



## Children's Rights Newsletter August 2011

EUROPEAN NETWORK  
OF MASTERS IN  
CHILDREN'S RIGHTS



Dear Network Members and Network Interested,

The Committee on the Rights of the Childs 2011 Day of General Discussion will address the important issue of children of incarcerated parents. Please see the June CRnews for the Eurochips petition on the topic. Feel free to contact us with comments, news and ideas via the regular e-mail address: [info@enmcr.net](mailto:info@enmcr.net)

Sincerely,

Lea Fenner (Editor)

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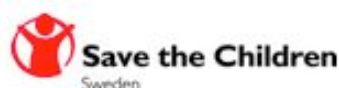
#### Upcoming Dates

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## GENERAL NEWS INTERNAL

### ENMCR Member Takes Part in Latin American Summit of Working Children's Movements

We are glad to announce that Prof. Dr. Manfred Liebel will personally take part in the "VIII Encuentro Latinoamericano y Caribeño de Niños, Niñas y Adolescentes Trabajadores" (MOLACNATs) on 1-7 September 2011 in Barquisimeto, Venezuela.

The main topics of the meeting are:

- The reality of working children's childhoods
- The elaboration of political messages
- A discussion on child labour eradication policies
- A reflection on national structures of working children's movements

and the movements challenges in the future.

You will read Manfred Liebels report on the event in the next CRnews.

### Children's Social Movements in Oxford Bibliographies Online

As Prof. Dr. Manfred Liebel is an expert on the topic of children's social movements he was invited to compose a commented bibliography on the subject for Oxford Bibliographies Online (OBO). The article will be published in spring 2012.

OBO is a tool designed to help busy researchers find reliable sources of information quickly by directing them to exactly the right chapter, book, website, archive, or data set they need for their research by providing a commented bibliographies on a wide range of subjects.

See childhood studies in OBO.

## GENERAL NEWS EXTERNAL

### Day of General Discussion: Children of Incarcerated Parents

On 30 September, the Committee on the Rights of the Child will hold the 2011 Day of General Discussion (DGD) on the theme: "children of incarcerated parents". The purpose of the Days of General Discussion is to foster a deeper understanding of the contents and implications of the Convention as they relate to specific articles or topics. After the discussion the Committee adopts recommendations, taking into account the issues raised.

#### Agenda

In addition to introductory remarks by representatives from the fields of child development, legal affairs, youth and prison services, two Working Groups will focus on the following issues:

Working Group 1: Babies and children living with or visiting a parent in prison

Working Group 2: Children left 'outside' when their parent is incarcerated

#### Further Information:

- [View the full outline.](#)
- [View the programme for the day](#)

#### Submissions

The Committee encouraged contributions from civil society to add to the discussions.

To read the submissions made to the Committee by civil society organisations click [here](#).

### Call for Good Practice Examples: Roma Children and Their Families in Europe

In April Eurochild launched a study on the situation of Roma children in Europe. One of the report's objectives is to collect good examples of policies or projects that successfully integrate Roma children and their families and have important impact on fighting discrimination and promoting positive outcomes for Roma children.

Particular priority will be given to examples that reflect the Eurochild thematic priorities:

- participation,
- early childhood,
- family and parental support,

- children in alternative care,
- education and school segregation, given its importance for social integration and outcomes for children.

Findings of the report should feed policy recommendations towards EU member states who are required to develop national strategies for Roma inclusion by the end of the year.

The report is planned to be published before the end of 2011 .

If you wish to contribute to the report, by providing good practice examples, please send them to [Lilia.kamenow@eurochild.org](mailto:Lilia.kamenow@eurochild.org) by no later than mid-September .

### **Global Progress Survey on Violence Against Children 2011**

The Special Representative of the United Nations Secretary-General on Violence against Children is conducting a global survey to help map and assess progress in the implementation of the UN Study recommendations, and set future priorities. This global progress survey builds upon the 2004 questionnaire sent to Governments for the preparation of the UN Study on Violence against Children.

Governments are encouraged in their replies to share information on developments that have taken place since then. Other interested parties, including UN Agencies and NGOs, are also warmly encouraged to provide information on relevant parts of the questionnaire.

The survey outcomes will be presented to the General Assembly in 2012 and are expected to inform further acceleration of efforts in the implementation of the recommendations of the Study, and sustain the momentum of work already under way.

**Survey deadline: 30 October 2011.**

Click on the following link to complete the survey:

[http://srsg.violenceagainstchildren.org/page/Globabl\\_Progress\\_Survey\\_2011](http://srsg.violenceagainstchildren.org/page/Globabl_Progress_Survey_2011)

### **Petition to European Commission Calls for Action to Stop Sex Trafficking of Children**

On June 28 The Body Shop and ECPAT (End Child Prostitution, Child Pornography and Trafficking of Children for Sexual Purposes) presented a petition of 2.3 million signatures from across Europe to European Commissioner Cecilia Malmström. The petition urges the European Commission to put pressure on Member States to speed up the incorporation of the EU Directive on preventing and combating trafficking in human beings and protecting victims in their domestic legislation to ensure more action is taken to prevent child trafficking, prosecute criminals and provide adequate support services for those affected.

### **Norway: Ombudsman Sets up Special Phone Line**

In the wake of the attack in Norway, the Norwegian Ombudsperson for Children has set up a crisis phone line for children and young people. Moreover, a short guide on how adults can communicate with children when dramatic, and potentially traumatic events occur was produced. A starting point is to understand that the media's presentation of a crisis is generally aimed at adults. Read the Ombudsperson's basic rules [here](#).

### **From Food Crisis to Survival**

The crisis situation in the Horn of Africa has intensified in the past week, not least because of the combination of disease and malnutrition that is killing children at an alarming rate, and the risk of rape and abduction faced by female refugees as they undertake the perilous journey to reach the humanitarian camps.

At the Kobe refugee camp in Ethiopia, an average of 10 children under the age of five have died every day since June, the UN Refugee Agency has said. While in Somalia, 13 children out of every 10,000 under the age of five are dying every day from malnutrition and famine-related diseases. The World Health Organization has warned of a possible cholera epidemic in the Mogadishu camps in Somalia, where hundreds of thousands of refugees are living in often unsanitary conditions. A measles outbreak is also feared in camps in Ethiopia. Seventy per cent of refugees arriving in the Dadaab camps in Kenya are children, while women and children comprise 95 per cent of Somali refugees arriving in Ethiopia. UNICEF has said the situation is moving beyond a food crisis, and turning into one of survival because children who are malnourished are much more susceptible to cholera, measles and malaria. Source: CRIN

## PUBLICATIONS

- **New Book - She's Mad Real: Popular Culture and West Indian Girls in Brooklyn** For more information, or to order the book from New York University Press, please visit: <http://nyupress.org/books/book-details.aspx?bookid=4852>
- **New Book: Youth Gangs and Street Children - Culture, Nurture and Masculinity in Ethiopia** by Paula Heinonen [https://www.berghahnbooks.com/extras/docs/flyer/HeinonenYouth\\_9780857450982.html](https://www.berghahnbooks.com/extras/docs/flyer/HeinonenYouth_9780857450982.html)
- **New Book: If I Had a Magic Wand** As part of the Children 2020 consultation process they carried out in Ireland last year, Start Strong asked more than 600 young children what they think early care and education services should be like. They have brought together some of the children's visions and ideas, words and images, in a new book - "If I Had a Magic Wand". Read "If I Had a Magic Wand" as a PDF Flipbook on their website .
- **Book on Child Well-being** The well-being of children is a vital and highly topical issue. This new book "The well-being of children in the UK" updates the findings from a range of data to evaluate the outcomes of the Labour government's policies for children. It uses a framework to compare policy areas, making it a source book for researchers, policy makers and students. Click here if you would like to order the book.
- **Evaluation Reports from the Child and Family Research Centre** Download here: <http://childandfamilyresearch.ie/publications/policy-practice>
- **Save the Children: Toolkit to Address Child Labour in Egypt** Save the Children has put together a toolkit to address child labour in Egypt's agricultural sector, with the aim of improving conditions for working children by increasing awareness and understanding of child labour in the country Download: <http://www.crin.org/resources/infodetail.asp?id=25641>
- **CRIN: Children's Rights Factfile** CRIN is developing a series of thematic factfiles on children's rights issues. They will include key questions, important points to consider, and quotes from leading experts. This week's factfile is on children and the right to vote.



# FUNDING / PRIZES / RESEARCH OPPORTUNITIES

## Call for Papers: Special Issue of Global Studies of Childhood

Learning about emotion: cultural and family contexts of emotion socialization

Guest Editor: KATHERINE KITZMANN, University of Memphis, USA

The concept of emotion is contested and problematic and has a range of theoretical and practical implications across a variety of disciplinary fields. Parents, families, societies, communities and media impact in teaching children about emotions and in shaping children's emotional competence or otherwise. This process of "emotion socialization" unfolds in daily life, as children encounter examples of different ways of expressing and understanding emotion, that incorporate different forms in a variety of modalities, for example via talking through (or ignoring) specific examples of emotions and their manifested behaviours, and actions that demonstrate a supportive or non-supportive response to children's emotional experiences and expressions. This special journal issue of Global Studies of Childhood ([www.words.co.uk/GSCH](http://www.words.co.uk/GSCH)) will focus on the ways in which emotion is manifested and responded to in different cultures. It will consider whether different discourses of childhood validate some expressions of emotion and constrain, problematize and pathologize others. We are interested in how some cultural practices associated with teaching and learning and performatively producing emotion are maintained and contested by children from a variety of different cultures. This might also consider the ways in which emotion is represented in cultural texts and how cultural knowledges, expectations and practices of emotions change across contexts, for example in homes, schools, public places or in community ceremonies. Of interest too, are the roles played by parents, families and peers in interpreting, guiding, responding to and shaping children's emotional experiences and expressions. An important aspect of these discussions will be a consideration of the role of the "expert" in interpreting and managing childhood emotions and the inculcation of what are deemed to be appropriate emotional behaviours that aim to prepare children to be socially competent in a range of cultural contexts.

Global Studies of Childhood invites papers from a range of disciplines to contribute to this critical discussion. Please send abstracts to Katherine Kitzmann: [k.kitzmann@memphis.edu](mailto:k.kitzmann@memphis.edu)

Timeline: **September 15 2011** - Extended abstract to Editor (500 to 1000 words)

## Call for Abstracts: The Second International Conference in Africa on Child Sexual Abuse

The Second International Conference in Africa on Child Sexual Abuse will be held in Accra, Ghana on 12 – 14 March 2012. The Conference is being organised by ANPPCAN Ghana in collaboration with ANPPCAN Regional Office, Nairobi, Kenya. Individuals and groups are being invited to register to take part in the Conference. Also, the Conference is opening a Call for Papers for workshops and poster presentations. African countries have adopted legislations, formulated policies and drawn up plans of action to fight child sexual abuse. In 2007, ANPPCAN, a pan African child rights organisation, organised the First International Conference in Africa on Child Sexual Abuse held in Nairobi, Kenya in 2007. The Conference provided an opportunity for all to learn on various facets of child sexual abuse in Africa including the different forms, existing knowledge on child sexual abuse, prevention of child sexual abuse, institutional child sexual abuse, different forms of interventions in child sexual abuse, partnerships in the fight against child sexual abuse, community participation in the fight against child sexual abuse, best practices in treatment and team building as a strategy to fight child sexual abuse.

Other important areas of learning were ethical issues related to child sexual abuse, trafficking and sexual violence against children, culture and child sexual abuse, the role of policy and legislation in the fight against child sexual violence, international experiences in treatment, prevention and interventions and gender and sexual violence against children. ANPPCAN is now planning to hold a follow up meeting to take stock on improvement made in preventing child sexual abuse in Africa since the First international Conference in Africa on Child sexual abuse. We are looking for papers and presentations that address innovation, creativity, effectiveness in programming and implementation; partnerships, children's participation, networking or collaborative efforts, as well as, research studies on the topic. All papers will be peer-reviewed by an international panel and will be expected to address multicultural work, applicability to African children, organisations/ institutions and prevention implications.

Please email an abstract to [abstracts@ampcanghana.org](mailto:abstracts@ampcanghana.org) or [info@anppcan.org](mailto:info@anppcan.org) with contact information of all presenters. Indicate if you prefer to present at a workshop, panel or poster presentation. We are requesting abstracts on or before **November 25, 2011**. Use the abstract submission form to send in your abstract.

### Call for Papers: Journal of Children's Services

The Journal of Children's Services is designed to encourage the development of research-based, outcome-focused services to better safeguard and promote the well-being of vulnerable children and their families. It seeks to improve understanding of the way that child development and applied social research can contribute to the evidence-base and increasing integration of children's services (which includes activity organised by health, education, social care, police, youth justice and voluntary/independent agencies). The journal's coverage includes:

- child development research and its implications for forward-looking services
- methodological issues and developments, and their application to practice
- evaluation of innovative services, using quantitative and qualitative methods
- applied research relevant to common tasks in children's services, such as assessment, information-sharing, multi agency working and prevention
- analysis of the social, economic, cultural and political content for child well-being and children's services
- critical discussion of the conceptual frameworks that inform service provision
- promotion of initiatives to forge stronger links between research, policy and practice
- commentary on policy, including interviews with key international, national and local policy-makers in the field.

Why publish in Journal of Children's Services?

The Journal has high standards of evidence and is aimed at a range of key stakeholders working in the sector both in the UK and internationally, promoting cross-sector learning.

All submissions should be sent to the Editors, Michael Little and Nick Axford at [journ-al@dartington.org.uk](mailto:journ-al@dartington.org.uk). Papers should be between 4,000 and 6,000 words in length.

For full guidelines for authors please see the journal homepage [www.emeraldinsight.com/jcs.htm](http://www.emeraldinsight.com/jcs.htm)

### Call for Chapters: Migration and Education - Traces of Transnationalism

Editors: Lesley Bartlett (Teachers College, Columbia University), Ameena Ghaffar-Kucher (University of Pennsylvania)

The world is witnessing an era of unprecedented human mobility, creating transnational institutions, social networks, and families: in 2010, an estimated 214 million people migrated internationally. Labor demands, economic crises, urbanization, entrenched poverty, political instability, and conflict continue to fuel the global movement of peoples. Securing basic social, health and educational services has become a pressing concern for migrants in all regions of the world. The understudied phenomenon of "South-South" migration continues to expand at a rapid pace: nearly half of the migrants from developing countries reside in countries in the south (74 million); almost 80% of that migration flows between neighboring countries. The existing literature on migration and education has primarily examined immigrants in the United States and Europe, and has often focused on the economic and, to some extent, political implications of such separations. Research has documented that economic and even educational aspirations spur migration (especially among those seeking post-secondary education in the North), though some qualitative work suggests that parents may also send their children back home at key developmental periods, such as adolescence. Other studies suggest that the anticipation of migration may dampen demand for secondary or post-secondary schooling in sending countries. Economic concerns have prompted studies of migration and education that focus on two types of relationships: first, the investment of migrant remittances in the education of their children back home; and second, the perspective of "brain drain" that refers to the migration of skilled workers from the developing to the developed world?. Comparative studies have mainly examined educational attainment and labor market outcomes. Yet few studies in the extant literature examine processes of inclusion and exclusion.

This volume seeks to explore the educational, cultural and social processes emergent among transnational institutions, families, and social networks. The edited volume, based on qualitative studies, will offer key revisions to contemporary theory regarding migration and education.

The editors welcome chapter proposals based on qualitative research from across the globe especially Latin America, Middle East/North Africa, South Asia, East Asia.

Suggested topics include:

- The impact of transnational migration on the educational aspirations and achievement of the children left behind, as well as those who later migrate to reunite with their parent(s) or are born in the destination country;
- The ways that adolescent immigrants negotiate the cultural ideologies they encounter in their new home, including those imposed by schools, co-ethnics, peers, and religious institutions;
- Immigrants' and/or forced migrants' access to and treatment within schools in their destination country
- New forms of cultural production, including gender and racial formations, provoked by migration and schooling.

Researchers and practitioners are invited to submit a 500 word abstract clearly explicating the goals of the proposed chapter on or before September 16, 2011. Please send proposals to Ameenah Ghaffar-Kucher: agk@gse.upenn.edu. Authors of accepted proposals will be notified by September 30, 2011. Length: 6500 words (including references).

Deadline: Abstract (500 words) - **September 16, 2011**

### **Call for Abstracts: Colonial Girlhood/Colonial Girls Conference**

13-15 June 2012, The University of Melbourne, Australia

Settler colonies and colonies of occupation, such as Canada, Australia, New Zealand, India, Ireland, South Africa, and the Caribbean, held out the possibility for girls to experience freedom from, and the potential to reconfigure, British norms of femininity. "Colonial Girlhood/Colonial Girls" seeks to draw together international scholars for a multidisciplinary examination of how colonial girlhood was constructed, and redefined, in both British and colonial texts and cultures. Since girlhood in the nineteenth and early twentieth centuries extends from childhood to the age of marriage, it represents a complex category encompassing various life stages and kinds of femininity, as well as differences based on class and race. Colonial girls occupy an ambivalent and sometimes contested position in British and settler societies. They are sometimes seen as a destabilizing force that challenges conventional expectations of girls or as a disruption that can, and must, be contained. The emergent writings of British-born settlers about and for girls, which were usually published in England, contribute a further degree of complexity to the developing picture of the colonial girl. These texts both perpetuate and occasionally challenge British imperial and gender ideologies, reflecting loyalties torn between "home" and new dominions.

Across national boundaries, the malleability of colonial girlhoods is evident. In British print culture, Indian girls were often represented as victims of an unenlightened culture that offered poor educational opportunities, and Irish girls were frequently "hot-headed" and untamed. In each national context, the workings of colonialism produced different models of idealised girlhood, from which Indigenous girlhoods were often marginalised. Crucially, the Empire itself was in a state of dramatic flux across what is often called Britain's "imperial century". The Empire grew substantially in size and in population in the nineteenth century and its expansion was integral to eventual movements toward independence for white settler societies. Imaginings of Empire and girlhood are both subject to radical change across the century, and reading the intersections and synergies in these transformations will prove mutually illuminating.

Please submit a 250-word abstract and a brief biographical statement to Dr Michelle Smith: msmith@unimelb.edu.au and Dr. Kristine Moruzi: moruzi@ualberta.ca **by 15 September 2011.**

### **Call for Papers: Girlhood in Popular Culture**

Since the mid-1990s there has been an increased visibility of girls within popular culture, alongside contradictory socio-cultural attitudes regarding girlhood. Within this intensely mediated environment "Girl Power" is celebrated whilst girls are seen to be in need of protection and to be "saved"; constructions of femininity present and perpetuate the "good girl" versus the "bad girl", or the Madonna/whore dichotomy; and whilst girls have a history of social marginalisation, they have been recognised as a central mass media consumer demographic.

Within this contradictory yet abundant context of girlhood in popular culture, rather than dismissing the mainstream media texts for and about girls, what do they tell us about the current state of Western girlhood? How do they construct notions of girlhood? How do they negotiate the contradictions outlined above? How do they address the figure of the girl, what do they teach her in terms of girlhood and growing up female?

Papers of between 6,000 and 8,000 words are invited from postgraduate students and early career researchers across the humanities and social sciences for this special edition of Networking Knowledge: Journal of the MeCCSA-PGN. Completed articles should be directed to the issues guest editor Melanie Kennedy at [melanie.kennedy@uea.ac.uk](mailto:melanie.kennedy@uea.ac.uk) **by 4 November 2011**. For any further information, please contact Melanie or NK general editor Tom Phillips at [knowledge.net-working257@gmail.com](mailto:knowledge.net-working257@gmail.com).

### Call for Proposals - Action 4.3 'Youth Support Systems'

The Call for proposals - Action 4.3 'Youth Support Systems' - Partnerships - EACEA/13/11 aims at supporting partnerships with regions, municipalities, civil society actors and bodies active in corporate social responsibility in order to develop over the long-term projects which combine various measures of the 'Youth in Action' programme. The proposals must be submitted by a public body at regional or local level, a non-profit body active at European level in the youth field (ENGO) which has member organisations in at least eight programme countries of the 'Youth in Action' programme, a company/undertaking/profit-making body active in corporate social responsibility in favour of youth. Deadline for the presentation of proposals is **3 November 2011**. Further information here.

## UPCOMING DATES

- **September 6, 2011:** Learning for Well-being: a Policy Priority for Children and Youth in Europe. A Movement for Change, Brussels, Belgium
- **September 7-10, 2011:** 10th Conference of the European Sociological Association – Social Relations in Turbulent Times, Geneva, Switzerland
- **September 10, 2011:** 3rd Conference on Child Rights & Sight, Yale University, New Haven, USA
- **September 10, 2011:** ENSA: European Conference for Youth and Volunteering, Treviso, Italy
- **September 18-20, 2011:** 12th ISPCAN European Regional Conference on Child Abuse and Neglect, Tampere, Finland
- **September 22, 2011:** Learning Unlearning: Critical Dialogues Between Anthropology and Education, Oxford, UK
- **September 23, 2011:** Social Futures Institute Annual Conference: Law, policy and practice for children and young people: the role of social science research, Darlington, UK
- **September 28-29, 2011:** 16. Offenes Forum der National Coalition, Berlin, Germany
- **September 30-October 2, 2011:** Child Labour in the Past - Children as economic contributors and consumers, Cambridge
- **October 18-21, 2011:** International Forum for Child Welfare, Melbourne, Australia
- **October 19-22, 2011:** International Conference on Education and Educational Psychology, Istanbul, Turkey
- **October 20-21, 2011:** Conference - Children's Rights for All, Brussels, Belgium
- **November 1-3, 2011:** International Conference on Youth Development, Putrajaya, Malaysia
- **November 20-21, 2011:** Conference on the Council of Europe Strategy for the Rights of the Child, Monaco
- **November 30- December 2, 2011:** Eurochild's 8th Annual Conference 2011: "Tackling child poverty through supporting and strengthening families", Cardiff, Wales (UK)
- **December 1-4, 2011:** International Interdisciplinary Conference - A Game That Calls Up Love and Hatred Both?: The Child, the First World War, and the Global South, Sydney, Australia
- **December 5, 2011:** Child Abandonment and its Prevention, Warsaw, Poland
- **March 12-14, 2012:** The Second International Conference in Africa on Child Sexual Abuse, Accra, Ghana
- **March 29-31, 2012:** GLOBAL SUMMIT ON CHILDHOOD, Washington D.C., USA
- **March 31-April 1, 2012:** The Child and the Book Conference - Towards Common Ground: Philosophical Approaches to Children's Literature, Cambridge
- **November 26-30, 2012:** IUAES 2012 Inter-congress - Children and Youth in a Changing World, Bhubaneswar, India