



# Sociology of Childhood

NEWSLETTER

DECEMBER 2023



*“Interconnectedness”*  
wooden toys handcrafted by Deniz & Adnan Karagülle

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International Sociological Association,  
Research Committee on Sociology of Childhood

# Editorial

Dear Colleagues and Members of the ISA RC53,

It is with great pleasure that we present the December 2023 issue of the newsletter, featuring your valuable contributions. This edition also marks the first publication during the newly elected Board term. We aim to continue the excellent work carried out by İlknur Öner and Sharmla Rama as editors during the previous term.

As the new Communications Manager to the Board, I am honoured to embark on this journey with such exceptional team members. Please take a moment to get to know the individuals behind the scenes – our Communications Team, introduced below.

We are delighted to announce some exciting developments. Firstly, please welcome the official Twitter/X account of our research committee, recently established! Follow us @IsaChildhood for updates and news about our research committee.

This issue features stimulating contributions across new sections: in Children's Voices, research informs us about what children say on digital tools. The Interview section showcases an engaging conversation with a young researcher. You will also find a review of a fruitful workshop on children's rights. Furthermore, the issue includes calls for upcoming events and highlights recent publications related to childhood research.

Of another particular excitement is the initiative to select a logo design for our committee, a symbol embodying our shared commitment to advancing childhood research. We have received remarkable designs, as showcased in this newsletter. Information on the voting process will be communicated to the membership soon.

We further extend an invitation to each of you to contribute content, especially at the local level. Details regarding proposed sections and guidelines for content submission for our upcoming issue in June 2024 can be found in the Call for Content section of this newsletter.

In the spirit of inclusivity, we invite our colleagues to translate the newsletter into their languages and circulate it within their local networks. Please contact Rossana for further details. This collective effort will not only amplify the reach of valuable works but also foster a more inclusive environment for childhood sociologists across the globe.

Without further ado, I warmly invite you to explore the valuable contributions from childhood scholars around the world!

Warm regards,  
Hamide Elif Üzümcü  
ISA RC53 Communications Manager

## Disclaimer

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# Letter from the President

Dear Members of RC53, colleagues and friends,

I wish you, your families, and communities a happy New Year. Wishes of Peace and Health are ever meaningful, this year has made these wishes all the more urgent.

I would like to warmly thank Lucia Rabello de Castro, who was our president for two terms and had to navigate the difficulties of the pandemic years. She managed to help all of us work in high spirit during hard times. I also wish to take the opportunity to congratulate the new board elected during our fruitful World Congress in Melbourne. Our main goal as a board is to keep building an international dialogue around the sociology and social studies of childhood, for which all your initiatives are most welcome.

The location and dates of the next Forum have been published. It will take place in Morocco, July 2025: <https://www.isa-sociology.org/en/conferences/forum/rabat-2025> We hope to meet as many of you as possible then!

We are currently planning some collaborations and more informal meetings for next year, that we hope will increase the collaboration between members of the Research Committee.

In the meantime, I wish you a very inspiring 2024, in a more just and solidary world.

Warmly  
Valeria LLobet



Queridos/as miembros del RC53, colegas y amigos

Quiero desearles a ustedes, sus familias y comunidades, un Feliz Año Nuevo. Los deseos de Paz y Salud son siempre significativos e importantes, y este año resultan aún más urgentes.

Quisiera agradecer cálidamente a nuestra ex presidenta, Lucia Rabello de Castro, quien presidió el RC durante dos períodos, incluyendo los difíciles tiempos de pandemia. También quiero felicitar a nuestro nuevo comité, electo durante nuestras fructíferas sesiones en el Congreso Mundial de Melbourne. Nuestra meta principal, como comité, es seguir promoviendo el diálogo internacional y regional en los estudios sociales y la sociología de la infancia. Por ello, todas sus iniciativas son bienvenidas.

Ya se han publicado el lugar y fecha del próximo Foro Mundial, que tendrá lugar en Marruecos, en Julio del 2025: <https://www.isa-sociology.org/en/conferences/forum/rabat-2025> Esperamos poder encontrarnos con la mayoría de ustedes entonces!

Estamos planeando algunas colaboraciones y reuniones más informales para el año próximo, las que esperamos permitan incrementar el diálogo y la colaboración entre los miembros del RC.

Mientras tanto, quiero desearles un inspirador 2025, en un mundo más justo y solidario.

Valeria LLobet

## Board (2023-2027)



### **Valeria Llobet**

President

[vllobet@unsam.edu.ar](mailto:vllobet@unsam.edu.ar)

I will be serving as President of the RC53 until our next World Congress. During my term, I'll work hard with my colleagues to promote dialogue among researchers from various countries, trajectories and perspectives.

*PhD UBA in Social Psychology, Postdoctoral degree in Social Sciences, Childhood and Youth from COLEF, PUC San Pablo, CLACSO.*

*Full Professor in the School of Humanities, Universidad de San Martín, and researcher in CONICET (National Council of Research). Director of the Center for the Studies of Inequalities, Subjects and Institutions.*

Her interests are the micropolitics of childhood, childhood and gender rights and the politics of inequalities. Her current research project is Children, youth and families: social transformation, care crisis and future(s) in the long-covid. Her main contributions are related to the institutionalization of children's rights in Argentina, the politics of categorization of childhood and the production of social hierarchies, and the gender and class moralities and their interconnection with childhood.

She had taught PhD and Master's courses, and had delivered conferences in several universities in different countries in Latin America, in the US and Europe. She had served twice as Chair of the Childhood Studies track in Latin American Studies Association, and as Board Member at RC53 Sociology of Childhood, International Sociological Association.

Latest publications are *South American Childhoods, Studies in Childhood and Youth*. Vergara, Nascimento y Llobet (Eds) Palgrave Macmillan, *Desde la Desjudicialización a la Refundación de los Derechos*. Teseo, Buenos Aires; *Building the Child Protection System in Argentina*, in *Oxford International Handbook of Child Protection Systems*; *Welfare State*, in *The SAGE Encyclopedia of Children and Childhood Studies*, Cook (ed.); *Stratified Maternity in the Barrio: Mothers and Children in Argentine Social Programs*, In: *Feminism and the Politics of Childhood: Friends or Foes?* Rosen and Twamley (Eds), UCL Press



### **Anne Carolina Ramos**

Secretary/Treasurer

[anne.ramos@unifr.ch](mailto:anne.ramos@unifr.ch)

*Senior Researcher, Department of Education Sciences, University of Fribourg, Switzerland*

Anne Carolina Ramos is a senior researcher at the Department of Education at the University of Fribourg in Switzerland. Her research interests include intergenerational relationships, (transnational) family relationships, social relationships and well-being, and qualitative research with children. At the University of Fribourg, she works in the research area *Early Childhood Education and Childhood Research* and is co-director of the *University Centre for Early Childhood Education (ZeFF)*. She is also a student advisor for the Bachelor in Education Sciences and for the Bachelor in Pedagogy/Psychology at the same university. Anne worked as a postdoctoral researcher at the University of Luxembourg in the field of migration, (family) care, and social support networks. She completed her PhD under a *co-tutelle* agreement between the Federal University of Rio Grande do Sul (UFRGS) in Brazil and the University of Siegen in Germany, in which she examined children's perspectives on their relationship with their grandparents in nuclear, single-parent, three-generation, and reconstituted families. Her dissertation was awarded *summa cum laude* and first place in the Bradesco Prize for Gerontological Research in Brazil. She is currently a member of the international network CUWB (*Children's Understandings of Well-Being*) and leader of the working group *Integrating the Perspective of Vulnerable Children and Youth in Welfare and Policy* of COST ACTION 21143 TraFaDy (*Transnational Family Dynamics in Europe, 2022-2026*). She is a research



partner in the project WoKidS (*Children's Well-Being in German-Speaking Switzerland, 2021–2024*) at the University of Zurich and is writing her habilitation on social relationships and well-being with regard to children with and without a migration background as part of this project. As a board member of RC53 (*Sociology of Childhood, 2023-2027*), Anne is the secretary/treasurer responsible for organizing documents such as meeting minutes, activities, membership and registrations, as well as recording budget transactions and allocations.



**Hamide Elif Üzümcü**  
Communications Manager  
[hamideelif.uzumcu@unipd.it](mailto:hamideelif.uzumcu@unipd.it)

Hamide Elif Üzümcü (PhD) works as a postdoctoral research fellow based at the University of Padua. Her recent publications have focused on children's relational agency and the cultural dimensions of ethnography in families, contributing to *Children & Society* (2023) and *Families, Relationships and Societies* (2022).

Elif's research journey includes visits at the Centre for Research on Families and Relationships (CRFR) at the University of Edinburgh, the Centre for Innovation and Research in Childhood and Youth (CIRCY) at University of Sussex, and the Trinity Research in Childhood Centre (TRICC) at Trinity College Dublin, shaping her qualitative fieldwork across the UK and Türkiye. She presented outcomes in invited seminars hosted by these research centres and participated as a speaker at well-established conferences featuring sessions on childhood, including the Conference on Childhood Studies; the Children and Childhoods Conference and Ethnography and Qualitative Research Conference. She also worked as a Lecturer in Sociology of Cultural Processes at the University of Padua where she developed a curriculum based on relational childhood studies and the cultural processes in construction of childhoods. Her other contributions to academic peer collaboration include serving as a peer reviewer for several leading journals in family and childhood research and a member of Scientific Committee for the annual International Multidisciplinary Children's Studies Congress. Elif was awarded a Ph.D. cum Laude in Social Sciences from the University of Padua in Italy in 2021, with her research exploring how children's privacy was negotiated within families in everyday life from a relational perspective, drawing on a six-month ethnographic fieldwork in Türkiye. Committed to academic collaboration, she is pleased to serve as a Board member and Communications Manager for RC53 of ISA.



**Tobia Fattore**  
Board Member  
[tobia.fattore@mq.edu.au](mailto:tobia.fattore@mq.edu.au)

*Associate Professor, Discipline of Sociology, School of Social Sciences, Macquarie University*

Tobia Fattore's theoretical and empirical research interests are in the broad areas of the sociology of childhood and sociology of work. He is currently undertaking an analysis of the organisational norms and practices that characterise 'child reform' institutions, where child abuse has occurred, from the perspective of employees in those institutions; and a sociological examination of children's well-being in relation to processes of modernisation.

He is a coordinating lead researcher on the multi-national study *Children's Understandings of Well-being - Global and Local Contexts* which involves a qualitative investigation into how children experience well-being from a comparative and global perspective, to explore the relative importance of local, regional and national contexts for children's well-being (see <http://www.cuwb.org/>). He is co-Editor-in-Chief of *Child Indicators Research*, an Editorial Board Member of *Sociological Studies of Children and Youth*, and serves on the Board of the International Society for Childhood Indicators and RC53, Sociology of Childhood.



**Loretta E. Bass**

Board Member

[lbass@ou.edu](mailto:lbass@ou.edu)

Loretta Bass is a Professor of Sociology at the University of Oklahoma. During the 2023-24 academic year, Loretta serves as a Jefferson Science Fellow in the Democracy, Human Rights, and Governance Bureau of the US Agency for International Development in Washington, DC.

Loretta is a social demographer who does research and publishes on stratification issues as related to migration, urbanization, civic participation, and human rights. Her book, *[African Immigrant Families Another France](#)* (2014), examines the integration experiences of international migrants from Sub-Saharan Africa to France. Her prior book, *[Child Labor in Sub-Saharan Africa](#)* (2004), offers a window on the lives of child workers, many of whom are rural-urban migrants, in 43 African countries. Empirical research is essential for advocacy and systems change, and Loretta aims for her research to be useful to activists and policymakers. Loretta is currently the Series Editor for the *[Sociological Studies of Children and Youth \(SSCY\)](#)* and serves on the Editorial Board for the journals *Social Problems* and *Population Research and Policy Review*. In addition, she has served in leadership positions in the American Sociological Association and the International Sociological Association (ISA), specifically the Sociology of Childhood Research Committee (RC 53), the Thematic Group on Human Rights (TG 03), and the Research Committee on Migration (RC 31).



**Lise Mogensen**

Board Member

[L.Mogensen@westernsydney.edu.au](mailto:L.Mogensen@westernsydney.edu.au)

*PhD (social justice, childhood, disability), Associate Professor in Medical Education at the School of Medicine, Western Sydney University, Australia*

Lise is an award-winning researcher and research educator, specialising in qualitative and mixed-methods research, using collaborative, participatory, and co-design methodologies. She has a passion for well-being, social justice and social change research with scholarship spanning childhood studies, critical disability studies, and medical education.

Lise is recognised internationally for her impactful childhood, youth, and disability research. Her research with teenagers' experiences of being diagnosed with autism and the importance for their self-identity (*Sociology of Health and Illness*, 2015) established the importance of speaking with children and young people with autism about their diagnosis. This research has significantly influenced international expert clinical guidelines and continues to be an important contribution to autism research, and research on disclosing other diagnosed conditions to children.

Lise is a core member of the Australian team in the multinational Children's Understandings of Well-being (CUWB) research network. Led by Fattore, the team has contributed several publications to knowledge on child participatory research and children's views and experiences of well-being across a range of settings and well-being topics. With Fattore, Lise is currently leading an edited book on child participatory well-being research methods across nations due for publication in 2024. The book will feature the reflections and learning experiences of childhood researchers in the CUWB network in 12 countries who adapted a shared qualitative research protocol to their local contexts.

Lise has a strong commitment to equity and inclusion evidenced by her extensive community and industry engagement in recent years, and her research on disability justice. Her collaborative bi-national comparative critical policy analysis of disability inclusion and equity in medical education was recognised with a best paper award (*MedEdPublish*, 2018) by international medical education industry leader AMEE. Along with her engagement in policy development, and other published research (*BMC Medical Education*, 2019) demonstrating community support for inclusion of people with disability in medical education and practice in Australia, she has significantly contributed to new national medical education policy and standards on disability inclusion and equity released in 2023.



Lise recognises the importance for children and young people to engage with social justice and equity issues early. As the national convenor of the Australian Sociology Association (TASA) Critical Disability Studies thematic group, she led and delivered a successful nationwide educational art and writing competition in 2021 for high school students to engage critically with disability justice issues using a sociological framework.



### **Yvonne Vissing**

Board Member

[yvissing@salemstate.edu](mailto:yvissing@salemstate.edu)

Yvonne Vissing, PhD, is a sociologist and Professor of Healthcare Studies, and Founding Director of both the Center for Childhood & Youth Studies and the Center for Human Rights and Human Rights Education at Salem State University in Massachusetts. Her areas of specialty focus on the human rights of marginalized people, particularly children and homeless individuals, as well as medical sociology, community sociology, DEI, family sociology, law, and social justice. She is the US policy chair for the Hope for Children Convention on the Child Policy Center in Cyprus, a group of international child rights scholars who study the provision, protection, and participation of policies that impact children and youth. She is on the Steering Committee for Human Rights Educators USA and on the Association for the Advancement of Science's Human Rights Council. She is the author of 20 books, including *Children's Human Rights in the USA: Challenge & Opportunities*, *Changing the Paradigm of Homelessness*, *The Rights of Unaccompanied Minors*, and other books on refugee youth, child welfare, human rights, UNICEF's child friendly community initiative, homelessness, mental health, trauma, resilience, and women without children. She is also a Santaologist with 5 books on Santa Claus that explore why it is useful to reimagine him as a diverse spirit of loving kindness who shares positive values and altruism to all children. A clinical sociologist, National Institute of Mental Health Post-Doctoral Research Fellow on child abuse and Whiting Foundation fellow studying child rights, she was a Dialogue and Democracy fellow at the University of Connecticut's Dodd Center for Human Rights and a graduate of Equitas International Human Rights Training Program in Montreal. Vissing was a member of the New Hampshire Juvenile Parole Board and worked in the area of criminal justice reform for youth, is a trainer for the National Alliance of Mental Illness (NAMI), and was on the board of both the National Coalition for the Homeless and the New Hampshire Coalition for the Homeless. She is a dedicated researcher, having been awarded a Post-Doctoral Research Fellowship from the National Institute of Mental Health. Believing the research and good data will help us to design best practices, she is excited to work with the committee to advance the section, the field of childhood studies, and assist the ISA with its pursuit to create a more informed public and scholarly community.

## Children's Voices

**How I connect: Children talk about how digital tools connect them with others**

**Sue Nichols**

The *How Do You Connect?* project involved children being interviewed whilst constructing network diagrams using people cards, app cards and emoji cards. This project has been conducted with 75 children aged 10 to 11 from four schools in Australia and is currently being repeated in the UK. This activity enabled researchers to understand children's social networks and the ways in which digital tools, particularly apps, mediated their interactions. The communities from which the children were drawn were diverse, in terms of family income, culture, language and immigration/refugee status.

In this essay we will discuss on of the themes arising from the analysis: how **digital tools help children stay connected with their families.**

When we looked at network links connecting children with family members through digital tools in comparison with network links connecting children with friends, there was a clear pattern. Mediated links with family were significantly more numerous across the cohort. Listening to the voices of children, we were able to understand this pattern in relation to several aspects of children's lives.

- First, children are attached to their families but must spend a relatively large amount of time away from them, whilst at school and whilst parents are out. Digital devices can assist them to feel connected when physically apart.
- Second, children rely on family members for practical and informational assistance, which mobile digital connections can enable.
- Third, family members and particularly siblings are recreational partners for children, particularly when they are at home. Online play is an extension of physical/material play.
- Fourth, even if children don't yet have their own devices, their parents may be digitally active and may share aspects of their activities with children.

Let's hear from some of our participants (pseudonyms are used).

**Ahmed** lives with his family in a suburb in Newcastle, UK. He uses the app Snapchat to message members of family and participates in phone conversations when his mother calls family overseas.

*I just message with my family, so like when I need something I can call her. You can call them, you can send voice mails, but I just send messages [with] all my family. [My extended family] live in another country. I went to them last year. I see them and sometimes my mum rings them and she calls me, like in person. On my mum's phone [I talk to] my uncle.*

**Annie** lives with her mother in an Australian regional town. She sometimes borrows her mother's phone to access social media and communicate with family. She is close to her aunty.

*Sometimes I borrow mum's phone to play with the filters and talk to my aunty. She usually checks in on me when I, like, finish a day of school. She lets me know when I'm sleeping over or sends me videos of my little cousin. Um we laugh about some things that have happened today. My uncle, I don't really talk with him on Messenger Kids, but he does have a YouTube channel. I do comment on his videos.*

**Jasmine** lives with her family in a suburb of Brisbane, Australia. Her older brother has started a family and she likes to keep in touch. Jasmine also mediates communication between her dad and her sister.

*My brother he has a house already and he has three kids and he got a new baby. He's the oldest in our family and I connect with him a lot over the phone or a video call because we want to see the baby. I use messages to talk to my sister just so that my dad knows when she's coming home. My dad asks me to text my sister to, like, say 'dinner's ready' when she's in her room. Or like when she's away just to ask her if she's coming home or not.*

**Farrah** is part of an extended family, some of whom live overseas. She has her own phone, but she also uses her father's phone sometimes to access his contacts. Farrah is familiar with many apps and uses different ones to communicate with different people in her family network, also switching languages when appropriate.

*I use WhatsApp and Facebook with my grandparents. I use Facebook with my Auntie. I use face to face with my friends. Messenger and face to face with my parents. Umm ... video calling and Facetime with my Uncle and Auntie. And I use TikTok, Roblox and Snapchat with my cousin.*

Current public discourse on children's digital engagement is preoccupied with issues of risk. The benefits to children of their access to and use of digital tools is often left out of the conversation. Consideration of benefits is generally in relation to digital learning and driven by top-down interests of education systems, policy makers and commercial entities.

What children are telling us through this study suggests that we should be contextualising digital technology in their daily lives and social relations, particularly familial. When this is done, then some of the hidden benefits of digital connectivity for children and families become apparent. Social connection, a sense of belonging, practical assistance, and organisation of daily life are benefits which children and families seek. Simultaneity, immediacy, flexibility, and multifunctionality are all features



of digital tools which are valued by children for their utility in maintaining social, and particularly familial, connections. Daily life is a matter of using the tools to hand, whether digital or material.

This snapshot shows just one of the aspects of this project, which also includes child and family case studies. Other analyses have focused specifically on educational aspects of digital connectivity between children, families and schools. The Australian project has been funded by the Australian Research Council DP21010226 and the British project by the British Academy Foundation Visiting Fellowship program. Researchers on this project include Professor Karen Dooley (Queensland University of Technology), Ass Prof Michelle Neumann (University of the Sunshine Coast), Dr Hannah Soong and Dr Yosita Ratri (University of South Australia), and Professor Liz Todd and Dr Ulrike Thomas (Newcastle University, UK). The lead investigator, Professor Sue Nichols, is affiliated with the Centre for Research in Educational and Social Inclusion (University of South Australia).

For more information:

[sue.nichols@unisa.edu.au](mailto:sue.nichols@unisa.edu.au)

<https://sahnd.unisa.edu.au/>

## Interview

### The Portrait of a Young Activist from Istanbul

Seran Demiral interviews Gamze Özdemir

When I first met Gamze, we were implementing a child participation project as childhood scholars and educators, and she was 13 years old. Later, as the project expanded into a broader framework following the pandemic in 2022, I encountered her again at the age of 15. This provided us with more time to acquaint ourselves. Over the past almost two years since the beginning of 2022, our interactions have evolved into a friendship and even a partnership for a forthcoming youth-led project we plan to work on (see forthcoming article, Demiral 2023). Remaining in close contact, exchanging ideas, and collaborating on projects led us to invite her to the Child Rights Day workshop this year. The aim was to discuss children's participation in research. At present, she is 17 years old, and being conscious of her transition from childhood to adulthood, I was eager to interview her. The focus was on understanding how she became a person driven to engage in activities that advocate for her rights and what motivates her. Through our conversation, I aim to paint a picture of her using her own words.

**Seran: Would you like to tell us a bit about yourself?**

**Gamze:** Sure, I'm Gamze Özdemir, 17 years old. I've been interested in human rights, children's rights, and research on these topics from a young age. Nowadays, I'm collaborating on a project with my friends, Duru and Seran abla<sup>1</sup>.

**Seran: Thank you, Gamze. So, could you share your experiences with advocating for rights and activism? What drove you to get involved in these activities? It's not something all kids might be into. From my observations, you've always been thoughtful about issues around you, both regarding human and animal rights. Could you tell us more about your experiences and motivations?**

**Gamze:** To explain that, I must go back to my early years. I began to become a rights advocate when I was too little, joining demonstrations for street animals. Since I was around 5 or 6, I've been surrounded by lots of cats and dogs due to my family's love for them. We had 5 dogs at our place, and my grandmother's house had 20 cats. Our home was pretty spacious with a balcony, and my mom shared the same passion. We started participating in actions, and my first protest was in Taksim. I remember standing there holding a banner. Because I was so young, I caught people's attention and even gave interviews to newspapers. Those memories are really beautiful to me. From that age, I started attending protests every few months, always with my mom.

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<sup>1</sup> "Older sister" in Turkish. It's more common to call adults as "older sister/brother" for children in Turkey.

**Seran: So, your family initially supported and encouraged you in these activities. Later, you became a member of the child advisory board, for instance. Do you think your initial interactions with activists like your mom were the main reason, or was this motivation within you?**

**Gamze:** My family has always had my back. They were definitely supportive. But I've always been concerned with a fair and just society. For instance, during an animal activism event, we visited a huge place once— people even called it a death camp where animal experiments took place. The conditions were terrible; the animals were confined in tiny spaces without any food. We were a big group chanting slogans as we entered. Some older activists were trying to remove fences. Back then, I couldn't fully understand everything, but I was always in environments discussing various topics like LGBTI rights, feminism, etc. These actions continued to shape me. These people went beyond their individual concerns and started addressing global issues. That had a profound impact on me. Eventually, I became part of the advisory board and began working on children's rights too.



**Seran: Thank you for sharing so openly. It's true that not just children but also as adults, we're influenced by the people and issues surrounding us. Perhaps that perspective is worth considering. Speaking of which, could you tell us more about your involvement in the Child Advisory Board? I recall you used to frequent a municipality's youth center where we first connected through our participation project. I'm curious to know how you were selected for the board and how your participation in our project came about. Please, share your experiences in child activism as well.**

**Gamze:** I believe we first met around 7th grade when I was about 11-12 years old. I wasn't attending for regular classes at the municipality's youth center; I was drawn to the fun activities like drama and painting. It was during one of these activities that something more formal came up. We had sessions with kids from other countries, engaging in activities like playing volleyball. I thoroughly enjoyed being a part of these activities back then. Eventually, I heard they were looking for someone for the Children's Advisory Board. Some of my friends suggested, "Gamze would be perfect for this," though I'm not sure if they were just saying it or really believed it. Our meetings began in İstinye. We organized various activities, met children from other cities, and even foreign countries. One notable event was when we shot a video with the mayor, myself, and four friends. This happened in the early days of the pandemic. We discussed the role of the Children's Advisory Board, what children were engaged in, the mayor's responsibilities, and what the municipality should do. We talked about children's right to play, inquired questions such as, "are children comfortable in neighborhoods", "what are the interests and desires of children". Children representing children. We were referred to as representatives for children's rights. Initially local, our efforts expanded beyond our region, forming a network across different parts of Turkey.

For instance, we visited Boğaziçi University, where we met children from various other places. It made me realize that "something is really happening". Later, there were more gatherings at Bilgi University where we had a week full of activities. I felt quite happy during those five days at Bilgi; I was older than

most other children there, but I realized that this was a positive thing. I'm still in contact with many of them.



**Seran: You also socialize through such advocacy experiences, then?**

**Gamze:** I was very social at that time, going to school competitions, later because of pandemic I have become less active. That's why when we met again with you, I felt great to move from the Children's Advisory Board to being involved in something individually. It's a transition from institutional to individual for me. I respect you as a writer, other researchers as people with a high cultural level.

**Seran: Researchers, you said. You've been involved in activism but also academic research. As a researcher, I often question the utility of the papers we publish and the impact of our practices. I wonder how you perceive such research yourself. Do you believe these academic research efforts are practically effective or capable of inducing change?**

**Gamze:** I think they're important. In research, we share what we see or know to help adults understand what children think. I personally talk about my life to help with kids' issues, which contributes to research. Research involves numbers or watching specific things. Its significance lies in giving adults info about what kids and young people are interested in and concerned about, and most importantly, spreading this knowledge. Children's voices should reach parents and adults. Everyone should learn from what we're doing, so they can do more to keep children safe and well. Plus, kids can learn from these studies to understand each other better. I think when children have this knowledge, they can talk and understand each other more openly. As I mentioned, research matters not just for parents and adults to understand children, but also for children to get each other within their age groups.

**Seran: How do you see yourself in the research we'd like to implement nowadays, especially in terms of being a child researcher or participant? Do you consider yourself a researcher in this?**

**Gamze:** It would be an exaggeration to call myself a researcher, especially after witnessing the efforts of those older than me. I see myself as someone who contributes to and willingly participates in the research conducted by adults interested in us. It makes me feel valued, especially noticeable during adolescence. As a child, you participate for fun when there's an activity, but around ages like 15-16-17, you truly begin to notice things. In this research, Duru and I represent children our age. We complement each other: we provide insights into our lives as children, and the adults make it official and accessible to more people. Childhood-related issues are my focus; it's your role to inform and show adults. It's a collaboration. Our closeness enables us to contribute better to the research.

**Seran: Thank you for sharing that. I think that summarizes our relationship well. We're close so we can collaborate on producing together. Our closeness precedes our productivity. It's indeed a reciprocal collaboration for me too.**

**Lastly, I'd like to hear your final thoughts on children's rights. What, according to you, is the most crucial thing about children? Is there anything specific you want to achieve?**

**Gamze:** In all the activities we participate in, we discuss various things like identity and diversity. I believe advocacy is related to diversity and inclusivity. These discussions raise our awareness. Children are always a bit more innocent and empathetic; we have elevated this with what we have done to a serious level. Children's rights should be taken seriously across all topics. In our society, many children



live in conditions they don't deserve. Our primary concern should be reaching out to children in difficult situations and struggling to provide them with a better life. Health, security, education... There's much to change positively in all these aspects. Children are a community that can bring about significant societal changes. What we learn as children shapes who we become as adults. Children can change everything. I believe we can learn profound lessons from children, especially when it comes to conscience. Child is equal to human. Unfortunately, there are few solutions, and we seldom see children in action despite many initiatives. This is precisely what I want to change. I want children to become more active in this endeavor.

Demiral, Seran. (Being prepared for publication, December 2023). Children's Digital Citizenship: Creating Pedagogical Research Settings with Youth in Online Environment. *Cultura Pedagogica a Scenari Educativi*, vol.2.

## Essays, Commentaries, Reviews

### World Children's Day Workshop at Bahçeşehir University in Istanbul

**Ayşe Yılmaz**

On November 20th, World Children's Day, I organized a workshop at Bahçeşehir University in Istanbul on behalf of the the Center for Health, Society and Prevention Studies (CHSPS) and the Department of Sociology in cooperation with Istanbul City Council's Children's Rights Working Group. The workshop was organized in two parts. In the first part, we had an opening with introductory speeches on children's rights, child participation and childism consecutively by Dr. Nilüfer Narlı as the director of CHSPS and head of the Sociology Department, by myself (Ayşe Yılmaz) as the deputy-director of the CHSPS and the moderator of the Istanbul City Council Children's Rights Working Group and by Ayşe Çandır, a PhD student in Turkey working on childhood and a member of the same working group.



#### **Workshop Program\*:**

13:00-13:30 **Opening**, Prof. Dr. Nilüfer Narlı  
**Rethinking Child Participation with Children**, Dr. Ayşe Yılmaz

**Childism as a System of Thinking in the Context of Children's Rights**, Ayşe Çandır

13:30-15:00 **Child Participation in Research**, Dr. Seran Demiral and Gamze Özdemir

**Child Participation in Local Governments**, Canem Avcı Şişman and Istanbul City Council Children Advisory Board Members

**Child Participation at School**, Burçin Özkan and his students Beril Özen, İrem Su Gülçiçek, Nisan Duru Demirarslan, Yaren İpek, Zeynep Hilal Oda, Zeynep Sude Akçelik

15:30-17:30 **Thematic Workshops**

17:30-18:00 **General Discussion and Closing**

*\*The workshop was held in Turkish. The workshop program has been translated into English for ISA Newsletter.*

The opening of the workshop was followed by presentations in three thematic groups considering children's participation issues within different spheres of everyday life. While organizing this workshop, we did not want it to be a workshop that discusses and addresses childhood in the absence of children, which we often encounter in academic childhood studies. We thought it would be a better idea to get rid of the adultist perspective and talk and discuss child participation with the participation of children on November 20th. For this purpose, we identified three different themes: 'child participation in research, child participation in local governments and child participation in education', and we invited

adults who have carried out projects on these themes in cooperation with children to the workshop together with the participating children in the processes.

In the first theme, child participation in research, Dr. Seran Demiral shared her own research experiences with her child partner Gamze Özdemir, with whom she recently worked on different research projects. The presentation was more like an interview; while Demiral was moderating, we had the opportunity to learn in depth about Özdemir's experiences during the research process. In the second theme, child participation in local governments was discussed through the "Istanbul Asks Children" project carried out by the Istanbul City Council in Istanbul in 2022. This project was research that inquired more than 6000 children living in Istanbul about their experiences with the city. As a result of this research, some of the children who participated in the research formed the "Children's Advisory Board" of the City Council and continued their efforts to ensure child participation in local governments through this board. And this presentation focused partly on this participatory experience. In the last theme, children's participation in education is discussed through the experiences of a Turkish teacher, Burçin Özkan, who developed a project called Genderless Dictionary with his six secondary school students. Participating children in this project identified sexist words in the dictionary of the Turkish Language Association, which is considered the reference dictionary for Turkish, and created a new dictionary in which they suggested alternatives to these words.

All the presentations were followed by question-and-answer sections, and at this point it must be said that the discussion section was quite mind-expanding and thought-provoking. Children commented on various examples of child participation that other children had experienced and opened new discussions. In the light of these discussions, we moved on to the second part of the workshop where our aim was to gather around thematic groups again to identify the problems experienced by children in different spheres of everyday life and to develop possible solutions for them. At this point, with the moderation of Dr. Seran Demiral, we determined the thematic groups that the children wanted to work on. Children came up with different topics, resulting in five different themes: social issues, environment and climate, bullying, equality and justice, and education.



In the social issues section, children especially focused on the economic crises in Turkey and at this point, they expressed how they were affected by the crisis and demanded free lunch at schools. The rap song they wrote strikingly revealed the impact of this situation on them: "It's been a while since I last ate döner kebab." Additionally, the most important issue they highlighted was discrimination and racism, and they especially emphasized how the immigrant children in their class at school were excluded by others, and that many children in the class, as well as their parents, did not want to talk to immigrant children.

Regarding the environment and climate, children particularly discussed different aspects of the issue: water, air, soil, light, sound and radiation pollution were the issues

they particularly focused on and stated that they directly affected their lives and their future with some concrete examples.

In the bullying section, children emphasized the types of bullying that affected them in different areas of their lives: of course, the two most important channels were school and digital environments.

In the equality and justice section, children talked about how gender and income inequality affect them, and what discrimination this situation can cause between people. At this point, it should be mentioned that the Israel-Gaza conflict is also on the children's agenda.

Finally, in the education section, they talked about the inadequacy of infrastructure in schools, the effects of instability caused by the constant change of the education system, the overcrowded class populations in some schools, and finally the expensive food in schools.

The general conclusion that can be drawn from this workshop is as follows: Children, at every opportunity they had, stated that they were not outside social life, on the contrary, they were in it and were directly affected by their social environments. In the Turkish context, that is, in a society where the social, economic, political and environmental agenda changes frequently and is very dynamic, children are not left out of everything as adults would like them to be. On the contrary, they are a group that is directly affected by all this. For this very reason, they demand that their voices be heard on issues that concern them, they want adults to give them space and for their words to be taken into account.

Ayşe Yılmaz, PhD.

Research Assistant, Bahçeşehir University Sociology Department

Deputy Director of the CHSPS at Bahçeşehir University

Affiliate Researcher, Centre Max Weber, Lyon

## Calls & Forthcoming Events

### Children and Childhoods Conference 2024

10<sup>th</sup> and 11<sup>th</sup> July, University of Suffolk, Ipswich, UK



Hosted by

**Childhoods, Children and Young People's Research Theme**



### We are excited to announce the 6<sup>th</sup> biennial Children and Childhoods Conference!

Building on a successful legacy, we invite papers that theoretically and empirically engage with children's lives, across disciplines, reflecting the diverse nature of childhood studies. The conference continues our inclusive and open ethos and aims to bring together established academics, early career researchers, and postgraduate students.

This year, in response to the grave repercussions of the recent pandemic, ongoing civil wars, globally, and the ever-growing inequalities, we seek to build dialogue on the ways to move forward towards a transformative future for children. Accordingly, the overarching theme for 2024 is **Children and Future-making**'.

Topics covered by this call include but are not limited to:

- Children 'in' or 'of' war
- Global and Peripheral Childhoods
- (Dis-)abling Childhoods
- Migration and Mobilities
- Dangerous and Endangered Childhoods
- Identity, Belonging and 'Otherness'
- Contemporary Families and Relationships
- Children's Digital Lives and Images of Childhood
- Children's Rights, Voice and Participation
- Sustainable Education and Transformative Futures
- Social and Culturally-sustaining Pedagogy
- Social Policy, Intervention and Evaluation
- Health, Wellbeing, and Embodiment
- Sex and Sexualities
- Costs of Childhood
- Children's Geographies and Climate Change
- Researching Children's Lives
- Politics of Childhoods and Children's Political Lives



We welcome traditional presentations, pre-formed panels of speakers, workshops and posters as well as any alternative modes of presentation (say, performance, film or photography).

Please send 250-word abstracts for a 20-minute presentation, 500-word abstracts for panels and workshops, and 150-word abstracts for posters or alternative presentations to: [uoschildhoodpapers@uos.ac.uk](mailto:uoschildhoodpapers@uos.ac.uk)

Kindly include in your submission your name, email address and institutional affiliation.

**The deadline for submissions of abstracts is 15<sup>th</sup> January 2024.**

For more information, please visit the [conference website](#).

### **Children and Childhoods Conference Team**

**Pallawi Sinha, Marianna Stella, Maureen Haaker, Xiaorong Gu and Carolyn Leader**



### **Call for Series Editor of Sociological Studies of Children & Youth (SSCY)**

Hi Colleagues,

I have served as the series editor of Sociological Studies of Children & Youth (SSCY) since 2012, but I am now stepping down. This has been a great experience for me as a scholar, and I hope to recruit a new series editor. If you would like to learn more about the workload associated with this opportunity, please contact me: Loretta Bass, University of Oklahoma ([Lbass@ou.edu](mailto:Lbass@ou.edu)). Just below is the official call from Emerald Publishing. Thanks so much!

~

#### **Series Editor Opportunity: Sociological Studies of Children & Youth**

We are currently recruiting a new series editor for *Sociological Studies of Children & Youth*, a flagship book series published by Emerald Publishing. This is an exciting opportunity to steer forward a vehicle of quality scholarship in a growing and evolving discipline.



The series provides an outlet for social scientists researching topics related to children or youth. Emerald contracts individual Guest Editors to develop the volumes in this series, and some volumes focus on a specific theme, while others include a range of chapters on diverse topics. Contributions from all methodological and theoretical orientations are welcomed. The series has a history of publishing work by international scholars and continues to welcome contributions from around the world.

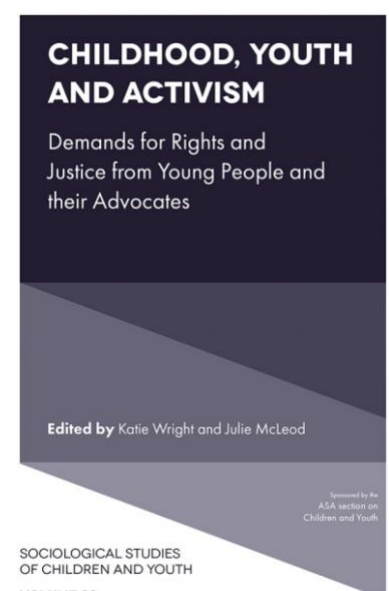
#### **What is involved?**

#### **Qualities required**

- Managerial skills to oversee the editorial cycle and meet deadlines
- A willingness to work closely and collaboratively with the Emerald Editor
- The ability to inspire an active Editorial Advisory Board
- An appreciation of the series' editorial objective to publish high quality research.

#### **Main responsibilities**

- Soliciting high quality chapters, bringing volumes together, and assisting authors through the editorial process when required
- Initial screening of submissions and volume proposals



- Supplying accepted volumes to the Publisher, or working with volume editors to do so, working within the agreed schedule
- Working with and managing the contribution of the Editorial Advisory Board
- Advising Emerald on the direction and development of the series
- Promoting the series to your networks and at conferences to encourage authorship and usage

### Get in touch

To register your interest in this opportunity, please send your CV and cover letter to Katy Mathers, Senior Commissioning Editor, Emerald ([kmathers@emerald.com](mailto:kmathers@emerald.com)). If you would like to learn more about the day-to-day workload associated with this opportunity, contact the current Series Editor, contact Loretta Bass, University of Oklahoma ([Lbass@ou.edu](mailto:Lbass@ou.edu)).



### Workshop Infancia\_C#10

12/10/2023 **WORKSHOP INFANCIA\_C Challenges and Expectations in Child Research (18- 20 April 2024)**

18/Apr/23: Online

19-20/Apr/23: Onsite Centro Cultural La Corrala – UAM (Madrid, Spain)

Co-Organizers David Poveda (Universidad Autónoma de Madrid), Henar Rodríguez (Universidad de Valladolid) and Urszula Markowska-Manista (University of Warsaw)

[https://www.infanciacontemporanea.com/2023/10/12/ws\\_ic10/](https://www.infanciacontemporanea.com/2023/10/12/ws_ic10/)

### Submissions

If you would like to submit a **presentation** to the online or onsite days of presentations please prepare an up to 250-word abstract with the relevant author details. If you would like to prepare a **workshop activity or arts-based installation / exhibit** for the 20th of April event, please prepare an up to 500- word description of your plan with the relevant author details. All submissions should be sent via the **online link** in the webpage of the event (below). Please indicate the language of your presentation in the submission or any other relevant details regarding the format of your proposal. For queries regarding Day 1 (online) contact Urszula Markowska-Manista, for Day 2 (onsite) contact David Poveda, and for queries about the workshops/exhibits for Day 3 contact Henar Rodríguez.

### Important Dates

Deadline for submissions: 5 February 2024.

Acceptance decision and participation confirmation: 26-29 February 2024.

Registration opens (free): 4 March 2024.

**Submissions:** Online Form WS#10 <https://docs.google.com/forms/d/e/1FAIpQLSejVla9V3WzzBZRxgFcHmUjZ71CyZTSGH6jbq2HSlQhsL4Mog/viewform>



### Online Symposium

#### Families, Relationships, Religious and Non-religious Perspectives

An online symposium co-organised by Dr Morena Tartari, Babeş-Bolyai University and Dr Hamide Elif Üzümcü, University of Padua,

hosted by the British Sociological Association, Families and Relationships Study Group

Friday 15 March 2024 (13:00-16:30 GMT)

Online

## About the Event

We are excited to announce the upcoming online symposium as part of the event series on Families and Relationships. This symposium seeks to provide a platform for scholars to explore and discuss the complex intersections between sociological theories on families, relationships and religious/non-religious beliefs. Whilst today's landscapes of theist and non-theist worldviews across the populations of the globe are in an intricate interplay with societal challenges, families continue to hold a significant role in contributing to, producing and reproducing conveyance of values and negotiating applications of them in myriad aspects of their relationships and everyday practices. The symposium aims to bring together debates navigating the relations between contemporary social changes and family belief systems, the transmission of religious and non-religious values in child-parent-grandparent interactions, the interconnections of beliefs, routines, parenting styles and family-making, the cultural dimensions of faith and non-faith practices organising everyday lives of families across various contexts, the challenges and opportunities arising in interreligious and interbelief within the family .

## Keynote Presentations

- **Dr Lois Lee, University of Kent**
- Discussant: Dr Morena Tartari
- **Dr Francesco Cerchiaro, Radboud University**
- Discussant: Dr Hamide Elif Üzümcü

The keynote session will be followed by short presentations.

## Call for Papers

We invite abstract submissions for 10-minute presentations on a wide range of themes exploring connections between family relationships, religious and non-religious worldviews, including but not limited to:

1. How do the changing religious and non-religious landscapes influence family practices and relationships?
2. How do family belief systems play role on intergenerational transmission of values in diverse areas of everyday life?
3. How do the sociological debates address families' religious and non-religious approaches to life in the diverse contexts and social processes, i.e. environmental issues, ageing, migration, power hierarchies, marriage?
4. How can sociological research theoretically, empirically and practically enhance interfaith and interbelief conversations?

For abstract submissions up to 250 words and any enquiries, please email to **both Morena, [morena.tartari@ubbcluj.ro](mailto:morena.tartari@ubbcluj.ro) and Elif, [hamideelif.uzumcu@unipd.it](mailto:hamideelif.uzumcu@unipd.it)** by **Monday, 8 January 2024**. Abstracts should also include the title, author(s) and their affiliation(s). We look forward to your participation and the stimulating discussions that will emerge from this symposium.

## Key Dates

Abstract submission deadline: **Monday, 8 January 2024**

Notification of decision on abstracts: **Friday, 19 January 2024**

## Registration

Registration for this event is [OPEN](#):

- BSA Members: Free
- Non-members: £10

## Publications

Baraldi, Claudio. (Ed.). (2023). *Exploring the Narratives and Agency of Children with Migrant Backgrounds within Schools: Researching Hybrid Integration* (1st ed.). Routledge. <https://doi.org/10.4324/9781003341772> [Open Access].



- Deb, Ishani. (2023). [Linguistic Importance Through Bengali Fiction: The Present-day Adolescents' Engagement with Modern Bengali Literature](#). In Isidório, M.S. and Bass, L.E. (Ed.) *The Social Construction of Adolescence in Contemporaneity (Sociological Studies of Children and Youth, Vol. 31)* (pp. 63-86). Emerald Publishing Limited. <https://doi.org/10.1108/S1537-466120230000031006>
- Demiral, Seran. (forthcoming, 2023). Technological Relationality and Transforming Perceptions of Childhood. In *Linking Ages: A Dialogue between Childhood and Ageing Research*. Routledge.
- Demiral, Seran. (forthcoming, December 2023). Scattered Identities to Intersect: Exploring the Possibilities of a Collaboration Between a 16-Year-Old Musician/Student and a 34-Year-Old Writer/Researcher. In *UNESCO Book series Researching Social Inclusion, Political Discourse, Policy, and Education*. Maria Grzegorzewska University, Warsaw.
- Erdiller-Yatmaz, Zeynep; Erdemir, Ersoy and Demiral, Seran. (2022). [Baby steps to a child-to-child network: A path to empower children to exercise their participation rights](#). *Children & Society*, 37 (6), 1698–1718. <https://doi.org/10.1111/chso.12661>
- Firinci Orman, Turkan. (2023). [Enacting Everyday Environmental Citizenship: Youthful Interpretations of Belonging and Empowerment](#). *Youth and Globalization* (published online ahead of print 2023). <https://doi.org/10.1163/25895745-bja10032>
- Mele, Francesca; Buchmann, Marlis and Burger, Kaspar. (2023). [Making it to the Academic Path in a Tracked Education System: The Interplay of Individual Agency and Social Origin in Early Educational Transitions](#). *Journal of Youth and Adolescence*, 52(12), 2620–2635. <https://doi.org/10.1007/s10964-023-01846-y> [Open Access].
- Üzümcü, Hamide Elif. (2023). [Children's personal lives in the family: Achieving relational agency and individual privacy in intrafamilial relationships in Türkiye](#). *Children & Society*, 00, 1–17. <https://doi.org/10.1111/chso.12789> [Open Access].



### **The Emerald Handbook of Childhood and Youth in Asian Societies**

Bühler-Niederberger, Doris; Gu, Xiaorong; Schwittek, Jessica and Kim, Elena (Eds.) (2023). [The Emerald Handbook of Childhood and Youth in Asian Societies. Generations between Local and Global Dynamics](#). Emerald Publishing Limited.

[Open Access]

ISBN 978-1-80382-284-6 (Print). ISBN 978-1-80382-283-9 (Online).



**The ebook edition of this title is Open Access and freely available to read online.**

### **Aim and Content**

The editors had long harbored the idea of compiling a systematic and in-depth compilation of the diverse social scientific research on young generation in Asian societies. A first attempt to compile sociological research on childhood in various countries, its theoretical approaches and thematic orientations – and against the background of the respective social conditions – remained almost exclusively limited to Western countries (Bühler-Niederberger, 2010). However, a decade later - and now focused on childhood research in the Global South – a synopsis and theoretical review of contributions was able to draw on high-quality contributions from Asian countries (Gu, 2022). And so, the project was undertaken to provide multifaceted insights into the social situation and perspectives of the young generation in various Asian countries and simultaneously to gain an overview of the research landscape. The two initiators managed to get two other editors on board, each with specific and complementary regional knowledge and networks. The result of this collaboration is by no means

a complete coverage of the countries, regions and academic approaches, but a point of departure to stimulate further exchange.

### **Young Generation and (Inter)generational Order**

It was an important intention to rethink common concepts of childhood research when dealing with childhoods in Asian countries. The concept of generation, which in its relational version was made prominent by Alanen (2009), turned out to be a particularly central concept. However, what Alanen calls “generational order” (2009, p. 159), the fundamentally asymmetrical relationship (in terms of rights and duties) embracing and defining adults and children has to be redefined to better grasp the age relations of Asian societies. Such order is not only or mainly worked out between adults and children but throughout life, e.g. also between already adult children and their parents. It is this social fabric between generational groups and their mutual obligations binding individuals in Asian societies. We coined the term of “intergenerational order”. Asian children are aware of its lifelong binding power and active in its creation.

### **Existential Inequality**

While the embedding in generational obligations structures childhoods in all the countries which we were able to include, the differences of children’s conditions between and in the countries are tremendous and manifold. When differences are measured against a common yardstick, they become inequity. Global influences – like UNCRC, widespread notions of human and civil rights - have created such a uniform benchmark. It is not about competitive inequality we are talking here like different chances to succeed in education and different professional segments that are opened up in this way. The differences are of an existential scope and they can be based on traditional hierarchies but as well on new conflicts or even new prosperity and its peripheral phenomena. While we can offer insight into these differences, we still need to learn more about what they mean in the experiences of children, families, and for the societies.

### **Reconceptualizing Voice in Childhood Studies**

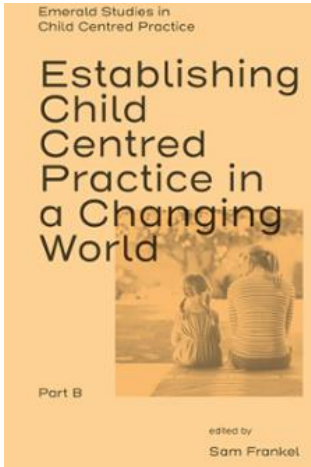
We also reconceptualized the notion of *voice* in childhood studies. Instead of merely incorporating “children's voices” for perceived authenticity (Spyrou, 2011), we pursued empirically grounded studies of how young people exercise their agency within their social, cultural, and political contexts, accounting for their structural positionings due to age, gender, and stage of development. In our studies, children and youths were given the opportunity to express their capacities as well as limitations in exercising agency. Indeed, our studies captured the diverse and subtle manners in which young people expressed their voice and agency in specific settings. This ranged from actively contributing to their family's social and economic wellbeing to reciprocate the care and support received from previous generations, to boldly challenging and resisting the formidable restrictive forces and norms present in their lives. As such, we also opened new epistemological grounds beyond a binary conceptualization of “voice” rooted in representative liberal democracy (Vieira, 2020) which do not adequately align with the empirical realities encountered by young people in Asia. More often than not, they are embedded in hierarchical and authoritarian structures. We instead advocate for a relational and multidimensional concept of *voice* expressed in their multitude of volumes and modalities, as reflected in not only *what young people say*, but also *what remains unsaid, half-said or tangentially said*.

### **Contributions of this volume**

Pioneering a systematic treatment of Asian childhoods and youths in sociology, this volume boasts of a broad geographic coverage, spanning from East Asia, South Asia, Central Asia/Caucasus and Türkiye, to Southeast Asia, which maps into four sections. Each section begins with a contextual overview penned by our editor(s), and/or other area experts, and is followed by country-specific studies that delve into the heterogenous and profoundly complex lives of children and youth in rapidly changing Asian societies and Asian diaspora communities. Methodologically, we present a variety of approaches, including in-depth interviews, ethnography, longitudinal studies, and child-led research designs, to diversify channels in capturing children's lives and experiences, transcending the adult-centric and developmentalist models that remain dominant in childhood and youth studies in Asia. With 16 contributing chapters by 20 excellent scholars affiliated with institutions across the world, this volume ushers in a sociology of childhood in Asia and lays a foundation for future research on global childhood and youth studies.

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### **Children's Perceptions of Participation Within Their Families: Listening to Children of Bolivian Families Living in Madrid**

Perez-del-Aguila, Rossana; Rodriguez Aguirre, Patricia and Cuba Blanco, Jimena. (2023). [Children's Perceptions of Participation Within Their Families: Listening to Children of Bolivian Families Living in Madrid](#). In Frankel, S. (Ed). [Establishing Child Centred Practice in a Changing World Part B](#) (pp.141-164). Emerald Publishing Limited.

ISBN 978-1-80455-941-3 (Print), ISBN: 978-1-80455-940-6 (Online).

#### **What is the chapter about? Understanding the context**

This book chapter explores how eight children from five Bolivian migrant families living in Madrid perceive their participation within their families. The Bolivian families in the study immigrated from Bolivia between 2002 and 2006 and since 2010, they have lived in difficult times of austerity policies in Spain. Children, who were born in Madrid, have experienced the social consequences of this crisis through the daily lives of their parents. This is the broader context in which we interpret how children, make sense of participation within the particular family circumstances.

We discussed the concepts of 'participation' and 'voice' as central to the understanding of 'children's agency' in the family homes. According to Archard (2020, p.14), 'making good sense of what it means to listen to the child ... is actually a very difficult task'. The method 'routes of participation' was a valuable tool to understand children's voices and the complex ways in which they make sense of participation in the context of their family homes.

#### **The 'routes of participation': The research method**

The study employed a playful and creative research method that aimed to empower children to reflect on the meaning of participation within the context of their family lives. The 'routes of participation' is a method based on the principles of 'Child to Child', a methodology that empowers children to develop their capacities and strengths, and effect change in their communities (Child to Child, 2021). The value of the 'routes of participation' lies in its simplicity, the steps are easy to follow. Children felt that they were playing and having fun in a relaxed environment. They answered questions, drew pictures and laughed while playing. The game, the 'routes of participation', helped to reduce power inequalities between the children and the researcher/facilitator. The activities encouraged meaningful participation as a 'slow process ranging from children's active involvement to children directing initiatives' (Child to Child, 2021).

#### **Key findings and theoretical implications**

The findings of the research suggest that parents' cultural values, power and authority dominate decisions in the family. The children in our study were born in the Global North, but practices in their family homes are influenced by the intergenerational relations with their parents who maintain strong cultural ties with Bolivia, a country located in the Global South. The data collected show that the lives of these children and their views of participation need to be understood beyond the binary of the Global North and Global South (Twum-Danso Imoh et al., 2019). For these children, participation is about helping with daily domestic chores and taking care of younger siblings. It is also simply about 'talking'



and being listened to. This is how they construct their socialisation and how they are ‘doing family’ in the everyday and the routine (Finch, 2007, p.2).

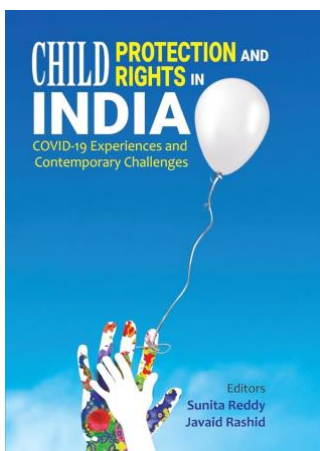
Children’s experience of participation is their experience of socialisation as conceptualised in the new childhood studies: ‘an interactional dynamic’ involving adults and children (Wyness, 2018, p.52). Understanding children’s perception of participation in their homes is a relational (Thomas, 2019) and intergenerational experience (Alanen, 2011; Punch, 2020). Children are social actors with an ‘interdependent agency’ (Abebe, 2019).

### Concluding thoughts relevant to practice

Any successful intervention with children needs to understand the meaning of what children say in relation to the various situations in which they live. Listening to children’s voices and paying attention to the language that they use in their everyday lives should continue to be the basis of child-centered research and child-centered practice. The chapter encourages to reflect on the value of culturally grounded playful activities to understand children’s agentic experiences and their contribution that they can make to their own lives.

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### Child Protection & Child Rights in India

Reddy, Sunita and Rashid, Javaid. (Eds.) (2023). [Child Protection & Child Rights in India](#). Anthropos Books.

ISBN: 978-81-963565-0-7 (HB), ISBN: 978-81-963565-1-4 (PB).

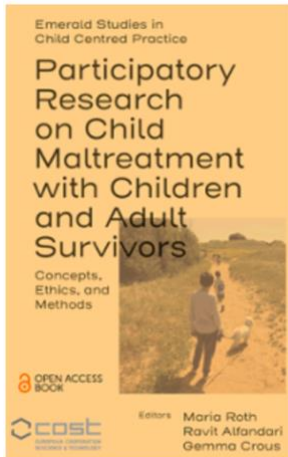
What is the definition of a child? What are the notions of childhood? What are the critiques of UNCRC in the context of India? What is the interdisciplinary understanding of child abuse? What are the institutional structures for the welfare and rights of children? How well are the CCIs functioning, and what are the challenges they face? What are the ethical issues in media portraying children? Why are children at increased risk to trafficking and abuse during pandemics and disasters? *Child protection & Child Rights in India: COVID-19 experiences and contemporary challenges* offers an interdisciplinary understanding of child abuse and crimes against children while examining the diverse contexts and policies that shape the definition of a child. It delves into the thought-provoking questions presented above and many more. The edited volume covers diverse topics related to child protection and child rights, with contributions from experts working on child rights, lawyers, judiciary, child rights activists, academicians from sociology, anthropology, psychology and social work. The papers are based on their long research and practice in the area of child rights, as well as original review and empirical research in their respective area of expertise. The book intends to disseminate child rights and child

protection issues to researchers, policy makers, practitioners and educators, and thereby help them to understand the concerns and practical challenges one encounters and the solutions to deal with them.

Sunita Reddy, Javaid Rashid

Anthropos Books

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## **Participatory Research on Child Maltreatment with Children and Adult Survivors**

Roth, Maria; Alfandari, Ravit; Crous, Gemma (Eds.) (2003). [\*Participatory Research on Child Maltreatment with Children and Adult Survivors\*](#) | *Emerald Insight*. Emerald Publishing Limited.

[Open Access]

ISBN 978-1-80455-529-3 (Print). ISBN 978-1-80455-526-2 (Online).

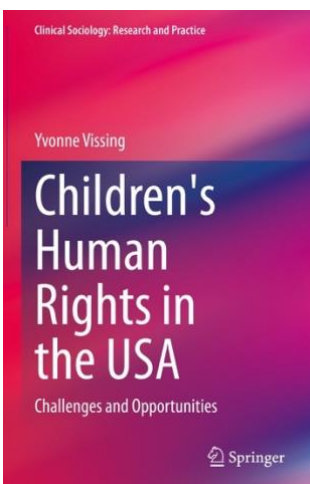
The book is written by scholars and experts who are members of a designated working group of the pan-European Network on Multisectoral Responses to Child Abuse and Neglect in Europe (Euro-CAN), supported by the European Cooperation on Science Technology (COST Action 19106). Its chapters are presenting the theoretical grounding of children's participation in research on violence, insights on the ethical issues of the topic, some research examples where children were involved in different stages of the research process, and projects where adult survivors were involved in research on violence.

In the opinion of the authors, victims of childhood maltreatment should be entitled to participate as expert informants in research about these experiences. The book explains how placing children and adult survivors at the heart of research efforts on child maltreatment is critical to plan for effective responses and prevention measures in fighting this form of violence. In the book you can find some inputs of how to include children, young people and adult survivors, what barriers researchers can meet, and what benefits are there when researchers adopt participatory methods.

We hope that people who read the book will better understand the real value of young people's and adult survivors' participation in research. We would like to avoid the understanding that participation in surveys on child maltreatment or on ACE is enough. Children and adult survivors are experts on the topic, and we think that they should be involved in planning the research and its instruments, analysing, and disseminating results, as well as proposing practical and policy changes.

Therefore, we recommend the book to all who want to know a little bit more on how fellow researchers work and think about the topic.

Maria Roth, Ravit Alfandari, Gemma Crous



## **Children's Human Rights in the USA: Challenges and Opportunities**

Vissing, Yvonne (2023). [\*Children's Human Rights in the USA Challenges and Opportunities\*](#). Springer.

ISBN 978-3-031-30847-5 (Print). ISBN 978-3-031-30848-2 (Online).

Children are rights holders, yet they do not have their rights defended and protected like adults and other groups. A new book by sociologist Yvonne Vissing, Ph.D., author of 20 books on children's issues, documents why changing the framework we hold about children as rights holders can strengthen democracy and create a better life for children, families, communities, and the world. US children are less safe, less healthy, and have fewer rights than children in other developed and less developed countries who commit to a children's

rights framework. Issues of child provision (like food, housing, education, and healthcare), protection (from abuse, guns, and violence), and participation (as people with agency who make decisions and help others) are explored in this detailed 700+ page state-of-the-art book that shows why a child-as-rights-holder perspective is necessary to better understand and address the changing demography of childhood.

Children and Youth are an unrecognized minority group who are going to become the world's power brokers. Find out how to support them to become super-power leaders and social change agents. This is the definitive book on child and youth rights that explains why we can't wait another day to protect and defend their rights.

Children's Human Rights in the USA Explores:

- What children's rights are and why children need, deserve, and are entitled to them
- How we have framed children and their rights
- Why supporting children's human rights also supports parents
- Children are a minority group who face similar oppressions as other minority groups
- What the Constitution says, and doesn't, about human rights
- Why "what is a child?" is so difficult to figure out What does "child provision" mean?
- What is child protection really today?
- Child participation: they will name the game
- Why professionals and organizations need human rights training
- Why human rights parenting education is essential to make happy, healthy families
- What human rights education could do to make our schools safer and our children smarter
- Why children are not objects or property to be done-to
- What it means to invest in children – and what it means not to
- Watching our words: how to talk to and about children and youth
- Why we need to pay attention to children's rights – they are voters-in-progress
- Why the treatment of children is laying the foundation for democracy – or autocracy
- Children's human rights as a misunderstood concept Why a youth rights movement is essential
- Democracy is in their hands, so give them good tools to build with

Yvonne Vissing, PhD

Professor Salem State University & Child Rights Policy Chair

For more information or speaking presentations, contact [yvissing@salemstate.edu](mailto:yvissing@salemstate.edu)

## Logo Designs

### ISA RC53 is choosing its logo!

In answer to our call for logo designs, we received 5 remarkable submissions. Here they are, along with their descriptions.

The Communications Team will soon provide membership details on voting for their favourite logo design.

The two logos below were designed by the 6-year-old child of one of our research committee members.

*Description:*

I asked them to draw something they liked very much as a child. The first thing they drew was a child jumping rope (with a big smile). They said they liked it because they could fly. Thinking about my childhood and the childhood of other children, I could add that jumping rope is something to enjoy alone or with others, and that it is a kind of game for which you only need a rope, something that children can do in different social contexts. Children also make up different songs that they sing while jumping, thus playing with the rope in different and multiple ways. It's also an 'ancient' form of play that connects children from different historical times. They put the RC53 in the child's T-shirt because they knew that this drawing was for a group of people who work with children under that name.



The second thing they drew was a kite because they like the idea of flying (again). I could add here the idea of flying high in the sky, maybe having less limit than what children experience in their day-by-day.



**Logo #1**



**Logo #2**



The three logos below were designed by one of our research committee members.

*Description:*

For logo representing the committee, I thought of toys that are round (peg toy) or rotating (pinwheel) or flying (kite) that remind also of the world, inclusivity, mobility, dynamism, curiosity and play. They are images of gender- and race-neutral toys that can easily be hand-made (thus accessible to children from all socio-economic backgrounds) and I imagine them to be eco-friendly, made of wood or paper. They have the colours of the ISA (light blue and magenta) and additionally, purple for childhood research.



**Logo #3**



**Logo #4**



Logo #5

## Communications Team



**Rossana Perez del Aguila**

[rossana.perez-del-aguila@open.ac.uk](mailto:rossana.perez-del-aguila@open.ac.uk)

*(PhD), Lecturer and Staff Tutor, Open University, UK*

I am the Deputy Chair of the module 'Social research: crime, justice and society' (DD215) at the School of Social Sciences and Global Studies, and teach the module 'Issues in Research with Children and Young People' at the Faculty of Wellbeing, Education and Language Studies. Previously, I taught research methods modules across the undergraduate and post-graduate curriculum in Education at London Metropolitan University where I was the Course Leader for the Master and Doctorate in Education. My research interest covers the sociology of childhood, and the teaching and learning of research methods.

I joined the Communication Team, RC53, because I want to be part of a group that is committed to foster dialogue among the international academic community interested in the field of the sociology of childhood.



**Lise Mogensen**

[L.Mogensen@westernsydney.edu.au](mailto:L.Mogensen@westernsydney.edu.au)

*PhD (social justice, childhood, disability), Associate Professor in Medical Education at the School of Medicine, Western Sydney University, Australia*

Lise is an award-winning researcher and research educator, specialising in qualitative and mixed-methods research, using collaborative, participatory, and co-design methodologies. She is passionate about well-being, social justice and social change research with scholarship spanning childhood studies, critical disability studies, and medical education. Lise is a core member of the Australian team in the multinational qualitative research network 'Children's Understandings of Well-being' (CUWB), which has contributed research on various contemporary issues to knowledge on children's well-being. She is recognised internationally for her impactful childhood, youth, and disability research, which has significantly influenced expert clinical guidelines on autism, autism and identity, intellectual disability and transition from school, and research on disclosing other diagnosed conditions to children. Lise is serving on the new ISA RC 53 board as a member of the communications team.



**Ethel V. Kosminsky**  
[ethelkos@hotmail.com](mailto:ethelkos@hotmail.com)

Last published book: (2020) *An Ethnography of the Lives of Japanese and Japanese Brazilian Migrants: Childhood, Family and Work*. Lanham: Lexington Books. 349 pp. This book is comparative research between the Japanese immigration to Brazil, to the planned colony of Bastos (São Paulo state) in 1908 and the emigration of the Japanese descendants starting in 1980 to work in Japan. In both historical cases, this work deals with the differences that affect families and children in the agricultural colony, where parents and children worked together, and families whose parents as factory workers face a very hard work load daily in Japan, and due to this reason their children are neglected.

Books' chapters and articles including in the NewsletterRC53.



**Ghislain Leroy**  
[ghislain.leroy@univ-rennes2.fr](mailto:ghislain.leroy@univ-rennes2.fr)

Ghislain Leroy is a childhood sociologist, HDR lecturer in education sciences, in Rennes 2 university, CREAD laboratory. His works question the dominant representations of child in contemporary society, studying child socialization in schools and families. He has published two books. The first, *Child performance preschool*, studies the evolution of academic expectations towards children in French preschool (« école maternelle »). The second, *Sociology of alternatives pedagogies*, raises the question of the relationships between alternative pedagogies, reduction of inequalities and the emancipation of the child. He is a member of the Communication Team of RC 53 Sociology of childhood. Its role is in particular to create links between the sociology of French-speaking and international childhood.



**Hamide Elif Üzümcü**  
[hamideelif.uzumcu@unipd.it](mailto:hamideelif.uzumcu@unipd.it)

Currently working as a postdoctoral researcher at the University of Padua in Italy, I have teaching and researching background in childhood and family studies, with a particular focus on intra/intergenerational family dynamics, children's privacy, family cultures of sustainability, and relational approaches. I also hold roles as a member of Scientific Committee for the International Multidisciplinary Children's Studies Congress series, peer reviewer for several leading journals in childhood, family and surveillance research.

I am pleased to serve as a Board member and Communications Manager for RC53 of ISA, coordinating the provision of our committee's newsletter and the management of communications to the membership in collaboration with the Communications Team members.



# Call for Content

Dear childhood sociologists,

The Communications Team is thrilled to announce the commencement of preparations for the June 2024 edition of the ISA RC53 Sociology of Childhood Newsletter. This newsletter is an excellent platform to showcase the diverse and rich array of work within our academic community.

We are eager to make the Newsletter a true reflection of our vibrant academic community, and hereby invite you to submit your content. You may choose to highlight your research, share insights, and engage with fellow members and beyond. We propose the following sections:

1. **"Children's Voices"**: Send us short essays (up to 1000 words) based on your research where the voices of children, as your research participants, are heard.
2. **"Research Centre in the Spotlight"**: Provide information about your university's research centre dedicated to childhood issues. Describe its research areas and structure, and feel free to extend invitations to visiting scholars if applicable (up to 750 words).
3. **"Early Career Scholars in Childhood Research"**: Early career researchers, please send us a short text (up to 1000 words) introducing yourself. Share your bio, your work, methodologies, and include photos (of yourself and from your research) if you wish. We would like to make your hard work visible. 'Early career' can be understood in its broadest sense.
4. **"Interview"**: Are there childhood academics, professionals, NGOs or volunteers around you whose work you find invaluable for its contribution to childhoods? Send us your interview with them to explore their work, values and viewpoints (up to 1500 words). It is essential that those participating in the interview provide their consent for its publication to the Communications Team.
5. **Essays, Commentaries, Reviews**: This is your column where you can share your opinions, reflections and reviews on books, movies, events (etc.) concerning childhoods (up to 1000 words).
6. **Forthcoming Activities**: Keep us informed about any conferences, seminars, and workshops (both at local and international levels) related to childhoods. Include brief information about the event if you wish (up to 1000 words).
7. **Publications**: Let us know about the bibliographical references of and/or information on your recently published articles, ongoing research projects, podcasts or videos related to childhood research (up to 1000 words).

Your contributions are vital in making this newsletter a valuable resource and a reflection of our shared passion for childhood research.

Please submit your content to Elif, [hamideelif.uzumcu@unipd.it](mailto:hamideelif.uzumcu@unipd.it) by **May 15th, 2024**.

Please ensure text content is submitted in Word format, and images are provided in either jpeg or png format. Please also note that the contributors are responsible for ensuring data privacy of child and adult participants and obtaining appropriate consent regarding the publication of data concerning them.

If you have any questions, suggestions, or need further information, please feel free to contact Rossana, [rossana.perez-del-aguila@open.ac.uk](mailto:rossana.perez-del-aguila@open.ac.uk).

Thank you for your continued support and engagement. We look forward to receiving your contributions!

Communications Team

## Call for Translators

The Communications team would like to invite members to translate our RC53 December newsletter into their respective languages. As a translator, your role will involve translating the content of the December newsletter making it engaging and accessible in your language. Previous experience in translation is not essential. We encourage you to collaborate with your colleagues to bring the issue into your language.

The translation work will take place in the new year and we aim to have the newsletters ready by **Friday, 1st March 2024**. This is a great opportunity to contribute to our aim of enhancing inclusivity and reaching a wider audience of childhood scholars across the world.

We look forward to acknowledging and celebrating your meaningful work as a translator both in your local version and the upcoming issue of the newsletter!

To volunteer in this initiative and for more information, please contact Rossana, [rossana.perez-del-aguila@open.ac.uk](mailto:rossana.perez-del-aguila@open.ac.uk).

Thank you in advance for your invaluable contribution.

We look forward to hearing from you!

Rossana, on behalf of the ISA RC53 Communications Team

## Invitation to Membership

Established in 1998, ISA RC53 Sociology of Childhood Research Committee aims to contribute to the development of sociological and interdisciplinary childhood research, uniting professional knowledge, scientific rigour, and dedication of its members to work on childhood issues on the national, regional, and international levels. We invite you to find more information on our research committee, [here](#).

As a member, you will join a diverse and dynamic network of researchers dedicated to advancing research and knowledge in our field. Applications received until October 15 are processed for the current calendar year; applications received after October 15 are processed for the following calendar year.

ISA individual membership fees cover a 4-year period (January 1 - December 31). Membership offers a multitude of [benefits](#).

Information on membership fees based on country of current residence and the affiliation fees to join the RC53 Sociology of Childhood Research Committee can be found [here](#).

We look forward to welcoming you as a [member](#) of our committee.



Sociology  
of Childhood