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BETWEEN THE TWO WORLDS: MIGRANT CHILDREN AND ADAPTATION STRATEGIES

Abstract. Children’s roles in Soviet and post-Soviet migration have been comparatively marginal in mainstream migration research despite their centrality to processes of cultural transmission, adaptation, and identity formation. This article examines how children of migrants in Eastern Hungary contribute to the reconfiguration of cultural ties, everyday practices, and identity repertoires, and how institutional and structural conditions mediate these processes. Using a qualitative synthesis of regional case material, practitioner reports, policy texts, and theoretical literature, the analysis is organized around three primary interactional and institutional arenas—language acquisition, schooling, and peer-group socialization—and stratified by developmental stage. Incorporating childhood experiences into migration studies clarifies long-term family strategies for negotiating belonging and informs rights-based, school-centered, and family-sensitive interventions that promote integrative acculturation and protect children’s psychosocial well-being.

Keywords: child migration, Soviet and post-Soviet migration, Eastern Hungary, schooling and language acquisition, acculturation and integration, cultural mediation, hybrid identities.

Introduction. Migration research has traditionally foregrounded the economic, political, and demographic dimensions of adult mobility, often relegating children to the status of dependents or passive appendages to adult trajectories. Yet children of migrants are active social agents whose everyday practices shape educational, cultural, demographic, and social spheres in receiving communities. In the Soviet and post-Soviet context, and particularly in Eastern Hungary—a region historically proximate to Eastern Bloc countries and a locus of state-sponsored and individual migration flows after World War II and during the 1990s—children have played a dual role: they absorb and reproduce parental cultural traditions while simultaneously adapting to Hungarian social realities. Through language acquisition, schooling, and peer socialization, children mediate cultural transfer, transformation, and hybridization; their lived experiences illuminate the micro-level mechanisms by which families negotiate belonging and by which local cultural boundaries are reproduced, contested, or reworked in post-socialist contexts.

Four considerations motivate the present focus. First, there is a substantive gap in research that treats children as independent bearers and transformers of culture rather than as mere appendages to adult migrants. Second, education, social institutions, and youth groups increasingly function as primary arenas of inclusion for migrant communities, positioning children as principal agents of integration. Third, the Hungarian context presents specific demographic, linguistic, and cultural dynamics that place children from migrant families in a precarious position between assimilation and identity preservation. Fourth, understanding children’s roles has practical significance for designing effective regional educational, integration, and cultural programs. Framing the analysis within international legal norms—most notably Articles 2 and 22 of the UN Convention on the Rights of the Child—provides a normative baseline: children must be treated without discrimination and, where applicable, refugee children must receive appropriate protection and humanitarian assistance. This legal perspective underpins ethical and programmatic approaches to migrant children’s needs in Hungary and informs the interpretation of empirical patterns described below.

Methods. The study employs a qualitative, context-sensitive synthesis of empirical descriptions, practitioner reports, documentary materials on state and local migration programs, regional educational studies, and theoretical literature on acculturation and capital conversion. The analytical strategy privileges three institutional and interactional arenas—language acquisition, schooling, and peer-group socialization—as primary sites where cultural transmission, adaptation, and hybridization unfold. Age stratification distinguishes adaptation processes for early childhood and primary school age, where host-language acquisition and basic communicative competence are central, from adolescence and young adulthood, where identity formation, psychosocial vulnerability, and transitions to adulthood complicate adaptation.

Structural mediators—family socioeconomic status, housing conditions, and territorial settlement patterns—are treated as variables that shape opportunities for language practice, institutional access, and peer network formation. The Hungarian case is examined with attention to the sensitivity of school outcomes to family background, the spatial concentration of migrants in particular districts and cities, and the historical legacy of state-sponsored mobility during the socialist era. The analysis integrates normative and legal materials, notably the UN Convention on the Rights of the Child, to evaluate ethical obligations and to inform programmatic recommendations for non-discriminatory, child-centered integration measures. Sources include regional studies of Eastern Hungary’s receiving communities, practitioner literature on socio-pedagogical interventions, psychological studies of migrant children’s mental health, and comparative educational research that links socioeconomic status to school achievement.

Results. The synthesis yields a set of interrelated findings that illuminate how children shape and are shaped by migration processes in Eastern Hungary.

First, children function as cultural intermediaries and translators of everyday life. Rapid acquisition of the host language frequently positions children as practical mediators between parents and the host society: they assist with documentation, medical visits, school meetings, and other bureaucratic interactions, thereby acting as “interpreters of the world” for their families. This role is not merely instrumental; it restructures intra-family relations and redistributes cultural competencies across generations. At home, children absorb parental cultural traditions—language use, culinary practices, oral histories, ritual observances—while simultaneously introducing host-society practices into the household. The bidirectional flow of cultural elements produces a reconfiguration of family routines and symbolic repertoires.

Second, language acquisition and schooling emerge as the primary arenas of adaptation. Mastery of the host language is the single most important facilitator of social inclusion. Schools and peer networks provide repeated, neutral or positive contacts that can break down self-segregation and enable movement toward integrative acculturation strategies. Historically, Hungarian schools—especially during the socialist era—incorporated migrant children through ideological and extracurricular channels (youth organizations, public holiday celebrations, cultural and sports clubs), creating multinational everyday environments in which cultural difference became normalized. In the post-Soviet period, university-linked programs and multinational urban milieus continued to produce settings where cultural exchange was routine. Within schools, children learn language, internalize teacher expectations, negotiate peer positions, and translate family norms into school relationships; these processes constitute the primary locus of long-term integration.

Third, peer socialization and extracurricular participation are central to identity negotiation and hybridization. Peer groups, camps, theatrical productions, competitions, and school celebrations function as interactional arenas where identity repertoires are negotiated and hybrid identities form. Children frequently combine elements of origin cultures (language, culinary practices, rituals) with Hungarian practices, producing bilingualism and multicultural repertoires. In many cases, children become local “cultural bridges,” introducing peers to Russian, Ukrainian, Tatar, Armenian, and other post-Soviet cultural elements and thereby reinforcing a local norm of multiculturalism, particularly in multi-ethnic regions of eastern Hungary. These practices are visible in school events, community festivals, and informal peer gatherings, where children’s performances of cultural difference are both a resource and a site of negotiation.

Fourth, psychosocial outcomes and age-specific vulnerabilities shape adaptation trajectories. Migrant children commonly experience fear, anxiety, and depression; prolonged exposure to these conditions often manifests in behavioural problems—aggression, irascibility, passivity, and fearfulness—and indicates disturbances in the cognitive-affective sphere. Observed consequences include difficulty identifying and describing feelings, blurred distinctions between emotional experiences and physical sensations, impaired communication skills, and reduced symbolic play and imagination. Adolescence is a particularly sensitive period: developmental, social, and psychological characteristics render migrant adolescents more susceptible to the emotional impact of social instability, increasing the risk of psychological crises, worldview

shifts, maladjustment, and difficulties in the transition to adulthood. These age-specific patterns necessitate tailored socio-pedagogical and psychosocial supports that address both immediate distress and longer-term identity formation.

Fifth, family socioeconomic status, housing conditions, and the “corridor of opportunity” critically mediate children’s access to integration resources. Family socioeconomic status determines access to educational materials, extracurricular activities, paid language classes, and digital resources; economic instability constrains these opportunities and increases pressure on families, directly impacting children’s educational outcomes. Housing conditions—overcrowding, frequent moves, residence in temporary dormitories or poorly resourced neighbourhoods—disrupt peer networks and reduce participation in clubs and activities, impeding the development of conversational proficiency and the internalization of school norms. Large-scale comparative evidence consistently links socioeconomic status to educational achievement, and migration experience often intersects with socioeconomic vulnerability; in Hungary, the sensitivity of school outcomes to family background amplifies these effects. The conversion of economic, cultural, and social capital into educational and social outcomes explains why equal income does not guarantee equal results: cultural capital (language practices, institutional orientation) and social capital (networks and trust) mediate success.

Sixth, territorial concentration and institutional paradoxes shape everyday opportunities for contact and inclusion. Settlement patterns by district and city, often tied to income levels, affect opportunities for majority-language contact and everyday intercultural encounters. In eastern Hungarian receiving spaces, a paradox can arise: individual schools may demonstrate willingness to accept migrant children, yet broader local sentiments, neighbouring schools, or some parents reproduce distance and resistance, undermining children’s daily safety and social well-being. This disjuncture between institutional openness and community attitudes can limit the effectiveness of school-level interventions and requires multi-level responses that engage families and local stakeholders.

Seventh, the long-term cultural and demographic effects of children’s integration are significant. Children who attended local schools and later universities formed a durable local cultural layer of the post-Soviet diaspora, contributing to the city’s multicultural history. Second-generation youth develop hybrid identities—Hungarian in lifestyle while retaining elements of Russian-speaking or other post-Soviet cultural memories—and often participate in ethnocultural and educational initiatives that study migration heritage. In contexts of demographic decline, migrant children contribute to population rejuvenation and future economic potential by continuing education and entering in-demand fields such as IT, medicine, languages, and culture. These demographic and cultural contributions underscore the long-term stakes of child-centered integration policies.

Discussion. The synthesis demonstrates that children are not passive bystanders but active engines of intercultural interaction whose everyday experiences drive the grassroots transformation of migrant cultural patterns. By functioning as cultural intermediaries, translators, and bearers of hybrid identities, children create channels through which cultural norms travel, are contested, and are reworked. Schools, language learning environments, and peer networks are dynamic arenas where cultural mediation and identity work occur; positive, repeated interpersonal contacts—especially when organized through adaptation programs—reduce self-segregation and promote integrative acculturation.

Age matters: younger children require intensive language and communicative support to participate fully in schooling, whereas adolescents need targeted psychosocial interventions to navigate identity formation and the transition to adulthood. Prolonged exposure to instability—economic, housing, or legal—heightens the risk of emotional and behavioural problems; early socio-pedagogical support can mitigate these risks. Pedagogical strategies that incorporate native-language instruction, cultural archetypes (fairy tales, songs, games), and inclusive extracurricular programming facilitate both host-language acquisition and the preservation of ethnic identity, enabling children to adapt without losing their cultural memory. Familiarization with cultural diversity through engaging cultural texts and practices allows children to learn about different cultural patterns in a non-conflictual manner and supports mutual understanding.

Structural constraints and capital conversion are central to understanding divergent outcomes. Family resources and local institutions convert into educational and social outcomes through the interaction of economic, cultural, and social capital; therefore, addressing material constraints—housing, income support, access to digital resources and extracurriculars—is essential alongside school-based measures. Territorial specificities in eastern Hungary illustrate how institutional goodwill at the school level can be undermined by exclusionary community attitudes; interventions must therefore operate at multiple levels—school, family, and community—to be effective. Rights-based frameworks such as the UN Convention on the Rights of the Child provide ethical guidance for non-discriminatory programming and for prioritizing the child’s status as a rights-bearing individual. Article 2’s prohibition of discrimination and Article 22’s protections for refugee children underscore the normative imperative to design inclusive educational, psychological, and social integration programs that recognize children first as children and secondarily as members of migrant groups.

The Hungarian historical context offers instructive lessons. During the socialist era, state-sponsored mobility, educational exchanges, and labour programs created institutional pathways for migrant settlement and school incorporation; these historical patterns shaped local cultural codes and produced multinational everyday environments in which cultural difference became normalized. In the post-Soviet period, the children of migrants who had been socialized in these settings often became cultural brokers and later participants in university life and local civic initiatives, thereby forming a post-Soviet diaspora layer that contributed to the city’s multicultural fabric. However, the persistence of socioeconomic inequalities and spatial segregation means that these positive trajectories are not universal; many children continue to face barriers that limit their educational attainment and psychosocial well-being.

Policy implications follow directly from these findings. First, school-centered interventions that combine host-language instruction with native-language and cultural content can support bilingualism and positive ethnic identity formation. Second, socio-pedagogical and psychosocial supports must be age-sensitive: early language support for younger children and targeted mental health and identity work for adolescents. Third, material supports—housing stability, income assistance, access to digital learning resources, and subsidized extracurricular programs—are necessary to expand the corridor of opportunity for disadvantaged families. Fourth, community-level engagement is required to address institutional paradoxes and to foster repeated positive interpersonal contacts beyond the school gate. Finally, rights-based programming grounded in the UN Convention on the Rights of the Child should guide the design and evaluation of integration measures to ensure non-discrimination and the protection of vulnerable children.

Limitations of the present synthesis include its regional focus on Eastern Hungary and its reliance on existing literature, practitioner reports, and documentary materials rather than on primary longitudinal fieldwork. While the synthesis preserves the empirical contours of the original materials, comparative and longitudinal research across different post-socialist receiving regions would strengthen generalizability and allow for systematic tracking of second-generation trajectories. Future studies should document children’s lived experiences over time, evaluate the effectiveness of targeted educational and integration programs, and examine the interplay of legal status, institutional practices, and family strategies in shaping long-term outcomes.

Conclusions. Migrant children in Eastern Hungary are central agents in the reconfiguration of cultural ties, everyday practices, and identity repertoires. Attention to language acquisition, schooling, peer socialization, age-specific needs, and structural mediators clarifies how families negotiate belonging and how local cultural boundaries are reproduced, contested, or reworked. Effective integration requires coordinated action across schools, families, and communities that addresses psychosocial needs, socioeconomic and housing stability, and opportunities for repeated positive interpersonal contact. Recognizing children as cultural intermediaries and bridge-builders informs rights-based policies that support long-term family adaptation, foster sustainable coexistence, and harness the demographic and cultural contributions of migrant children. Embedding these insights into regional educational planning and social

policy can enhance both the well-being of migrant children and the cohesion of receiving communities.

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O.Kisil	O.Кисил
Ikki dunyo orasida: migrant bolalar va moslashish strategiyalari Annotatsiya. Sovet va postsovet migratsiyasida bolalarning roli, ularning madaniy uzatish, moslashish va shaxsiyatni shakllantirish jarayonlarida markaziy o‘rin tutishiga qaramay, asosiy migratsiya tadqiqotlarida nisbatan ahamiyatsiz bo‘lgan. Ushbu maqolada Sharqiy Vengriyadagi muhojirlarning farzandlari madaniy aloqalar, kundalik amaliyotlar va o‘ziga xoslik repertuarlarini qayta shakllantirishga qanday hissa qo‘shayotgani, shuningdek, institutsional va tarkibiy sharoitlar bu jarayonlarga qanday vositachilik qilayotgani ko‘rib chiqiladi. Mintaqaviy keys materiallari, amaliyotchilarning hisobotlari, siyosat matnlari va nazariy adabiyotlarning sifat sintezi yordamida tahlil uchta asosiy interaktiv va institutsional maydon - til o‘rganish, maktab ta’limi va tengdoshlar guruhi ijtimoiylashuvi atrofida tashkil etilgan va rivojlanish bosqichi bo‘yicha tabaqalashtirilgan. Migratsiya tadqiqotlariga bolalik tajribasini kiritish tegishlilikni muhokama qilish uchun uzoq muddatli oilaviy strategiyalarni aniqlashtiradi va huquqlarga asoslangan, maktabga yo‘naltirilgan va oilaga sezgir aralashuvlarga asos bo‘ladi, bu esa integrativ madaniyatlashuvni rag‘batlantiradi va bolalarning ruhiy-ijtimoiy farovonligini himoya qiladi. Kalit so‘zlar: bolalar migratsiyasi, sovet va postsovet migratsiyasi, Sharqiy Vengriya, maktab ta’limi va til o‘rganish, akkultursiya va integratsiya, madaniy vositachilik, gibril o‘ziga xosliklar.	Между двумя мирами: дети-мигранты и стратегии адаптации Аннотация. Роли детей в советской и постсоветской миграции были сравнительно незначительными в основных исследованиях миграции, несмотря на их центральную роль в процессах культурной передачи, адаптации и формирования идентичности. В данной статье рассматривается, как дети мигрантов в Восточной Венгрии вносят вклад в реконфигурацию культурных связей, повседневных практик и репертуара идентичности, а также как институциональные и структурные условия способствуют этим процессам. Используя качественный синтез региональных кейс-материалов, отчетов практиков, политических текстов и теоретической литературы, анализ организован вокруг трех основных интерактивных и институциональных арен - овладения языком, школьного образования и социализации в группах сверстников - и стратифицирован по этапам развития. Включение детского опыта в миграционные исследования уточняет долгосрочные семейные стратегии для переговоров о принадлежности и информирует о правах, основанных на школе и чувствительных к семье вмешательствах, которые способствуют интегративной аккультурации и защищают психосоциальное благополучие детей. Ключевые слова: детская миграция, советская и постсоветская миграция, Восточная Венгрия, школьное образование и овладение языком, аккультурация и интеграция, культурное посредничество, гибридные идентичности.

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