section in chapter four. I also have thoughts about whether the methods of work we used, really match with the problems these single minors have. I also doubt if the help they get from us is really the one they need. I am interested to find out if they really consider us to be their parents or how do they really look at us (the caregivers) working with them.

Media and reports enlighten people about children with social problems, children in foster homes, institutions are been treated. We see that there is often both negatives and positives experiences. My imagination and thoughts about all these information's from the media encouraged me to carry out a research study in the field to find out really whether some of the things presented in the media, is a reality. These thoughts also encouraged me to undertake

this study so as to find out how these orphans teenagers feel about the way they are considered and treated by the majority and the other minorities because they are orphans.

The reasons why I have decided to choose orphans teenagers of ethnic minority are because they might have many challenges as other “normal functioning teenagers” that both of their parents are still alive. In addition to that missing both parents in their young ages can be an extra load for them to withstand. I think that if great care is not taking to encourage and help them manage their lives, may be some of them might find it very difficult in their later lives. To be an orphan teenager and a minority in another country can be a burden for these children. Migration from their country into Norway is already a process on its own. The traumatic experiences from war, stress, loss of their parents and little or no contacts with their families can make these children to be more traumatized. I decided looking into the problems and resources these orphans have and I think getting more knowledge about this can be a starting point on how we can work together to help these children to get a better future.

Another reason why I decided to write about this topic is that the infiltration of unaccompanied minors into Norway the past years has been increasing. There have been debates in the Norwegian media about the well being of these children in Norway. From the period of 1998 – 1999, it was registered that, 904 separated children migrated into Norway (Ayotte, 2000). This figure represents only those who have applied for asylum and it also includes applicants aged 18-20 years. I wanted to know about the reasons of this infiltration, the situations of these children back in their country and in the new country they have moved into. So I thought that maybe carrying out a qualitative study will give these children the possibilities to share out their feelings and come out with their challenges and experiences both in Norway and in their home country of origin.

Another point concerning the doubt I have is also due to what these minors say to us workers and their reactions when we have dialog with them concerning the help they get from the Norwegian society. Some of them criticized the work done to help them, while some of them appreciate the work which is done. All these doubts create many questions to me. I found out that carrying out a research about this field can help me and other professionals to clarify some of our doubts. I also thought that these children are in a very difficult conditions and it is important that those who are working to help them should have focus on their needs. In addition I thought it might be helpful to undertake an in-depth one to one interview with these children so that they can feel free to express themselves. I am very curious to learn new things

and to develop my knowledge on this field to see how we can help these children in a way that will create stability, structure, and continuity in their lives. Having a comfortable and normal life development can reduce some of the risks these children faced as they are growing up in Norway.

RESEARCH DONE IN THIS FIELD OF STUDY

Very little has been done particularly on this field of study I have written about. Researchers have carried out studies concerning unaccompanied minors asylum seekers in Norway, and separated children in Europe. It can be clear that some of these unaccompanied minors have lost both of their parents, but during my period of writing this report I did some findings but did not come across any report that was likely the same as the topic I have written about.

Egge, M & Jackbo, A., (2001), has written about stories of 14 different single minors in Norway and Ayotte, (2000) wrote about Separated Children coming to Western Europe, why they travel and how they arrived. Another study has been done by Oppedal, Jensen, Seglem, (2008). It is a report called Ungkul- Rapport No. 1. With title” when the day normalizes” This is also a report about unaccompanied minors challenges and the way they manage their lives in Norway.

I earlier mentioned in this thesis that it is not automatically that all of the unaccompanied minors have lost both of their parents. Some of their parents are still living, maybe in their home countries or somewhere around the world. My study is based on unaccompanied minors that both parents are death. The findings of the other researchers have some similarities with my findings; the children they interviewed proved to have the same effects as the orphans that participated in my project. Effects like missing their parents, sorrow, and being traumatized are examples of effects that came out from their reports. The single minors had the same challenges like cultural differences and language problem. Ethnicity, political, economic and religious reasons, poverty and deprivations, and death of their parents or relatives during war are some of the reasons in all of the studies that made these children to travel out from their country.

DILEMMA`S OR LIMITATIONS OF THE RESULTS FOUND

One of the limitations in my study is that the interpretations of my findings are bound up with my personal interpretations. Denscombe (2007) called it interpretation bound up with the” self

of the researcher". Denscombe (2007) made emphasis that the researchers own identity, background, and beliefs have a role in the creation of data and the analysis of the data. I mentioned earlier in this thesis that I am working with some of these teenagers, and I know some of them in a certain extend. It was difficult just to focus only on what these children said in their interviews, this was because I already had some information about them before conducting the interview. The dilemma in it is that at times I get a different story from these children as compared to what I already knew before. I had many questions in my mind about this issue. This was very difficult for me to do something with, because I had to respect and trust their responses. The reason why I call this a limitation is because it was difficult for some of these children to open up themselves to the workers. Some of them explained different stories to me as compared to what they explained to the emigration officers when they first arrived in Norway. Some explained that because they had to hide their identities, they did not want to tell some of their stories to the police because they were afraid. After the emigration granted them asylum, they were transferred to settle in various towns under the Norwegian child protection. After they became used to the workers, many of them started telling their true stories about their backgrounds and past histories.

One important limitation in this study is the interpretation of the observations which I made during the interview. These teenagers come from different ethnic groups, have different cultures and traditions. Interpretations of observations can be very different especially when it concerns indirect form of communication. Signs and codes can be different from cultures to cultures. A sign or code made by an informant can be interpreted differently especially when one does not understand the sign or codes of the other person's language. For one to understand such codes, you have to belong in that group, or have the same culture and tradition. If not, one can easily misinterpret the person. I have interpreted the observations in the way I understood the situations. I always asked these children when they responded or communicated by using special signs or codes that I did not understand. This was to avoid misunderstanding between us and to secure that both of us have same understanding.

Another important limitation is that, these orphans knew that the workers who are working with them have confidentiality. They are not supposed to explain to others about the lives of these children, and about their privacy. I am also working with these orphans; the dilemma in it is that, I had confidentiality both for the children and for my colleagues. I am not supposed to expose to the teenagers about the privacy we have in our duty and I could not also informed my colleagues about the information's I got from a particular respondent. I found out that

these teenagers came out with much information that concerns their private lives, which can be of great importance for us working with them. Just because I have confidentiality in my study, I could not inform my colleagues about the information I have got from a particular teenager. I played the role of a researcher by respecting the confidentiality I already informed the teenagers about before the interview. I could not inform my colleagues about the new information, but rather wrote the information's in my report and hide the identities of these teenagers. So as to protect the children's integrity. Despite the fact that I informed the teenagers that I had confidentiality, some of them still found it difficult to be very open to me. Some of them found it difficult to answer questions that concern their private lives. This is because they are hidden their identities. Some of them gave a different identity about themselves when they came newly to the district they were to live. They did not know the workers neither were they used to them. Despite all these points, it was still difficult for some of them to express themselves openly to me. I found out that those who really opened up to me were mostly those that I don't have direct contact with them in my daily work.

It has also been a limitation, because I have been careful in my interpretation, not to carry out drastic conclusions since I know some of these teenagers well. I have also been very careful not to discuss to other people about the observations I come across or what I see and what they say about themselves. The reasons why I try to avoid all these is because it might influence my description and analyze to these teenagers which might not necessarily be relevant to this study.

I also thought of interviewing some of the caregivers that are taking care of these children so as to hear about their own observations concerning these orphans. It could have been of importance to get information's not only from the orphan teenagers, but also to the people who have the daily care for them. I could have also tried to get in touch with the family members of these children to hear about the attachment they had to their biological parents and the life they had back home before coming to Norway. I could not do all these because I wanted to limit the thesis.

STRUCTURE AND SUMMARY OF THE THESIS

This thesis consists of six chapters. In each chapter there is the main title and many subtitles. Each chapter has a short introduction and a summary at the end. The first chapter is all about the introduction of the whole thesis. It gives an overview of the topic I am writing about, what

it mean by losing a parent. It brings out the definition of basic terms and concepts, the objectives of the study, background of the study, other researches done in this field and the limitation of the study. Chapter two presents the theoretical perspectives, the relevance, discussions and critiques of the various theories that have been used in relation to my study. This includes attachment theory, resilience theory and grief theory. Chapter three presents the research methodology. It gives an explanation of the approach used in analyzing, the methods of data collection and searching of the respondents. It also gives an explanation about how the interview was conducted and the writing and translating of the manuscript. Chapter four gives general analyses of the whole study in relation to various theories. It brings out the discussion about why these orphans came to Norway, an overview about the orphan's experiences and about the death of their parents. It also brings out the negatives and the positive effects these unaccompanied minors experienced after their arrival in the Norwegian community. Chapter 5 illustrates about the coping strategies used by these orphans to manage their lives in Norway. It also talks about the orphans' view concerning the help they get from friends, families and the Norwegian welfare system. It gives a view about what can be done to better the orphan's situation in Norway and the discussion of the results found in this thesis in relation to other theses. Chapter six is the last chapter and it gives a brief conclusion about the whole study.

CHAPTER TWO

CONCEPTUAL AND THEORETICAL PERSPECTIVES

INTRODUCTION

This chapter is devoted to present the theoretical framework. Theories are important in any research projects because they serve as guidelines in the research process and are fundamental to define research problems. According to Jaggar & Rottenberg (1993) a theory, in the broadest sense, offers a general account of how ranges of phenomena are systematically interconnected; by placing individual items in a larger context. The relationship between philosophies, theories, approaches and methods that shape empirical research are complex, and choices must be made at each stage.

I have used three main theories in my study. The first theory I have used is the attachment theory to assess individual differences in attachment behavior patterns and to examine the psychological effects of early relationships and the importance of child parents' relationship. The second theory is resilience theory; and has been used to explain how resilience can help a child deal more effectively with stress and pressure to cope with everyday challenges. The third theory I have talked about in this study is the recent grief theories. These theories elaborate on what different researchers have found out about grief and the reactions of grief on individuals who have lost someone that have importance in their lives.

These theories are important in this study because it shows the relation of my findings to what other researchers have found. These theories will also help to understand the reactions of these teenagers I relation to their past experiences. Moreover the theories have served me with materials which will help to answer my research questions.

ATTACHMENT THEORY

Bowlby (1969) described attachment as a biologically based bond with caregiver. Through the early attachment experiences, the child develops an internal working model of relationship that influences the child future relationships (Alexander, 1992; Crittenden & Ainsworth, 1989). Attachment theory has focused on the processes whereby infants and young children develop confidence in their parent's protection (Goldberg, 2000). The human infant is not equipped to survive without adult caregivers who provide food, warmth, and protection from illness and injury. The parents or caregivers are protectors and providers of safety and security. Bowlby (1969) agrees that affection bond between children and their caregivers have a biological basis which can be understood in evolutionary context. He says since infants do not survive without adult care, this make infant to behave in ways that maintain and enhance proximity to caregivers and elicit their care and development.

EARLY DEVELOPMENT AND ASSESSMENT OF ATTACHMENT IN INFANCY

Bowlby (1969) & Ainsworth (1973) agreed on three developmental phases which occur during infancy and a fourth phase that is initiated in the preschool years. Bowlby envisioned the human as having evolved with a bias towards forming social relationships. He emphasized that from birth the neonate is equipped with a repertoire of behaviors designed to attract the attention of adult caregivers and respond to the caregiver's reciprocal behaviors.

The development was divided in different phases. Phase 1 is called Pre – attachment. Here one will experience behavior such as crying, orienting, cuddling, grasping and clinging are initially either undirected or directed towards any available adult. Infants are able to distinguish sounds particularly higher pitched voices. Even during the neonatal period, infants rapidly learn to indiscriminate between different adults and their patterns of interacting. For example if a baby has had a consistent primary caregiver for several days in hospital care; a shift in this figure is reflected in changes in infant behavior (Sander, 1975 in Goldberg 2000).

Phase 2 is called Attachment in the making. Infants vision, audition improve and patterns of interaction with one or more caregivers become established, infants discriminate between familiar and unfamiliar faces, voices and interaction styles. Infants also begin to develop expectations concerning the effects of their own behavior and the reactions of caregivers. When social smiling first appears, babies smile indiscriminately, but they gradually start to smile more at familiar figures and less at strangers. The formation of a special relationship requires the understanding that an enduring specific other exists apart from concrete interactive experiences.

Phase 3 is the period of clear emergence and consolidation of a special relationship. Children get to know and start playing with others. The child begins to move from one place to the other in the house. The infants have access to new aspects in life. They are now willing to touch things that are hot, electrified and breakable.

Phase 4 is often initiated in the preschool years. Infants start understanding what is good and bad. They begin to learn how to bath, wear their clothes and have little responsibilities both at home and in school.

The reason why I have written about these phases of development is to help us understand, the stages and importance of attachment to these orphans teenagers who participated in my project. This will help us to understand the attachment they had to their biological parents. It will also give a view about the orphans growth and development; whether it was secure, avoidant or resistant. These phases of development will also give an overview to the caregivers and others that have responsibilities for the orphans.

CHANGES THAT OCCURS IN ATTACHMENT

During the first year, the mother is usually the first attachment figure for an infant, but it could also be any individual who has been consistently responsive to the infant's signals.

There may be several attachment figures, but Bowlby (1969) emphasized that there is usually a hierarchy of preferences, with one highly preferred primary attachment figure that the infant attaches to.

The goals of the attachment system are also modified as the child develops, so that longer separations and greater distances are deemed to be safe for the child. This concept of attachment includes social, emotional, cognitive and behavioral components. Attachment is a property of social relationship in which a weaker, less skilled individual relies on a more competent and powerful one for protection for example mother child relationship. Each participant experiences emotional ties to each other and forms an internal representation (which Bowlby (1969) called a `working model`) of the relationship and its participants. The participants engage in behaviors that reflect and maintain the relationship. It is the nature of and relationships between components that changes with development. The cognitive and behavioral components apply when the child matures into adulthood. When the child grows up they learn and experience many things, these experiences changes as new experiences accumulate. Bowlby (1969) believed that some aspects that are not accessible to consciousness would be especially resistant to change. Individual working model of a particular relationship includes concepts of the self and the other, as well as expectations of the relationship. Attachment theory assumes that attachments can endure throughout the lifespan even as they undergo developmental transformations.

However, with the developmental change and experience, new attachment figures may be added to the hierarchy and the relative preferences for attachment figures may also change. Thus, as a person grows up, he may prefer a friend or other peer to a parent as a primary attachment figure. Example, the boy called Anka said, considers his aunt to be his mum. This is because he explained that he did not really recognize his parents, and after the death of his parents it was his aunt who took care of him. In this case the aunt has been the attachment figure for Anka since he was a little boy.

INDIVIDUAL DIFFERENCES IN HUMAN ATTACHMENT

Ainsworth (1978) identified three basic patterns in infancy, which she called secure, avoidant and resistant or (ambivalent) on the basis of distinctive organization of behavior in the strange situation. She finds out that *secure* infants gave evidence of confidence in the mother's ability to provide comfort, *avoidant* infants seemed oddly unconcerned with mother's presence or

absence, and *resistant* infants seemed to be preoccupied with getting maternal attention/contact to the exclusion of other activities. This will be explained below by (Ainsworth, 1978) patterns of attachment.

PATTERNS OF ATTACHMENT

Attachments patterns (classification) are established from global ratings made in each episode. These describe the infant's proximity- seeking contact maintenance, avoidance of the mother, resistance to comforting, search behavior during separation, and distance interaction with the mother. An intensive observational study of infant – mother relationship was conducted by Bowlby and Ainsworth in 1978 in homes in Maryland and Baltimore. The purpose of the study was to find out the effects of separation from the mother in an unfamiliar environment. The structure of the session was based on Bowlby's concept of the protective function of attachment and Ainsworth developing ideas regarding the attachment figure as secure base for exploration.

The structure is a series of brief 3 minutes. The room is equipped with toys of interest to a 12 to 18 months old child. Perception of stress should activate the infant's attachment behavior, while new interesting toys should activate exploratory behavior. The session begins by a mother who brings a child in a strange place; an unfamiliar person shows the child a strange room with interesting toys and soon departs. The mother shows the child some of the toys and then sits down and begins to read a magazine. After a while another unfamiliar person enters, she sits quietly for a while, chats with the mother, and then attempt to play with the kid. There is knock on the door and the mother leaves the room, finally the mother returns and calls the kid from the door. The mother leaves the room again after a short while. To make matters even worst the next time the door opens, where the kid expected to see the mother, a strange person comes back and tries to comfort the kid. At last the kid's mother does come back and called the kid from the doorway.

The infants that Ainsworth termed (secure) used the mother as secure base for exploration, as expected. That is when the mother was present, the child freely exploit the environment with occasional visual, verbal or physical contact. When the mother departed, their exploration was diminished. They might not cry, but when she returned, the contact between the child and the mother was still very positive. If the child was visible upset they went to their mother and receive comfort and returned to exploration.

The infants Ainsworth termed avoidant, explored with little reference to the mother, showed little distress at her departures, and visibly ignored or snubbed her when she returned. Sometime they were more sociable and friendly to the stranger than to the mother.

The infants Ainsworth termed resistance or ambivalent seemed to be preoccupied with the mother. They were reluctant to explore even in her presence, and were extremely distressed by her departures. It was even still difficult to make strong contacts between the infants and the mother after they reunited. The infants also resisted comforting efforts from their mother for example by squirming when picked up and rejecting toys she offered to the infants. These behaviors had an either angry or passive emotional quality.

Referring this to my findings, I would like to say that the patterns of attachment the orphans in my project had, will also determined the type of relation they might have with their new caregivers in Norway. Those that had a secure attachment to their biological parents can find it difficult to create such attachment with the new caregivers in Norway. They were so secure with their parents and could feel free in the environment that they were. The orphans, who were considered avoidance as Ainsworth described, can be able to adapt well in the Norwegian community despite the absence of their parents. It is very important to know that these children despite all the types of attachment they had to their parents, I found out in my results that all of them express feelings of love to their biological parents.

RELEVANCE, CRITIQUES AND DISCUSSIONS ABOUT ATTACHMENT THEORY

RELEVANCE OF ATTACHMENT THEORY I RELATION TO MY FINDINGS

The relevance of attachment theory in this report is to show the importance these orphan children had to their biological parents or caregivers and to see which pattern of infancy they belong, in relation to Ainsworth and Bowlby attachment theory (secure, avoidant and resistant). It give us an overview and knowledge that the loss of an attachment figure can be an important and troubling event, especially to the extend that a person is emotionally dependent on the lost attachment figure if their interaction and relation has been very strong and good to each other. This theory also enables someone to see the value of what these orphans has lost their reactions of loss as individual and not as a group. Moreover the use of this theory will help to answer my research questions.

CRITIQUES AND DISCUSSION OF ATTACHMENT THEORY IN RELATION TO MY FINDINGS

There have been some critics in attachment theory. I would like to discuss the critic of J. R. Harris. She came up with this critic in 1998. Harris (1998) disagree with the point that it is not an assumption that children has to behave the way they have been thought by their parents despite the good relation they had to their parents and the fact that the children has been thought by their parents to be good, respectful and honest to their caregivers. She emphasized that, even if the children biological parents are born to be respectful, good and honest, it is not still an assumption that their children still have to be like them.

Harris (1998) explains this with what she called Nature versus Nurture. Harris considered nature to be the genetics that parents pass down to their child, and nurture to be the way the parents bring up their child. Harris (1998) believes that parents do not shape their child's personality or character. Bowlby and Ainsworth agree that attachment begins in infancy and lasts throughout a lifetime. They also believe that a new born baby immediately needs someone to take care of them. This person may be a parent, a sibling, any other caregiver, but whoever it is, there will be a bond formed between them. Bowlby and Ainsworth also believed that this primary caregiver is the one that will most shape the child's personality and character. Harris criticized them in this point. Harris believed that a child's peers have more influence on them than their parents. Harris came up with an example that if a child is brought up in a crime-ridden area, chances for them to create such crimes may be higher. This is because of the high rate of peer pressure and also because the child would like to fit in to the group. Even if the parents try to bring up the child in the best way, chances are that if child associate with delinquents, they will become one. But if you take a child headed down the wrong path and move him to new environment such as a small town, with very little or no criminality, chances are, he will get himself on the right track, because he is trying to fit in with a new peer group (Harris, 1998).

Harris also meant that what children learn in the home may be irrelevant in the outside world. For example, identical twins separated at birth and brought up in separate homes are more likely to have the same habits, hobbies, and styles than identical twins raised in the same household. This shows the power of nature but not of nurture. Even if parents try to raise two children the same way, they will still behave differently from each other (Harris, 1998).

The nurture assumption leads parents to believe that if they mess up somehow in raising their child, they will mess up their child's life. Parents are sometimes held responsible if their child commit an illegal act. Harris believes that parents should not be to blame or held responsible for that. This is because; children are not only bind to their parents. Children have other extended relations (friends, cousins, niece, and other relations). So children are influenced by a number of people, not just their parents. Children learn how to behave, for the most part, from other people in their social group. Adults do the same; they act more like the people in their social groups rather than their parents. People also need to realize that a lot of personality traits come from their genes, not their parents nurturing, as this can be seen in the separated twin studies (Harris, 1998).

In relating my findings to Harris critiques, I found out that the four orphans who participated in my project agreed that they listen to advices from their caregivers, but disagree that they implement all of the advices they get from their caregivers, especially things that concerns the social part of their lives. The children said they learned good behavior and manners of approach from their caregivers. They agreed that their friends and other relatives have a great role to play in their social life. They explained that at times they would like to practice and act in an abnormal way just because their other friends are doing the same. They do so because they don't want to be excluded from the group. The orphans also explained that even though their caregivers have informed them about the negative consequences of certain behaviors they still prefer to do it, just because they want to satisfy their friends and to be considered as part of the group. In other word I would like to say that external forces can have great influences on the Childs behavior. Harris also meant that not only the parents are supposed to be blame when a child goes out of control. She meant also that the environment also has something to do.

On the other hand, one can say that the behavior of the parents or the caregivers can also have a great role to play when looking at the behavior of a child. I can illustrate this with an example. Bowl by explained that during these phases of development (1-4), the child tries to attach to their parents, try to hold things and move, try to speak etc. During this period the child is innocent. He doesn't know many things, but listen to what the parents say. The parents tell them what is good and bad. Most of the children respect what their parents tell them. During this period the child follow the footstep of their parents. If the parents for example teach the child that it is a good idea to hit someone when he is angry, the child might

automatically do the same when he is angry. This is because it is what the child has learnt from his parents.

This can change when the child become an adolescent. When they start interacting with his mates in school, their attitudes can change, because they can be influenced by friends outside. As a child reaches adolescence, they tend to depart away from the attachment relationships with any parental type figure. Attachment bonds between parents and adolescents are "treated by many adolescents more like ties that restrain than like ties that anchor and secure, and a key task of adolescence is to develop autonomy so as no longer to need to rely (as much) on parents' support when making one's way through the world" (Allen & Land, 1999, p. 319). An example is what one of my informant said in his interview. Esoma 18 years old said *"after the dead of my parents, I had good help, advices from my elder brother. I felt very bad after the dead of my parents and I had to join bad friends who were smoking cigarettes and behaving badly even though my elder brother advice me not to do so."*

The elder brother of Esoma was one of the caregiver of Esoma when their parents died. Esoma said he got good advices from the brother but decided to follow what pleases him and the advices he got from friends and not the brother. He said he felt he was already a big boy to decide for himself. In this case one cannot blame the brother to be the cause of the attitudes he developed. In this case one has to put the blame on the environment. This makes us to agree with Harris assumption of nurture.

The security of the child's attachment to parents may in turn be determined by the quality of the marital relationship. Parents' marital conflict is expected to influence children's and adolescents' attachment security to the mother by reducing the responsiveness and effectiveness of her parenting (Markiewicz, Doyle, & Brendgen, 2001). In addition, strained marital relationships can lead to increased father marginalization in the family and distancing from their children and thus reduce his physical and emotional availability (Markiewicz et al., 2001). On the other hand, it is also important to think about the cultural differences which can exist in individuals. Some children can feel maltreated by their parents, but they still continue to love their parents and still maintain strong bonds with them, this is because they feel that if they turn to hate their parents, they can be affected by their tradition especially if the children believe in it. In certain traditions hating your parents or abandoning your parents might cause some difficulties in your life as a result of the hatred. For example, two of the orphans who

participated in my project, said they had strong bonds to their parents and love their parents even though they were not well treated by their parents. We can see that the attachment these orphans had to their parents was very strong despite the maltreatment they had. On the other hand orphans can turn to have painful thoughts about their parents when they came to Norway and realized that it is not lawful that children should be maltreated by their parents. When they think about the maltreatment they got from their parents, this can arouse negative effects like anger, sadness to themselves and to their parents. They will doubt why they were maltreated; all these feelings might create feelings of mistrust to the new caregivers and can also affect their attachment to them in a negative manner.

SUMMARY

Children with insecure attachment patterns "can find it difficult to form secure attachments, they can be hostile with the people around their environment" (Pickover, 2002). Severe attachment disorders cause the child to get close to an attachment figure, and then pull away before they can be rejected or they deem themselves unworthy in the eyes of the attachment figure. Insecure children focus all of the attention on achieving a better relationship with their parents, therefore making it difficult to form new attachment relationships (Pickover, 2002). Children with secure attachment patterns are capable of forming new attachment relationships while maintaining their current relationship with their parents.

One issue to which Bowlby did not devote much attention is the possibility that genetic relatedness plays a role in attachment formation and grieving loss. Harris criticized Bowlby and Ainsworth by assuming that nature (gene) and Nurture (environment) has an effect on children growth, development and behavior. She emphasized that the relationship between parents and child does not become less important during adolescence; the adolescent just becomes less dependent on the parents. Adolescents are trying to reach autonomy during these years, but they understand that their parents are still there to support them when needed. Any maltreatment or bad behavior these orphans learnt in their early age can have some effects on their attachment to their new caregivers. There can always be many doubts about the well being of these children in Norway. I will try to look upon certain questions which can give us a better understanding about these unaccompanied minors.

Which effects has attachment theory to these orphans? Which influence has attachment theory to the new friends and bonds that these orphans will meet in Norway? How will attachment theory affect the relation these children had to their relatives? According to attachment theory will it be ok for these children to live with their relatives in Norway, or is it better for them to live with other people? I will elaborate more about these questions in chapter four while analyzing.

Attachment theory, the critics and discussions above has helped to give an answer to my research question by giving an account about the attachment this orphan had to their biological parents, caregivers back in their country and in Norway. It has also made us to understand that, the Norwegian society has also help to change the attitudes of these children because they had to change part of their former behavior so as to adapt and be like the other Norwegian teenagers to be accepted in their groups.

RESILIENCE THEORY

“Resilience is a pattern of positive adaptation in the context of past or present adversity” (Brooks & Goldstein, 2005P. 18). An example of resilience is high achieving, well liked and well behaved child who has endured serious neglect and maltreatment. Two important judgments are required before a resilient pattern of adaptation can be identified; firstly there must have been a threat to the development or adaptation to the individual and secondly despite this threat or risk exposure, the current adaptation or adjustment of the individual is satisfactory again by some selected set of criteria.

Resilience studies were reserved for high risk populations with a particular focus on youths demonstrating resilience or the ability to overcome the emotional, developmental, economic, and environmental challenges they faced growing up (Goldstein & Brooks, 2005).

Brooks and Goldstein (2001) emphasized that resilience cannot only be applied by children in risk, but it can also be applied to the entire children population, this is because no child is immune from pressure. The society of today which children are growing up in, is full of stress, and that is the reason why even children that do not face significant adversity or trauma, experience pressure because of the expectations which is placed around them. The fundamental goal of resilience research is to focus on identifying protective factors that enhance adjustment (Thompson, 2006). Resiliency research consists of a body of international cross cultural, lifespan development studies that followed children born into seriously high

risk conditions. “*Risk basically signifies an elevated probability of a negative outcome*” (Goldstein & Brooks, 2005 p. 20). Examples are families where parents were mentally ill, alcohol abuse and communities that experience, poverty, strikes, and war. Results revealed that 50% to 70% of youth growing up in these debilitating conditions were able to develop social competence, despite exposure to severe stress, and overcome the detrimental odds to lead successful lives (Thompson, 2006). Prevention and intervention strategies can be accomplished by providing youths with structured training in social, emotional, and cognitive skills such as self – monitoring, mediation, anger management, and other self regulation skills.

Baldwin (1993) emphasized that stressors are life challenges that if not balanced by external protective processes or resiliency factors within the individual, it might lead to a disruption in functioning. Flach (1988) suggest that this process is not unidirectional, but that individuals can recover and function better as risk are reduced and protective factors are introduced. Tarter (1988) noted that vulnerability is a characteristic that predisposes an individual to a negative outcome. Thus a particular factor creates vulnerability but does not necessary define the level of vulnerability experienced by a particular individual. Ethnic group differences on mental health indicators are not purely a function of variance in stress exposure; whereas some children are hard hit by the stressful events in their lives, others will show resilient outcomes (Wyman, Cowen, Work, & Parker, 1991) Migrant children manage to adjust to life in a new cultural environment. An example to this is, as a group, Asian- American youths consistently have fewer mental health and social problems when compared to Non – Hispanic Caucasians (Wolchik & Sandler, 1997).

IMPORTANT CHARACTERISTICS TO RESILIENCE

The first characteristics I would like to explain is controlling and handling problems. Resilience should handled and control the difficulties that a person is going through. Resilience does not develop if one tries to avoid the difficulties. By confronting the difficulties, processes develop, these processes help to transform the difficulties or problems to be an effect. These effects can aggravate or better the mental health in human beings (Niger & Borge, 2007). Better control and handling of a problem will leads to protection, while carelessness in controlling and handling a problem can increase risk, pains and difficulties.

The second factor is personal and social factors: It is based on ego resilience and personality. Ego resilience is a resource that human beings develop through childhood. There are three main effects or mechanisms in ego resilience which can be used in managing problems. This involves force of influencing, reflection and engagement. These forces are used in understanding your own thoughts and other people's thoughts. The force of influencing is to believe in your personal force and at the same time proving that you are willing to do something with your problems. The second mechanism called reflection is a person's ability to reflect over him self. This can be the thoughts and feelings a person has about him self and the motivation one has to solve his problems. The third way that resilience can develop is through engagement and being together with others, often people who have same life experience. Resilience is important in this situation because it promotes those that are in a difficult situation, and at the same time can help them to succeed better than others in the same situation. This encourages ego resilience in the sense that engagement from others help to increase your respect to others. Respect and positive reactions or feedbacks from others are important in stressed situations because it helps to protect and strengthen the internal processes in human beings' life adjustment (Inger & Borge, 2007).

Resilience as a quality of personality shows that people with different qualities can withstand stress, difficulties and negative life experiences. A conscientious and an extrovert person, experienced many positives and little negatives happenings than others. The way in which one manages difficulties or problems, is influenced by ego resilience. This form of personality has good qualities which enable social contacts with other people.

The third characteristic is that development of resilience process takes time. Resilience can develop in a later stage of life in individuals after encountering difficulties in their lives (Inger & Borge, 2007). Change of environment and turning point in one life, opens up for new possibilities. These possibilities can change both the image of your self and your ideas. The reason to this is because vulnerable human beings developed experiences which can later help them to function well in the society.

Resilience development in accordance to culture; Resilience has to be understood according to the different communities systems and cultures where one is. This is because the way to achieve success is different from communities to communities and from cultures to cultures. Example: Possibilities to get job with higher level of education in Norway is higher as compared to many underdeveloped countries. Also beliefs and values people have can also

affect resilience. For example, some of the children in the interview believe in God, when success comes their way, they believe it is from God. This help to strengthen their resilience in a positive manner.

For resilience personality to succeed there has to be three good reasons; the first reason is that there should not be any signs of psychological symptoms and behavior problems; even if there is stress one has to try to avoid negatives happenings. The second reason is that they have a special way to react when they meet difficulties (Inger & Borge, 2007). Resilient individuals use positive affectivity to bounce back from negative emotional experiences (Tugade & Fredrickson, 2004). Resilient person uses good humor jokes to do away with problems when he finds out that things are bad, especially when they are in a stressed situation, the third reason is that they do not encounter many stress and problems.

RELEVANCE OF RESILIENCE THEORY IN RELATION TO MY FINDINGS

The relevance of resilience theory in relation to my thesis is to give an overview of the reactions or types of risks these orphans had gone through and the methods they have used in coping through their problems. It also make us understand that change of environment and caregivers can lead to challenges in children lives but ego resilience can make individuals to react and overcome adversity in different ways. Some can be affected hardly while others slightly. The personality of individuals has a role to play when we talk of resilience. This is very relevant in my thesis because it makes us to understand that these orphans have not only got help from the Norwegian system, but their ego resilience has also helped to solve their challenges. Ego resilience is a resource that human beings developed through childhood. This theory will also make us to understand how the orphans have developed new skills to manage their problems and to tackle the new challenges that come their way in their new environment, Norway. Furthermore resilience theory will help to give some knowledge which will be used in answering my research question. I would try to explain this by using a responds from one of my informant.

"I am very tired, sad, angry, and disappointed when I think of all what has happened in my life. I have lost both of my parents, moved away from my country. Come to a new country alone. It was not easy to live in the asylum camp. I was also disturbed because I thought the immigration officers were to send me back to my country. Luckily I got positive results for my asylum case. From that time, I started smiling, but thoughts of my parents were still there. I

tried not to think so much about them because they were already dead. I instead tried to think of how I can get a better life in Norway. I found things that could make me happy and my caregivers too were so nice to me". Esoma 18years

Esoma try to accept his problems by explaining his feelings. Resilience develop when one try to accept his problems and look for solutions to it. Esoma talk about his former life and his life of today. He tries to forget about his dead parents because he is looking for strategies of coping with his difficulties. Esoma personality might help to solve his problem if his ego resilience is strong enough to resist adversity. Resilience can take some time to react in some individuals. In the case of Esoma, he had many challenges while in Norway. He could not only think about the dead of his parents, but he could think about his status in Norway. All these problems can come as a flashback, or might come in his early years in Norway. The cultural believes, and the help he got from the caregivers, has contributed to make Esoma cope with his problems in Norway.

CRITIQUES AND DISCUSSION OF RESILIENCE THEORY IN RELATION TO MY FINDINGS

Many researchers have written about critiques of resilience theory. In this thesis I have decided to look upon two of these criticisms and discuss them in relation to my findings.

The first criticism I would like to discuss about is that of Garbarino. Garbarino (2002) agues that resilient is not absolute, and that every child has a" breaking point" or an upper limit on" stress absorption capacity". He further explained that individuals have an upper limit of which they can withstand adversity. This statement has been supported by writers like (Clarke & Clarke, 2000), who also emphasized that the way people experience adversity and the way they overcome it is different from individuals to individuals. Some children can be affected by what others experience as minimal stressors, while others cannot be crushed after going through traumatic happenings in their lives. I would like to use an example from my findings. The orphans who participated in my project had experience different stressors in their lives. Some of them who had gone through such experiences were not really affected as those that had experience minimal stressors in their lives. Those who were not very affected, succeeded in adapting in the Norwegian community, cope well in school and succeed in interacting with their friends, while those that had little stressors did not succeed in the same way.

On the other hand it can be difficult to measure the amount of stressor, and the level of adaptation. Stressors are regarded and felt differently from persons to persons as Garbarino said. Some children might easily succeed despite the hard stressors they have experienced. This can be due to the good care the child gets after the adversity. For example a child can be provided a good caregiver, get a discussion partner (a social worker, psychologist, caregiver, teacher, etc) where he can open up and get advice on how to cope with his problems.

In relation to my findings one of the reasons why these children had different rates of stressors, different levels of adaptation and coping was because of their status and the area they lived in when they arrived in Norway. Some took a longer period to be granted asylum, while others took a shorter time. One of the orphans came to Norway as UN refugees. His status was already granted and he took a shorter time to integrate, because he had all the facilities and rights almost like any other Norwegian teenager. Others lived again in the asylum camps, where they met other stressors, traumatic happenings before they were granted asylum. All of them after getting their legal stay in Norway had all facilities, these could ease their life style thus reducing stress and increasing coping possibilities.

Resilience theory can also be influenced by environment. It can also be of advantage for a child to live in a better environment. A better environment, with low crime rates, where the child has good friends, secure life and a better structure in his life, and will help to enable the child deal better with his stressors. This can also be different from individuals to individuals depending upon the genes they have. Some children are born with a strong spirit of resisting adverse conditions. No matter the life conditions they are in, they can still resist and grow up without having any psychological disturbances in their lives, while others will not do the same.

Another point of criticism about resilience theory is that, some high risk children manifest competence in some domains but exhibit problems in other areas. This has led some researchers to question the veridicality of the construct. Children who are at risk and who are being labeled as resilient on the basis of particular competence criteria can reflect considerable heterogeneity in functioning across other adjustment domains. An example is a study which was carried out by Kaufman (1994). Result of the study shows that among children that had history of maltreatment, two thirds of the children were academically resilient, while only 21 % manifested resilience in the domain of social competence. Another example is a study of adolescents who have experienced significant adversity. This study was

carried out by (Luthar, 1991; Luthar et al.; O`Dougherty- Wright et al, 1997). Their results showed that these adolescents who experienced significant adversities and who overtly reflect successful adaptation often struggle with covert psychological difficulties, such as problems of depression and posttraumatic stress disorder.

In relating this to my study I would like to mention that some of the orphans in my study who had difficult life conditions after the death of their parents, had the same characteristics as mentioned above. Anka is good in reading and preaching bible in the church. This was one of the methods he used in coping with his challenges. At the same time, Anka had difficulties to interact with his friends. He lacks some social skills on how to interact with his friends, and because of this he turns to avoid his friends. Anka said at times he feels lonely.

Aha is a good athlete. He has been observed by his coach and friends. He always gets positive feedbacks from his coach and others about the way he performs in his sports activities and the way he interacts with his friends when they are together. Even though Aha performs and behaves well in his sports activities, Aha at the same time is suffering from psychological difficulties such as post-traumatic stress disorder. So this criticism has also been remarkable with the orphan children that participated in my project.

On the other hand, this criticism can be used in most people who are not really in risk conditions. Human beings have a difficult time in life, the degree of adversity is different, and cannot be termed as risk. All depends upon how it has affected the individual. Another point is that not everybody is good in all fields in life. Some people are good in one field and have weaknesses in another. One can say that this criticism does not only refer to children in risk but almost to every human being.

In studies of resilience, Luther, (1996 & 1998) believe that, if a subset of risk children seem resilient on the basis of high academic grades, and then they should also reflect positive adaptation on persevering classroom behaviors as perceived by others. On the other hand, it is unrealistic to expect any group of individuals to exhibit consistently positive or negative adjustment across multiple domains that are conceptually unrelated. This is because even children that are considered to have abnormal development do not reflect a uniform progression of diverse cognitive, behavioral, and emotional capacities (Fischer, 1980; Fischer & Bidell, 1998).

SUMMARY

Human beings are born with the basis of resilience in them. Resilience is influenced by the environment. This theory has made us to understand the way and the factors that influenced the life of these orphans and their ways of coping up with their lives in Norway. Resilience can be built up, strengthened and developed in the early ages through growth; together with the person one has good contact with, and through challenges and moderate strains, this can be confirmed by looking to the various ways these orphans children used in coping after the dead of their parents.

Studies of youths who overcome a variety of unfavorable environmental phenomena confirm that resilience in fact operates for some but not for others (Brooks & Goldstein, 2005). Some youths are in fact insulated or protected, seemingly invulnerable from risk likely to overwhelm others. Stress management, stress reduction, and stress relief are key intervention strategies for both children and adolescents, as well as for the adults who care for them (Thompson, 2006). In addition risk is diminished if an individual possesses reliable coping skills, has a positive sense of self, and feels social support in his immediate environment.

Resilience theory has not only got positives feedbacks but has also got some critiques from many researchers which can be of great impotence to think about when we talk of children in adversity. How has the positives experiences these children meet in Norway helped them to manage their challenges? How important is it for these orphans to be independent in relation to resilience theory? How has resilience theory contributed to help these children despite their migration strains? Can resilience theory be of importance for these children in managing the bicultural and other social challenges they meet in Norway? How has resilience theory help these orphans to cope with their problems? I will come back to these questions during analyses in chapter four.

All individual and not only children in risk experienced adversity in their lives, but the way people experience and overcome adversity are different. Some can meet little adversity and can feel seriously affected by it, while others can meet serious crises and still resist it.

RECENT GRIEF THEORIES

Greif theories in this study, will give us understanding about the feelings these children had after the death of their parents. It will give us knowledge about the general view of researches that has been done with people that has lost someone close to them. For us to understand the feelings of these unaccompanied minors who have lost both of their parents, it is important for us to acquire the knowledge from these researchers to help these orphans in a better way.

Freud proposed that when a loved one dies, the bereaved person is faced with struggle to sever ties and detach energy invested in the deceased person. The psychological function of grief therefore is to free the individual of his or her bond to the deceased, achieving a gradual detachment by means of reviewing the past and dwelling on memories of the deceased (Stroebe S. M, Hansson. O. R, Stroebe. W., & Schut H., 2001). During this period successful adaptation will involve working through loss even though grief cannot otherwise be overcome. Freud also talked of the work “which mourning performs”, in this case he described the “reality testing” of those who have lost a loved one, through which they gradually come to realize that the person no longer exists.

Since Freud's time, clinically based theories have asserted that bereaved individuals experience increased risk of psychopathology, but the grief literature lacks agreement in that. Current controversies include tension between models proposing detachment from the deceased as promoting recovery (Frankiel, 1994), and those emphasizing restructured attachment and continuing bonds (Klass, Silverman, & Nickman, 1996). The available methodological sound prospective and researchers suggest that even the most agonizing grief experiences result in a broad range of functional outcomes, determined by multiple interdependent factors. Object relations theory offers a crucial step towards an interpersonal model, viewing the individual's inner life as built from internalized representations of real relationships with early caretaking figures (Stroebe, S, M., Hansson, O, R., Stroebe, W., & Schut, H., 2001). Recent research has empirically tested the value of adult attachment models of grief in predicting outcomes of conjugal bereavement. W. Stroebe, M. Stroebe, Abakoumkin, and Schut (1996) tested an attachment model in conjugal loss, and found it to better predict the mediating effect of social support than did a stress and coping model.

Recent work identifies parent - infants interaction involved in transmission, suggesting that disorganizing or frightening interactions involved with roots in unresolved parental loss and emotional dissociations lead to disrupted infant attachment (Lyons- Ruth & Block, 1996:

Lyon-Ruth & Jacobvitz, 1999; Schuengel, Bakermans-Kranenburg, & Van Ijzendoorn, 1999). Schuengel (1999) argued that these interpersonal disruptions characterized unresolved loss as distinct from successful suppression of grief, which does not interfere with parental internal working models and subsequent parent- child transactions. Recent studies suggest that although bereaved children are likely to experience tortured and report emotional distress, they do not show any more psychological disturbance than their same- age peers (Calter, 1999; Clark, Pynoos, & Gobel, 1994; Silverman, 2000).

Caretaking disruptions rather than loss itself seem to be associated with negative outcomes, creating vulnerabilities that increase susceptibility to adult life stressors. This research suggests that the impact of childhood grief cannot be understood outside of the material and symbolic relational resources available to support ongoing development.

Grief reactions can develop many years after the loss. This can develop after one experience an activity which can arouse the feelings of death. Many young youths ask for help after a long period that they lost their parents (Hansen, 2001). Phyllis Silver an American research carried out a research about youths students who had lost their parents after a short or longer period. Results showed that many of them experienced some reactions after a long period of time. Man cannot go over grief, but man can be changed of it. Man has to adapt to changes, and always think about the loss. Man will often have different meaning about death (Hansen, 2001).

It is important in history to hold the past active. This is because remembering and telling stories of the past is important in a child's later life. If a child has lost his parents in an early age, it is important for this child to find out who his parents were (Hansen, 2001). Man has to live along with grief. It does not mean that one has to live and think only about the past, but is important to have an understanding about how important the past has for the present (O'Toole, 1995). O'Toole (1995) says that it is important telling stories about our past live history. This can lead to an opening for us to remember our past experiences which can help us to continue with our present life situation. The importance of telling stories about our past lives history helps us understand ourselves better.

O'Toole (1995) says further that human beings have creative abilities which can help them through difficult time in life. People have the possibilities to achieved new personal development and understanding about themselves by the use of these creativities. Dyregrov (1992) says that after the death of a child or parents, some children are being forced into

elder's functions. This means they take the responsibilities which is more than their ages. This is not only considered to be negative but positive in the sense that this can stimulate to growth and maturity (Dyregrov, 1992). The younger brother or sister at times takes the functions of mum or dad. This can be a bit difficult for a child because he might not withstand all these challenges. It might also be difficult for the child to manage his feelings. All these can disrupt the child's childhood. A child manages to withstand the lost of his parents through the whole childhood period, but grieving is not a process that just stops after a period of time. New questions will always arise as the child grows up (O'Toole, 1995).

RELEVANCE OF GRIEF THEORY RELATED TO MY FINDINGS

The relevance of this theory to my project is to show the impact of grief to these orphans who participated in my project and even to other children who have also experienced grief. Later in this project, this theory will make us understand the effects grief played in these orphans' lives after their arrival in Norway. It also gives a broad knowledge about the reaction of grief both for the youths and the caregivers. This theory will also make us understand that despite grief experiences, some of these children have still succeeded in their lives and carrying out their daily activities. It shows us the positive and the negative part of grief. This will help professionals, the government, and the caregivers, working with these children to know how these orphans feel and thus enlighten them about the best help the orphans can get, thus promoting a better life for these orphans. Grief theories are also relevant in my thesis because it will make us not to neglect these children feelings when we find out that they are sad. Sadness and grief as we have seen above will always come as these orphans build up their lives in Norway. Furthermore the knowledge got from this recent grief theory will serves as materials which will help in answering my research questions.

CRITIQUES AND DISCUSSIONS OF GRIEF THEORIES IN RELATION TO MY FINDINGS

Grief work concepts have it importance, but it has also received critical examination. I would like to discuss about the critiques of both Bowlby and Freud.

According to Bowlby (1980), working through grief is important for the purpose of rearranging representations of the lost person and relatedly, of the self. Working through grief takes a sequence of overlapping and flexibility occurring phases. It involve four phases; the

shock phase, (when the situation just occur) yearning and protest (reacting and protesting about the situation), despair and recovery (making a new life, at the end of the situation). Although working through these phases is viewed as breaking of affection bonds, and building of new bonds. This implies a relocation of the deceased so that adjustment can gradually be made to the physical absence of this person in ongoing life (Fraleh & Shaver, 1999).

Kato 18 years said, " I got the information of my parent's death while in Norway. It was really a shock for me the first time I got the information. I could not believe it; it was like a dream, for me. I can still see the image of my parents each time I think about them. I always get words of encouragement from my senior sister to calm me when I think of my parents. I get help from the Government I Norway, they provide my needs, and I participate in social activities. This will not make me to forget about my parents, but it helps to make me fill better and go ahead with my life in Norway".

Kato has just gone through what Bowlby try to explain above. Kato went through the stages of grief. He still tries to cope up with his life in Norway even though thoughts of his parents always come and go. He created a strong bond with his biological parents. Due to this relation to them and the care he got from his parents, this has made him to develop many thoughts about them all through his life in Norway. A new caregiver came up in Kato's life and took some of the responsibilities that Kato's parents had, which will help him to survive with his new life in Norway and at the same time working through these phases about thoughts of grief and lost, Bowlby mean that one is breaking the affection bonds and furthering the continuation of the bond.

Freud's have criticized the conception of grief process when looking through the general model of emotion. According to Freud, being emotionally attached to another person means investing libido (the life drive) in one's mental representations of the person. The close relationship partner in this sense is called the " object" of an " instinct". According to Freud, the cathexis (energy of libido) binds the mind instinctual energy to the object. If the relationship partner dies, Freud thought the bereaved person must, in effect sort through mental representations of the lost partner and decathect each one to reclaim libido for subsequent relationships and commitments (Stroebe, S, M., Hansson, O, R., Stroebe, W., & Schut, H., 2001).

Freud also talk of hypercathexis, in the sense that when a person encounter an emotional, sad and painful memory about a dead partner, it is often very painful, intrusive and preoccupying, thus being detrimental to other mental activities. These feelings will make a bereaved person to be ambivalent about the lost partner. It can also make the person to have difficulties accomplishing decathexis (doing grief work), because ambivalence may contribute to continuing anger and having guilt feelings towards the partner (Stroebe, S, M., Hansson, O, R., Stroebe, W., & Schut, H., 2001).

This came out clearly in my findings when one of the orphans called Anka expressed his feelings about his dead parents whom he never recognized but heard about them. He was told that his parents died when he was still very little. Despite the fact that he had his aunt as his caregiver and he considered his aunt as the mother, he still feels bad especially when he sees his friends with both of their parents. He feels sad and often gets painful memory when he thinks of his parents. What really reflects to Freud's theory here is that all of these orphans mentioned in my findings that, when they think of their parents they always have many good and bad thoughts in their mind. The bad thoughts can be detrimental psychologically to these orphans, thus making them ambivalent to their lost parent's even though they were of importance to them. The orphans explain that when they get such painful thoughts, it disturbs them a little and after they gain back their control of their daily activities. What they do is to look for means of preventing the painful thoughts because their parents are already dead, but they try to reclaim libido to create and attach themselves more to their new caregivers in Norway.

On the other hand it is also very important to know that Freud's theory cannot imply to every individual. Researchers like (Neimeyer, Keesee (1998) & Fortner (1998) has emphasized extend to which one's adaptation to loss is shaped by personal, familiar, and cultural factors. They suggested that meaning reconstruction is the central process of grieving. These orphans are different. It is not automatically that they will feel exactly as he has explained. This is because the genes of these children can contribute to make them react differently in their process of grief. Some might be affected in a very long period of time. This might make them not to be able to create new relationship. Some might be affected in a very short period, and can create and adapt faster to new relationship. This also depends upon how important his parents were to him and the relation the orphans had to their parents before their dead.

Freud's have also been criticized on this point because many researchers no longer believe in a literal libido or the idea that mental energy invested in representation of one person is necessary lost to other mental activities. Researchers do not also agree with Freud's idea that the goal of normal grieving is to disengage completely from memories of lost relationship partners (Stroebe, S, M., Hansson, O, R., Stroebe, W., & Schut, H., 2001).

SUMMARY

Despite these critical points, the grief work concept remains a powerful analytic tool for understanding the way people adapt to bereavement. It captures at least part of the essence of coming to terms with loss. It should also be noted that although the major theorist did consider grief work to be fundamental to adaptive grieving, and their writing reflects an awareness of greater complexity.

If a child loses one or both of his parents, as the orphans in my study have experienced, the intensity of the grief reaction may be determined by the extent to which the parent was perceived by the child to be the child's major source of protection and security i.e. the child's primary attachment figure) (Stroebe, S, M., Hansson, O, R., Stroebe, W., & Schut, H., 2001). Many doubts and questions can arouse when we think about the effects these children can encounter after the dead of their parents. How can grief theories help us to understand the loss these children have encountered? How is mourning important for these orphans in relation to grief theories? Which explanation can we get from grief theories in relation to the feelings these orphans have of being the cause of the dead of their parents? There will be more discussion about these questions later in chapter four.

Even though these orphans have been experiencing thoughts of grief on and off, they still manage to cope with their grievances. The grief these orphans have can be difficult to get finished in their mind, but it can be reduced. The government, the caregivers, and the biological resources these children have in them, have been the most helping factors for them to manage their feelings of grief. The function of these caregivers and government professionals has been helping these orphans to create new stable relationship that can help them to reduce their feelings of grief and to promote a better future for them in Norway.

GENERAL SUMMARY ABOUT THE THREE THEORETICAL PERSPECTIVES

These three theoretical perspectives I have described in this study, will help to analyze my data materials. These theories will serve as a guideline to make us understand these orphans past experiences from their country and their present experiences and situation in Norway. This can be done by reflecting our mind to the three theories. These theories will also make us acquire knowledge concerning these unaccompanied minors.

Within attachment theory, infant behavior associated with attachment is primarily a process of proximity seeking to an identified attachment figure in stressful situations, for the purpose of survival. These orphans attached themselves to other people in searching for food and shelter after the death of their parents. The death of their parents, experiences during war and attachment to new figures, tend to influence these children in one way or the other. These children become attached to adults who are sensitive and responsive in social interaction with the infant, and who remain as consistent caregivers. In the later period, these children begin to use attachment figures (familiar people) as a secure base to explore from and return to. Parental responses lead to the development of patterns of attachment which in turn lead to internal working models which will guide the individual's feelings, thoughts and expectations in later relationships.

Resilience theory on the other hand bases its focus on how these children will continue to grow and reach self individual realization despite high levels of risk. When they recover from these stresses they continue with their normal life, despite the high rate of adversity or extreme stress. Resilience theory explain how such children become more competent as they master the psychosocial task associated with development and also evoked coping skills when they encounter stress.

Grief theories has been very important in the analyses of this study because it give an account about what researchers have written about children and adult who have lost someone.

According to Freud, we become emotionally attached to our loved ones by investing libido (psychical energy) in them. He theorized that nerve cells gain or lose this energy, accounting for changes in their sensitivity. Thus, Freud's notion of attaching and detaching is similar to chemical bonding, in which atoms attach to one another by energetic bonds, and become detached by reactions such as in burning. Under Freud's theory, grieving consists of severing these emotional attachments by withdrawing our energetic investments. The process of forming attachments is termed *cathexis*, and the detaching process is termed *decathexis*.

In referring this to my study the orphans said they will never forget about their parents. The bond has already been there, even though they don't see their parents any longer they still think about them and still feel their parents were important for them. They think about them all the time, and they will never take any other person to be their parents. Grieving and sadness will always come in the rest of the child's life as he grows (O'Toole, 1995).

CHAPTER THREE

METHODOLOGY

INTRODUCTION

In this chapter I am going to write about the methods of study I have used in this report. Qualitative method has been the main form of study I have used because I feel it will be of importance for these orphans to express themselves openly. I have also written about phenomenology as a method of approach, by focusing on data collection and data analyses. In addition to that I have discussed about the methods I used in collecting data and the type of questionnaire used in the interview. I have also discussed about the various instances I consulted to collect my data and their various functions they played to make this study a success. In this chapter I have analyzed the experiences I got meetings with these teenagers, the form of interview conducted and the observation that has been done during this process. Lastly I in this chapter I discussed about the writing and the translation of the data material I collected to English. All these have been done to give the readers a better understanding about how the study has been conducted and a view about the validity of the results.

QUALITATIVE METHOD

The choice of methodological approach depends on the purpose of the research and can either be qualitative or quantitative. In this report I will base my focus on qualitative method of study. Below I have given reasons why I decided to choose but a qualitative method and not any other method in this study.

The notion of quality is essential to the nature of settings (Dabbs 1982, in Berg, 2001).

Quality refers to the what, how, when, and where of a thing and its essence. Quality research

thus refers to the meanings, concepts, definitions, characteristics, metaphors, and description of things.

Qualitative method is often formalized with specific rules about how a person can go ahead with the research process, and it is not often normal to change the procedure during the research process (Ringdal, 2001). Qualitative researchers are most interested in how human arrange themselves and their settings make sense of their surroundings through symbols, rituals, social structures and social roles (Herndon & Kreps 1993; Berg, 2001). The choice of the research methods usually flows conceptually and logically from the research questions (Weinberg, 2002).

Qualitative methodology which explores the feelings, understandings and pieces of knowledge of others through interviews, discussions or participant observation, is often used to study some of the complexities of everyday life in order to gain deeper insights into the process shaping our social worlds (Limb & Dwyer 2001; Valentine 2001; Crabtree & Miller, 1992). Qualitative researchers are more likely to confront and come up against the constraints of the everyday social world (Denzin & Lincoln, 2000). This method enabled to study children's survival strategy that is mediated through every day space.

Doing qualitative research requires stepping back and critically analyzing situations, to recognize and avoid bias, to obtain valid and reliable data and to think abstractly. To do these, a qualitative researcher requires theoretical and social knowledge, an ability to maintain analytical distance while at the same time drawing upon past experience and theoretical knowledge to interpret what are seen, astute powers of observation, and good interaction skills (Strauss & Corbin, 1990).

I have used qualitative method in my study because qualitative method is more open and flexible in his structure. One can easily re-arrange the subject in a way that has to sooths the topic and the objectives of the topics. In addition this method often takes the form of words spoken or written by the interviewer. It also takes the form of visual images, that is what we observed and creatively produced (Denscombe, 2007). Moreover I decided to use the qualitative method because it is valuable and most relevant for the research questions. An example is that, researchers who are designing a questionnaire for use in a survey can employ qualitative data through focus groups and interviews to improve the validity of a subsequent survey questionnaire that produces quantitative data.

This method was also chosen because it was easier for these teenagers to speak in the microphone with a language they are most secured with. I felt it better this way, rather than asking the teenagers to fill questionnaires with many difficult words that can cause misunderstanding. Some of these children are not very good in writing neither English nor Norwegian, but they are good in speaking. This facilitated the interview and avoided misunderstanding.

The meaning of a qualitative data always involves a process of interpretation in which the researcher produces meaning out of the raw data. To achieve this goal, researchers should derive their explanation of the phenomenon in question by looking closely at the empirical data that have been collected.

PHENOMENOLOGY APPROACHES/HERMENEUTICAL APPROACHES

In this section I have used phenomenology as a method of approach in focusing on data collection, analyzing of data and discussions in relation to relevant theories. A phenomenology study is used in findings, and the methods used in one way or the other can be defined and decided when one start to work with the project.

Phenomenology is associated with humanistic research using qualitative methodologies approaches that place special emphasis on the individual's views and personal experiences. It is sometimes presented as an alternative to positivism. Its credentials as an alternative to positivism are further reinforced by the fact that phenomenological research generally deals with people; experiences or meanings, attitudes and beliefs, feelings and emotions (Denscombe, 2007). The phenomenology method makes it possible for a researcher to easily write about people's lives and to explain people's lives experiences. Researchers try to describe the phenomenon in the way the person involve has experienced it. Giorgi (1997) says that the description is "the articulation of the given as given" (Giorgi 1997, p. 241). Husserl talked of the "case itself" that means "reality". This word is very important because what has been said, heard and observed has to be explained exactly as it is, before a researcher tries to use his own personal understanding, reflection, analyses and interpretation (Bengtsson, 2001). It is important that the description should not be intellectualized, but it should be precise and details should be described without generalizing it (Giorgi, 1997). For example in finding out the phenomenological investigation of something like homelessness, it might be necessary to understand homelessness from the point of view of those who are themselves homeless and

try to describe how they see things, how they understand the situation and how they interpreted events. This entails the ability to see things through the eyes of others and to understand in same way that they does. The way that a group of people understand things provide a description of matters that adequately portrays how the group in question experiences the situation.

Phenomenology is interested in how social life is constructed by those who participate in it. It regards people as creative interpreters of events, who through their actions and interpretations literally make sense of their worlds. As an approach to understanding the social world, phenomenology agree in the point that there is reality in social life that exist independently from the way people experience things. The processes of interpreting sights and sounds into meaningful events are not unique to each individual (Denscombe, 1997).

Romanyshyn (1972) discuss the relation between the researcher's aim and the method used (Romanyshyn in Alapack, 1972). He explained that a method can be a prior – formula which is set up, and that the method develops when it comes in contact with the actual phenomenon. The phenomenology approach offers the prospect of authentic accounts of complex phenomena. It scratches beneath the superficial aspects of social reality. It calls for the researcher to go in depth into phenomena and to provide descriptions that are detailed enough to reflect the complexity of the social world.

QUESTIONNAIRE AND CONTACT WITH THE NORWEGIAN SOCIAL SCIENCE DATA SERVICES (NSD)

I started by thinking on the types of questions to have in the questionnaire. I thought of questions that were relevant to the topic I have chosen. I discussed with my colleagues to get some ideas about the types of questions I can have in the questionnaire. I did so because my colleagues also have knowledge about unaccompanied single minors and all of us have experience in the field. I also talked to my supervisor about it, and he gave me some ideas, on what to do. In the questionnaire I asked both open and closed questions. The reason why I did so was because open questions will make it possible for me to decide the wording of the answer, the length of the answer and the kind of matter to be raised in the answer. While closed questions structures the answers, by allowing only answers which fits into categories that have been established in advance by the researcher (Denscombe, 1997).

I started with the simplest questions in the beginning and the most difficult questions in the middle. This was to facilitate them to answer. Starting with the most difficult questions can scared them. If the respondent is immediately faced with the most complex of the questions at the start of the questionnaire, this might deter the teenagers from going further (Denscombe, 1997). I developed two questionnaires, one in English and the other in Norwegian. I did this because some of these youths understood and spoke better English than Norwegian.

Contact with NSD was not the easiest service to deal with. NSD (Norwegian Social Science Data Services) is the services responsible to handled research cases before researchers can start doing their researches. This service might be very strict mostly when it concerns children who are under 18 years of age. In Norway there are many laws which bind and protect the integrity of the people especially unmatured children. Unmatured children in Norway are children who have not attain the ages of 18 years. According to the Norwegian law for the higher authority called in Norwegian "overformynderiet", all children under 18 years of age needs a guardian "Verge". The guardian has to be above 18 years of age and capable of taking certain functions. Normally, for children who are under 18 years of age whose parents are still living, it is their parents that act as the guardians, if the parents are capable of acting well and can perform the functions of parents. The reason why these children need a guardian is because they are not in the position to take care of themselves and their belongings. It is also because of spiritual weaknesses and sickness (En orienteering for verge, 1996). For children without parents, like the unaccompanied minors in Norway, the state has to name a guardian for them. Sometime an assistant guardian can also be named if the other guardian is not available, or if the child moved from one municipality to the other.

After I contacted NSD, I filled a form. The form needs information's like the topic, when the project has to end, the name of my school and my supervisor. NSD also needed the questionnaire to see the types of questions that have been set up and to see whether the questions protect the children rights. After NSD finished looking at this data, they gave directions on what to do, for example that I had to delete the information's after I must have finished with the project. They asked me to inform them if I had to change the topic and if it happens that I do not get finish on the date stated on the form. We had some discussions about how I had to handle crisis for example, if one of the children got a shock, felt depressed after an interview or in the middle of the interview. They gave me advice on how to handle such crises. After all the evaluation from NSD, they gave me the authorization to go ahead with the project.

THE HIGHER AUTHORITY (OVERFORMYNDERIET) AND THEIR FUNCTIONS

The higher authority called in Norwegian "Overformynderiet" is found in every municipality in Norway. Some of their functions are as follow: They have the responsibilities to look for guardians for children that have lost both or one of their parents. They can also look for guardians to elders who are not capable to have control over their lives and for children that their parents are unable to take care of them. "Overformynderiet" are the ones who look for the guardians and make sure that these guardians do their respective jobs for the people or children they are guardians for.

The guardians help these children to do practical things like going together to the bank to open a bank account, meet up in the police and other offices to sign necessary documents. The guardians also have the function to help in taking certain decisions, helping the minors to administer their finances, and following up their judiciary matters. They also secure that their rights are given and respected. For the unaccompanied minors these guardians continue to maintain these functions until when the children become 18 years of age. That is the matured age according to the Norwegian law.

The higher authority "Overformynderiet" is having the data of all the orphans in their municipality. The higher authority according by law, are not allowed to give out names of these orphans to the public or to private individuals who are willing to carry out projects unless the person has an authorization from NSD. Despite the fact that I had authority from NSD to carry out this project, it wasn't still easy for me to get the names from the higher authority. The higher authority gave me the names of the children who are over eighteen years and above. Even before these names were given out, the higher authority had to ask for permission from these teenagers before doing so. "Overformynderiet" have confidentiality and because of security reasons, names of these orphans cannot be distributed to the public or to private individuals.

The higher authority gave but the names of the guardians of the orphans (that is those that have the responsibilities to protect these children rights). I took contact with the guardians and informed them about the project. The guardians took the message further to the children to hear whether they were interested to be interviewed.

Some of the informants were contacted directly by me. I worked with the child protection welfare service. Even though I was working in same department were these children belongs too, it was not right for me to contact them directly. I had to follow the same procedures as any other person who wants to carry out a research project. There are many other people working in the child protection service, and some of these children have their contact person in the same system. They help to process these children papers for them to get their allowances, their rights and all judiciary matters. They work hand in hand with the caregivers that have daily contacts with these children.

For me to get the names of the informants in our service, I contacted the head of the department of the child care protection system. I informed her about the project. She asked me to send a written note to her explaining the project. We discussed about the rules I had to follow concerning the children rights. This concerns children under the ages of 18 years. The head of the department informed her staffs to give me the data of those I needed. I got all the names, the date of birth of the children of which I needed. What I did next was to contact the caregivers of these children who were under 18 years of age. I informed the guardians about the project and that I was too talked to these children about the named topic. The guardians had the opportunity to meet up in the interview if it was the wishes of both the caregivers and the children. This was to secure the rights of the children.

SEARCHING FOR RESPONDENTS

This process took a lot of time in my study. I started by writing letters to various departments describing my project, the aim of the project and the aged group of the orphans I was interested in etc. All these departments were informed that I had authority from NSD to conduct the study and that it was voluntary. This was a general letter which was send to all of the departments.

These letters was distributed to the child care protection in all of the departments in the town which this report was conducted. I got replies, about the children who were available. I also got ideas on what to do and where I could get the respondents I was searching. Those that had the age group I was looking for sent me a reply on how I could come into contact with the teenagers.

I also visited schools and talked to the head of the department about my project and asked them if they had orphans with the age group I was looking for. I also talked to friends if they know some children or people who know about those that have lost both of their parents. I got ideas from them on how and where I could get in contact with such respondents.

RESPONDENTS WITH HIDDEN IDENTITIES (TEENAGERS)

This project is carried out in a town which is considered to be among the largest cities in Norway. It is a qualitative method of study. Four young teenagers participated in the interview. I have decided to use nicked names and not the proper names to distinguish the participants who participated in the interview. In the questionnaire I decided to use but the continent and not the country to distinguish these youths from their country of origin. I have also used nicked names to identify these teenagers. More of this is explained in chapter four. The reason why I have not mentioned the name of the city which this study was carried out, and the reason why I decided to use nicked names, continents and not the names of these teenagers' countries of origin to identify them are because I wanted to hide their personal identities. According to the Norwegian law of individual protection; personal individuals integrity, sensitive's information's and details about their private lives should not be offended (Syse, 2001). This can only be done if the person himself wishes and is willing to do that. There are some exceptions. An example is children under the ages of 18 years.

The age groups of the respondents were between 15 – 18 years. Four boys participated in the interview. Three had the ages of 18 years and one was 15 years old. Three of them were from the continent of Asia and one from West Africa. The reason why I choose this age group was because I wanted to write about children who are under child protection. These children according to the law and order cannot decide all on their own. Their guardians and caregivers are the ones that can help them to take very important decisions in their lives, especially when their parents are dead. According to the rules from the Justice Department, a guardian has to protect the rights to an unmatured person, and has the right to be present, if the child wants to have an interview with the police. The guardian also have the responsibility for the child's finance and can generally give other help and support to the minor (Solberg, 1997). I was intending to have both male and female in the interview, but it was difficult to find female informants that correspond with my topic. Statistics show that there are many boys or men that come to Norway as refugees as compared to women.

HOW THE INTERVIEW WAS CONDUCTED

The informants were informed in advance that I was going to tape all what they were going to say. I asked them if it was not a problem for me to tape the interview. The reason why I asked them was because; I wanted them to be secure about the interview and to be honest to them. They were informed that it was not a must to answer questions which they feel was very private or questions which they feel might cause any problem for them to answer. This information's were giving before I started the interview. The reason why I decided to inform the teenagers before I started the interview was because I did not want them to stop the interview half way before I got finished. The teenagers were also informed that the taped information's were supposed to be deleted from the tape when I must have got finished with the project. I made it clear to them that no body apart from me was to listen to the information that will be recorded, and that it was supposed to be confidential. This was because I wanted to prove to them that I respected them, and because I wanted them to feel free to express themselves, and ensure a form of security both for themselves and for the information that has to be collected.

IN-DEPT INTERVIEW

Participation was voluntary. Those who accepted to participate decided where and when the interview was suppose to take place. This was to involve them in decision making and also to look for a place that best suits the teenagers and a place which is secure for them. One of the interviews was conducted together with a respondent and his guardian. The other three interviews were conducted just between me and the respondents. The respondent whose guardian participated in the interview was 18 years of age. The guardian was just an observer and it was the respondent that decided that his guardians should be present. The presence of the guardian in the interview maybe could have had some influence in the interview. This is because, the interviewee might be afraid to discuss about his feelings, or avoid to say something he dislike about his guardians. On the other hand it might sound positive for his guardian to be present in the interview, because the guardian can learn something new from the teenager. She might also know what the teenager likes and dislike, this will make the guardian to understand how they can treat together.

The rest of the three interviews were conducted just between me and the respondents. Two of the interviews were conducted at my job site just between me and the respondent. These two children found it necessary that it was important for the interview to take place where they lived. This is because they found it secured. The last interview was conducted in a quiet place around the city centre. The boy preferred that we should meet in town and conduct the interview. To begin the interview I had questions that I had prepared. I emphasised that it is important for them to be honest and talk about their own experiences and not other people experiences. I had two questionnaires, one in English and the other in Norwegian. The children choose the language they felt better with. This was to avoid misunderstanding. They discussed deeply about their feelings and experiences and all the information's were register in the tape. I had earlier discussed with them about the confidentiality and the security of the taped material.

It is very important to use the one to one interview because it is relatively easy to arrange. Another advantage is that the opinions and views expressed throughout the interview stem from one source, which is the interviewee. The one to one interview is also easy to control. The researcher only has one person ideas to grasp and interrogate, and one person to guide through the interview agenda (Denscombe, 1997).

WRITING AND TRANSLATING THE MANUSCRIPTS

The manuscript was typed in the computer, this was to secure the information and to always get a view on it when I will be analysing. The process of transcription was very laborious. However this part is an important part in my study because I became close to the data. When the information was on the manuscript, it became easier for me to read and analyse than when it was still in the recorder

I also wrote down my observations by the side of each interview. I had some notes I made during the interview, this involve mostly the indirect communication, like crying, being silent for some time, and bending their heads etc. I did the typing immediately after the taping this was to make it easy to remember. Translating the observation can be a discussion that I will like to come back to it later in this thesis, because these children have different cultures, and traditions. A sign in one culture can mean something different in another culture.

SUMMARY

By chosen qualitative and a phenomenology method of study in this report, I found out that the teenagers had possibilities to answer open questions which made them to explain broadly about their feelings and experiences. I felt that many of them expressed themselves in a better way even though some of them felt very sad when they remembered and explained all what they have gone through in their lives. It is difficult to find out if these children are telling true stories or not, but that was not what I was looking for, rather what my study was based on. My focus was to encourage them to express themselves about their feelings and experiences. I trusted in them and to all what they explained to me. I wrote down all what they said and also my observations. As I mentioned above, observations can be analyzed in many ways, but I tried to make sure that I asked questions especially when I realized an indirect form of communication. This was to avoid misunderstanding and to assure that my observations and analyses about what I saw was right. I also felt that the method I used in collecting data, for example the use of a recorded, made it possible for me to register all what was said by these adolescence. Allowing these unaccompanied minors to decide where the interview had to be conducted, gave them some form of security, because they felt safe and could discuss freely and openly. Having the questionnaire both in Norwegian and English, gave these children the possibility to choose the language they mastered best. This was also to secure that they understood the questions and could give the right answers. The instances I contacted like for example the child care protection and "Overformynderiet" was also very important, because they are the ones sitting with the information's concerning orphans in Norway.

I have the feelings that I got the information's which was needed to carry out this study. Even though the informants were just four, I gathered enough materials from them which have help to answer my research questions. The information's I got from them have also broadened my knowledge in the field and can also help others who are working with unaccompanied minors.

The validity of the results I have got in this study shows the reality of these adolescence experiences, feelings and their methods of coping up with their problems in Norway. One should not generalize that all unaccompanied minors have the same experiences and feelings like these orphans who participated in this study. It can be important to note that just four children participated in this report and it is not possible for me to conclude that all orphans are experiencing exactly the same as the four informants in my study. My results can just give an overview about the characteristics of the effects and the coping strategies that orphans in a minority context can experience.

CHAPTER FOUR

ANALYSES AND DISCUSSION

INTRODUCTION

This study is a qualitative study with four orphans from different countries, experiences, cultures, religion, values and traditions. They all moved to Norway because of various challenges and problems they had in their home country. What is similar with them is that their parents are all dead.

This chapter gives an overview of the analyses which has been done in my study. It is divided into two sections. The first part gives an account about the orphans who have participated in the study, their reasons of coming to Norway and their experiences. The second part of this chapter shows a clear discussion and analysis of both the negatives and positives effects these children have experienced since they came to Norway. My analysis and discussions has been interpreted by the use of hermeneutic approaches in relation to the theories in chapter two. I will also give analyses for the questions that were listed at the end of each of the theories in chapter two.

ANONYMITY AND NICKED NAMES

I mentioned in chapter three that these orphans decided that their identities should not be mentioned. The reasons for this is because they were hidden their identities. I will elaborate more about this later. By hidden their identities, I decided not to write their real names, but I gave them nicked names. In this report I have decided not to mention the countries where these unaccompanied minors come from and the name of the town which my study was carried out. The town is considered to be among one of the largest cities in Norway.

The nicked names of these teenagers will be used in the whole of this report, so as to distinguish them from each other. The nicked names I have giving to these youths are as follows: The 16 years old boy is **Aha**. The three other boys are of 18 years old, with nicked names; **Anka**, **Esoma** and **Kato**. Aha, Esoma and Kato are all from the continent of Asia, while Anka is from West Africa.

Aha the 16 years old boy, have a guardian. The guardian was informed about this project. The guardian was also informed that Aha was to be interviewed. This was to secure Aha`s rights and to respect the law of individual protection. The Norwegian law for guardians to unmatured children § 2 says that unmatured children, should not have total control over all decisions making concerning their lives, they need guardians to help them on their economic situation, and in decisions making that concerns their lives. The law for guardians for the unmatured children § 3 says, guardians for the unmatured children, have parents responsibilities for the children they are guardians to (Syse, 2001). For example the guardian of Aha was informed about Aha`s participation in this interview. The three other boys Anka Esoma and Kato, were contacted directly and not through their guardians because they were already 18 years and could decide for themselves if they want to participate or not.

Another reason why I decided to hide the identities of these youths who participated in the interview is because, unaccompanied minors in this city are not many and they know each other. It can be easy to recognize someone by reading this report. Many of these youths said that they do not explain their past live history to friends neither their reasons for coming to Norway. Some of the youths explained in the interview that it was a shameful thing for them to explain to others about their past lives. Maybe that was the reason why none of them have experienced bullying from friends or classmates. Even though, many of these youths who participated in the interview have almost the same experiences. They explained to me that they try to avoid topics that have something to do with their past lives in their countries of origin, when they are conversing with friends or people they don`t really know. The youths explained further that most of their friends don`t know that both of their parents are dead. For them to hide their identities to friends or people they don`t know can be a stressful factor to live with, because one cannot feel free to talk about him and their families issues. They are afraid that people might under look them or bully at them.

The youths come from different ethnic groups. It might be possible that some of these ethnic groups have conflict with each other. If some of these children belong to one of this groups that have conflict with one another, it can be a problem to some of them. Hidden their identities will make it difficult for others to identify the youths and thus reducing conflict. Some of the youths have been in an opposition group in their country. Some of them moved away from their country because of war, exposing their identities to the public can be dangerous for them because people can easily identify them. In modern cultures, loss is a difficult issue to talk about because it reminds people as well as trained professionals that

something could not be fixed or cured. That can be the reason why most people cannot tolerate for long the feeling of being in a situation that is out of their control (Boss, 2006). They might feel that a death in the family can be viewed as failure in the family, and in other word proving that there has been a failure to find a cure or make things better. Cultures that value mastery, has the goal to win and not loss, because of this strong value, there is tendency to deny loss (Boss, 2006). All these factors contribute to explain why they have to hide their identities. After living in Norway, they found out that Norway is quiet a different country as compared to their country of origin. An example to this is what one of the youths called Kato said in his interview:

"I never thought about the positive things since I came to Norway, this is because I was afraid of the police. Norway is a very quiet country and is not dangerous".

When Kato talked of he never thought of positive things in Norway he meant things like freedom of speech, human rights, equality between men and women etc. He never new all these exist in Norway. He thought that Norway was like his country of origin. Kato come from a communist state, were the government has total control of the media and press. Kato explained that in his country there is very little or no privacy, and no freedom of speech.

Kato said the state controls everything. And that is the reason why people are afraid about the system and everything that they do. When Kato came to Norway he thought Norway had the same political system as his country. He took some time before he start talking to people about himself and his feelings. Kato says he is afraid that some one might see him and go and report in his country that he is in Norway. All these factors contribute to explain the reason why Kato hides his identity.

Can these children live with hidden identities and never talk about the death of their parents in the whole of their stay in Norway? O`Toole (1995) says that it is important telling stories about our past live history. This can lead to an opening for us to remember our past experiences which can help us to continue with our present life situation. The importance of telling stories about our past lives history helps us understand ourselves better.

On the other hand it is important to think about the people you tell your stories to. Some are ready to listened to your past live history and feel sorry, support you, respect your live history and console you, while others will bully at you, tell your secret story to another, who will rather laugh at you or try to blackmail you. In the case of Kim and the other youths who

participated in the interview, they explained that they did not want to tell people about their past history because they were afraid that the above mentioned factors will arise. They did not feel it was any problem for them interacting with people and not informing them about their personal identities. The youths said when topics concerning their past lives arose in discussions; they will rather stop the discussion or, try to evade the person. These were some of the methods they used to develop in their lives. On the other hand this can be a difficult task for these children to keep secret about their life, not free to express themselves to their friends about their past lives. This alone can create a negative effect to the life of this orphan. Human beings have creative abilities which can help them through difficult time in life. People have the possibilities to achieved new personal development and understanding about themselves by the use of these creativities (O`Toole, 1995). The youths always used different strategies to evade discussion, and at the same time, using different skills to maintain their relations with their friends.

REASONS FOR COMING TO NORWAY

POLITICAL INSTABILITY, WAR AND ECONOMIC CRISIS

To get a better understanding about these unaccompanied minors situation, it is important to think about what they have gone through in their home country. This will give us a better knowledge about their attitudes, behaviors and acts in Norway. The knowledge got from these children experiences will also help the professionals working with these children to think about the precautions to take into consideration when helping these orphans to manage their problems.

All of them lived in a country where there has been war, political instability and crises. They explained that there has been constant changing of government, with different political ideologies. All these factors caused ethnic conflicts and war. They explained that during war, there are no jobs, there is hunger and starvation, unemployment increased, all shops are closed, and many people are being killed. These children have not only seen other people dying during war, but some saw their parents dying. Some of them were displaced from their parents during war and do not even know where their parents were.

All of these youths had their personally reasons for coming to Norway. Three of them said their main reason of coming to Norway was because of war and political instability, while one of them talked about economic crises and other problems. All of these youths made

mentioned that they were looking for a better life and security. Most of their family members were displaced, and some of them lacked people who could take care of them and afford for their needs. They also complained that even if they had people to take care of their lives, after the death of their parents, it was impossible for them to continue to live in their country because of the instability and insecurity. They were also afraid that what has happened to their parents can also happen to them.

Kato, Aha and Anka explained that political disturbances and war were their major reasons of coming to Norway, while Esoma meant that economic crises leading to poverty is his main reason for coming to Norway.

Esoma 18 years explained that both of his parents died when he was still a little boy. He could not remember how old he was. Both of his parents were very sick for a longer period, and finally died because they didn't have money to go to the hospital to take treatment. He had his senior brother as his adviser, but he was not his caretaker because his economic situation was not good. The patriarchal family structure model, is practiced in the area where Esoma comes from. This form of family structure permits the eldest son to take the responsibilities of his siblings after the death of his parents (AL-Baldawi, 1998). Esoma said his brother was very important to him. Esoma said even though his brother did not help him financially; the brother has been the person that encouraged him to believe that even though their parents were dead, they still had life ahead of them. Esoma said he started living in the institution after both of his parents died. This was an institution for orphan's children. He was living in this institution together with his senior brother for some years. He got clothes to wear, and little food to eat. Poverty was their main problem. Sometime they did not get treatment when they were sick. This is because the institution did not have money for that. Esoma said there were caregivers working in this institution, but Esoma did not feel as having any attachment to them. Esoma said this was because they were not his parents and he did not feel as if they were his parents in anyway. Attachment theory explains about the relation children have to their parents. In cases where the relation between the child and the parent is good, the child tends to attach more to their parents or the caregiver. All the orphans who had good attachment to their parents before their death can find it difficult to attach themselves to other caregivers. This is because these children might be afraid or skeptical that they might still lose the new caregiver. It might not necessarily mean that the new caregivers are bad, but because they don't feel secured that the new caregiver will not die again. The insecurity of missing the new caregiver is still in the mind of these children. They are afraid to create any new

attachment, which might still cause them disappointment. On the other hand, it is important for the professionals working with these children to show understanding about the children feelings and at the same time secure them that even though their parents are dead, there are people who can help to give them care and satisfy their needs, in addition to the social service. Due to the reason that these children are afraid to create strong attachment to new caregivers, it can be of important for the new caregivers to encourage these unaccompanied minors and direct them to other specialists who can help them deal with their problems if the children are willing to do so.

Esoma said he was thinking everyday about his parents, had dreams about his parents and could not understand all what happened in his life. He started thinking about his future. The senior brother was always the one who gave him the courage not to be thinking so much. He said the brother told him that the most important thing in their life was to think about the future and not the past, and about what Esoma can do to have a better life in the future. This is the answer I got from Esoma when I asked him why he moved away from the institution in his home country;

"my brother told me that we should try to look for a better life, and he found out that it will be better if we live the country to Europe. We had no other possibilities and better future in our country especially when both of our parents were dead, that is the main reason why I left my country to Norway".

Some of these youths while still in their home country never had enough food to eat. They lacked clothes, shoes and education. Some of them said they lived with a relative, neighbor and organization after the dead of their parents. What is similar with these children is that all of them are orphans. They came to Norway as unaccompanied minors and all of them have experienced maltreatment, poverty and have experiences about loss and dead. They meant that their life conditions changed from better to worst after the dead of their parents. All these factors made them to move to Norway.

Organizations and private individuals helped them to find their way out of their countries into Norway. Poverty is the greatest predictor of mental health for children of all ages and ethnic categories (Rutter, 1983). Poverty diminishes the capacity for supportive, consistent, and involved parenting and renders caregivers more vulnerable to the effects of negative life events (Loyd, 1990). All migration is courageous even if is through persecution, war and poverty. The past and the present movement of people around the globe are littered with

scores of painful stories. Some of the stories are even awful to recount (Hayes & Humphries, 1988).

How can we understand the reasons of these children coming to Norway (war, political instability and economic crisis) in relation to the theories I have used in my study? The children expressed feelings of happiness because their lives have been saved. They feel they are secured while in Norway. They have not witness economic crises which they witnessed in their country. Despite all these happiness, they have also met some challenges in Norway. They have to learn the language, create new attachment figures, create new social ties and have to wait for some time before getting answers for their asylum cases in Norway. They missed their parents. Some of these children had created a stronger bond to their parents from when they were small. Just one of them had the aunt as the mum that came together with him to Norway. These children had created good ties not only to their parents but to their friends. This mean that if these children are moving away, it means they are also losing all of their social ties. They are going now to create new attachment to new caregivers in Norway of which they are not sure of how it is going to be.

On the other hand it depends also if these children had not been maltreated by their parents. It also depends if these children had a secure development with their parents. In my study I did not find out if these orphans had been maltreated by their parents or they had a secured growth. I was rather concern about how attached they had been to their parents. Maltreatment and insecure development can be an important factor to determine the rate of attachment these children had to their parents. A secured, well developed and good relation between children and parents might rather lead to better attachment. If these children feel they have been maltreated and when they come to Norway and find out that it is not allowed to maltreat children, they might turn to have a negative psychological picture about their parents and this might influence the rate of the attachment they had to their parent's maybe positively or negatively. Posttraumatic stress disorder (PTSD) is one of the most common signs of early child maltreatment (Goldstein & Brooks, 2005).

Grief has also been an important aspect for these children. Missing their biological parents has been of great disappointment to them. Every body would like to have both of his parents alive. Sorrow will be difficult to go away from their minds. On the other hand, meetings new friends and caregivers might help to replace the duties which their parents had. These includes for example satisfying their needs, giving them care, showing them love, and helping them to

integrate into the Norwegian community. Giving the orphans the opportunities to go to school will also be of importance for them living in Norway. Grief theories will not only help to increase sorrow for these children, but might also help to increase their happiness of being in Norway.

It is also important to know that my main purpose is not to find out the truth of these children, but to believe and respect their responds. Some of these children as I mentioned in the beginning of this topic, has been send by their family members to come and look for a better life in Norway. This is difficult to know. However the reason that these children are alone in Norway without their parents is a difficult aspect in their lives.

Can resilience theory be of importance to these children who live in Norway without their parents? The degree to which parents influence their child's development has been questioned by several researchers (Harris, 1998; Pinker, 2002). These children genetic factors and their personalities can help them to adapt in the Norwegian community. Harris (1998) presented evidence to suggest that the extended environment outside the home, particular the impact of peers, explained much of the non genetic differences in human behavioral traits. Some researchers have criticized her interpretation that parents are inconsequential players in their children's lives. Those researchers meant that parents matter a great deal in the lives of their children, but that the parents influences does not last for long, and because of that they consider that parents does not appear to significantly influence a child's personality (Pinker, 2002). On the other hand it means that the gene of these children and their attachment to their new caregivers in Norway will influence their coping abilities in the new society Norway. Siegel (1999) has posited that a child's attachment and relationship with caregivers is a major determinant of mental health and adaptation.

YOUTHS ARRIVAL IN NORWAY

Anka came to Norway accompanied by his aunt and her two children. They came as UN refugees. UN refugees are refugees that the UN grants them asylum before they live their country or their residing country to Norway. The country willing to receive the refugees, prepare a place to lodge them. In other words, UN refugees have a better status and get an immediate help when they come to Norway. Their documents are ready before they come to Norway; the integration process starts immediately they arrive in Norway. Most of them start in language classes and other projects which can give them possibilities to learn the language

and to work in Norway. He explained that they meet many challenges, like for example cultural differences, social challenges and difficulties in adapting in the new society.

Esoma, Kato and Aha did not arrived in Norway at the same time, but all of them explained that they went through the same procedure to seek for asylum. They explained that they reported themselves to the police when they came to Norway to seek for asylum. The police look at their luggage, register their names, took their fingerprints and ask them how they have managed to get to Norway. After that the police sent them to the transit camp. They lived there for a period of about one month and were later send to an asylum camps. When their documents were treated and they got positive reply from UDI, they were sending to the various municipalities. The municipalities that accept to take these children have the capacity before they accept to do that. Some of these children who participated in my project lived in an institution. They had caregivers working in shifts in this institution. Each person had a contact person, who had responsibilities to see that the children needs are giving, their rights are maintained and assistance is giving to them.

There were caregivers in all of these places they lived, but they never thought of developing any attachment to them. This was because the children knew they were not going to live there in the whole of their lives. When Kato was transferred to the town he is living now, he lived together with an elder, who was like a caregiver to him. This lady took this responsibility to help Kato in a period of time so that he can adapt faster in the Norwegian society. Kato explained that this lady was very nice to him, but he still did not create any affectionate bond to her. Esoma said he was a passerby that is why he did not want to create an affectionate bond or attach himself to the caregivers. Esoma, Anka and Aha said they do not consider the caregivers as their parents. Attachment figures are not interchangeable for the child. Each of them constellates a particular set of emotionally laden experiences that cannot be readily or painlessly transferred to another caregiver, that can be the reason why young children response to the dead of their parents with grief and bereavement. Even though these children get help from their caregivers, it is also important to know that one loved person cannot replace another even while providing comfort for the loss (Lieberman F. A., Compton C. N, Horn V. P, Ippen G. C, 2003). Only Anka said he considers his aunt as his parent. He gives the reason that he never saw any of his parents. Anka said in his interview:

"I was told by my aunt that both of my parents died when I was still a kid. They were assassinated during war, and my aunt had to run away with me to save my life because there was nobody left to take care of me".

Losses occurring during the first five years are probably especially dangerous for future personality development (Bowlby, 1979). Anka said he cannot remember how the parents look like. He grew up with his aunt, and he considered his aunt as his mother. He said if his aunt never told him that both of his parents died during war, he could never believe that his aunt was not his mother. Furthermore he considers his aunt as his mum because he developed the attachment to her from childhood. Anka said despite the fact that he was informed by his aunt that she is not his mother; he still has this attachment to her and still considers her as her mum. He also emphasized that when he sees his friends moving together with both of their parents he wishes also that both of his parents could have been alive.

It is important in history to hold the past active. This is because remembering and telling stories of the past is important in a child's later life. If a child has lost his parents in an early age, it is important for this child to find out who his parents were (Hansen, 2001). Man has to live along with grief. It does not mean that one has to live and think only about the past, but it is important to have understanding about how important the past has for the present (O'Toole, 1995). Anka said he first of all lived with his aunt and later in an institution. He lived in this institution for a period of one year. In this institution, he had a contact person and many caregivers working there. He never considered any of them as his parents, despite all the help he got. All these youths mentioned that they were both attached to both of their parents, but they emphasized that their attachment to their mum was more than the attachment they had to their dad. In attempting to explain why a child becomes attached to his mother theorists like Dollard and Miller (1950); Sears, Maccoby and Levin (1957) and Psychoanalysts Freud, (1960) have independently assumed that it is because mother carried the child in the stomach and she also breastfeeds the child. Bowlby 1979, explained different types of bonds. He explained that in mammals the first and most persistent bond is usually that between mother and the young. The young in this case can also be referred to a child. He further explained that this bond between the mother and a child often persist into adult life. Bowlby explanation of bonding can help us understand why these youths express strong attachment to their mum than to their dads. In many cultures women are considered to get mothers function. Women take most of the daily care and responsibility to bring up the child (Røkenes & Hanssen, 2002). In some families mostly in the underdeveloped world, the mother is the person that

binds the family together, while the father has a more instrumental function. The father is considered as the head of the family, and takes most of the decisions. This makes the children to attach more to their mother. Exemptions can exist if the mum maltreats the child, then they would rather attached more to their father than to their mother. Some of the youths emphasized that they did not consider the caregivers who took care of them when they were in their country and the caregivers in Norway as their parents. Three of the orphans mentioned that they knew their parents very well and were attached to their parents before they died. That is the reason why they could not consider the caregivers as their parents, and because they are afraid that if they attached themselves very much to these new caregivers they might one day miss them. Only Anka considered his aunt as his mum after both of his parents died. This was because he was still very small. He did not recognize his parents. So when he was growing up with his aunt he automatically consider his aunt to be his mum. Anka said but when he came to Norway and lived in an institution, he never considered the caregivers or the professionals there as his parents. All of the youths did not consider all the professionals who have been helping them or working in the institution as their parent's even though they got all the necessary needs and help from them.

The aim of these orphans coming to Norway and their arrivals to Norway will be of great importance in answering my research question. To know about the feelings of these children depends upon if these children came to Norway on their own or they were sent by their parents to come and look for a better life in Norway and can later apply for family reunion with their parents "Anchor child". If the children came willingly to Norway to look for a better future, the stress and psychological problem might not be so high as compared to if they are being forced to move by their relatives. It can be a pressure for these children if they have been sending by someone. Some writers found that some parents borrow money to send their children to Europe. The pressure these children might get is to find way to get money and sent back to their parents. On the other hand it might be of importance if their parents are still alive, because the children might have the hope to meet them one day, and this will eventually make them to avoid grief work. All of these children express feelings of difficulties on their arrival to Norway. What ever the case, all these children are still young, they are alone in Norway, and they are in a new land. The children meant that all of these factors made them to be depressed; living in the transit camp, in the asylum camp, waiting for the answer of their asylum cases, living in the institution, and attaching themselves to new caregivers has been a very difficult task for these children. The orphans considered these experiences to be dramatic

and traumatic. At the same time they also had a positive experience with their first meeting with the police and because they felt protected when they arrived Norway since they did not experience any war.

According to resilience theory some children can develop other means to survive and function well in the Norwegian society. The positive outcomes of these teenagers have focused on reduction of symptom severity over time and the reduction of exposure to adverse conditions. These children have no special attachment to the caregivers, this might be because some of them have lost confidence to elders due to what they have experience in their early lives.

Also recent grief theories prove that many children find it difficult and become vulnerable after the dead of their parents. Some children would not like to show any special love or attachment to the new caregiver after the dead of one of their parents, this is because the feelings of love for these children are destroyed (Ottesen, 2000). Another reason is that, they have a fear to loss the new caregiver. The fear of dead has occupied the place of love that these children could have for the new caregivers. Ottesen (2000) used an example to explain the reaction of a child when one of his parents dies and the other parent who is alive, get a new partner. Ottesen emphasized that the reason why the child reacts the way he does to the new partner is not because the child do not like the new partner. It is basically because the child imagined that the decision the parent has made to get a new partner, is a means to replace the other parent who is already dead. The dead of a father or mother can never be compensated (Ottesen, 2000).

Resilience theory also proved that a change of environment can be a positive factor in resilience, especially if there is a planned and well developed system to take care for these children when they came to Norway. The children said the caregivers have helped them to create structure in their lives, arranged for their education, and helping them to create new network. All these factors can contribute to make these children get a positive life development in Norway, despite the fact that the teenagers do not create any personal attachment to the caregivers.

Three of these youths could remember that their parents were assassinated even though they did not witness the assassination. Their caregivers and family members informed them about the dead of their parents. They feel very depressed when they think about their parents. These children meant that things were very difficult for them after their parents dead. All of them said they experienced poverty, war, and these gave them much stress. That is one of the main

reasons why they found it difficult to live in their home countries. A child manages to withstand the loss of his parents through the whole childhood period, but grieving is not a process that just stops after a period of time. New questions will always arise as the child grows up.

EFFECTS BEING AN ORPHAN

Losing both parents can be a difficult task for both children and adults. It can lead to stress situations that can be very difficult to master. Stress is usually greater for the younger children; this is due to the child's limited ability to test reality and to master anxiety (Furman, 1974). In some cases, however, the stress of the circumstances is so upsetting that even older children and some adults cannot cope with them adequately. Unmastered conflicts and anxieties may result in behavior difficulties and symptoms at the time of the initial stress or at a later date when additional hardships have produced a cumulative effect on the person's personality (Furman, 1974).

Children's responses to loss include cycles of intense distress, mourning, emotional withdrawal, anger, and emotional detachment that may recur at periodic intervals during a prolonged period of time (Lieberman F. A., Compton C. N, Horn V. P, Ippen G. C, 2003). I will first of all start by analyzing the negative effects these children have experienced and of which some are still experiencing today. In my analyses I will try to correlate it in relation to the theories and hypothesis in chapter two. Later I will also discuss about the positive experiences which these teenagers have developed after their parents died. These positive experiences will also be in relation to the theories in chapter two.

NEGATIVE EFFECTS

LACK OF MOURNING

One of the orphans called Kato explained that: *"I heard about the death of both of my parents when I was already in Norway. I am sad about that. I was not there to follow the procedures of mourning. I was not there with the other people to do our normal tradition after the death of someone. I will live to think about that"*.

Mourning is done differently in different part of the world and can also be done differently by individuals. In some parts of Africa, people mourn by weeping, screaming, hitting themselves and throwing themselves on the floor. This is to prove to others that the dead person is very important to them. In some cultures people has to show that they are mourning so that others will not say they are the cause of the dead person. For example, if you don't mourn, it might proved to others that you are the cause of the person's dead and you might have some consequences after the burial. Some of the kids in some cultures don't participate in the burial because they are still very young. All these depend on the culture which an individual has grown up. Norwegians have a calm form of mourning. It is common to see people crying but it is not very common to see people weeping as I have just explained above. This can make it difficult for a youth who comes from areas in Africa that have such forms of mourning to express it in Norway. This is because some people might look at him to be strange, and might instead think that he is having a psychological problem. This is because that mourning form is not common in Norway and some people do not know about that. For Kato to avoid such attention and suspect he might avoid mourning. This might have a negative effect on this boy because in his culture mourning is a very important ritual, and such rituals have to be done when one lost an important and closed person.

Another reason which made it difficult for these unaccompanied minors in Norway to practice mourning is because maturation of a child is not complete at least before late adolescence. A child has to attach himself to his parents or invests his love to a parent figure in other to progress. The child is therefore handicapped in mourning for his parents, since he needs his parents, to help in achieving the task of mourning. On the other hand resilience theory has factors that can influence adaptation for these teenagers in Norway. These orphans have secured and stable guardians who can help to relief them from their problems. Despite the serious childhood adversity, these children have got support from those working to help them. The community have also helped them to increase their competence, and effectiveness, decreased the number of stressful life events they subsequently encountered, and opened up new opportunities for these orphans. This is done for example, by sufficiently creating a milieu in which these orphans can utilize their capacity for mourning and to offer them psychological, social and physical support. Through mourning, a bereaved person frees himself for establishing new relationships and enriches his personality with selected new identifications. Failure in mourning may present an obstacle to the individual's future growth

and adjustment. This is particularly important with children at all stages of development when their parents die.

Aha said, "I did not follow the process of mourning after my parents died. I think about them while in Norway, but I cannot follow the process because I don't have the possibility".

Grief theories prove that children will revisit the meaning of their parent's death many times over their life time. They will experience the loss in different ways at various stages and phases of their lives (Doka, 2000). Some of these orphans explained that the death of their parents was the first closest death they have experienced in their lives. These children need to learn how to deal with unusual feelings with which they have had little experience, and to live in a world that has changed for them. Grief theories also prove that life does not stop while these children deal with their feelings. They have to sort out what has happened to them and to think about how they can continue with their lives. The new caregivers have to find continuity from the past lives of these teenagers while constructing new ways and skills of which they can use to continue their lives in Norway.

After mastering the stressful circumstances surrounding the death, the bereaved person's next task is to adapt psychologically to the loss of the loved one. Grief theory can help us to understand the loss of these children by looking at the value of what they have lost and to see their needs and find out methods to help them withstand their crisis. Grief theory will explain the reactions of these orphans and to look for a better way to help them manage their feelings. Mourning is important in relation to grief theory because mourning can be an important form of which a child can use in adapting to their loss parents. Mourning is the best means of accomplishing adaptation because it paves the way for a continued and healthy mental life of an individual. Appropriate mourning for the death of parents does not only specifically strengthen a child's personality, but at best enables the child to cope with the future without carrying a burden which can disturb his development (Furman, 1974).

When the child is still small for example toddler period (creeping) before the parents die, this can make it difficult for the child to mourn. This does not imply that the death of the parents is ever a negligible event in the child's life. A child can be helped to cope with the tragedy of his loss and to mourn adequately. On the other hand the feelings one gets during mourning for the death of someone who is very important, for example parents, can always be aroused when you lose another person, for example a friend who is also important to you. The feelings in mourning of your friend can arouse feelings of mourning for your parents. These can cause

some children to have problems of managing their feelings and can later develop other problems. On the other hand it is also important to consider that the death of the second person, say the friend cannot automatically arouse same feelings of mourning of the parents, this is because the death of the second person might place the child in a very different psychological situation. Moreover, the actual circumstances surrounding a death differ in each instance. In a case study carried out by Furman (1974), he found many indications of indirect, rather than direct, favorable effects of a completed mourning on the reaction to later losses. He noticed that in the process of assisting a child in his mourning, the child was sometimes helped to mature in some areas. These include the ability to tolerate and verbalize affects, improvement in reality testing, fusion of ambivalence in relationships. Furman emphasized that with such gains, a child has a better chance of handling a number of later stressful experiences, including those of objects loss.

Some children may be so young that the parent was not yet a major love object for them and they may not be affected by the stress of the immediate circumstances. In either case the child's life is from then on shadowed by the death of the parent. On the other hand a parent who was well known and loved will forever be missed to some extent. A parent who was hardly known accompanies the child through life differently but remains as meaningful (Furman, 1974). They might live to ask questions to themselves like, what was my parent like. Would they have liked me? Should I be like them and should they have liked me? I am glad that they died or I am angry that they are not with me? The death of parents faces the child with an early excess of helplessness, a need to accept the utterly unacceptable at a time when his mental resources are not yet equipped for doing so (Furman, 1974).

One of the youths called Anka who participated in the interview lost both of his parents around the toddler period. He explained that this has really affected him in his later life because he was only told about his parent's death after many years ago. He considered his aunt as his mother, but he felt very bad when he heard that his aunt was not his mother. He explained that he used to have concentration problems, and that is the reason why he prefers to be reserved when such feelings arouse. During the toddler period, the death of the parent especially the mother, may disturb the infant's personality to in a way that the functions necessary for the mourning process may not be maintained (Furman, 1974).

Study carried out by Furman (1974), shows that other children in preschoolers after the death of their parents did not experience any dysfunctioning in the child. The continued absence of

the parent, however led to the child's inadequate investment of new functions and activities in some instances. There is a similarity between the findings of (Furman, 1974) and my findings. The similarity is that almost all of the youths that participated in my project agreed that they are functioning well in the Norwegian community even though some of them did not mourn after the death of their parents. Some said they have some problems concerning stress and loss. All of these children go to school, learn and speak the language, and participate in daily activities. They have created new network in Norway. Even though they meet other challenges, they still find they get help from their caregivers on how they can manage their problems. This has helped to reduce their rate of stress.

DISRUPTED BONDS

I never thought my life could have been so good like this even though my parents are not still alive. I still missed my parents because they could have done so much for me if they were still in this world, Kato 18 years.

This can be very disturbing for these children because living without their parents can be a very difficult experience to live with. This can affect the orphans negatively because some of them might feel that they will never have a better life. These children said they have been living with different people and changing environment. Aha said he first of all lived with a neighbor for some months, then moved to another country and lived there for some years before coming to Norway. The making and breakings of bonds by these orphans can make life difficult for them, because each time they moved to a new environment they developed new attachment, moving to another environment help to disrupt the first one and so on. All these have made these teenagers not to create strong attachment to their caregivers in Norway, because they are afraid that they will still miss the new caregivers as if they lost their biological parents. The bonds between a child and their parents are often very strong that when a child lost contact with his parents for sometime, it might have negative consequences. The child can develop, anger, detachment, mistrust, and can also be depressed. Consequences can even be more for the children that have lost both of their parents and they know that they will never see them again.

Despite the fact that Kato has a good life, he thinks it could have been best, if his parents were still there. The absence of his parents means a lot for him. Thoughts of losing contacts with the parents can be difficult for these children to withstand. When a young child finds himself

with strangers and without his familiar parent figures, the child can be distressed and his subsequent relationship with his parents can temporally be impaired (Bowlby, 1979). This can be demonstrated by a descriptive and systematic study which was carried out by Heinicke and Westheimer (1966). They registered how two- year's old children will behave to their mothers during and after a short stay in a residential nursery. Ten children and their mothers participated in this study. The mother of these children drew away from the nursery for two or three weeks living the children through out with strangers. The result that came out indicates that, on the first meeting between the child and the mother, the child typically remain distant and detached from his mother. Whereas before when the mother was away just for some days, the child commonly cries so much for his mother, and when at last she returns he seems not to avoid her. Instead for the child to rush and cling to his mother like when the mother is away for some minutes, the child instead looks right through her and refuses his mother hand. All the proximity seeking behavior typical of an affectional bond is missing, usually to the mother's intense distress. This affectional bond can remain missing sometimes for minutes, hours and days. All this depends on how long the mother is missing. The result proves that the length of time detachment persists is positively correlated with the length of the separation.

After these children started living again with their mothers and attachment resumed as normal, the child becomes much more clinging to his mother than he was before separation. The study show clearly that the child dislike his mother leaving him, the child reacted by crying and following his mother. When the mother tried to refuse the Childs attention, this evoked hostile and negative behaviors from the child. Of the ten separated children that participated in this study, six children showed strong and persistent hostile behavior to their mothers and responded negatively to them when they returned home. No such behavior was seen in the non separated children.

The study of Heinicke and Westheimer (1966) can have some correlation to the youths who participated in my project because these youths have always had the same reaction, when their parents died. Their own form of separation is everlasting separation. The youths said they have been crying to no avail, because they knew they will never meet their parents again. Long or repeated separations are usually related to subsequent personality disorder (Bowlby, 1979). They become angry when they think about all this.

On the other hand it is not necessarily that these children might only experience negative consequences because of disrupted bonds. How will attachment theory help us to understand

the new relations friends and caregivers that these orphans will meet in Norway? It might take some time for these orphans to really attach themselves to other people, but what is important is that it can still be of great advantage if these children live with other people and create new friends and new relationships. Living with other people will make them learn new things; create new attachment figures that can act as parents figure and a new network which can be of importance to their future life in Norway. Most of these children have few or no family members in Norway, by getting Norwegian friends and families as caregivers, can help them to learn the language faster and thus easy the integration process for them. It is also important for these children to have contacts with people from their country or relatives; this will help them to remember their culture, language and will also help to protect their identities. It will also help these children not to have conflict with their relatives, because their relatives might feel that the orphans have abandoned them because their life situation in Norway has turned to be better than before through they aid they get from the Norwegian state. Internal family conflicts might occur and this will not be good for these orphan and their relatives. This is because some of these children had good contacts with their aunts, brothers and sister before they came to Norway. Have new contacts cannot be the problem, but if these children get help from the professionals to help them create new network without them having problems with their relatives, can be very good for these children. After the dead of their parents they were only attached to their main relatives. Creating a new network can also help to create a disruption in their former relation, but can also be of great advantage for these children who have very little network before their arrival in Norway. The youths explained that after a long time separation from their parents, they become used to the life without their parents. They said the reason for this is because they have other caregivers who helped them by satisfying their primary needs and gave them advices on how they can succeed in the future. They get care, and feel good.

LONGINGS AND DAILY ROUTINES

"I really loved my parents. They were always by me when I am sad. They were always telling us stories about their lives. It was interesting to be with them. I can remember that I used to hang around my mum when she was preparing food. She used to give me something to eat when I was hungry. When I think of all these I feel worried" Aha 16 years.

The youths explained that their expressions of grief and longing tend to disturbed them a little bit when they think of the daily activities with their parents. Some said they used to play

football, and others said they used to go to the market and do shopping with their parents. Aha help the mum to prepare food. All the orphans I interviewed were missing all what they used to do with their parents. They have now got new routines which they have to take time to adapt into it. Longings is always intensified by transitions in daily routines where the parent's supportive presence is most pointedly missed or by concrete reminders such as objects that belonged to the parents or activities that were routinely done in the parent's company (Lieberman F. A., Compton C. N., Horn V. P., Ippen G. C, 2003). Grief theory can help us understand the loss these children have encountered by taking into consideration the feelings these teenagers have and the effects of them losing their parents. According to recent grief theories, grief does not end at a giving time. It is not something that children can simply put behind them or get over it (Doka, 2000). The children often feel isolated when they start thinking about the activities and daily routines they used to have with their parents. Some children can turn to manage the feelings of grief in a better way depending on the therapy they get from their caregiver. Anka said that his parents died when he was still a little boy. Anka cannot remember that he showed some signs of worry iness after the dead of his parents. But he can remember that he started developing different feelings and behaving differently to his aunt after he heard that his aunt was not his biological mother. When a child loses his parents when they are still little, responses that can develop can be a sign of protest. During the first years of a child life, children respond to the loss of a parent with persistent crying, searching, and alternating between accepting and rejecting the efforts of others adults to comfort them (Lieberman F. A., Compton C. N., Horn V. P., Ippen G. C, 2003). In this sense transition in daily routine can serve as traumatic reminders that trigger reactions related to the loss. The intensity and duration of the responses increase with the emotional closeness of the relationship and its centrality in the child's everyday life (Lieberman F. A., Compton C. N., Horn V. P., Ippen G. C, 2003).

Attachment theory talks about the effects of separation between child and parents. These orphans in Norway might developed effects like missing their parents, feel lonely, missed the daily activities and routines with their parents, thoughts of sadness, and general thoughts about their parents can be some of the effects these children can develop due to the lost of their attachment figure. On the other hand it is important to take into consideration that the lives of these orphans have to continue, despite all what has happened to them. For these orphans to find out what can fill up their days and make them feel better, it might be important for the professionals to look for ways to reduce their fears. This can be done by

looking for a stable and confidence person or caregivers who can perform the functions of parents. People, who can give care to these orphans, look for both organized and unorganized activities, set up a structure in their daily activities, and look for activities that both the children and their caregivers can always be doing. This can help to promote a better relationship between the caregiver and the children, thus promoting a better attachment between them. This can also help to replace some of the challenges these children are facing as a result of losing their parents.

FEELINGS OF BEING THE CAUSE OF THEIR DEAD

I always get negatives effects when I think about the dead of my parents. I thought at times that I did not help my parents, mostly my mother, and the way I was supposed to do before their dead. All these thoughts disturbed me a lot, Esoma 18 years' years old.

All of the children in my study said they were all attached to both of their parents, but mostly to their mother. Some of them heard about the dead of their parents while in Norway. Some of them were displaced from their parents during war. The children had good relations to their parents. If some of these orphans had conflicts with their parents before their departure, this might later turn to disturb their minds. They might think that maybe it is because of the conflicts they had with their parents which has caused their dead. They might sit with many thoughts and unanswered questions for example; why didn't they solve the problem before their parent's dead. All these negative thoughts might make them feel they are the cause of their parent's dead. Kato said: "maybe if I was still in my home country my parent's could not have lost their lives".

He is having the feelings that, his presence could have stopped the dead of his parents. He is having the feelings that maybe his parents were searching for him before they were killed? He asked many questions to himself without getting the right answer. In searching for an explanation to the dead parent's disappearance, children find reasons that match their developmental understanding of casualty (Lieberman F. A., Compton C. N., Horn V. P, Ippen G. C, 2003). Some children anxiety responses are not limited to their dead parents. Their behavior towards the surviving caregiver, or the person they are attached to, is also affected because some of them fear losing the caregiver of which they are attached to. Often young children experience self-blame and guilt in their efforts to work out how dead could have been prevented if they had done things differently.

On the other hand these children might not only have feelings of being the cause of their parent's death, but can also have positive feelings of survival. Resilience theory explains how children adapt despite adversity. Despite all the feelings these children experienced in Norway, they also experience many positive things which can make them adapt with their lives in Norway. What make them to continue with their lives is that, they have the possibilities of going to school working and sending money back home to the other relatives. They can get psychological help to manage their feelings and thoughts and their needs are giving. All these factors help them to carry on with their lives even though they have thoughts of being the cause of their parents dead.

In attachment theory I discussed earlier that avoidant infants seemed oddly unconcerned with mother's presence or absence in certain situation. This was mostly when their mother left the child over a long period. The orphans might develop feelings of anger and feelings of missing their parents after the separation. The feelings of anger can arouse when they think of why their parents died, or about the activities they used to do with their parents. Children are often dependent to their parents. After the dead of their parents, it can be easy for these children to take greater challenges and more responsibilities in their lives. In this difficult period in life, these children start having many thoughts in their mind about what has happened. Some children regret about what they said, promised and what they did to their parents, especially if it was something bad before their dead (Dyregrov & Dyregrov, 2007).

Recent grief theories show that it is important for the child to get the possibility to correct his personal understanding about dead. When the child knows very little about the dead of his closest person, then it will be easily for them to fill their minds with all the negatives fantasies and giving blames to themselves (Øvrebø, 2000). So it is important to inform children about dead and explain to them so that they can try to avoid blames to themselves. Professionals should not only use words to explain to children about dead, but they can also use other senses and experiences to make the child understand what has happened.

ANGER

"I get fast angry without knowing the reason, at times I feel as something just come in my head and I start insulting my caregiver "Aha 16 years.

The youths in my project explained that at times they can easily be irritated, without even thinking of the cause. Some children might sometimes respond with self aggression in the form of pulling their hair and hitting their head. Some of them said it has happened at times that they have been aggressive to their teachers, caregivers or friends, by hitting them or destroying things around them. This can destroy their police records if the matter is reported to the police. Some of them said they react without being aware of their reactions.

On the other hand these children can have possibilities to work with their feelings of anger. The specialists can also help these children control their feelings and means on how they can interact with other people in the Norwegian society.

Bowlby (1979) explained about the feelings of some of his patients who suffered loss in their childhood or adolescence. These people lose their hopes of reunion with the dead parents. Their anger at being deserted could be a long and technically a difficult task. They had intemperate anger, weeping, horror at the prospect of loneliness and they were pitifully pleading for sympathy and support. A recurrent feature of young children's grief reaction is anger, and it is often manifested in aggressive behavior (Lieberman F. A., Compton C. N., Horn V. P., Ippen G. C, 2003). The aggression is often without visible cause and may be directed at a variety of target indiscriminately. It is likely that the child is angry at the absence of their parents and discharges this unmanageable feelings to the caregiver, a friend, teacher or an object that is closest at hand. Anger is often directed at the adult who is the child's primary caregiver after the parent's death and no matter how sensitively attuned in their intentions, surrogate caregivers cannot take care of the child in exactly the same way that the deceased parents did (Lieberman F. A., Compton C. N., Horn V. P., Ippen G. C, 2003). Most often when they are still small, they are used to the bodily rhythms of their parents, their voices tone, and smell of the new person, feels different to the child, who urgently wants the cherished smells and sound of their deceased parents.

MIGRATION AND ACCULTURATION EXPERIENCES

Migration and acculturation refers to the process of change that occurs when culturally distinct groups and individuals come into contact with another culture (Berry & Kim, 1988). All of the youths who participated in this interview, expressed their feelings about how the changes in their lives in Norway have affected their well being. The orphans said they had to learn new cultures and ways of doing things. They had to study how the community functions,

their rights, and the law in the country. The teenagers said, they used to behave like the Norwegians not because they feel happy with their culture, but because they want to make them feel happy with them and to avoid conflicts. This situation was the youths had to create a double image about them to satisfy the majority in the community, can be stressful and tiresome for these youths. This is because by doing things out of your will needs a lot of energy and skills. On the other hand, it is not a negative thing to do what you don't like because it leads to integration. Learning the language, respecting the laws and regulations is an important factor which can help them to easily integrate and thus promoting their independency and reducing form of discrimination.

Children may experience difficulty in adjusting to life in a new culture if they have been exposed to several levels of stress during the migration process (Wolchhic & Sandler, 1997). All of these youths talked about the changes in life style, food, customs, values, laws, culture, rules and regulation. They felt that their own style of living was quite different from the Norwegians. Aha said in the interview that; *"Norwegians are very reserved, it is very difficult to get in contact with them. Some of them are very nice when you get to know them"*.

Resilience theory has contributed to help these children despite their migration strain in the sense that some of the teenagers tried to behave like the Norwegians, because they wanted to be accepted in the Norwegian community. They try to behaved in a way that is not natural for them, just because they want to fulfill the needs of the majority and because they want the majority to accept them in their society. Acculturation is also expected to have an impact on mental health- relevant variables including stressful life events, help seeking behavior, and individual coping styles, (Wolchhic & Sandler, 1997).

Cultural changes occur on a number of dimensions for acculturating individuals (Rogler, Cortes, & Malgady, 1991). It may include the gradual incorporation of cultural beliefs, values, behaviors, and language of the dominant society, as well as changes in one's loyalty and sense of belonging to the host culture and to one's culture of origin.

BICULTURAL CONFLICT

The uprooting experiences of migration are accompanied by a more extended process of adjustment during which acculturating individuals must learn the language, behavior norms and values characteristics of the host society (Roger, Cortes, & Malgady, 1991). Kato Anka, Esoma and Aha all had communication problems when they arrived in Norway.

"I cannot be telling stories concerning my private life to any one because I don't know who is who. Moreover the person translating might come in same area like me. I am afraid that the translator can inform others about my private life that is risky for me" Aha 16 years.

While they were living in the asylum camps, they could speak their dialects because in the asylum camps, they were people from their home country. The youth's said they felt very bad when they used a translator to interpret their private matters. They explained that because the minorities belonging in the same ethnics groups are not many, they are afraid that information from issues concerning their private lives can easily spread to others. They were afraid translators could inform other people about what they have said, even though they have confidentiality. The use of translators is very important because they can interpret what has been said especially when both parties are not speaking the same language. Interpretation will help to avoid misunderstanding. In situations where these children feel that their information's can go out to their landsmen, it can be important for the professionals to allow these children look for an elderly person in their ethnic group that can speak the language and knows how the system functions (Qvale, 2001). This person can be the translator, for these children because they have trust and confidence to this person. They know this person cannot go out and spread information about their private lives to other people who are from the same ethnic group living in Norway.

"Yes, of course I feel at times as if my friends want me to behave like them. I don't have to behave all the time as if I am a Norwegian, despite the fact that I am living in Norway. I am not a Norwegian, why should I behave like them. I also have my own culture" Anka 18 years.

Bi cultural conflict cannot only exist between the majority and the minority, but it can also exist between minorities themselves especially when their private issues are being exposed to the public. Bi cultural conflict can also occur if the majority doesn't permit minorities to learn or participate in their cultural activities or permit them to speak their dialects when they are together with their landsmen. On the other hand, if minorities are allowed just to speak their dialects and can only participate in activities that concern their cultures and tradition, this can make integration difficult. They will have little knowledge about the Norwegian system and language which is very important for them to know if they have to live in Norway. The youths also explained that they found it difficult to go to shops and buy something especially if they have to asked questions concerning what they want to buy. Kato said he finds it difficult to go to the bank to ask for services. When he was still in his country he could do this because he

could speak their local dialects. He found it difficult to do so in Norway because he cannot speak the language. Language difficulties present an immediate strain for children who do not speak the language of the majority. These children also explained that the Norwegians have many different cultures, traditions, and behaviors that they don't like, but because they are afraid to come in conflict with them they are forced to behave like them or learn the cultures. The children also have conflicts with their classmates when they find out that they behave in a way or do things in a different way like the Norwegians. Aha said one of his classmates look at him very strange when he laugh very loud. Anka said his Norwegian friends think it is strange that he cannot go on ski. Minority children may also experience conflicts with peers or teachers when they become aware that their own cultural values or behaviors are not understood or valued within the dominant culture (Phinney, Lochner, & Murphy, 1991). The process of acculturation and its relation to both stress and mental health are likely to vary, depending on a wide range of factors such as whether an individual migrates to a bicultural, ethnic, or mainstream community; the rate at which a family members acculturate; conditions surrounding migration; and the country from which each group migrated (Roger, Cortes, & Malgady, 1991).

MIGRATION STRAIN

"I did not know it was going to be difficult like this. It is not easy moving away from your relatives. It feels as if one is alone in the world. One has to start live afresh. The challenges are many, I can't name it, but I am happy to be here." Esoma 18 years

Living in exile can be a press for these children because they meet new situations and life style, which can be difficult for them to live in. Such living conditions might influence the individual physical and psychological well being of these unaccompanied minors. Living in exile will eventually change the life of these teenagers in the sense that there will be total change in their social network. They miss their old friends, teachers, and other family relatives, but they also establish a new network in the new country. It has been a challenge for these youths to stop school in their home country and moved to Norway in a new school. These youths informed that changing of schools has been a big challenge for these children because they had to start afresh to learn the school system in Norway. The school system in Norway is not the same as the school system in their country. The children said they experience some differences in values and culture. They needed time to look for new friends, time to adapt in the new school life and at the same time learning what has been thought in

school. All these can contribute to bring stress to a child that has migrated from one country to the other. All this can be difficult and can take time and energy. All these factors can be strenuous and can influence the lives of these children in a negative manner. For example it is not a guarantee that these orphans will create a good and stable network.

On the other hand resilience theory has giving illustration about children in more difficult live conditions who still survive. Some of these orphans still cope with their lives in Norway despite the migration strain they faced. Esoma said in his interview” *the challenges are many, I can’t name them, but I am happy to be here.*” Aha also said in his interview that” *The movement into Norway was very tedious, I faced many problems on the way, but things are ok now. I am just missing my parents, but I am satisfy with the services I have got since I came to Norway.*”

This shows that despite all what Esoma and Aha experienced back home, movement to Norway and has been difficult, but they still feel fine of the services and of being in Norway. The feelings of these orphans should not be neglected, it is important to take into consideration all the positive feedbacks that they give about Norway. The professionals working with these children should try to do more of what can make these children feel happy. This is because they get more satisfactions. These children ran away from war, they lost their parents in war; many said they suffered from poverty and sicknesses while in their country. It is not strange when they say, they are happy to come to a country were they can feel, there is more security and a better welfare system than in the country they come from. Not only to consider the facilities in Norway, have the professionals had to think about the resources these children are having even before coming to Norway. The orphans had learned many things, and had greater responsibilities before coming to Norway. The resources of these children should be put in use. In addition many children who changes school often find that they miss their friends. This may not last for too long, but it should never be underestimated. The trauma which may be caused by repeated changes of school may not always be evident just at the time, but may cause serious problems with relationships in later life (Tschudin, 1997).

Migration represents a major disruption for children and families. This is because it disrupts attachments to social support systems that are left behind in one’s country of origin at the same time that it imposes on the migrant the difficult task of incorporation into the social and economic structure of a new culture (Roger, Cortes, & Malgady, 1991). The first years after

migration are expected to be stressful, particularly for individuals who are culturally and racially dissimilar to the indigenous population. One of the most drastic changes occurs when a person is been marginalized and he gets the feelings that his identity, personalities and values is considered unimportant by the majority (Arena, 1997). Identity challenges occur in all form of migration process, whether internal or external. This can result to stress which might influence the individual or family that have migrated (Dalgaard, 1972).

DISPLACEMENT AND EXPLAINING THEIR STORIES AGAIN AND AGAIN

One of the things I really don't like to hear again and again is when people start asking question about me. I have been explaining this to people in all of the places I lived. I think it is tiresome, to be repeating stories about myself. I know they need this information to help me. I am not also sure about all the people I meet. Kato 18 years

All of these children have been displaced at least three times from the houses they were living after their parents died. When I talk of displaced, I mean for example taking the children away from their parent's homes to another home. This might be the aunt's home, or the brothers and sisters home, institutions, caregivers or foster homes. For example Kato explained that he lived with his senior sister after escaping from the political problem in his country. After his interview with the police he was transferred and lived in a transit camp in Oslo, after that they removed him and send him again to another asylum camp. When he got his reply from his asylum case he was transferred to one of the largest cities in Norway. In this city, he lived with a Norwegian lady (caregiver) that had responsibilities to help him in issues like finance, practical issues, and to help him integrate in the Norwegian community. Kato and the other orphans explained that moving from one place to the other, created insecurity and instability. They always met new people created new friends and had to move again to another area. Moving to another area without knowing if you have to live in the country or not can also develop stress to these unaccompanied minors in Norway. Some of them after living in a place for time, started certain activities, but had to stop after a short time because they had to move to another town.

What these teenagers found the most difficult is by explaining their stories about their past lives in all of the places they lived. When they arrived to the police, they explained the same stories, in the asylum camps, they explained the same stories. In all of the places they lived they had to explain their problems about their past lives. Esoma found it difficult and boring

to be repeating his history to many people all the time. He said he did not like to discuss about what he finds very difficult in his life to people who are not his family members. Esoma meant that repeating these stories all time made him to be thinking about the dead of his parents, dreaming about his parents all the time. This made it difficult for him to concentrate on things that better his future in Norway.

On the other hand telling stories about what one has experienced, whether a sad or happy story, can make the individual to have confidence of what he is saying and can help the person to managed his feelings about what has happened to his life. Keeping these stories without saying it to someone, can cause many other problems to some people. Anka explained in his interview, that he felt better after explaining what happened to his life to other people, even though he regrets afterward about what people will do with the information they get. Attachment theory can have some effects to these orphans especially when we think about the experiences these orphans had with their parents. In situations were these children had very good contacts with their parents before their dead, it might be difficult for them for example to explain that they were maltreated by their parents. This is due to the good relations they had. The children might feel ashamed to explain to someone. It is important for the professionals to make these children feel confidence about themselves, and to secure them that all what has happened to their lives is not their fault, rather their parents fault. This can make it easy for them to concentrate better in their lives.

LOSS AND VULNERABILITY

Grief theory can help us understand the loss these children have encountered by looking at what they have loss. The most important loss for these orphans is the loss of their parents. Parents are often considered the most important in our life. They are the ones that are responsible to take care of the children from birth and try to provide the needs for the children. The attachment these unaccompanied minors had with their parents from childhood, have much importance in their later relation. A loss of a parent or both of the parents can mean a lot and can also be very painful for these children. In the interview one of the youths called Kato said” *My parents were not only important to me, but, very, very important to me*”. Emphasis on the ”very” is a sign to show that his parents meant a lot for him. He said further that his parents are the ones that have been helping him with all his need from when he was a kid. He loves his parents very much and the parents also loved him. Kato said without his

parents then live is not worthy. He really misses them, and he can see that there has been a great difference in his life since his parents died. Differences have been in the sense that he is no more getting the help, love, and advice from them. This has really influenced his life in Norway, even though he has people working with him. He said despite all what these professionals, do for him, they will never fill the role of his parents. There is a great difference, when the parents are dead or when a child has regular contact with his parents (Arena, 1997).

The other loss that these children have experienced is the lost of family network, friend's schools and his known environment. Some of these children consider it very important, valuable and think that there are still possibilities and hope that they might one day meet some of their family members or friends. This also disturbed them a lot when they think about it. On the other hand the hopes these children have can make it difficult for them to manage their feelings about loses they have faced in their lives. This is because it can be very important for one to accept his loses and grief over it, when one still have hopes that the family members and friends are still existing (Arena, 1997). An example to this is Anka who said in his interview;

"maybe one day I will still meet some of my friends we were together in school in my home country before war break out".

Anka still have hopes of meeting his friends that meant a lot for him. He has not given up his hopes. Since he is not having a father or mother, he has been relying mostly to his aunt, other relatives and friends. He had good relations and contacts with his family relatives and friends. He also considers them to be very important in his life.

ETHNIC AND RACIAL DISCRIMINATION

Esoma said that he decided at times not to participate in activities not because he was not interested in the activities, but because he felt that he will not be accepted in the group and because he did not understand what they were saying. He did not want to disgrace himself by not following the rules of the activities. In addition, minority youth may confront social inequalities, blocked opportunities, or other structural barriers. Some of the youths said that they at times find it difficult to get holiday jobs. Kato said,

“Language is a very big barrier for me. I speak English, but many Norwegians prefer to speak Norwegian and not English. This makes it difficult for someone to get a job even in MC Donald. This is a challenge for me because I cannot communicate well with people”.

When they try themselves to go around and ask for jobs it is always difficult for them to get jobs. They say Norwegian children in the same class gets job very easily. Language is a great barrier for these youths, mostly when they just arrive in the country. Things get better when they start to go to school and can speak and write Norwegian.

On the other hand one can say that maybe difficulties getting jobs is because they cannot speak the language, and may not necessary mean that they cannot get jobs because they are foreigners. Another reason might be because some of these children are under 18 years of age. Some employers might find it difficult to give them jobs. The government is also trying to set up measures to help foreigners to get jobs. A report from St. Meld. Nr.30, (2002-2005), mentioned that foreigners with higher education often have problems to get jobs which are equivalent to their qualifications as compared to the majorities in Norway. It is also stated that some employers will decide not to take foreigners in their recruiting processes without giving any tangible reasons. The government has set up an organ responsible to evaluate the qualifications for foreigners in Norway. The Norwegian government implemented laws that will give minorities in Norway possibilities to discuss and develop their language and culture, both in meeting with their countrymen and meeting with the rest of the community. This decision came up when minorities and others complained that the government is not respecting the international law that protects the minorities in Norway. An example of such laws includes the law that protects minorities from being discriminated because their language well, their culture and religion (St. Meld. Nr.30). Kato said he experiences one of the worst forms of discrimination in Oslo when he arrived in Norway. He explained that

”I was going home one day in the evening after I had been playing football; I met a woman on the street. I was walking on the opposite side of the road towards each other. She had a hand bag, and when she immediately passed by, she suddenly became afraid. She took her hand bag up, and held it tight on her body as if she thought I was to attack her”.

Kato expressed his feelings in the interview that he felt this lady showed a sign of discrimination. This is because he felt that he was a foreigner, and he thought this lady will think that he was to attack her and take her hand bag from her. That is the reason why she

became afraid and reacted in this manner. Kato said may be this lady will never have reacted in the same manner if Kato was a Norwegian. Kato felt this was a form of discrimination.

On the other hand it can be difficult to know if this was a form of discrimination, because it is difficult to know how this lady could have reacted if Kato was a Norwegian. May be this lady is having a psychological problem that can make her to react like that. One can also think that may be this lady has experienced something like that before from someone? We don't know about the past experience of this lady, and no body talked to this lady after this incident. Kato never asked this lady why she behaved the way she did. However what is important in this example is to bring out the reaction and feelings of Kato of being discriminated. Kato felt this was a form of discrimination, and he felt very bad to see this woman reacting in this manner. Many ethnic minority youths are subject to social inequalities and racist attitudes. It is possible that racial discrimination does not constitute a risk context for minority youths, but a combination of aspects like environmental and social problems such as poverty can threaten optimal development of these youths (Wolchhic & Sandler, 1997).

Many minority youths are also exposed to environmental conditions that include prejudice and discrimination. Ethnic minorities live with either a sense of invisibility for example absence from school activities; they also experience stereotyped attitudes about their cultural group (Spencer, 1990). Not all of the youths who participated in the interview said they have experienced discrimination. Few of them said they found it difficult in the beginning of the school year to adapt to the other children with Norwegian backgrounds. They experienced that the other children in school were trying to under look at them; this was mostly because they could not speak Norwegian. They were a little bit skeptical to the Norwegian children and vice versa. They found it difficult to create contacts in the beginning. They found it difficult to join the playing groups because they did not understand the codes. They used much time to observe than participating.

Which effects will attachment theory has to the new friends these orphans will meet in Norway? Attachment theory emphasized that when a child is still little, the cognitive and behavioral components apply when the child matures into adulthood. The child become more intelligent, start knowing what is good and bad as they grow up, attached to their caregivers, developed new skills on how to tackle situations and interact with different people. The interactions they make help them to create new network. Their network on the other hand helps to improve their social life, by doing activities together and exchanging assistance. The

attachment these children create to their friends and the new caregivers is also important because it creates a form of trust, stability and confidence for these children. To get somebody you have confidence in him is important, because you can share feelings of happiness and sorrow together. These factors help to strengthen the well being of these children in Norway and thus better their development.

I will try to discuss how resilience theory can be of importance for these children to manage their social challenges. I explained in chapter two that resilience theory is a theory which shows how people in difficult life situation still perform positive adaptation in the context of past or present adversity. Some of the factors that enable the development of these children in Norway despite their adversity are the social factors which are based on ego resilience and the personality these children have. Ego resilience is a resource that human beings develop through childhood. These resources are found in human beings from when they are born. People used their resources in different ways depending upon the ego resilience they have and the situation they meet. It is often the mechanisms in ego resilience which these children used in managing their problems. The mechanisms are the natural forces they have in them, the efforts they put in solving problems and the influence they have while interacting with others. The forces they have are used in understanding their own thoughts and other people thoughts. The force of influencing helps them to believe in their own personal force and at the same time having the willingness to do something with their challenges and problems they have.

POSITIVE EFFECTS AFTER ARRIVAL IN NORWAY

Even though Esoma, Aha, Kato and Anka are orphans; they still feel that they have experienced many positives things in Norway. Many of them experienced war, and lived as orphans for some years before coming to Norway. The youths explained that after all the sufferings undergone after their parents dead, they had to think and look for means to get a better future. They needed protection and a better life. All of the youths that came and demanded asylum talked about the positive impression they got with their first meeting with the Norwegian police.

MEETING WITH THE POLICE IN NORWAY

Aha, Esoma and Kato demanded asylum when they arrived Norway, they talked about how they were very afraid of the police in their home country. I will also like to discuss how the positives experiences as a result of resilience theory helped these orphans to manage their feelings. These orphans thought they were going to be tortured by the police when they reported themselves that they wanted to seek for asylum. To their greatest surprise they found out that, the police was very respectful to them and asked them questions about their identifications papers, means of traveling and reasons for traveling to Norway. Kato 18 years said: *“Norway is a very quiet country and it is not dangerous”*.

These youths got good feelings with the first approach of the police; this helped to calm them down, and to give them hope for security. The police also searched them, but all this was done in a respectful and orderly manner. This made them to feel secured after talking to the police and got acceptance to live in Norway until their cases are treated by the UDI (The Directorate of Immigration). They felt secured because they were accepted by the police to seek asylum. They were not tortured by the police. All of these children complained that they had bad experiences about the police in their home countries. Police helped to keep peace and order, in their countries, but it might be difficult to have normal conversations with some of the police in their home countries, this is because they felt they have the rights in their hands. Kato further explained that in their country everybody is afraid of the government officer’s especially the police. Aha, Kato and Esoma they had a positive experience when they first arrived Norway. Their first thing that impressed them most and which reduced their fears was when they met up in the police station and talked to the police. They felt they came to a country which is quiet and can protect them and provide their needs. Their bad expectations about the police from their country became the reverse when they came in contact with the police in Oslo and applied asylum. These really helped to give them strength, courage and hope to be in Norway.

ETHNIC/RACIAL SOCIALIZATION

I was feeling bad sometimes because the language made me to be insecure of myself. I felt better when I used to meet my country men and we prepared our traditional dishes and dance our traditional music.

These children also explained the social problems they met. They felt insecure about themselves, because of language barrier. When they met together with friends from same country, they do certain activities which make them to be secured about themselves and at the same time protecting and maintaining their own culture. Organizing such activities for the minorities can create an arena where they can meet and exchange ideas about their feelings and their problems. On the other hand it is important that such arena should not be an area which can lead to segregation, that is separating the majority from the minorities, but an arena, where both the majorities and the minorities, can meet at times and do certain activities together, this might rather lead to integration process were the majorities and the minorities can learn from each other.

Ethnic or racial socialization may also represent an important resource for minority youths, in the sense that ethnic socialization may be accomplished by deliberate teaching or may be transmitted through socialization, and it may be performed by parents, ethnic role models or by the larger ethnic community. Racial socialization helps to initiate positive orientation towards one's own group as a means of promoting ethnic or racial pride and biculturalism (Bowman & Howard, 1985).

Ethnic socialization strategies can prepare children to cope with racism, prejudice and discrimination. This can be done by the caregivers of these unaccompanied minors. Strategies like advices to the youths, teaching them skills to master prejudices and racisms can be a positive idea for these youth to know. The caregivers can also acts as the role model for these youths. The positives behaviors and their way of doing things can be of great importance for these youths because they will learn from their caregivers. Ethnic socialization is to promote children's internalization of culturally prescribed values (Garcia – Coll, Meyer, & Brillon, 1995). All these can contribute to develop a proper character or behavior to these youths about their cultures, and integration process. Emphasis can also be place on academic achievements, gain access to societal institutions, achieve higher social status, wealth and respect from both their school friends, and the entire society.

MANY NEW FRIENDS AND CREATION OF A NEW NETWORKS

Migrating from their home country to Norway and the internal mobility of these youths from one town to the other and from places to places has not only been a problem of losing and shifting friends, families, neighbors, but it has also been an advantage in the form that these

children have created new network with the aid of the professionals working with them. These orphans who participated in the interview said that, they are happy to be in Norway, because they have professionals working with them who can help them to create new networks and to find activities that soothe their tastes. Esoma, Kato and Aha said when the government granted their asylum, they were transferred to the town where they were supposed to live. The professionals helped them to get a refugee guide. A guide is a voluntary person that can help these children to do certain activities. They usually go around and show the children the city and important offices. They help them to create new network by organizing football activities and other activities, where they can meet new friends. Some guides usually invite the children home and they can prepare food together. Refugee's guides also help these children in certain practical things like writing applications, read certain letters, and can help them to look for summer jobs. The relation between the orphans and the refugee guides can be stopped at any time, if one of them does not want the relation to continue.

One of the most important things these children really enjoy is the participation in different activities. Participating in activities like football, running and dancing have helped these children to create new friends in these arenas. Aha said when he started in the football team, he got many friends. Even though he is no more participating in the football team, he still has contact with these friends. The professionals made it possible for the children to participate in activities that concern their interest and cultural activities. Tradition influences child identity, so it is important for the professionals to make it possible for the child to have contact in new arenas where they can develop their skills and identity (Qvale, 2001). Esoma said he participate in basketball and volleyball. He has many friends that he met in these activities. Kato and Anka play football they said they have many friends that they still have contacts. All of these activities were organized by the professionals, and things became better when these children could speak the language. They have also met some new friends in schools that they have good contacts with.

INDEPENDENCY

All of the children who participated in this project, agreed that they became independent, or have been trained to become independent when they came to Norway. They explained that in their country, they were thought to respect the elders and agree on what the elders say. Children are not allowed to say what they think, if the parents are discussing issues that concerns a child's life. Children are not included in decisions making, the parents take the

decisions and inform the children on how things are supposed to be. They said their parents or elders had control on their finance, they were not allowed to save their pocket money, but they got money when they wanted to buy their needs. This continued until even when they were 15 years of age. All these happened in their home countries.

On the other hand the youths felt they became independent when it concerns, taking care of their siblings. They had responsibilities to take care of their juniors, especially when their parents went to work or traveled. They had responsibilities to prepare food in the house, clean the houses, and bath their juniors. All of the youths had the same feelings that their caregivers gave no explanations when taking certain decisions concerning their lives. They could not ask questions because they were afraid. Esoma said;

"I was dependent to my brother and to the other caregivers in the institution were I was living in my home country, but when I came to Norway, I started learning new ways to live based on independency. When I came to Norway, I had full control of my life, and I felt I became independent after a while".

After a period of time in Norway Esoma`s brother had little function for him because Esoma found out what was important for himself. In the case of Esoma for example, he said he respected his brother, got much advice from him, and he decided for him. All this is due to the culture that Esoma grew up in. In a community based on collectivism and relatives, it is togetherness that is put in priority. If a person has a difficult live situation, man has to ask for help or advice from the elderly person in family (Røkenes, Hanssen, 2002). On the other hand the attachment bond between Esoma and his brother can be weakening because; Esoma will get other people he can go to when he needs help. The brother can also be angry with Esoma when he lost his status as a big brother. It is also important that they can still have contact, but Esoma rights and independency should be maintained. In the modern societies, it is important for these children to become independent in relation to resilience theory. This is because decisions taking are often left to the individuals themselves mostly when you are 18 years and above. Individuals get advice; they get the opportunity to take decisions for themselves. Esoma is used to the method that the elders decide for the juniors, mostly when he was still in his country, but he will not like to continue with the same system in Norway. He likes the method of child upbringing in Norway, because it made him to become independent. He said he learned much in Norway, he was always informed about what he is supposed to do and not to do. He got answers to questions he asked, he had the possibility to refuse things he dislike. All these factors made him to become strong and independent.

Kato said he became strong when he arrived in Norway; this was because he had no control from his sister. The sister has been very good to him, before he came to Norway, but when he came to Norway, he met a different style of life which gave possibilities for children to take certain decisions concerning their lives. He said he learnt many things, and he felt he was a grown up person. Anka said *“I can now decide on what I want to do with my life without my parents intervening”*. Anka also found out that the life he had before, was based on much intervention from the parents and guardians. Aha said *even though I am 15 years old there many things I can decide now on my own without consulting my guidance*.

The orphans needed a life where they could have the possibilities to decide many things themselves. I can see that all these orphans were very happy to become independent after arriving in Norway. Concerning the orphans that participated in my project, many of them felt they lack these means to become independent when it concerns decisions taking, and the freedom for them to use their own money. Despite all these most of them said they still love and felt attached to their caregivers or parents.

The relevance to the theme independency helps to answer my research questions in the sense that, it makes us to understand how the culture these orphans had, can affect their wellbeing and character while in Norway. This also affects their feelings and their behaviour to their new caregivers in Norway. The effect here is that, most of these children are already adolescent. As a child reaches adolescence, they tend to depart away from the attachment relationships with any parental type figure. Attachment bonds between parents and adolescents are "treated by many adolescents more like ties that restrain than like ties that anchor and secure, and a key task of adolescence is to develop autonomy so as no longer to need to rely (as much) on parents' support when making one's way through the world" (Allen & Land, 1999, p. 319). Since these orphans I have written about don't have their biological parents, it is now their new caregivers in Norway who are being regarded as their "parents". The orphans who participated in this project said they find it difficult to become integrated in the Norwegian community like for example children rights to participate in some of the decisions that has to be taken concerning their private lives and to educate an adolescent to become independent. Adolescents are exploring the ideas of being independent, but when independency becomes too overwhelming, they can turn to their parents or caregivers, the secure base, for help. Adolescents who exhibit autonomy seeking behavior usually have a positive relationship with their parents or caregivers, indicating that they feel comfortable exploring because they know their parents and guidance will be there for them (Weiss, 1982).

HELP FROM CAREGIVERS WHO WERE NEVER CONSIDERED AS PARENTS

All of the youths said they got so much help from all those who took care of them after the death of their parents. This includes the help they got from when they were in their home countries and also when they newly arrive in Norway. They appreciated all their caregivers and thanked them for all the help they got. In this report I am basing my emphasis mostly on the help they got or are still getting in Norway. Aha said;

“I really enjoyed living in all of the places when I came to Norway. I felt that I got the help I needed. I also loved the people working in the various places that I lived. I created good contacts with them and I still have good contact with some of them today”.

All of the orphans said, without the help of their caregivers, they couldn't have been what they are today. Some explained that despite the fact that they lived in many places, they got so much help from the various places they lived. They got help to translate their documents from Norwegian to their own language. This was done by the use of a translator, or the caregivers who spoke same language as the unaccompanied minors. They got necessary information's concerning their asylum cases and their rights in Norway.

They got help to participate in organized activities like football, volleyball and basketball. These activities helped them to maximize their leisure time. They felt also that participating in such activities made them to feel better and could sleep well. They explained that without activities they felt depressed because they had little to do during the day. Participating in organized activities helped to reduce their stresses. They had thoughts about when their applications of asylum will be treated by the UDI, and when to get the results. Most of their thoughts and fears were basely on their family members and their parents that are dead, and the other relatives that they don't know their where about. They appreciate the efforts of the people working in the asylum camps and in all the institution they lived in Norway. The orphans said they were encouraged by the professionals to have hope about their future. They helped them to look for specialist like doctors, psychologist, when necessary. All of the youths who participated in the interview appreciated all the help they got from the various places they lived.

Some of them said while they lived in the institution they got help on how they can integrate in the community. They got help on how they could manage their feelings when they are

angry, help in conversations techniques help on how they can live alone, for example preparing different types of food, clean their rooms and participate I household activities. They got help on how they can live with other youths in the same house without conflicts, and how they can resolve conflicts. They also explained that they got help on how to dispose their finance.

The teenagers that moved out from the institution to their own houses meant that, one of the most important help they got was when they had to search for a new apartment and moved into it. They said to get an apartment to rent in the town they lived was a very difficult task for them. They got help from the caregivers on how to search vacant rooms in the internet. The youths had difficulties to get vacant rooms. Some of them said that they got responses like for example "we don't want foreigners to rent in our houses because some of them can create problems", The orphans explained that they got information's from some house owner that some foreigners have problems paying their rents. These orphans appreciated very much when their caregivers help them to called and ask for these vacant rooms. Some of them end up getting rooms when the caregivers help them to call and secure that it is the council that is going to pay the rents. By helping these children to get new apartments and to assist them in moving in their new apartments at the age of 18 years means a lot for these teenagers.

These unaccompanied minors also express their feelings of happiness to their caregivers because of the interest the caregivers showed to them. They felt that the elders cared about their lives. The elders asked questions about how they have spent their day, how they slept, and what do they want to eat for dinner etc. The teenagers said they found out that their caregivers cares about them. This is because they have no parents in Norway who can ask them about their feelings. They felt good living in institution or with guardians. Here is an example of a youth living with a guardian;

"It is not using so much money to buy me expensive dresses that means a lot to me. You used to ask me about how I feel, how my day has been, what I have eating, what I did in school and how I slept. Such questions meant a lot for me. I really appreciate that. When you ask me all these questions I think of my parents because they did the same"

The teenagers also said that they did not only get practical help, but the caregivers had also contact with the schools to see that everything was going on well. Aha 15 years old said:

The caregivers always have meeting with the school to hear how things are going on with me. I feel I have people taking of me same as my fellow friends. I like when my caregivers drive me with the car to school. It is a prestige for me.

The orphans said that they like when the caregivers have meeting with the school especially in times of difficulties. The caregivers have meeting in school concerning these orphans situation. One of the informants said the caregivers acted like his parents even though they never considered them to be his parents, because they do not feel as having attachment to someone who is not part of their family. The children appreciated the help they got, they were happy with their elders or caregivers, they said the caregivers played the functions of their parents but they never considered the caregivers as their parents, except the case of Anka whose parents died when he was still a kid. All the other teenagers that recognized and remembered their parents before they died said they have never thought of having attachment to the caregivers or their guardians because they are not their biological parents.

On the other hand attachment theory emphasized that children can still survive and live a better life if another caregiver acting as a parent figure takes the responsibilities to carter for the child. The child can consider the caregiver as his parent if the caregiver starts taking care of the child from childhood, as in the case of Anka and his aunt. The reason why these orphans did not consider their new caregivers in Norway as their parents despite all the help they got from them might be because they had already known their parents and created strong attachment to them before their dead. So no matter what the caregivers were doing, they could only appreciate them, but could not consider them as their parents.

The youths also appreciated the caregivers for helping them to look for summer jobs. During summer, all of these youths explained that they get summer job which has been arranged by the caregivers. They earn some extra money in addition to their pocket money they get from the government. This extra money helps them to buy some of their necessary needs. Summer jobs organized by the caregivers also help them to create new network, which can be of importance references for them, when they want to apply for new jobs later. Working in the summer, is also an advantage for these youths because they get experiences which can be used in further jobs. The children also explained that when they worked, they meet people who speak different Norwegian dialects, they learn how to speak the Norwegian language, and at the same time learning how they can interact with other people who are different from

them. Learning new skills and the language help the children to integrate into the Norwegian community.

The youths also explained that they got help from the caregivers to find their family members back home in their countries. Many of these youths don't know where their family members are. They think that maybe some of them are still living and are still in their home countries. Some think that they have moved out from their country because of instability. These youths have hopes that they will meet their friends and families members one day. The caregivers help these youths by contacting the volunteer organization called Red Cross that takes all the necessary information concerning the person to be search. Red Cross has agents they worked with that helped them to find the relatives of these children. When Red Cross comes in contact with these orphans' relatives, some of them ask for help from the caregivers to apply for family reunification with their family members. The youths explained that sometimes in such situations the caregivers do not help directly, but at times indirectly especially when they help them to create the contacts they need to facilitate some of their needs. Aha expressed his gratitude by saying

"I got much help from my caregivers since I came to Norway. I found out that the caregivers really do all their best to help me. I cannot find any complain against them at the moment".

According to resilience theory, environment, personality and gene are some of the factors that influence resilience theory. A better environment and a personality which can lead to easy adaptation can increase the rate of which these unaccompanied minors can cope up with their lives in Norway. All the help these orphans had, really helped them to ease their integration process in Norway.

SUMMARY

The effects I have discussed above are effects these children had after their arrival in Norway. Normally it is a combination of their past experiences from their home country, their experiences in Norway and the effects they had after the dead of their parents. Political instability due to war, and economic crises made these children to run away from their country. I gave nicked names to these teenagers so as to hide their identities. Moving from one country to the other is a great challenge for these children. They are alone, with very little network system. Challenges like ethnic discrimination, migration strain, anger and bicultural

conflicts can cause psychological disturbances in these children lives. On the other hand, the positives effects like meeting with the police, ethnic racial socialization and meeting with new friends and all the help they got from their caregivers has help to strengthen these teenagers well being in Norway. Despite all the negatives experiences, these children say they are happy to find themselves in Norway.

CHAPTER 5

COPING STRATEGIES FOR THESE ORPHANS TEENAGERS

Coping styles might also be assessed as strategies that people generally use to cope across a wide range of stressors (Carver, Scheier, & Weintraub, 1989). Lazarus and Folkman (1984) conceptualized strategies as cognitive and behavioural actions in a specific stressful situation which are intended to improve the problematic situation. Coping efforts continue over time and may change in response to the changing demands of situation. Examples of such efforts or strategies include asking for help, thinking about alternative courses of action, refusing to think about the problem etc.

In this section I will discuss about the teenagers personal factors and the strategies used by them to cope in the Norwegian community. I will also discuss about the help these unaccompanied minors get from their caregivers, friends families and the welfare system in coping with their problems. Afterward I am going to look at possible suggestions, to better the situation for these orphans' teenagers in Norway. Lastly I will discuss some of my results I relation to other references.

TEENAGER'S STRATEGIES OF COPING

COURAGE AND HOPE

The teenagers have courage and always have hopes that things will be fine for them one day. They said they don't want to give up with live, despite all what has happened in their lives. They see that they have better opportunities which can make them to succeed in Norway than what they had back in their home countries. They want to keep on working hard so as to do away with the challenges. They meant that because of all the experiences and difficulties they have gone through in their lives, this can make them at times to feel disturbed, but not in a way that will disturbed the whole of their daily activities or make them not to survive. All the boys mentioned that they feel sad and used to sit at times and think about their parents dead. In additional to all what has happened to their lives. Only Kato and Anka agreed that when they newly came to Norway, they were being disturbed so much about the dead of their parents, and that these disturbances affected their daily activities. They controlled their feelings after a while, especially when the Norwegian government granted them asylum. This no longer happens. They have developed coping strategies to do away with these challenges. Both of them said that today, they do not feel the same. It is quiet better now. The teenagers had different reasons for this. Kato's reason is that when he came to Norway and seeks for asylum, he was afraid that the government will not grant him asylum. He was afraid that the Norwegian government was going to send him back to his home country. It was during this period that he had a difficult time and could not concentrate on his daily activities. Resilience theory is relevant and important for these orphans to cope with their problems. The children got hope and courage that they were sure to live in Norway. Resilience theory importance's is the strength and hope these children had which helped to give them assurance of surviving. In addition it makes us to understand how these boys could survive, despite the situation they were in. After he was granted asylum in Norway, and he got the authority to stay, he started feeling better. He had courage and hope that everything was going to be ok. His fears reduced; he had security and peace in his mind.

He also had the feelings that he was protected by the government. He started having stability in his life in Norway. Anka also used hope and courage to manage his feelings.

Anka said;” *I hope and I am sure things will be ok. I don't want to think so much about what happened before in my life, I want to concentrate in the future and forget about the past. I want to work hard to get a better future*”.

Esoma also said he wants to forget about the past and think about the future because there are many possibilities in Norway and he think he can succeed. He also had hopes that things will be ok. Aha said: "*Is ok, everything will be ok, no problem*". Thoughts of hope and self confidence gave these teenagers the strength and courage to work hard so as to achieve success in their lives.

On the other hand it is important for the workers to be realistic, in the sense that, if the hopes and courage of these unaccompanied minors fail, then there should be another back up for them which can still help them to survive. This is because when some people gets break down, it can be difficult to raise them up again.

One of the characteristics in Resilience theory shows that resilience as a quality of personality enlighten us that people with different qualities can easily withstand stress, difficulties and negative life experiences. It might also be that courage and hope is a form of these teenagers personality, that they use in withstanding their stress situations and hope for a better future. The way in which one manage difficulties or problems, is influenced by ego resilience. This form of personality has good qualities which help to make these children manage their feelings.

On the other hand one can still think that these teenagers are saying these words of hope and courage just because they want to please themselves? Or maybe they want to show that they are powerful enough to resist adversity? Pollack, (1998), (1999), (2000), carried out a study USA to find out what live really is, for a group of boys, and the factors that help them to thrive in the face of adversity. He found out that, many boys in deep emotional pain try to hide their feelings. He calls it invisible and that it can be very difficult to detect the pains they have. On the other hand Pollack emphasized that on the outside a boy might seem cheerful, playful and resilient. But on the inside he may actually feel lonely, afraid and desperate. There is competition among some children in the society nowadays to act tough; because of this some masculine can hide their emotions, because they want to prove to others that they are also tough.

On the other hand this might be a tradition or cultural methods to withstand difficulties. Maybe this is the way these children learned in their country to manage their difficulties. Different cultures have different ways of managing their problems. Resilience theory shows that the role of culture has equipped human individuals with many adaptive and protective

systems. These children believe that having hope and courage will lead them to success and a better way to manage their feelings in Norway.

BELIEVING IN GOD

"With God everything is possible. My aunt has always told me that. I believe I will succeed in Norway despite all the challenges I meet. I will succeed by the name of Go" Anka 18 years.

Believe in God and going to church to pray is another method one of the teenagers said he used in coping up with his live in Norway. The boy mentioned that when he goes to church and listen to the word of God, he feels happy. He believes that it is God who is giving him the strength and the life. He says with God everything is possible, and believes that he is going to succeed in Norway, despite the fact that both of his parents are dead. This is because he believes in God and that God will help to control his feelings. This boy mentioned that when he goes to church, he meets other people who believe in God, and they also explain the miracle that God has done in their lives. This is the method he used to cope with his live. Religious communities, to which people belong to, are of very much importance to the person who belongs in that faith. Ties of friendship and sharing of faith may be important for some individuals (Tschudin, 1997). On the other hand some religious communities exclude members who do not conform to strict rules. For instance some Jehovah witnesses will exclude their members if they have willingly or unwillingly received blood products from another person (Tschudin, 1997).

Resilience also has some cultural influences like cultural traditions and religious rituals. Both of these provide wide varieties of protective functions (Brooks & Goldstein, 2005). Protective factors are often rooted in culture. Specific traditions, beliefs or support systems can help to protect individuals functioning in the context of adversity within those cultures. It can be that, the parents of these children beloved in God when they were still alive. Maybe these children have just copied from their parents that when someone believe in God, your problems can be solved. Maybe be that is why this teenager is using God believes to cope up with his problems. All this depends upon the culture which this boy has grown up in.

INDEPENDENCY OR AUTONOMY

Autonomy or independency in this sense refers to the need to experience oneself as the origin of one's actions, to perceive one as free to choose one's own goals and course of action (Sandler & Wolchik, 1997). Three of these teenagers meant that being independent is a form for them to cope with their feelings in Norway. Resilience has helped these orphans to cope with their challenges because the orphans meant that they have the responsibilities for themselves, they decide on their own, and they know their rights. Some of them had brothers, sisters, and aunt that used to take care of them and give them advice and sometimes decided for them what they have to do. The unaccompanied minors mentioned that after they became eighteen years of age, they had the possibilities to decide on their own, and to make most of the decisions concerning their lives. Three of the boys meant that this method of being independent has been a big success for them to cope up with their lives in Norway. In addition none of their family members are there to give them help. They also think that working hard and taking responsibilities concerning their lives can help them to cope with their lives in Norway. During the interview Kato said;

"I feel I am grown up; I become strong when I grow up. I become independent. I just want to be busy everyday, this make me not to think so much about my parents dead".

Kato is using the form of being independent as means of coping with his problems in Norway. Kato consider that as a grown up, one has to work hard, find activities that can occupy him so that he will not be thinking so much about his parents. Kato has the feelings to be independent and being independent make him to be strong thus thinking less about the dead of his parents.

Esoma said:

"I have my own house I can decide for myself, I have learnt so much, I think of the future and not the past, all these have made me to control my feelings".

Esoma used the same strategy by feeling of being independent, think of the future and try not to based all his mind about all what has happened with his past life, but trying to concentrate to see how he can look for a better future.

On the other hand using the strategy of being independent to manage a problem can cause some later effects. This is because the thoughts of sorrow can still come back later as one grows up. Kato is trying to avoid sadness, by using other means to do away with sorrow. It is not dangerous to be sad, but one has to avoid that sadness overcome our lives. When sadness takes control over our lives then it will be difficult for us to control our feelings.

Studies show that children with low autonomy produce interpretations of difficult interactions that emphasize their pressured quality. For example, the lower a child's determined autonomy orientation, the more likely he or she was to appraise challenging situations (Sandler & Wolchik, 1997).

DISTRACTIONS, ACTIVITIES AND MEETING WITH OTHERS

Some of these teenagers meant that when all the thoughts about their past lives start coming up, they feel a little disturbed. They will try to distract themselves about it. By doing so, they can listen to their favorite music; they can increase the loudness of the music, to cover up their thoughts. Some of the teenagers said, they used to watch the television mostly the programs they like. Some used the techniques, by reading interesting books when thoughts of dead and sadness come into their mind.

The use of activities is the main form the youths used to coping with their problems. Many of them participate in different activities for example, football, basket ball, marathon, and dancing. They said when they go out and participate in their activities they feel very well in their body. This enables them to sleep well and thus make them not to think about their problems. Kato said:

"At times I just like playing football the whole day, I don't feel as going back home, especially when I was still in the asylum camp waiting for the result of my asylum from the immigration officers"

Esoma also said that *"is cool playing basket, because I feel happy the whole day"*. Aha and Anka had the same feelings too, but they also emphasized that meeting with the people you play with and discussing about different issues in life has been very important to them. They said their friends in their team did not know about their problems, but it was still interesting for them getting to know other people. This really shows that activities have been very useful for these children to cope with their problems.

HELP GOT FROM CAREGIVERS, FAMILIES, FRIENDS AND THE STATE OR THE WELFARE SYSTEM

All of the teenagers meant that they got much help to manage their problems. Most of them mentioned practical help, like filling forms, being accompanied to the hospitals, in school and in other public services. All of the teenagers experienced a different life from when they were in the asylum camps and from when they granted them asylum. They felt they were more protected. This is because they were under the child protection. They further explained that the help they got while under the child care protection was really great and meaningful to them. They meant that this alone reduce much of their fears, thus making it easy for them to cope with many other things concerning their lives.

Esoma, Anka and Kato said they also got advice from family members about the techniques they could used in managing their problems. Esoma got advice from his senior brother, Kato got advice from his senior sister and Anka got advice from his aunt. They got words of encouragement which helped them especially when it comes to making a choice. They advice they got from their families members strengthen them and some of them felt they were protected and felt secure in one way by knowing that they have people they can call and talked to when they are in difficulties. Anka got advice from the aunt, Kato from his sister and Esoma from his brother:

”My friends and my brother have been of great helped to me. There are people around me that is my caregivers, people in the welfare system and teachers have really helped me to manage my feelings”

Protective factors are variables that modify the impact of risk factors on mental health outcomes for individuals with stressful life events (Sandler & Wolchik, 1997). The existing of protective resources that is friends, families, caregivers, will significantly alter the process by which stress inducing environments lead to life stress and related mental health problems. Also these children mentioned earlier that they had good relationship to their parents and after their parents died, some family members like aunt, brother and sisters has been the ones that have been assisting them. Strong family bonds, according to attachment theory, leads to good relation and thus creating good attachment to each other. The good relations these children had to their family members are important because the advices they get from their family members is serving as a protective factor for them.

All of the children were very happy about the help they got and are still getting from the welfare system. When these teenagers talked of the welfare system they mean their caregivers, guardians and the social welfare service. That is all those that are working to help them.

Anka said in his interview that:

“The welfare system is very good here. I have free education without paying fees. Both of my parents are not existing any longer, living in Africa now, could have been a bit difficult to have a better living, without my parents being alive. My parents did all for me. With this I mean my parents take care of my well being, see that I eat and take care of all my needs. Living in Norway and getting all these help, both from the caregivers, friends, and the welfare system is very important in my life because all this help me to manage my problems”.

Aha and Esoma also talked about the free education and free health service they have in Norway as compared to their country of origin. Kato said,

“The money I get from the welfare system helps me a lot. I think maybe I could have been dead if I was not getting money from the welfare system”?

Kato expressed his gratitude's to the system. In other word he means to say the money he gets is of great importance to him, and if the money could not have been there, maybe he could not have got means to earn a living. All of them appreciated the allowances they got from the Norwegian government without working. They tried to compare with their various countries. They really enjoy being here. They feel they have money to buy what they need. They have noticed that Norway is an expensive country and if they state did not take the responsibility to assist them with allowances and paying their rents, then it could have been very difficult for them because they don't have jobs. They feel at times that their needs are much and the money is limited, but they still appreciated what they got from the welfare system.

They also appreciated the creations of summer jobs which gives them the possibilities to get some pocket monies and come in contact with Norwegian people and at same time learning the language. They appreciated the work of providing a guardian for them to care for their rights in Norway. A refugee guide is also what these teenagers appreciated, because refugees' guides help them to do some of the activities that the caregivers have limited time to do. All these organised and non organised contacts created by the caregivers in Norway helped them to create new network and at the same time helping them to cope well with their problems.

WHAT CAN BE DONE TO BETTER THESE ORPHANS SITUATION IN NORWAY

In this section I would like to bring up the points which these orphans' teenagers proposed can be of importance for their well being in Norway. I would also like to bring out some necessary suggestions, which the professionals or caregivers can implement to help these orphan in getting a better life in Norway.

ORPHANS SUGGESTIONS

"If not of my caregivers in the institution, my life could not have been better today. I learnt so much while I was living there. I got much help from them. I felt I was respected by the caregivers working there. They were good. I still need their help" Esoma 18 years.

"I am very happy about my caregiver; she has been good to me. I was very happy the day she prepared my traditional dish, played my traditional music, before I came back from school. Oh! I felt so good. I thought I was in my country. She cared about me, I felt she saw me and asked how I was feeling every day. I thought of my mum. It is not only money that can make me happy but the care and help I get is the most important" Kato 18 years.

The caregivers have helped me to look for sports activities. I met new people there. It is important for me to have friends. I also like when my caregivers come together with me and see how I am training. I feel I have someone representing me and I also feel I am not alone Aha 15years.

Participating in taking decisions, organizing house meetings in the institution were I can discuss about things that are not right is very important to me. School assignments have been at times difficult. Getting help from the caregivers by driving me to the hospital, taking me on holidays is good. I feel save and protected when county counselor (fylkes mannen) come and control to see that we are doing fine Anka 18 years.

- All of these orphans said they needed help and assistance so as to get a better living in Norway. When I asked them what they meant by help. All of them talked about practical help like help in applying for summer jobs, help in filling forms, help in making some telephone calls in government offices and help to do their school assignments etc.

- All of them meant that it was necessary to have friends, even though they don't have to talk about their private lives. They needed friends mostly to do activities together, like playing football, handball etc. They wish the caregivers can try to help them engage in different activities because this is what makes them not to think much when they start thinking of their problems. They feel they are alone here in Norway. All of them wish to have contact with their family members around the world and back home. Some don't even know if their relatives back home are still living. They need help to traced them out.
- The four orphans who participated in my project meant that they needed apparent figure". That is elders or caregivers who can represent them in certain social activities. They say that, they often feel bad when they see other children coming together with their parents in social arenas like football training, school meetings etc. They also feel they need some one by them who can perform the function of a parent.
- What is also very important for these children is love and care. They want to get a save and stable caregivers who can love them as their parents did. They want the caregivers to make them feel as other children who have both parents. Some said they expressed feelings of happiness when their caregivers give them attention they need. They feel good when they get positive feedbacks from their caregivers. The orphans expressed feelings of protection and loved, when they are been seen and touched. They feel good when their caregivers asked them how they are feeling and how they slept. The orphans all said they needed warm care and someone to talk to when they are in difficulties. They want people they can trust and people they can express themselves to without being afraid.
- They want their needs to be settle for example, finding a school for them, taking them to the hospital when they are sick, paying their allowances, paying for their dresses, going on holidays and attending other social activities as the other Norwegian teenagers does.
- The orphans also talk of feelings of being involved in decisions taking that concerns their lives. They wish that they too should be asked of what can be good for them, not that that caregivers or elders should sit and decide everything for them.

OTHER POSSIBLE SUGGESTIONS

- It is very important for the professionals in ensuring success experience to these unaccompanied minors. This can be done by the help of caregivers, by establishing small, attainable goals. The caregivers or counselors can help the orphans to break down the goals into small steps which can easily assure success. The child should be actively involved in the process. Similar findings have also been reported by Schaefer, Briesmeister, and Fitton (1984).
- Improving social skills and interaction for the orphans: Environmental stress and situational pressures can have an effect especially to children in adversity. These two factors can lead to symptoms of depression to these children (Thompson, 2006). Techniques to help the children develop self confidence can also help the adolescent to improve his social interaction skills. Increasing activity levels; confidence and success in gaining control over one's physical well being can be enhanced by jogging, aerobics and walking (Thompson, 2006). Cantwell and Carlson (1983) also found out that increasing a client activity level helps control depression. Enjoyable activities enhance the probability of a positive response. The more commitments or obligations these orphans might meet in the Norwegian community, the more they can maintain a self perception of normalcy, confidence and control of feelings.
- Teaching coping and change skills: Adolescents can be thought to be aware of depressive feelings and thoughts when they occur and can learn ways to avoid feelings and ideas that provoke depression. The caregivers should make it possible for these children to get psychological help when it is necessary for them. Caregivers should have competency to teach these children simple techniques that can be used to calm them when they are sad or when they have difficult times in their life which cannot make them to concentrate in other important things in their lives.
- The caregivers for these orphans should try to create stability and a predictable life for them. When the children know for example how much they get every month for their allowances, this will make them to plan and know how they will use their money. When they know the period they have to go to school, have holidays, this will help them to plan other activities. When they know who is their contact person and his function, this will make them to know what and who to ask when there is a special problem. Advices these children get from their caregivers about the Norwegian system and the law of the country can help them to be careful in their activities and interactions. All of these factors will help to create stability in these children lives.

DISCUSSIONS OF MY RESULTS FOUND IN RELATION TO OTHER REFERENCES

In this section of the study I would like to relate my findings to what other researchers have found concerning my subject.

I have decided to select some of the main themes and elaborate on them, because they are relevant to my objectives and have helped to answer my research questions. These include; Depression/ Trauma, Attachment, resilience and coping, bicultural conflict and social challenges.

DEPRESSION AND TRAUMA

I found out in my studies that many of these orphan children have experienced depression and have been traumatized, when they came to Norway or maybe before their arrival. All these came up again when they met many new challenges in Norway, and when they thought about their parents, relatives and friends. Studies carried out in the USA found that bereaved children had higher levels of depressive symptoms than children who have not experienced parental death (Sandler & Wolchik, 1997).

The various studies were carried out by; Gersten, Beals, and Kallgren (1991). It was a community- based sample of 92 bereaved children between the ages of 8 through 15 years. The comparison was made between children in same neighborhood who had and who had not experienced parental death. Another study was carried out by Kranzler, Shaffer, Wasserman and Davies (1990) about bereaved preschool aged children in a period of 1 to 3 months following parental death. Same result was found. In addition to this they found out that bereaved children also reported significantly more fear and less happiness than non bereaved children.

Another result of a study carried out in Norway in 2008 with 141 unaccompanied minors; found out that unaccompanied minors had a higher rate of depression level which affects their daily activities as compared to another study carried out some years earlier for teenagers with minority background who lived with their parents in Norway. The evaluation of this result was done by asking questions relating to signs of depression, and the children answered these

questions. The result proved that the orphans scaled very high as compared to the other minorities in Norway (Oppedal. B., Jensen. L., Seglem. B. K., 2008).

I relating these results to my findings, it will be interesting to see how the other researchers have done their findings. The differences here are that they have used a large number of children in their findings. Researchers like Gersten, Beals and Kallgren (1991) used children in same neighborhood. In the other study carried out in Norway, Oppedal, Jensen and Seglem (2008) used a scale to find out the rate of depression. The children in my findings are just four of them and come from two different continents in the world. I have not carried out my study over a long period of time or to follow up the development of these orphans to see if there have been some changes in their lives after they became integrated into the Norwegian community. I did not use any scale to get the rate of which these children suffered from depression. Another question which can be important to ask is, if these orphan children who participated in my study really knew what the term depression was all about. What I find important in both my findings and the other findings is that all of the findings show sign of higher depression to bereaved children than children who have not experienced parental death. It is also important that professionals take this into consideration when they are working with these orphans.

Several studies have not got any good results of systematic methods for assessing attachment, but universally reported unusual social behaviors in institution-reared children. These children did not seem to form close relationships, and were often described as indiscriminately friendly (Goldberg, 2000). Another study carried out by Einor Ames and her colleagues about adopted children from Romania into families in British Colombian in 1990 - 1991. They studied three groups of children longitudinally; 46 children who had spend eight months in an orphanage in Romania, 29 children adopted from families who were about 4 months of age and 46 Canadian born children matched to the orphanage group. Their study was evaluated after the children were 4.5 year old. Another evaluation was done when the children went back to their various homes and lived with their parents for 11 months. Results of the studies proved that, the orphanage children were seen to show less form of security, than those in the other groups at the first evaluation, but not the second one. A higher number of Canadian born and early adopted groups showed higher forms of insecure attachment as compared to the children in the orphanage. The orphanage children after living with their parents for 11 months, were insecurely attached, had more behavior problems and more developmental delays, their parents also reported more stress (Chrisholm, 1999).

Tizard and Hodges (1978) reported similar findings at 4, 8 and 16 years of age from a residential institution in London where children received excellent physical care and adequate cognitive stimulation. Many of these children were adopted or restored to their natural parents. Teachers reported many social problems with peer's especially for the children who stayed in the institution for the first 4 years of their lives. It was data such as these that suggested there might be a sensitive or critical period for the formation of attachments.

An observation that was done in Britain about orphans children that lived in an institution for some years. The result that came out proved that few children with prolonged orphanage experience succeeded in forming secure attachments. Associations between attachment and child and family problems may have reflected pre-existing conditions that interfered with the development of secure attachments. Insecure attachment contributed to developmental and behavioral problems as well as to family stress. What is also important here to know is that few of the children with prolonged orphanage experience succeeded in forming secure attachment, but the majority did not do so. Associations between attachment and child, and family problems may have reflected preexisting conditions that interfered with the development of secure development (Marvin & O'Connor, 1999).

Relating my findings to these results, I can see some similar characteristics. In my findings, three of the orphans who participated in my study said that they had created a good attachment to their biological parents from when they were little, but they found it difficult to create any attachment mostly to their new caregivers and the authorities when they newly came to Norway. This situation became better after the immigration officers granted the mostly the three other teenagers their asylum. I said earlier that one of these boys came as UN refugees with the aunt. These orphans also found it difficult to integrate into the Norwegian community and this promoted some of their social problems. We can see that in all of the other studies carried out both in Romania and the other studies in England, all proved form of insecure attachment to the caregivers and even after some of them were being returned to their born parents. Conditions conducive to the formation of the first attachment exist primarily in the early years of life; the first attachment can develop at a later stage with some difficulties or with need for additional support (Goldberg, 2000). On the other hand it is important to know that the orphans in my study have other challenges that the other children in the other researches did not have. They were grown up teenagers, they migrated from their country to Norway and they have experienced war and other economic problems. All these factors can help us to understand why they have insecure attachment to their caregivers. Moreover, the

notion of a critical period for the formation of attachment implies that, failure forming the first attachment in the opening years of life cannot be remedied by later interventions. My findings cannot exactly be compared with the other researchers because the number of children in my study was few and I did not follow them up over a long period.

COPING AND RESILIENCE

Studies carried out in the USA and abroad proved that there has been successful coping among high risk children. A research carried out by Fergusson & Horwood (2003) showed that the factors that contributed to resilience among the children exposed to high levels of childhood adversity were also benefited by children by children having low risk adversity. These children who coped successfully with adversity tended to become less easily distressed than those who developed problems and had an active, sociable, engaging temperament that attracted adults and peers alike.

The second study carried out by Yates and collaborators (2003) found out those children with early histories of secure attachment in infancy and generally supportive care in the first 2 years demonstrated a greater capacity to rebound from a period of poor adaptation when they entered elementary school compared to those with less supported histories. Likewise, children who exhibited positive transitions from maladaptation in middle childhood to competence in adolescence were able to draw on a positive foundation of early support and positive adaptation.

In relating these two studies to my studies, we can see that all of these orphans, who participated in my study, were proving to adapt and succeed in the Norwegian community despite all of the challenges they met. Anka was sent by the UN from his home country and he also came with his aunt, had his papers already in position. He did not live in the asylum camp. He adapted earlier and had a better standard of living than the others who had to spend some time in the asylum camps and waiting for their asylum cases to be treated.

My study and the above researches that has been done is just to prove that despite adversity children can still succeed, but it will be in different levels depending on the type of challenges the children has. The reason why I cannot compare my studies with the above studies is because, I don't know how many children who participated in the various studies that has been done and also how, the method of which the study was conducted. My main aim is to show that children can still cope in adverse condition.

BICULTURAL CONFLICT AND SOCIAL CHALLENGES

Migrating into Norway by these orphans has made them to meet many challenges. They have to learn a new language, behaviors, norms, values, and characteristics of the host society. These orphans might also experience conflicts with peers, when they realized that their own cultural values are not understood or valued within the dominant culture. Social challenges are often many, and it is often common with minorities in a community. Social challenges can lead to assimilation were minorities has to follow but the majority cultures and values. Separations in cases were minorities tries to avoid the majorities. Below I will discuss some of the results that have been found because of cultural and social challenges.

There are many studies that proved that there are cultural, racial and social challenges that can occur, when one is a foreigner in another country. Researchers like Håvard Helland & Tormod Øia (2002), carried out a study about contact between Norwegian teenagers and minorities teenagers in 1996 in Norway. 11500 children between the ages of 15 – 18 participated. Results proved that among the minorities' teenagers, 90 % of them preferred to have Norwegian friends. On the other hand just one of five of them preferred activities were only teenagers from their country of origin are involved. 40 % of these teenagers said that, they are not accepted by the Norwegians. 55 % of Africans and 43 % of Asians said that most of their friends are Norwegian.

In another study carried out in Norway in 1995 by proved that one of seven foreigners felt they have been discriminated in the school or university. 13 % of them said they felt it is because of their foreign background that they were been discriminated. Many of the foreigners meant also that they have been discriminated in the following areas; working market, house facilities, health care, refused to come in certain places, and have been refused certain services because of their background (Tronstad, Rose & Østby, 2005).

In relating this to my study one can see that the orphans also mentioned that they have been discriminated. They witness discrimination when they walk on the street, apply for jobs and houses to rent. They also talked of the cultural differences and the challenges they met. None of them felt they have been marked by their friends, but almost all of them felt it difficult to interact with their Norwegians friends because they did not yet understand the different codes when they are together. Many of them also find it difficult to speak the language. This made them to feel as if they were inferior. The orphans also meant that they felt at times alone, even

though many of them had friends they met in their activities, but they never considered them as trust worthy that they could inform them about their past lives.

The researches described above are a little bit different from my research. It mentioned that a large group of population participated in the study, but in my study there were just four.

Another important point is that when the researchers talk of discrimination and social problems, all these will depend on the person who experienced it. What one person will consider as discrimination cannot be considered to be discrimination for everyone. It is also difficult to evaluate the rate of discrimination. It is an individual evaluation and it also depends upon the way one will look at it. My main aim here is to find other proves to confirm that discrimination and other social challenges occur, in the daily lives of these teenagers.

SUMMARY

Environmental or social support factors that buffer a person from stressful events include a close adult with whom to share experiences; a supportive figure who can serve as a model for a child; positive recognition for activities; and informal sources of support from peers, relative's teachers and clergy (Werner, 1986). The most important protective resource for development is a strong relationship with a component, caring, compassionate adult (Thompson, 2006).

Prevention and interventions strategies can be accomplished by providing youths with structured training in social, emotional and cognitive skills such as self- monitoring, management, and other self- regulation skills. Some writers proved that illuminating prevention interventions and social policies that could improve the lives of vulnerable children is critical (Luthar & Cicchetti, 2000; Luthar, Cicchetti, & Becker, 2000; Masten, 2001). So it very important for these children to get the help that is needed to better their living conditions in the Norwegian community.

The orphans have also proposed that for them to get a better life in Norway, they needed to be helped, needed to be seen and also needed to be cared. They also wish to partake in decisions taking that concern their lives. The professionals have to create a stabled life for these children and arrange in a way that their needs can be satisfied.

The youths are born with resources in them. Some of them lived in many other countries and areas before coming to Norway. Some even took care and had responsibilities for their juniors

in their home country before coming to Norway. So it is important that these children also have the opportunity to utilize these resources they have in them in coping up with their lives especially when they will get above the age that the child care will no longer have the main responsibility for them.

CHAPTER 6

CONCLUSION

The topic of this study is to find out the effects of ethnic minorities orphans teenagers in Norway and their methods of coping with their adversities. It has been a difficult task to go through this project. I met many challenges on the way for example finding the informants, carrying on with the interview etc. It has not only been difficult for these children to discuss about their feelings, but it has been a challenge for me to sit and listen to what these children has gone through in their lives. When I was carrying out the interview, it was very difficult for me to stop some of these orphans when they burst into tears while explaining the death of their parents. What I would like to emphasize in this study is that Anka, Esoma, Aha and Kato are different from each other as individuals. They are from different continents, with different cultures, values and different histories, but what is important to take into consideration is that these children have the same experience; **both of their parents are dead**. I believe I have learned so much in this study and I have clarified some of my doubts.

This study has given a view about the importance of the attachment and relation these orphan teenagers had to their biological parents and to their new caregivers in Norway. Three out of the four orphans who participated in this project meant that they had good attachment to their parents. The attachment they had was so good that it was difficult for some of them to explain why. The boy who did not have good attachment with his biological parents could not remember his parents. They died when he was still very little, but he has good attachment to his aunt who he considers as his parent, and because he grew up with her. He calls his aunt his mum. What happened to this boy has also been emphasized by Bowlby (1979) study of attachment. He also found out that great majority of human infants attachment behavior to a preferred figure develops during the first nine months of life. The more experienced of social interaction an infant has with a person, the more likely is he to become attached to that person. For that reason, who ever is principally mothering a child becomes his principal attachment figure. All of the teenagers said they had good relations to their caregivers and

guardians, but did not have good attachment with them. Some explained that they are afraid to create any strong attachment again, because they don't know what can happen again with the new caregiver. That is the reason why none of them consider the new caregivers in Norway as their parents. In this study all of these teenagers felt safe and secured when they came to Norway especially when they got positive results from their asylum cases. They were a little bit skeptical in the beginning, but things normalize after they granted them asylum. This refers especially for the three orphans who got their residence permit when they came to Norway. The help and care these children got from their caregivers has created a good, secured and stable relationship to their caregivers. Despite all these, the orphans never recognized them as their parents.

This study gives us an overview about the positive and negative effects these teenagers experienced after the death of their parents and when they came to Norway. The positive experiences like the first meeting these orphans had with the police helped to reduce the fear they had. This is because they had bad experiences with the police from their home countries. Coming to Norway has not only been a strain, but it has made these children learn new social skills to interact with others and to create a new network system, which can help them to build up their lives in Norway. Independence and the help they got from their caregivers have helped to strengthen these unaccompanied minors to make up their lives in Norway. The teenagers got the possibilities to decide certain things for themselves, and to participate in certain decisions that concern their lives.

The negative effects have contributed to increase the challenges these children have in Norway. Challenges like thinking of being the cause of their parents' death, anger, loss and vulnerability, discrimination, migration strain, and the other negative factors have caused traumatic thoughts in these children's mind. These children have been thinking so much about their parents. They have problems to sleep at night. They think of the activities they used to do with their parents. All these feelings and thoughts at times make them not to concentrate or manage certain activities. None of them agreed that these thoughts and challenges disturbed them in a way that they could not control or carry on with their daily life activities. It can also be difficult for these orphans at times to accept that they are depressed. It is important for the caregivers to be aware and always observe how these children interact, see their moods and try to discuss with them to hear about their feelings. When the caregiver realized a continuation of certain abnormal behavior and the child doesn't want to accept the abnormality, it is important for the caregivers to try to help these children acknowledge their

challenges. This might make them to accept help from a specialist, who can help them to gain back control over their lives in Norway.

The results of my thesis proves that despite the difficulties these children have encountered in their lives, they also have developed coping strategies in which they used in managing both their lives and feelings in Norway. Resilience theory has been of importance in analyzing these strategies. Factors like believing in God, courage and hope, independency and help from the welfare system and friends has been of great importance in helping these children to manage their feelings. Some forms of adversity are so chronic and massive that no child can be expected to be resilient until a safe and more normative environment is restored (Goldstein & Brooks, 2005). Even in cases were catastrophic traumas, such as that resulting from war or torture, resilience typically refers to good recovery after the trauma has ended (Wright, Masten, Northwood, & Hubbard, 1997). The secure environment, the skills they learnt from the caregivers, their natural resources, friends and the welfare system has been the main strategies these children used in managing their feelings and which these children really appreciated. Carins (2002) also emphasized that children who have been fortunate enough to live in an environment promoting secure attachment and who have had no impairment in their ability to interact with that environment will have developed the capacity to regulate both stress and impulse adequately.

Attachment theory, resilience theory and grief theory has been used in the analyses of this thesis. These theories has been relevant in answering my research questions and to make us understand how these orphans feel, importance of their relationship to their parents, friends and caregivers, effects of their challenges and the methods they used in coping with their lives in Norway. These theories also have some weaknesses. By reflecting through the weaknesses, this helped me to look and analyze things in different perspectives, thus making me to get a broad knowledge about the situations of these orphans' teenagers in Norway.

Qualitative method of study has been implementing in this study. This is because it explores the feelings, and understanding of a human being and it give possibilities to gain deeper insights of a life history of a person. Hermeneutic approaches have been the main form of approach that I have used in the interview. It has been of importance because it brings out the real experiences of these orphans teenagers. The teenagers did not discuss about what they heard, but they discuss about what they themselves had experienced. Their beliefs, feelings and emotions came out well in their descriptions. Despite all the information's I got from

these children, I had to use my interpretations during the analyses. My main aim was to get these children feelings and then interpret them.

I found out later that there are certain things I could have done in a better way, than what I have done in this study. Below are some of the things I could have done in a different way. Due to the fact that there are other things I could have done better, than what I have done, I will not like to take my result to be the final conclusion that all orphan teenagers in Norway are like these unaccompanied minors that participated in my project. My result gives characteristics of the feelings and effects plus the coping methods that can be found in children who are in such conditions as the orphans in my study. Another reason why I will not consider these results to be a final conclusion is because there were just four children who participated in this study. It will be difficult to generalize a result from four informants. Moreover my personal interpretation and knowledge I had before meeting these children might have influenced my interpretation in a certain level. I don't know whether I will call it an advantage or a disadvantage because some of the children who participated in my study knew me very well. Maybe I could have look for another person to conduct the interview? This is a question I thought afterward. The children were very open to me despite the fact that I knew them. Another point I can see as a weakness in this study is that, it could have been of importance to interview the caregivers working with these children, just to hear their own thoughts about these orphan teenagers. Maybe the caregivers could have had a difference experienced from the teenagers. I feel the report could have been a very large report if I did so. I have not also follow up these children over a long period of time to see their developments. It could be of importance to follow up these orphans over a period of two or three years later to see how things will be with them.

What I really consider positive in the study is the way I used in finding the informant. The information and their rights they got about the study played an important role in determining if they were to participate or not. The means of analyzing and the methods of setting the questions made it possible for these orphans to speak openly even though it was difficult for them to think about their past experiences both in their countries of origin and in Norway. The use of theories has been of important in giving a true view and looking things in a different manner. Observation and free conversation with these teenagers gave possibilities to get more information about their lives.

These children have been living for long with thoughts of missing someone important in their lives, and they will continue to live with these thoughts in the whole of their lives. Despite all this, the lives of these teenagers have to continue. It is very difficult and complex for them to give answers to these questions about dead. The important thing in such situations is to look for ways of understanding what event like lose or bereavement means to their lives. Losing our parents is like losing part of our life, and we need to adjust to our life without this part (Tschudin, 1997). Working with children that have undergone traumatized experiences, enables the professionals to implement new methods of thinking when working with such children. In addition, the information got concerning the challenges these orphans have met, the feelings of losing their parents, their past lives, and the means of coping with their lives in Norway, can help my colleagues and other professionals working with these orphans to gain knew methods and skills on how they can work with such children. The historical and the political part which is often presented in the media, can results to other consequences and can arouse thoughts and feelings when people look at the difficulties and challenges these children are going through. The government has to take into consideration that these children are in a difficult condition, before and after they came to Norway. Their challenges are many, and their rights are limited especially when they have not yet got their residence permit. When special care is taking to help these children, this might help to reduce their stress and their psychological problems. There is a danger that vulnerable children will fall through the cracks in the absence of a clear and sufficient collective focus on their needs by service providers. To meet this group as professional workers, it is important for the workers to involve these orphans to participate in some of the decisions that concern their lives.

All the orphans were very happy about the help they get both from their caregivers, friends and the state. They meant that the help they get has been very meaningful to them and it has also helped to reduce their fears of living in Norway. They said they got help in filling forms; had free education from the state, they were taking to the hospital when they were sick, and they got money for allowances. All these services made them to fill protected.

Their suggestions about what can be of important for them like the practical help, looking for summer jobs, network creation, looking for a parent, and showing love and care should highly be taking into consideration. This is because they are the once experiencing the challenges, and can also have some good ideas which can be of importance for their well being. It is also important for the professionals to acquire new knowledge, skills and the capacity to understand these children feelings.

All experiences, positive and negative, leave their mark on the personality and contribute to its individual makeup. At a time of severe stress, such as the death of parents, developmental and individual strengths are helpful, and weaknesses tend to be exposed. If a child has developed adequately and learned to master stresses appropriately, get help in many other aspects concerning his lives, the child will be better able to deal with bereavement. If he has not been exposed to appropriate stresses or is burdened by unmastered ones and not getting help for his needs, the child might tend to experience difficulty. Experiencing and handling of losses has a general effect on the personality rather than a specific effect on the ability to mourn. When a loved one's absence or presence remains a mystery, meaning and purpose are essential to find the health and resilience one needs to move on with life. These orphans are still very young and needs help to continue with their lives. Helping these orphans to find a meaning in doubts chaos and loss is one of the most significant ways of helping. They need stability, security and help to build a predictable and stable relationship in their lives.

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APPENDIXES

Appendix 1: Questionnaire

Questionnaire

Sex:

Age:

Municipality:

Occupation:

Continent:

Question A – D can only be answered if you are not born and bred in Norway. (Born in Norway, live in Norway and having Norwegian parents)

A. If you are not born and bred in Norway, which year did you come to Norway?

B. Did you come to Norway because you had one or many of the problems listed below in your country?

1. War
2. Economic problem
3. Ethnic conflicts
4. Other types of problems

C. If you had one or many of these problems listed above, how has it affected you since you came to Norway?

1. Positive effects
2. Negative effects

D. Where did you first live when you came to Norway?

Which year did your father and mother die? Father..... Mother.....?

What was the cause of their death?

Where did you live after the death of your parents?

1. In the same house alone or with others
2. With a family member
3. In an institution
4. In a foster home
5. With a friend
6. Somewhere else

How long did you live there (after the death of your parents) before moving to a new home?

Are you still living in the same place today (new home)?

If not, why?

Where do you live now?

1. In an institution
2. With a foster family
3. With a family member
4. With a friend
5. With a guardian

6. Somewhere else

How important were your parents to you?

Which of your parents were you most attached to?

Why were you most attached to him or her?

What does it mean to you to lose someone that you really love?

What thoughts and feelings do you have or had after both of your parents died?

Can you name the changes you have or had after the dead of your parents?

1. Positive changes
2. Negative changes

Do you feel or consider those or the person having daily care for you, as your parents?

If not, why?

Which good things do your daily care taker does that you really consider important for you?

Do you feel that what has happened to you is a difficult problem that disturbs your daily life?

If yes, in which way?

If not, what makes it not to disturb you?

How have you managed to tackle this problem?

Have you got any help to manage this problem?

Who are you most attached to after the dead of your parents?

1. A friend or friends
2. My teacher or teachers
3. My daily care taker or all those who are taking care of me
4. My brother
5. My sister
6. My uncle
7. My aunt
8. My niece
9. My guardian
10. Yourself.
11. None
12. My step brother or sister
13. I don't want to mention it.
14. Just one person or many people were I live now or before

If you are happy for those or the person you like, what do they do for you that make you happy?

How has the welfare system, friends and family helped you after your parents dead?

What do you understand by mocking?

Have you been mock by someone because you have lost both of your parents?

If yes, by who?

If you feel you have been mocked by someone, have you got any help on how you can manage this question of mocking?

Can you explain the things, activities and events that you have been most happy about, after the dead of your parents?

Why are you happy about these things?

Can you explain the things, activities and events that have made you not to be happy?

Why are you not happy about these things?

What suggestions do you have to better up all these things that make you unhappy?

What can you, your daily care taker, the welfare system and guardians do for you to have a better life now and in the future?

Appendix 2

Power of Autonomy

I am a student in the University College of Lillehammer who wants to carry out a master study. The topic of my report is about "Effects being orphan teenagers and coping strategies in an ethnic minority context in Norway". I wish to have informants with minorities' backgrounds ranges between 15 – 18 years, that both of their parents are dead.

I need some information's from you people to undergo this study. The information I am wish to get from you people will not be given to any other person. This is to protect your integrity.

I would like to inform you that participation in this study is voluntary. That is one can decide if he wants to participate in the study or not. No body is forced to participate in the study. Information's like names or information's that can help to identify someone will not be mentioned in the thesis. All the information's that will be taped in the recorder will be deleted at the end of this study.

The aim of this interview is to find out information's like:

- The challenges that you people meet in the Norwegian society?
- The attachment you had to your parents?
- The effects you experience because both of your parents are dead?

- The type of help you get to handle what has happened in your life?
- How do you cope with your daily life, after all what has happened to you?
- Do you feel the support and help you get encourage you to carry on with your life?
- What does it mean to you to lose someone you love?
- What can the state, friends and others do to help you cope with your life?

The questionnaires are both in English and Norwegian. You are free to choose any of them.

Wish to hear from you soon

Yours faithfully

Jacob Zigo.

Yes, I want to participate....

No, I don't want to participate.....

Signature:

Signature:

Appendix 3:

Authorisation from the Norwegian social Science Data services to carry out the study.



Halvor Fauske
Avdeling for helse- og sosialfag
Høgskolen i Lillehammer
Postmottak
2626 LILLEHAMMER

Vår dato: 06.07.2007

Vår ref: 16677/KH

Deres dato:

Deres ref:

TILRÅDING AV BEHANDLING AV PERSONOPPLYSNINGER

Vi viser til melding om behandling av personopplysninger, mottatt 26.03.2007. All nødvendig informasjon om prosjektet forelå i sin helhet 19.04.2007. Meldingen gjelder prosjektet:

16677

Livet videre for utenlandske barn/ ungdom i Norge hvor begge foreldre er døde, sammenlignet med etniske norske barn/ ungdom som har også mistet begge foreldre
Høgskolen i Lillehammer, ved institusjonens øverste leder
Halvor Fauske
Jacob Zigo

Behandlingsansvarlig
Daglig ansvarlig
Student

Personvernombudet har vurdert prosjektet, og finner at behandlingen av personopplysninger vil være regulert av § 7-27 i personopplysningsforskriften. Personvernombudet tilrår at prosjektet gjennomføres.

Personvernombudets tilråding forutsetter at prosjektet gjennomføres i tråd med opplysningene gitt i meldeskjemaet, korrespondanse med ombudet, eventuelle kommentarer samt personopplysningsloven/-helseregisterloven med forskrifter. Behandlingen av personopplysninger kan settes i gang.

Det gjøres oppmerksom på at det skal gis ny melding dersom behandlingen endres i forhold til de opplysninger som ligger til grunn for personvernombudets vurdering. Endringsmeldinger gis via et eget skjema, <http://www.nsd.uib.no/personvern/endringskjema>. Det skal også gis melding etter tre år dersom prosjektet fortsatt pågår. Meldinger skal skje skriftlig til ombudet.

Personvernombudet har lagt ut opplysninger om prosjektet i en offentlig database, <http://www.nsd.uib.no/personvern/register/>

Personvernombudet vil ved prosjektets avslutning, 31.05.2008, rette en henvendelse angående status for behandlingen av personopplysninger.

Vennlig hilsen

Bjørn Henrichsen

Kontaktperson: Kjersti Håvardstun tlf: 55 58 29 53

Vedlegg: Prosjektvurdering

✓ Kopi: Jacob Zigo, Saupstadringen 49 A, 7078 SAUPSTAD

Kjersti Håvardstun
Kjersti Håvardstun

Avdelingskontorer / District Offices:

OSLO: NSD, Universitetet i Oslo, Postboks 1055 Blindern, 0316 Oslo. Tel: +47-22 85 52 11. nsd@uio.no

TRONDHEIM: NSD, Norges teknisk-naturvitenskapelige universitet, 7491 Trondheim. Tel: +47-73 59 19 07. kyrre.svarva@svt.ntnu.no

TROMSØ: NSD, SVF, Universitetet i Tromsø, 9037 Tromsø. Tel: +47-77 64 43 36. nsdmaa@sv.uit.no

Personvernombudet for forskning



Prosjektvurdering - Kommentar

16677

Personvernombudet forstår det slik at prosjektet har startet og informasjonsskrivet sendt til verger/foresatte. Vi minner om at prosjekter som er omfattet av meldeplikt skal meldes senest 30 dager før oppstart.

Det legges til grunn at prosjektet er klarert med Overformynderiet i kommunen, samt av ledelse ved aktuelle institusjoner hvor registrerte bor. Det legges til grunn at ingen bor på mottak.

Det forutsettes at taushetsplikten ikke er til hinder for rekruttering eller den øvrige behandling som finner sted.

Utvalget består av utenlandske og etnisk norske unge i alderen 15 -18 år, som har mistet begge sine foreldre, jf. telefonsamtale med prosjektleder 19.04.2007.

Det er utarbeidet et informasjonsskriv til verger/foresatte. Ombudet finner informasjonsskrivet noe mangelfullt og forutsetter at det gis supplerende informasjon om følgende:

- navn og kontaktadresse til veileder (daglig ansvarlig) for prosjektet
- at opplysningene anonymiseres og lydopptak slettes ved prosjektslutt 31.05.08
- at enkeltpersoner ikke vil kunne gjenkjennes i oppgaven
- at opplysningene behandles konfidensielt

Det forutsettes at de unge mottar tilsvarende informasjon som verge/foresatte, og at samtykker innhentes både fra verge/foresatte og fra ungdommene selv.

Ombudet anbefaler at intervjuguiden forelegges i forkant av at samtykker innhentes.

Det innhentes sensitive opplysninger om etnisk bakgrunn, jf. personopplysningslovens § 2 punkt 8 a). Ombudet tar høyde for at det kan innhentes sensitive opplysninger om helseforhold, jf. personopplysningslovens § 2 punkt 8 c).

Ombudet er ikke kjent med hvilke vurderinger som er gjort i forhold til om intervjuet skulle utløse reaksjoner hos informanter, jf. telefonsamtale med studenten 19.04.07, og e-post til daglig ansvarlig 02.05.07 og 21.05.07. Det forutsettes derfor at studenten, i samarbeid med veileder (daglig ansvarlig) har en plan for hvordan informantene kan følges opp/eller hvor de kan ta kontakt, ved et eventuelt behov.

Datamaterialet anonymiseres ved prosjektslutt, senest 31.05.2008, ved at verken direkte eller indirekte personidentifiserbare opplysninger fremgår. Lydopptak og navneliste slettes/makuleres. Indirekte personidentifiserbare opplysninger som navn på kommune/bosted/institusjon m.fl. fjernes, omskrives eller kategoriseres tilstrekkelig.

Det forutsettes at en eventuell fremleggelsesplikt er avklart med Regional komité for medisinsk forskningsetikk.