



# CR NEWS 16-1

Dear ENMCR network members and network interested,  
In this issue we highlight our members module offers in Switzerland, Belgium and UK.  
Again, we would like to inform you that the events section is now available on our website [here](#).  
If you have any suggestions, comments and / or ideas for improving the newsletter you can use our email address: [info@enmcr.net](mailto:info@enmcr.net)  
Sincerely,  
Rita Nunes (Editor)

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## General News Internal

UNIGE - VALAIS CAMPUS  
**CENTRE FOR CHILDREN'S  
 RIGHTS STUDIES**



**UNIVERSITÉ  
 DE GENÈVE**

### University of Geneva: Certificate of Advanced Studies in Children's Rights

The Certificate of Advanced Studies in Children's Rights (CAS-CR) is a 2 module programme (12 ECTS credits).

Students choose to participate in 2 residential modules, chosen among

modules offered by the Master in Advanced Studies in Children's Rights (MAS-CR). In addition, students are required to submit a thematic paper.

In 2016, students can participate in the following modules:

- Children in contact with the law (7 - 11 March 2016)
- Children's rights in the

context of health and migration (6 – 10 June 2016)

Further information: [www.unige.ch/cide/fr/enseignement/cas/cas-childrens-rights/](http://www.unige.ch/cide/fr/enseignement/cas/cas-childrens-rights/)

Or contact the Center for Children's Rights Studies, email: [mcr-secretariat@unige.ch](mailto:mcr-secretariat@unige.ch)

### UCL: Courses

#### Participatory Research with Children and Young People: How Do We Make It Meaningful?

29th April 2016, 10.00-17.00

This one-day course will help you develop the skills and critical insights needed to conduct meaningful participatory research with children and young people. You'll study in an engaging and interactive learning environment led by experienced tutors, alongside participants from a diverse range of sectors and disciplines. The course is run by Dr. Rachel Rosen and Dr Kirrily Pells, members of the Childhood and Gender Stream at the Social Science Research Unit, UCL Institute of Education.

During this course you'll:

- learn the essentials of participatory research design and methods
- learn how to use participation and involvement to engage children and young people
- explore issues of power relations, tokenism and agenda-setting
- consider what approaches might be used when researching sensitive topics

- engage with verbal and non-verbal forms of expression.

For further information contact [r.rosen@ioe.ac.uk](mailto:r.rosen@ioe.ac.uk).

#### Children's Rights in Practice

30th March – 6th April (excluding the weekend), 9.00-17.00

This 6-day intensive course can be taken as an accredited or non-accredited course. Further information [here](#).

This course explores the relationship between children's rights, professional practice, and contemporary theories of childhood and society. It provides an understanding of sociological, socio-legal and political theories of children's rights and citizenship, and includes critical debates about international children's rights conventions and their applicability in different contexts and countries.

- Learn about the rights and responsibilities of people who work with children and young people
- Hear from internationally renowned academic experts in the field of children's rights - past speakers include Gerison Lansdowne and

Priscilla Alderson

- Make connections with leaders in national and international third sector organisations working in the field of children's rights - past guest speakers include Save the Children, Child-to-Child, and Action Aid
- Watch international films about childhood and children's rights, and visit the Foundling Museum in London to explore adult-child relations in history
- Meet peers from around the world working in the field of children's rights, often leading to networks and collaborations sustained far beyond the module
- Explore your own area of interest or professional practice in relation to the rapidly developing field of children's rights under the tutelage of expert module tutors.

Module leader: Dr Kirrily Pells. Kirrily's research is concerned with children's lives in conflict zones as well as the development of child-sensitive policies and programmes, often through participatory approaches.

## General News Internal

### University of Antwerp: Critical Interdisciplinary Course on Children's Rights

The 2016 edition of the Critical Interdisciplinary Course on Children's Rights (CICCR), organized within the institutional framework of Human Rights for Development (HR4DEV), thematically focuses on children's rights governance between the local and the global. The CICCR will take place from 28 August 2016 to 9 September 2016 at the University College Ghent in Belgium. In a first cluster, the course

maps the potential and limits of various academic disciplines in understanding children's rights (3 days). The second cluster looks at children's rights from a contextual perspective, drawing on academic and hands-on experience about children's rights in a diversity of local contexts (2days). Finally, four topics at the intersection of local and global children's rights issues are explored in a third cluster (4 days).

Key dates:

31 January 2016 – Application open  
15 April 2016 – Application deadline

for scholarships

15 May 2016 – Application deadline for self-funded participants

1 June 2016 – Communication of selection of participants

1 July 2016 – Deadline registration for accepted candidates

1 August 2016 – Payment due

28 August 2016 – Start CICCR 2016

More information on <http://www.hr4dev.be/> or contact [info@hr4dev.be](mailto:info@hr4dev.be)

### GSIA: News

#### Creation of a Scientific Committee on Sociology of Childhood at Federación Española de Sociología

A group of associates at GSIA association have promoted the creation a Committee of Research on Sociology of Childhood.

For more information, click [HERE](#).

#### XI Andalusian Children's Forum

The founding partner of GSIA association, Lourdes Gaitán, went to the XI Andalusian Children's Forum entitled: Social participation of children, challenging present and

future. The forum was organised on November 20<sup>th</sup>, 2015 by the Observatory for Children in Andalusia, held in Granada on November 20.

#### The protection of children and adolescents in the audiovisual environment

The seminar 'The protection of children and adolescents in the audiovisual environment' was organized by CNMC (Comisión Nacional de los Mercados y la Competencia) and OCTA (Observatorio de Contenidos Televisivos y Audiovisuales) of which GSIA association is a full member. This event was held on

December 3 at the headquarters of the CNMC.

Kepa Paul Larrañaga, president at GSIA association, moderated one roundtable in the framework of the seminar.

#### The GSIA association makes a complaint to the media of Spain

The news of TVE issued a report in relation to a business with babies photos. GSIA association filed a complaint against the viewer defender at RTVE.

For more information, click [HERE](#).

This text was been written by Kepa Paul Larrañaga

## General News External

### UN CRC Optional Protocols

Bahamas, Kiribati and Micronesia have ratified the Optional Protocol to the Convention on the involvement of children in armed conflict. Two countries – Bahamas and Kiribati – have ratified the Optional Protocol to the Convention on the sale of children, child prostitution and child pornography. Six countries – Czech

Republic, Denmark, Finland, France, Mongolia and Peru – have ratified the Optional Protocol to the Convention on a communications procedure, bringing the total number of ratifications to 24.

### UK: Refugees – Court decision

British judges have ordered, that three Syrian youths and an accompanying adult should be

allowed entry to the UK immediately to join their relatives and escape the "living hell" of a refugee camp in Calais, France. The Court ruled they should be able to join family members in England while their asylum applications are being reviewed. The four young men fled Syria last September and arrived at the Calais "Jungle" camp in October.

## Funding / Prizes / Research Opportunities

### Call for Papers: Adolescence, Youth and Gender- Building Knowledge for Change

'Adolescence' has risen high on the global agenda, with a particular focus on girls.

Researchers, policymakers and practitioners are increasingly interested in the second decade of life as a newly recognised 'window of opportunity' to reduce poverty and inequality and to prevent the transmission of poverty across generations.

Over the past few decades, the early years of childhood have been highlighted as a critical period for intervention, resulting in impressive achievements – a dramatic reduction in child mortality and the expansion of primary schooling. More recently, the international development community has extended its focus to 'adolescence' as a way to sustain and build upon these gains, funding numerous campaigns and programme initiatives, aimed particularly at the empowerment of adolescent girls, in low- and middle-income countries.

But the current enthusiasm about the potential benefits of 'investing' in adolescents is not without its problems. Interventions aimed at young people commonly reflect a false dichotomy wherein 'adolescence' is viewed as relevant to girls, whereas 'youth' refers to young men. There is overlap in international definitions of adolescents as young people between the ages of 10 and 19 and youth as persons between the ages of 15 and 24. To what extent are these concepts useful, not only in terms of practical interventions, but also as a reflection of social life? There are further challenges of reaching girls in contexts where they are excluded from public spaces, understanding the role of

culture in bringing about change, and there is a risk of focusing on the individual rather than structural barriers as the solution to marginalisation and exclusion.

This two-day international conference, organised by Young Lives ([www.younglives.org.uk](http://www.younglives.org.uk)), will promote dialogue and critical reflection on the latest evidence, current paradigms, concepts and approaches to adolescence, youth and gender in international development and consider the implications for policy and programming.

The organising committee invites submissions of high-quality papers addressing these questions and especially welcomes:

- Studies carried out in low- and middle-income countries, or in contexts of poverty and inequality
- Papers based on quantitative, qualitative or mixed-methods analysis, including evidence-based evaluations
- Papers using panel and longitudinal data, or a life-course approach
- Papers based on evidence and learning from policy and programme formulation and implementation

We want to facilitate discussion about 'what works' in different contexts, and therefore ask all authors to consider the implications of their findings for policy and practice.

Deadline for submission of abstracts: 15 February 2016.

Abstracts should be no more than 300 words in length and should include: (a) author(s) name and affiliation; (b) contact e-mail address; (c) title of proposed paper and; (d) a preferred thematic stream (optional, see below). Please send your abstract to [younglives@younglives.org.uk](mailto:younglives@younglives.org.uk)

Panels and posters: We would also be pleased to receive proposals for panels of 3 related papers on one topic (e.g. how to measure empowerment) to be presented in one parallel session, or proposals for posters. Please send an abstract (as above) indicating in the abstract and in the e-mail subject line the words 'Panel submission' or 'Poster submission'.

For guidance on how to write 'a killer conference abstract' [see](#)

The conference will consist of keynote presentations and parallel sessions organised around a small number of streams. We are expecting to papers on a range of topics including: education, health, sexual health and reproductive rights, understanding sexuality, marriage and parenting, empowerment, migration, work, violence, and which are likely to include gendered perspectives on:

- a) Trajectories and life-course inequalities:
- b) Intersecting inequalities: gender, age, ethnicity/race/caste, class, location, sexuality, health, disability, etc.
- c) Time-use and transitions: paid and unpaid work, care work, and impacts on young people's life-chances; gendered transitions to secondary and post-secondary education, and transitions to employment
- d) Social norms, structures and behaviours
- e) Intergenerational dynamics and transmission of poverty
- f) 'What works': points for intervention, methods for creating and assessing impact.

Please send all enquiries to: [younglives@younglives.org.uk](mailto:younglives@younglives.org.uk).

## Funding / Prizes / Research Opportunities

### Call for Papers: Conference on Childhood Studies- Childhood in Everyday Life

There is growing momentum behind calls for the recognition of the potential of online and networked media for promoting children's rights. At the same time, researchers, child rights' advocates and internet governance experts are concerned that children's rights are being newly infringed rather than enhanced in the digital age. This raises questions for research, policy and practice:

- Exactly how is the digital impacting on children's rights today?
- What are the challenges to children's rights presented by the digital?
- How might we seize the opportunities that can accompany children's online participation to promote children's rights in the contemporary world?

The question of children's rights in the digital age merits sustained scholarly attention. Within popular discourse, children and young people are frequently configured as riding at the forefront of the 'digital revolution'. But as high-level debates about global internet provision and governance extend their geographic, political and economic scope, the position and experiences of children and young people is often neglected. If children's rights in the digital age have yet to receive attention in the global North, this is even more acute in the global South.

Not only are children's needs and experiences in the digital age often treated as a minority interest but they are also often seen as demanding exceptional treatment from adult society or causing unwarranted restrictions on adult freedoms. Further, current

debates frequently emphasise the risks children potentially face online and underline their right to protection. Much less debate focuses on children's provision and participation rights and the opportunities children may encounter online.

It is important to recognise the fundamental nature of the challenges – this is not just a matter of 'digital rights' but of all children's rights as they may be being transformed in a 'digital age'. Nor is it just a matter of the exceptional circumstances that apply to children, for addressing the rights of children and young people also has implications for adult rights in a digital age. How does a consideration of children compel a wider re-examination of the concepts both of the digital and of human rights?

This IAMCR pre-conference seeks to unpack the ways digital media intersect – both positively and negatively – with children's rights today and to reflect on how children's rights might provide a meaningful counterpoint from which to consider the role of 'the digital' in advancing human rights more broadly. To catalyse the debates, we now call for short paper proposals analysing key dilemmas or tensions shaping children's rights in the digital age. We welcome empirical and/or practitioner pieces.

Papers might address:

- The ways 'children' and 'the digital' problematize notions of human rights
- The relationship between children's rights and their citizenship
- The tension between 'adult power', 'adult rights' and 'children's rights'
- Comparative analyses of children's rights in the digital age in the global North and

the global South

- Children's privacy rights and the role of peers and peer culture
- Youth participation rights and the opportunities of online engagement
- Historical shifts in children's communication rights
- Who is or should be ensuring children's rights online – parents, government, industry?
- How children use creative workarounds to maximize the affordances of available technologies for enhancing their rights
- Evaluating e-learning, health promotion or other behaviour change programmes for children and young people
- How does 'big data' shape contemporary children's rights?
- How can we overcome the effects of inequality and digital exclusion on children's rights?
- Public policy/multi-stakeholder governance regarding children's rights in the digital age
- Legal and policy responses to crimes against children online
- Participatory research on children's rights in the digital age
- The intergenerational dimensions of children's rights

Please submit abstracts of 250 words by 15 February, 2016 at: <http://iamcr.org/leicester2016/prconf/youth-digital-rights>.

Abstracts will be reviewed and speakers formally invited to participate by 30 March 2016.

## Funding / Prizes / Research Opportunities

### Call for Papers: Child Poverty in Times of Crisis

The aim of this conference is threefold: (1) to discuss how different crises (like the recent economic downturn, political instability, natural disasters or (civil) war) affect child poverty; (2) to reveal the consequences such crises have on children living in poverty and their families as well as to show how they respond; and, finally, (3) to provide suggestions for international, national and local policy designs for the reaction to such crises. We are interested in bringing together empirical and theoretical papers and in discussing the normative and ethical issues attached to child poverty and related policy making. The conference fee is 150 Euros (75 Euros for students) and covers the conference folder, coffee breaks, two lunches, the reception, the conference dinner and a guided city tour.

Please send your proposal (250 words) to [cepr@sbg.ac.at](mailto:cepr@sbg.ac.at) until January 31, 2016.

Organised by the Centre for Ethics and Poverty Research at University of Salzburg (CEPR) and the Austrian chapter of Academics Stand Against Poverty (ASAP).

For more information please go to: Conference Homepage: [www.uni-salzburg.at/childpoverty2016](http://www.uni-salzburg.at/childpoverty2016)

### Call for Papers: Children in care work research- Formulating a new agenda

The journal Social Studies announces a call for papers for a monothematic issue with a working title Children in care work research: formulating a new agenda. The aim of the special issue is to introduce a child centered perspective on research on paid private care work. Through

introducing an up-to-date collection of articles that focus on an often neglected perspective in care work research - the perspective of the care-receivers themselves - this special issue will contribute to and expand on the scholarship of both global care chain research (Hochschild & Ehrenreich 2003; Anderson 2000; Macdonald 2010) and research on children and care (Brannen et al 2000; Eldén 2015).

We welcome papers which focus on the following topics:

- Children's perspective on paid private child care, their understanding, and sense making, of care-giving
- Children's reflections on relationships with nannies, care-givers, domestic workers, child-minders, private daycare providers
- Parents', nannies', or child minders'/providers', reflections on paid care work for children, discussing for example discourses on "what is best for children"
- Historical perspectives on children and paid care work
- Politics and policy affecting paid private care work for children focusing,
- Methodological and ethical considerations on conducting research on/with cared-for children

Abstracts (500-word maximum) should be sent to [socstud@fss.muni.cz](mailto:socstud@fss.muni.cz) no later than March 15, 2016. The deadline for full papers is September 30, 2016.

Further information [here](#).

### Call for papers: XII Congreso Español de Sociología

El Comité de Sociología de la Infancia ha sido creado con el propósito de convocar a investigadores e investigadoras en

el campo de la infancia y la adolescencia con el fin de intercambiar experiencias y resultados de investigaciones y de avanzar en este ámbito del conocimiento sociológico.

La participación en el Grupo de Trabajo que se formará en el XII Congreso de la FES, representa una oportunidad excelente para iniciar una fructífera colaboración científica entre quienes se interesan en este campo y un impulso para situar a la sociología de la infancia en España, en el nivel que ya tiene en el ámbito europeo y mundial.

Es por ello que invitamos viva y cordialmente a todos y todas las colegas interesadas a enviar sus propuestas de comunicaciones, a través del cauce establecido por la FES. Las situaciones de vida y los temas que afectan a los niños, niñas y adolescentes de hoy, representan un amplio campo para la investigación sociológica. Muchos de ellos están aún pendientes de explorar, pero muchos otros han sido ya o están siendo investigados en nuestro entorno. Nuestra intención es que, a través del GRUPO DE TRABAJO DEL XII Congreso todos ellos puedan salir a la luz. Por ello se desea ir a un programa abierto, donde tengan cabida temas tales como:

- Ciudadanía, protagonismo, *agency* de niños, niñas y adolescentes;
- La infancia y la adolescencia en la estructura social: cuestiones de clase, política, consumo;
- Infancia y condiciones de vida: pobreza, medio urbano;
- Infancia e instituciones sociales: familia, sistema de protección;
- Ser niño (o niña) en un mundo globalizado: migraciones, medios de comunicación.

En la web de FES figura toda la información sobre el XII Congreso, así como las Normas de participación ([aquí](#)) e indicaciones para Envío de Resúmenes ([aquí](#)).

## Publications

**Between play and the quotidian: Inscriptions of the ludic monstrous on the racialised bodies of children**



Despite critiques pointing out that racism has become normalised in early childhood settings, relatively little attention has been paid in such contexts to the everyday practices in which racial inequities are made. In seeking to interrogate the ways in which racism roosts in the routine, this article interrogates quotidian responses to children's playful activity, drawing on data generated in an ethnographic study in a London-based nursery. The article argues that the imaginative characters players embody become 'fixed' on particular children – when these characters coincide with reified assumptions about the raced, classed, and gendered body – whilst serving as mobile resources for others. Such reification, which is a concentration of complex historic and contemporary social relations in the political economy, is not only harmful and unjust but limits understandings of racialisation and inequity

Rosen, R. (2015) *Between play and the quotidian: Inscriptions of the ludic monstrous on the racialised bodies of children. Race, Ethnicity, and Education*, DOI:10.1080/13613324.2015.1121218

**From Sexual Deviance to Abuse: Etiology, Attribution and Prevention**



The concept of sexual deviance refers to the nature of sexual behavior that is nonconforming with societal norms or expectations, is maladaptive and interferes with the individual's functioning. Sexual deviance is also often perceived as

harmful or even dangerous. In most cases, it manifests through the use of force, sexual focus on children or other anomalous activities and targets. It encompasses a vast range of atypical or aberrant sexual behaviors that may or may not be formalized into a law. The author (Roland Paulauskas) of this book adheres to the theory that although sexual violence may be motivated by opportunistic factors, the common denominator in most instances of sexual abuse is sexual deviance.

The results of the authors' research indicate that most male and female subjects interpret sexual deviance as a multi-causal phenomenon; however, juvenile sex offenders are more likely to externalize these causes rather than attribute them to internal factors.

This book is divided into three major parts. The first part focuses on critical review of different theories of etiology of sexual deviance, sex offender characteristics and treatment implications; the second explores attribution of sexually abnormal behavior and its measurement; and the third describes the findings of the study and their relevance to the treatment of sexual abusers.

ISBN: 978-1-63483-634-0

**The use of the death trope in peer culture play: grounds for rethinking Children and childhood?**



Dying and death in children's imaginative play is often subjected to literal interpretation, seen as evidence of meaning-making about death or a form of catharsis. Viewed in this light, children's enactment of uncaused and reversible deaths in ludic activity is considered evidence of developmental 'immaturity'. Such interpretations, however, fundamentally misplace the

contestive and transformative aspects of play [Henricks, T. S. (2006). *Play reconsidered: Sociological perspectives on human expression*. Urbana: University of Illinois Press]. In contrast, this article argues for the importance of figurative interpretations of children's play. Drawing on data generated in an ethnographic study at an early years setting in West London, it will be suggested that the death trope served as a generative metaphor in the peer culture, its everyday world characteristics provoking relatively stable responses in the face of uncertainties and ambiguities encountered in ludic activity. The use of the death trope made intimate, caring touch between children permissible, rather than just a by-product of small play spaces filled with many bodies.

Rosen, R. (2015) The use of the death trope in peer culture play: grounds for rethinking children and childhood?, *International Journal of Play*, 4:2, 163-174, DOI: 10.1080/21594937.2015.1060568

**Scaling Up Access to Quality Early Education in Ethiopia: Guidance from International Experience**

The focus of this policy paper is on the ambitious goals for expanding learning opportunities during the pre-primary years, especially the challenges of ensuring equity in both access and quality, during rapid scale-up.

The paper focusses on the features of effective ECCE systems relevant to early learning in the pre-primary years and contrasts these with government plans for the years 2015-20. It acknowledges that the education targets can most effectively be achieved if they are coordinated within a multi-sectoral vision for children's health and development from the period of birth through to school, as set out the four pillared National Policy Framework (2010).