

Contents

1. INTRODUCTION	9
1.1 Ten concepts underpinning inclusive consumption	12
1.2 The book's chapters	18
References	22
2. THE CELL PHONE AS A CO-TRAVELLER: REFUGEES AND THE MULTI-FUNCTIONS OF CELL PHONES	25
<i>Elisabeth Eide</i>	
2.1 Precarious Travelling	25
2.2 Interviews at Asylum Centres	27
2.3 Refugee Narratives	29
2.3.1 Smuggler contacts	29
2.3.2 Avoiding dangers, finding the way	30
2.3.3 Fears, memories and losses	31
2.3.4 Lifelines	31
2.3.5 Memorabilia	33
2.3.6 In the new country	34
2.4 Discussion	35
2.4.1 Existential functions	35
2.4.2 Transnational literacy	36
2.5 Conclusion	37
References	37
3. UNIFORMITY WITHOUT UNIFORMS: DRESSING SCHOOL CHILDREN IN NORWAY	39
<i>Ingun Grimstad Klepp</i>	
<i>Kirsi Laitala</i>	
<i>Silje Elisabeth Skuland</i>	
3.1 Introduction	39
3.1.1 Clothes and food as areas of consumption	40
3.1.2 Clothing discourses	41
3.1.3 Regulation of clothing in schools	43
3.2 Methodology	44
3.3 Newcomers' clothing in Norwegian schools	46
3.3.1 Wool and good shoes: 'Before you learn the language, you must be able to dress'	46
3.3.2 Swimsuits	48

3.3.3 Jeans – all in for beauty	49
3.3.4 Scantily dressed – Even more difficult than learning Norwegian	51
3.4 School clothes in poor immigrant families	52
3.4.1 Dressing for the cold	52
3.4.2 What everyone else has	53
3.4.3 Investment and innovation	54
3.5 Discussion	55
3.6 Conclusion	58
References	59

**4. MIGRANTS' CONSUMPTION OF HEALTHCARE SERVICES IN NORWAY:
INCLUSIONARY AND EXCLUSIONARY STRUCTURES AND PRACTICES 63**

Jonas Debesay

Sanjana Arora

Astrid Bergland

4.1 Introduction	64
4.2 Methodology	65
4.3 Results	66
4.3.1 Primary healthcare	67
4.3.2 Specialist somatic healthcare	69
4.3.3 Mental healthcare	69
4.4 Discussion	70
4.5 Conclusion	74
References	75

**5. PARALLEL SOCIETIES: A BIASED DISCOURSE IGNORING THE IMPACT
OF HOUSING MARKET AND POLICY 79**

Anita Borch

5.1 Introduction	79
5.2 Ethnic segregation, housing market and policy	81
5.3 Methodology	85
5.3.1 The sample	85
5.3.2 Foucauldian inspired discourse analysis	88
5.4 Results	88
5.4.1 Vulnerable areas of residence	91
5.4.2 Multicultural society	91
5.4.3 The Norwegian discourse	92
5.5 Discussion	93
5.5.1 Implications for research and policy	94
5.6 Conclusion	96

References	97
6. WHAT REFUGEES SHOULD KNOW ABOUT CONSUMPTION: OBSERVATIONS FROM A COURSE IN PERSONAL FINANCES	101
<i>Anita Borch</i>	
<i>Live Standal Bøyum</i>	
6.1 Introduction	101
6.2 Consumer competence	102
6.2.1 Financial literacy	104
6.3 Methodology	106
6.4 Results	107
6.5 Underpinning assumptions and their implications	110
6.5.1 Methodological criticism	111
6.5.2 Ideological assumptions	112
6.6 Conclusion	114
Acknowledgements	116
References	116
7. TEMPORARY EMPLOYMENT AGENCIES' ROLE IN WORK INCLUSION OF IMMIGRANTS AND REFUGEES: OPPORTUNITIES OR A PERMANENT PRECARIAT?	119
<i>Lise Cecilie Kleppe</i>	
<i>Blanka Støren-Váczy</i>	
7.1 Introduction	119
7.2 Background	120
7.3 Theoretical perspective	121
7.4 Method	122
7.5 Findings	123
7.5.1 A voluntary or involuntary choice	124
7.5.2 A triangular partnership	126
7.6 Concluding discussion	128
References	131
8. PACKED LUNCH POVERTY: IMMIGRANT FAMILIES' STRUGGLES TO INCLUDE THEMSELVES IN NORWEGIAN FOOD CULTURE	135
<i>Silje Elisabeth Skuland</i>	
8.1 Introduction	135
8.1.1 The packed lunch norm	136
8.1.2 Concepts on packed lunch and poverty	138
8.2 Methods	138

8.3 Findings	140
8.3.1 Transition to the packed lunch norm	140
8.3.2 Striving for normality	141
8.3.3 The cost of packed school lunches	143
8.4 Discussion: Packed lunch poverty	145
8.5 Conclusion	146
References	147
Appendix 1: Overview over research participants' school lunch habits	150
Appendix 2: Overview of research participants and their background .	152
9. CONSUMPTION PRACTICES AND SOCIAL INCLUSION AMONG CHILDREN IN LILLEHAMMER	154
<i>Mari Rysst</i>	
9.1 Introduction	154
9.2 Literature overview	155
9.3 Methods	156
9.4 Theoretical approaches	157
9.5 Results	158
9.5.1 Dominating consumption practices and ethnic background . . .	158
9.5.2 Consumption practices, social hierarchy and social inclusion .	161
9.5.3 Consumption practices, price and popularity	162
9.6 Discussion	164
9.7 Conclusion	166
References	166
10. NORWEGIAN ENOUGH? THE SIGNIFICANCE OF THE BODY IN RECRUITMENT OF IMMIGRANTS IN PHYSIOTHERAPY EDUCATION	169
<i>Tone Dahl-Michelsen</i>	
10.1 Introduction	169
10.2 Methodology	172
10.3 Analysis	173
10.3.1 Cultural notions of the majority students	173
10.3.2 Cultural notions of Adya	175
10.3.3 Cultural notions of Florin	177
10.4 Discussion	178
10.5 Conclusion	182
References	183
CONTRIBUTORS	185