



Dear ENMCR network members and network interested,

This issue combines two months of information on our network's members activities.

If you have any suggestions, comments and / or ideas for improving the newsletter you can use our email address: info@enmcr.net

Sincerely,

Rita Nunes (Editor)

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ENMCR

c/o Internationale Akademie
für innovative Pädagogik,
Psychologie und Ökonomie
gGmbH (INA)

Habelschwerdter Allee 45

D-14195 Berlin, Germany

Fon: +49-(0)30-838-52734

[here](http://www.enmcr.net)

ENMCR FACEBOOK PAGE



info@enmcr.net ENMCR WEBSITE: [here](http://www.enmcr.net)

ENMCR MEMBERSHIP:

Institute of Education



UCL: Eliminating Human Trafficking through Public Education: Policy and the Normative Politics of One U.S. State

Human trafficking is a well-recognized international and United States policy issue. Not a new phenomenon, the labor and sexual exploitation of individuals for profit, or what some scholars refer to as modern day slavery, exists alongside other forms of socioeconomic violence historically perpetrated against children, females, and individuals of color. Despite being a serious human rights issue with important implications for public education, there is a dearth of educational research on youth trafficking and respective policy-driven efforts designed to bring educators into the fold of trafficking prevention. In 2013, Texas House Bill 1272 mandated the development of trafficking prevention curricula for protective services, health services, and K-12 educational personnel. This task was legally allocated to the Texas Human Trafficking Prevention Task Force (Task Force), which is run by the Texas Office of the Attorney General (OAG). HB 1272 was landmark policy not only in terms of Texas legislative history and the bill's scope, but because of the context within which it passed and the paucity of research in this area.

This presentation covers empirical findings from a two-part qualitative study that examined the organizational, political, and normative dynamics contributing to the creation and enactment of HB 1272. Utilizing multifocal critical

theory and a feminist critical policy analysis approach, data collection and analysis included 79 documents, 15 in-depth, semi-structured interviews, 1 informal interview, and direct participation in Task Force processes.

Major findings can be summarized as follows:

- 1) consensus about the "front line" importance of the educational sector within multisector statewide youth trafficking prevention efforts;
- 2) knowledge about trafficking policy and respective dynamics differed between legislative and Task Force respondents;
- 3) despite the appearance of bipartisan support for HB 1272 and an inclusive implementation process, slippage was identified at both policy levels; and
- 4) multiple normative dynamics were identified as roadblocks to truly giving "student victims a voice" and effective long-term implementation at the local level.

While focused on a specific U.S. state trafficking bill, this study has important lessons for diverse areas of educational policy, leadership, and curriculum studies research. Concerned with gaps between policy intention and outcomes in practice, as well as the role elite actors have in shaping public understanding of commercial violence and youth marginality, this research also is applicable beyond U.S. settings and policy.

Dr. Melinda Lemke is a Postdoctoral Research Associate for the Swansea University College of Law and Criminology, Wales Observatory on Human Rights of Children and Young

People. At the Wales Observatory, her work involves developing trans-Atlantic partnerships and research on the rights of displaced youth. Broadly, Dr. Lemke's research utilizes a critical feminist and interdisciplinary lens to consider how interprofessionals, local organizations, and public entities interact within complex policy environments to affect youth educational experience. She more narrowly is interested in how educational institutions and actors are attentive (or not) to the needs of underserved student populations, gaps between policy and practice, and global human rights issues. Before joining the Wales Observatory, she was a Research Associate at the Texas Center for Educational Policy, served as founding Managing Editor of the Texas Education Review, and had a lengthy career in U.S. urban public education and administrative social studies curriculum development. Dr. Lemke completed a PhD in Educational Policy and Planning with a concentration in Women's and Gender Studies at The University of Texas at Austin. In Autumn 2016, she begins an Assistant Professorship in the University at Buffalo's Graduate School of Education in the Department of Educational Leadership and Policy.

The seminar is free to attend, but spaces are available on a first come first serve basis.

Please join us for a lunchtime seminar hosted by the Childhood, Gender, and Society Stream, Social Science Research Unit, UCL Institute of Education:

Eliminating Human Trafficking through Public Education: Policy and the Normative Politics of One U.S. State

12:30 – 13:30, 4th May 2016

18 Woburn Square, London, WC1H 0NR

General News Internal



Call for applications for the M.A. Childhood Studies and Children's Rights at the University of Applied Sciences Potsdam

We are very happy to announce that the international interdisciplinary course *M.A. Childhood Studies and Children's Rights (MACR)*, which has been offered at the Freie Universität Berlin since 2007 has found a new

home institution and will be continued.

From this coming academic year, starting in October 2016, the program will be offered at the University of Applied Sciences in Potsdam. Potsdam is the capital of the federal state of Brandenburg and is located right next to Berlin in the South West. Potsdam can be easily reached by public transportation.

The course is directed to graduates of social sciences, law, education, social work and other disciplines with first professional experiences as well as to professionals in governmental and non-governmental institutions and organizations in the field of youth work, education, social services, health and law with a first academic degree (BA, equivalent or higher). **The language of instruction**

is English.

Information on the study program, modules, structure, study schedule, teachers etc. can be found on the following websites:

- www.fh-potsdam.de > Studieren > Sozialwesen > M.A. Childhood Studies and Children's Rights please click [here](#)
- www.fu-berlin.de/emcr -> Attention the Freie Universität Berlin Website is for information purposes only! The course will be at the *University of Applied Sciences Potsdam!*

To apply please send your documents (as explained in the attached application form) to the e-mail address: macr@fh-potsdam.de

The deadline for applications is May, 15.



University of Geneva: Children at the heart of Human Rights

We are very pleased to announce

the Call for applications for the 3rd Edition of our Summer School 2016 «Children at the heart of human rights» in collaboration with the International Institute for the Rights of the Child.

This innovative and dynamic training in English is essential for all students who aim to perfect their skills and knowledge in the world capital of human rights, and particularly children's rights. We will

associate mixed teaching techniques, which will ally meetings with leading international actors in children's rights with visits to governmental organizations and NGOs working in the field.

This summer school will take place at the University of Geneva from 6 June to 17 June, 2016.

Further information can be found here:

www.genevasummerschools.ch

HUMAN RIGHTS FOR DEVELOPMENT

an international training programme

University of Antwerp: Critical Interdisciplinary Course on Children's Rights (CICCR)

We are happy to announce that application for the Critical Interdisciplinary Course on Children's Rights (CICCR) are open at www.hr4dev.be. The course will take place in Ghent from August 28th until September 9th 2016.

CICCR maps the potential and limits of a children's rights approach towards global and local issues concerning the human rights of children. Key themes include a multidisciplinary introduction to children's rights, contextualizing children's rights in (local) governance, global challenges to children's rights in a local context (including diversity, poverty,

migration and health), and critical approaches to children's rights in research, policy and practice. The preliminary programme can now be found [here](#).

The course organizers offer a limited amount of scholarships from VLIR-UOS and UNESCO to candidates who fulfill the [application criteria](#).

The deadline for self-funded participants is May 15th. Only complete applications submitted through the [website](#) will be considered. For more information, please refer to www.hr4dev.be.

Summer School International Children's Rights

Frontiers of Children's Rights

11 - 15 July 2016



**Universiteit
Leiden**
The Netherlands

Call for applications for the Summer School: International Children's Rights

Frontiers of Children's Rights enables professionals and advanced students to learn everything about topical children's rights issues and to connect with participants from all over the world. An enriching experience for those who work on children's rights on a daily basis. The summer school explores a variety of themes from a legal perspective, accompanied by reflections from other academic disciplines, legal systems, local perceptions and realities. Held at the beautiful premises of Leiden Observatory and in The Hague, the City of Peace and Justice, it offers inspiring and interactive lectures and seminars by leading academics and professional experts in the field.

Themes

- Children's Rights and Migration
- Children and Armed Conflict
- Children's Rights and the SDGs
- Children and Climate Change
- Children's Rights and Business Principles
- Children's Rights and the Virtual World
- Children in Alternative Care and Institutions
- Juvenile Justice from Theory to Practice

Special Features

- Special Lecture by the Chair of the UN Committee on the Rights of the Child
- Expert Panel on Children's Rights and Migration
- Seminar on the Role of NGO's in the Leiden Children's Rights Home
- Excursion to a youth detention centre
- Excursion to the International Criminal Court in The Hague

Teaching staff

Prof. Ton Liefwaard, Professor of Children's Rights (UNICEF Chair) at Leiden Law School and Prof. Julia Sloth-Nielsen, Professor of Children's Rights in the Developing World at Leiden Law School, coordinate the course.

Guest speakers include Prof. Mariëlle Bruning, Chair of the Child Law Department at Leiden Law School, Prof. Simone van der Hof, Director of Centre for Law and Digital Technologies at Leiden Law School, Dr. Ursina Weidkuhn, International Consultant in Juvenile Justice, Gloria Atiba Davies, Victims Expert at the International Criminal Court, Tulika Bansal, Expert on Human Rights and Business at The Danish Institute for Human Rights and Prof. Benyam Dawit Mezmur, Chair of the UN Committee on the Rights of the Child,

Application and fees

Advanced graduate students and young professionals are invited to apply. Tuition fee: € 900. Applicants will be admitted on a rolling basis. Deadline for application: 1 June 2016.

Student testimonials

"The intellectual food! A delight! I felt inspired by the high quality lectures which always ended too quickly. It was fun and I did not get bored one single minute"

"There was a good balance between academic information provided for and field experience shared with the participants; we were welcomed with an excellent hospitality and everything was very well organized"

"I became more confident in navigating the various instruments, guidelines and treaties relevant to children"

More information and application available under

www.grotiuscentresummerschools.com



General News Internal

Universidade do Minho: Child Studies Symposium

The PhD in Child Studies of the Institute of Education, University of Minho is organizing the 2016 Child Studies Symposium on the 6th, 7th and 8th of July at the University of Minho, in Braga, Portugal. The Child Studies Symposium is an opportunity for all Child Studies PhD students to share their research projects, which might be at different stages of development. The 1st year

PhD students will be able to present their thesis projects and submit them to the critical scrutiny of specially invited researchers from other programs and universities, during research presentation and debate meetings. 2nd and 3rd year PhD students will also be able to share and discuss the development of their research.

The Child Studies Symposium is open to participation for all current and past PhD students of the University of Minho Child Studies

PhD Program. It is also open to all other researchers working in the field of Child Studies, anywhere in the world. Academics from the Institute of Education and the University of Minho are invited to attend as well. The languages used in the symposium will be Portuguese and English.

Consult the **provisional program** clicking [here](#). Admission is **free** and participants shall receive a **certificate of attendance**. Further information [here](#).

UCL: Childhood @UCL - Researching and teaching the politics of children and childhood



We are pleased to announce the launch of our new website, **Childhood @UCL: Researching and**

teaching the politics of children and childhood at University College London

(UCL) <https://childhooducl.wordpress.com/>

On the site you will find information about our programme of undergraduate and post-graduate study, our current research and engagement projects, and

information about upcoming seminars and events. The site also has a rich, and growing, collection of video resources and blog postings from academic staff and students involved in the study of childhood at UCL.

Please do sign up on the website to receive information about upcoming events.

Queen's University Belfast: a short course on children's rights-based participation



The [Centre for Children's Rights](#) at Queen's University Belfast is hosting a short course on children's rights-based participation from June 1st to 3rd, 2016. The Centre's director and deputy director, Professor Laura Lundy and Lesley Emerson, have developed a pioneering approach to children rights-based research and consultation, implementing it at local, national and international levels. Staff have conducted consultations for and/or provided training on child participation to bodies such as the UN Committee on the Rights of the Child, Child Rights Connect, Plan International and the Council of Europe Children's Rights Unit. Drawing on this expertise, the course has been designed for all those who would like

a better understanding of the theory and practice of children's right to participation.

Speakers include a range of international child rights scholars based at the Centre, including Professor David Archard, Dr Bronagh Byrne and Dr Karen Winter as well as child participation experts Gerison Lansdown and Anne O'Donnell (Head of Citizen Participation at the Irish Department of Children and Youth Affairs).

Topics to be covered include:

- working with children's advisory groups;
- child-led consultation;
- developing online questionnaires;
- ethics and child protection;
- working with young children and those with learning disabilities;
- employing new technologies;
- convincing duty-bearers;
- and writing 'child-friendly'

documentation.

The sessions will be practical and participatory. For more information about the Centre, please watch [this video](#).

[Queen's University](#) is located in the city of Belfast, the capital of Northern Ireland. Our historic campus is based in south Belfast, 15 minutes' walk from the vibrant city centre.

Please click [here](#) for information on travelling to Belfast.

Course fees: The course fee will be £300. That excludes travel and accommodation which will be the responsibility of the student. Attendees will also be responsible for obtaining their own visas.

Lunch will be provided and there will be a social event with dinner on 2 June.

Please register via this Worldpay link:

<https://knock.qub.ac.uk/ecommerce/crbp/index.php>

General News Internal



Estonian Union Welfare: Free of Bullying

Following the example of Denmark, the Estonian Union for Child Welfare has been leading since 2010 a preventive anti-bullying program Free of Bullying for pre-school child care institutions (incl kindergartens) and primary schools. Bullying should and can be prevented from as early as kindergarden, Free of Bullying is the first evidence-based effort against bullying in preschools and early primary school grades. By now the program is covering already 2/3 kindergartens and 16% of Estonian schools. The Estonian Ministry of Education and Research is supporting Free on Bullying in Estonia to develop behavioral culture, teach values, support children's well-being and safety, prevent bullying and develop

tolerance, caring, honesty and courage in children. The program offers conveniently usable methodological materials and trainings for teachers. Pedagogical tools enable teachers to talk to the children with ease about an otherwise abstract subject such as bullying and the program gives advice and information for parents about their important roles in preventing bullying.

To get qualitative analysis of Free of Bullying effects, the studies are carried out in kindergartens and schools. One of the aims of studies was to get an overview of teachers' expectancies, needs and concerns regarding to the Free of Bullying trainings and implementation of the program. The first results of pilot schools research have already transpired and results are a good starting point for the planning of future activities. By example, teachers value cooperation and networking very much and every link (parents, colleagues, supportive institutions etc.) is important to assure effective and sustainable

activities. So, it is highly necessary to develop and support the network of schools in order to share and learn more. Furthermore, teachers pointed to the importance of putting Free of Bullying values into everyday practice, which means that it is important to find ways to use Free of Bullying tools creatively in different classes (math, languages etc.).

To meet the expectations of professionals and to ensure the sustainable functioning of the methodology, the contact persons and leading centres from each Estonian county organize information days in to introduce the implementation of methodology, notify the public (parents, media, etc.), motivate and advice kindergartens and schools and create interest in educational facilities that have not yet joined the methodology.

The final results of both, kindergartens and schools researches are published in April 14 2016 in a Free of Bullying conference "Bullying-free life course starts from us!".

Escola Superior de Educação de Lisboa: Pós-Graduação em Educação em Creche e outros Equipamentos com Crianças dos 0 aos 3 anos

A Pós-Graduação em Educação em Creche e outros equipamentos com crianças visa a formação contínua dos Profissionais de Educação no sentido de promover práticas de qualidade, privilegiando uma dinâmica de práticas de formação-ação reflexivas, em contextos institucionais para a infância dos 0 aos 3 anos.

Competências a desenvolver

No final os nossos estudantes deverão ser capazes de:

- Qualificação científica dos Educadores de Infância para a implementação e

desenvolvimento de práticas educativas integradas em quadros conceptuais que privilegiem a perspectiva sócio - construtivista, para o trabalho com crianças (dos 0 aos 3 anos) em contexto de creche e outros serviços e equipamentos para as crianças dos 0 aos 3 anos.

- Desenvolver competências de investigação - ação como suporte de práticas educativas de qualidade em contexto de creche e equipamentos para as crianças dos 0 aos 3 anos.
- Promover um espaço de reflexão sobre as crianças dos 0 aos 3 anos, considerando-as sujeitos de direitos.
- Promover a partilha e o

aprofundamento teórico-metodológico e de práticas profissionais que privilegiem estratégias de trabalho em parceria com as famílias, considerando a sua heterogeneidade e a sua participação no contexto educativo.

- Aprofundar estratégias de trabalho colaborativo e em rede através da valorização do envolvimento dos serviços e recursos a nível local, de forma a potenciar uma resposta holística, considerando as características e necessidades das crianças, das famílias e das equipas educativas.

Mais informação [aqui](#).

Contacto: s.academicos@esel.ipl.pt

General News External

Consumers rights: Child labour

Two class action lawsuits against companies Nestle and Hershey in the United States were dismissed after a federal court ruled there is no duty to disclose the use of child labour in the cocoa supply chain. The suits were brought by consumers who stated they would not have bought the chocolate produced by the defendants had they been made aware of the forced child labour used in cocoa harvesting. The suit cites a study in which children are victims of slave labour.

Climate Change: Child initiated petition

A seven-year-old girl is behind a climate change lawsuit before the Supreme Court of Pakistan. Rabab Ali, asserts in the petition that the federal government and the Province of Sindh have violated the public trust doctrine, a legal principle requiring a State to ensure the preservation of natural areas and resources for future generations. The petition claims that the exploitation and continued promotion of fossil fuels, particularly coal, violate the doctrine, as well as children's right to life, liberty, property, human dignity, information, and equal protection of the law.

England and Wales: Religion

An England and Wales high court judge has prevented a father from having his two sons circumcised, ruling that the decision should be left to the boys. The father, who is a devout Muslim, argued that circumcision would be in accordance with his "Muslim practice and religious beliefs" and in the "children's best interests". While the children have been raised in the Muslim faith, the judge said there is no guarantee that they will continue observing the religion as they grow up, pointing out that circumcision is irreversible.

Funding / Prizes / Research Opportunities

Call for editor(s): Children & Society

Children & Society is an international, interdisciplinary journal publishing high quality research and debate on all aspects of childhood and policies and services for children and young people. It is based in the UK and published by Wiley in partnership with the National Children's Bureau. Children & Society is listed in the Social Science Citation Index and will receive its 2015 Impact Factor in summer 2016. We are particularly proud of the Journal's international coverage and readership.

The present Co-Editors plan to finish their term of office in December 2016, and the National Children's Bureau and Wiley invite individuals or groups to apply for the position of Editor(s). We are looking for individuals with extensive knowledge of the field, a clear vision and enthusiasm for the Journal, excellent organisational skills and the appropriate scholarly standing to further develop the international reputation of Children & Society.

This is an exciting and challenging role and it is expected that the candidate(s) will have: some previous editorial experience (for example as a member of an editorial board), substantial experience as a reviewer for journals in the field, capacity to handle a demanding workload, ability to work constructively with authors, reviewers and the National Children's Bureau and Wiley, and be familiar with current issues in journal publication.

Job Description:

- Develop and implement a strategy to further enhance the position of the Journal in the academic community and in relation to other leading journals
- Manage the manuscript review process
- Make final decisions on whether an article should be accepted for publication Commission and oversee the production of Special Issues
- Build the reviewer community of the Journal

- Work closely with and oversee the work of the Book and Policy Review Editors Work closely with the Editorial Board Chair
- Liaise as appropriate with the Publisher
- Act as the liaison between the Journal and the broader academic community Attend and report to Editorial Board meetings

Applicants should send a statement of interest (max. 2 pages) setting out their vision for the journal and evidence of ability to take on the role, together with a CV (max. 4 pages), to Tracey Glass at tracey.glass@wiley.com

Deadline for applications: **31st May 2016**

Interviews will be held in July 2016, with an anticipated start date of October 2016 to begin the handover from the current editors.

See here for further journal information: <http://wileyonlinelibrary.com/journal/CHSO>

Funding / Prizes / Research Opportunities

Call for Papers: Aufwachsen in Zeiten der „Krise“. Perspektiven der Kindheits und Jugendforschung

Der Begriff der Krise wird in öffentlichen und wissenschaftlichen Diskussionen häufig bemüht, aber auch sehr unbestimmt verwendet. Eine Diagnose von Krisen der Bildungssysteme, der Familie oder der Wohlfahrtssysteme wird aktuell überlagert durch die Sensibilisierung für eine krisenhafte Instabilität der Finanzmärkte, die als ökonomische Krise seit 2009 die öffentliche Wahrnehmung bestimmt. Inzwischen wird die Krisenrhetorik auch mehr und mehr mit den großen Migrations und Flüchtlingsbewegungen in Beziehung gesetzt, womit Vorrangig die Frage verbunden ist, wie Gesellschaften mit den damit einhergehenden Anforderungen umgehen.

In der Kindheits und Jugendforschung schlug sich bereits die Öl und Wirtschaftskrise der 1970er Jahre im Konzept der „Krisenkinder“ als einer zeittypischen Generationsgestalt nieder. Seit den 1980er und 1990er Jahren standen dann Risikophänomene Phänomene der Unsicherheit und der sozialen Prekarität im Fokus der Kindheits und Jugendforschung. Neuerdings tritt der Krisenbegriff als Herausforderung für Theoriebildung und empirische Forschung wieder stärker hervor. Mit dem Begriff der „Krise“ werden zumeist gesamtgesellschaftliche Aufgaben assoziiert: Krisenphänomene stellen Phänomene einer gesellschaftlichen Verunsicherung und im Falle der Fiskalkrise der realen Veränderung der ökonomischen und sozialen Bedingungen des gesellschaftlichen Zusammenlebens dar. Die Reduzierung von Einkommen und Kaufkraft in den „Krisenstaaten“ der europäischen Union, mangelnde Perspektiven des Übergangs vom Bildungs in den Arbeitsmarkt und die

zunehmende Diskriminierung von Minderheiten sowie Anforderungen, die sich aus den Migrationsbewegungen ergeben, stellen Konstellationen dar, die für Kinder und Jugendliche eine Einschränkung ihres Wohlergehens und ihrer Lebenschancen bedeuten können.

Im Zentrum der Konferenz stehen thematische Panels zu einzelnen Forschungsschwerpunkten, die mit den Keynotes eingeladener Referenten/innen gerahmt werden. Als Orientierung für die thematische Ausrichtung der Panels werden im Folgenden einige Stichworte genannt, wobei auch andere oder erweiterte Schwerpunkte gerne angeboten werden können.

Konstruktionen von Krisen

- Wie werden Kinder und Jugendliche in Krisendiagnosen einbezogen? Wie werden sie in Krisendiskursen adressiert?
- Welche Thesen und Inhalt sind in Krisendiskursen zentral; Wer sind die Protagonisten der Krisendiskurse?
- Wie nehmen Kinder und Jugendliche Krisen(diskurse) wahr, wie gehen sie mit Krisendiagnosen um?

Krisenphänomene und ihre Auswirkungen auf Kinder und Jugendliche

- Wie können die Auswirkungen einer Flucht aus Krisenregionen erfasst werden?
- Welche Bedeutung haben weltweite Finanzkrisen, wie werden die Lebensbedingungen von Kindern und Jugendliche beeinflusst?
- Wie können Krisenfolgen international analysiert und verglichen werden?

Verhältnis von Wissenschaft und Politik in Hinblick auf Krisen

- Wie werden wissenschaftliche Erkenntnisse zum Thema Krise politisch aufgegriffen?
- Welchen Beitrag kann Wissenschaft zur Bewältigung von Krisen leisten?
- Wie steuert Policy die wissenschaftliche Aufmerksamkeit für Krisen?
- Wie geht Wissenschaft mit politischen Krisendiagnosen um?

In den Panels soll in einem Zeitraum von 2½ Stunden ein eigenes Programm entwickelt und durchgeführt werden. Empfohlen wird, dass ausreichend Diskussionszeit dabei berücksichtigt wird. Der wissenschaftliche Nachwuchs wird ausdrücklich dazu eingeladen, in diesen Panels eine planende und leitende Funktion zu übernehmen.

Es bestehen drei Möglichkeiten der Einreichung von Abstracts und der Mitgestaltung der Tagung:

a) Separater mündlicher Vortrag (ein/e Forscher/in bzw. eine Forscher/innengruppe): –Abstract mit einer Länge von bis zu 200 Wörtern

b) Thematisches Panel (mehrere Beiträge verschiedener Forscher/innen):– Pro Beitrag ein Abstract mit einer Länge von bis zu 200 Wörtern– zusätzlich ein übergeordneter Titel und Abstract zum Gesamtüberblick des Panels mit einer Länge von bis zu 300 Wörtern

c) Poster Präsentation (ein/e Forscher/in bzw. eine Forscher/innengruppe)–Abstract mit einer Länge von bis zu 200 Wörtern. Abstracts können per E –Mail (tagung-zkif2016@unibielefeld.de) bis zum 15.05.2016 eingereicht werden. Eine Verständigung mit den Veranstaltern/innen über die inhaltliche Ausrichtung eines Angebotes wird ebenfalls gerne angeboten.

Publications

Blood binds: Confronting the moral and political economies of orphanhood and adoption in Uganda



Strong extended-family fostering traditions and beliefs about “blood” as a substance that not only binds kin but also carries pathogens like HIV and certain character traits make formal adoption of unrelated children rare. Even so, there is strong public sentiment against the increasing number of foreigners seeking to adopt Ugandan children in the wake of other African countries closing adoption programs. Institutionalized orphans are thus in a double “blood bind,”—where, on one hand, they are nobody’s children but, on the other, they are *Uganda’s* children—rekindling Ugandan debates about orphan care against the hegemonic, international moral and political economies of adoption. This article authored by Kristen Cheney examines how the situation is confronting Ugandan conceptions of kinship, belonging, and child protection—the moral and political economies of Cheney, K. (2016). *Childhood* 23 (2) pp. 192-206. doi: 10.1177/0907568215602319

One in Three: Internet Governance and Children’s Rights

Typically, in the discussions around the use of the Internet, children are acknowledged only in the context of child protection while their rights to provision and participation are overlooked. This paper specifically argues against an age-generic (or ‘age-blind’) approach to ‘users’, because children have specific needs and rights that are not met by governance regimes designed for ‘everyone’. Policy and governance should now ensure children’s rights to access and use digital media and consider how the deployment of the Internet by wider society can enhance children’s rights across the

board. The paper ends with six conclusions and recommendations about how to embed recognition of children’s rights in the activities and policies of international Internet governance institutions. Available [here](#).

Adolescents at Risk: Psychosomatic health complaints, low life satisfaction, excessive sugar consumption and their relationship with cumulative risks

Adolescence is a time of transitions when experimentation, risk taking and active peer interactions can be viewed as a part of the development process. Yet, for some groups of young people with reported poor psychosomatic health, low life satisfaction or unhealthy eating habits these experiences may be different. Empirical evidence is limited for recognising the overlapping and cumulative risks of adolescents’ health disadvantage and multiple externalized risk behaviours and outcomes. Drawing on the most recent 2013/2014 data of the Health Behaviour of School Children study, this paper examines the risks of individual and cumulative risks associated with being in the bottom group of psychosomatic health complaints, life satisfaction and unhealthy eating across 29 countries. Available online [here](#).

Classroom Composition and its Association with Students’ Achievement and Socio-emotional Characteristics in Peru

School composition is a topic that has gained increasing attention from researchers over the past few years, as it has been found that the socio-economic characteristics of students are associated with their achievement. However, most research has been cross-sectional and carried out in industrialised countries. In this study, we use

parental education as a measure of classroom composition across schools in Peru, and find that there are high levels of segregation, especially at the extremes of the distribution.

Using longitudinal data from the Young Lives Study we find that classroom composition was positively associated with achievement in mathematics and sense of belonging of students, and not associated with reading achievement or perception of security at school. We discuss these results and suggest that school composition is a relevant variable to include in descriptions of national educational systems in Latin America and as a context variable for results of achievement among students.

The best interests of the child – A dialogue between theory and practice

The concept of the best interests of child, as stated in Article 3.1 of the United Nations Convention on the Rights of the Child, has caused many controversies and debates amongst policy makers, experts and practitioners. Although central to a child’s full enjoyment of his or her rights, the meaning of the concept in practice and how it should be interpreted and applied, is still part of today’s debate. The Belgian Authorities and the Council of Europe organised on 9 and 10 December 2014 a conference on “The best interests of the child - A dialogue between theory and practice” to provide an opportunity for actors involved in decisions that have an impact on children’s lives to share knowledge and enhance the understanding of the concept of the child’s best interest. Featuring in this publication are the 21 different viewpoints presented during the conference on the concept of the best interests of the child. ISBN: 978-92-871-8252-4