



Sociology  
of Childhood



NEWSLETTER

JULY 2025



*“Children’s Reply”*

Synthography courtesy of graphic designer

[Olya Golovko](#)

<a href="#">Editorial</a>	2
<a href="#">Letter from the President</a>	3
<a href="#">Reflections from the 5th ISA Forum</a>	5
<a href="#">Research Centre in the Spotlight</a>	12
<a href="#">Interview</a>	13
<a href="#">Essays, Commentaries, Reviews</a>	16
<a href="#">Publications</a>	20
<a href="#">Call for Content</a>	24
<a href="#">Call for Translators</a>	25
<a href="#">RC53 Board and Communications Team</a>	26
<a href="#">Invitation to Membership</a>	26

 Follow ISA RC53 on [BlueSky](#):  
[@isa-rc53.bsky.social](#)

International Sociological Association (ISA),  
RC53 Research Committee on Sociology of Childhood

# Editorial

Dear Colleagues and Members of the ISA RC53,

Our newsletter comes to you this time in July, following the ISA Forum 2025 in Rabat, Morocco. Our research committee had an incredibly busy and rewarding programme, with fantastic contributions from childhood scholars who travelled from across the globe. It was a wonderful opportunity to meet and connect in person during our sessions, the business meeting, and the RC53 dinner.

Rabat offered beautiful weather, a stunning coastline, and old medina all alongside a well-organised Forum experience. Heartfelt thanks to our Programme Coordinators, Anne Ramos and Valeria Llobet, for their tireless work in organising our committee's conference programme and ensuring everything ran smoothly well in advance of the Forum. Their exceptional coordination throughout the conference contributed greatly to the success of our sessions.

Warm thanks also go to our Session Organisers, who helped the committee engage with urgent and diverse social issues concerning childhoods. We are equally grateful to our keynote speaker, Spyros Spyrou, and to all our presenters for their insightful and thought-provoking papers. We were fortunate to have a lively audience from various disciplines, who enriched the sessions with their reflective questions, comments, and feedback.

We would also like to thank the COST Action *Transnational Family Dynamics* (TraFaDy – CA21143) project, which generously supported the participation of several members of our committee, myself included, at the Forum. The project offers several funding schemes, including the *Young Researchers and Innovators Conference Grant*, which may be particularly helpful for early-career researchers. Do



visit the [project website](#) and consider signing up if your research aligns with this initiative.

Our research committee will now be posting on BlueSky and leaving X behind. You are warmly invited to have a glimpse of our committee's Forum experience on our newly established BlueSky account: [@isa-rc53.bsky.social](#) Follow us for the latest updates and announcements on childhood research.

Our newsletter continues to reach an ever-wider network of childhood scholars. Special thanks to our translators of the previous issue: Rossana Pérez del Águila for the Spanish edition, and Amalie Kolegar and Camille Boino for the French edition. Their work contributes greatly to the inclusivity and accessibility of our committee's news on childhoods.

Finally, before you dive into this issue of our richly curated newsletter, we kindly remind you to regularly check your [ISA user login page](#) for announcements, news, and important communications from both ISA and the Research Committee on the Sociology of Childhood.

Warm regards,  
Hamide Elif Üzümcü  
ISA RC53 Communications Manager

## Disclaimer

Rc53 and the Communications Team disclaim any responsibility or liability for inaccuracies or incompleteness in the content of this newsletter. The content is provided at the contributor(s)'s request. Contributors bear the responsibility for their own content and are liable for ensuring data ethics, appropriate consents and privacy standards related to content involving child or adult participants.

# Letter from the President

Dear members of the Research Committee,

It was a great pleasure to reconnect with many of you at our recent forum in Rabat. The presentations and discussions that took place offered extremely valuable exchanges, encouraging us to collectively reflect on the current challenges facing childhood studies.

While it is impossible to provide a comprehensive summary of the forum, I would like to highlight a few particularly meaningful discussions that can guide the field moving forward. Environmental injustices and massacres, as well as violence directly targeting children, were central topics in our debates—especially in relation to the genocide in Palestine and the forced displacement in Ukraine. These urgent realities deeply challenge us, urging us to expand the scope of our questions, connect more deliberately with other critical agendas, and rethink the scale of our research efforts.

Throughout several sessions, the very concept of childhood was called into question. It became clear that the constructivist approaches that shaped the early days of the field are now insufficient to account for the diverse ways in which childhood is lived and experienced in contemporary contexts. Many contributions opened the door to a renewed epistemological and interdisciplinary agenda, emphasizing the need to strengthen ties with history, anthropology, psychology, and neuroscience.

Understanding childhood today requires a critical lens that interrogates not only our traditional analytical categories but also the foundational assumptions regarding human centrality. We are perhaps facing a new Copernican turn—one that compels us to rethink the relationship between humans and their contexts in a world where the very notion of the human is in transformation.

A shared thread running through all sessions was the commitment to understanding reality in order to transform it. Far from any salvationist stance, the forum fostered critical reflection on our theories, methodological strategies, and our own positionalities as researchers in the field.

At a time when authoritarian discourses are gaining ground globally, and democracy—as a way of life based on equality and respect for individual and collective freedoms—is under threat, it is vital to preserve academic spaces that are open, plural, and respectful of diverse perspectives. I believe our Forum was a successful example of this, and that our Research Committee rose to the occasion.

I would like to sincerely thank everyone who made this gathering possible: the members of the Board, and each and every one of you who make up the RC, for your commitment, generosity, and participation.

With warmth and hope,

Valeria Llobet





Queridas/os integrantes del Comité de Investigación,

Fue una gran alegría reencontrarme con muchas y muchos de ustedes en nuestro reciente foro en Rabat. Las presentaciones y debates que allí tuvieron lugar ofrecieron intercambios sumamente valiosos, que nos invitan a seguir pensando juntas/os los desafíos actuales de los estudios de infancia.

Si bien resulta imposible ofrecer un balance exhaustivo del encuentro, me gustaría destacar algunas discusiones especialmente significativas para el futuro del campo. Las injusticias y masacres ambientales, así como las violencias ejercidas directamente sobre niñas y niños, estuvieron muy presentes en los debates, con especial énfasis en el genocidio en Palestina y el desplazamiento forzado en Ucrania. Estas realidades nos interpelan profundamente y nos exigen ampliar nuestras preguntas, conectar con otras agendas críticas y reconsiderar la escala de nuestras investigaciones.

A lo largo de distintas sesiones, el propio concepto de infancia fue puesto en cuestión. Se evidenció que los enfoques constructivistas que dominaron los inicios del campo resultan hoy insuficientes para dar cuenta de las múltiples formas de habitar la infancia en contextos contemporáneos. Varias investigaciones abrieron caminos hacia una renovación epistemológica e interdisciplinaria, proponiendo recuperar y enriquecer los vínculos con disciplinas como la historia, la antropología, la psicología o las neurociencias.

Comprender la infancia hoy exige una mirada crítica capaz de interrogar no solo las categorías analíticas tradicionales, sino también los supuestos sobre la centralidad del ser humano. Nos encontramos ante un nuevo giro copernicano: aquel que nos invita a repensar las relaciones entre lo humano y su contexto en un mundo donde incluso la propia naturaleza humana se halla en transformación.

Un hilo común en todas las sesiones fue el compromiso por comprender la realidad con el propósito de transformarla. Lejos de cualquier aspiración salvacionista, los debates propiciaron reflexiones críticas sobre nuestras teorías, metodologías y posicionamientos como investigadoras e investigadores.

En un contexto global marcado por el avance de discursos autoritarios, el debilitamiento de la democracia como forma de vida basada en la igualdad, y el ataque a los derechos humanos como marco de interacción entre Estados y personas, se vuelve indispensable sostener espacios académicos abiertos, plurales y respetuosos de la diversidad de perspectivas. Creo sinceramente que nuestro Foro fue un ejemplo de ello, y que nuestro Comité de Investigación estuvo a la altura de los desafíos del momento.

Agradezco profundamente a todas y todos quienes hicieron posible este encuentro: a quienes integran el Board y a cada miembro del RC, por su compromiso, generosidad y participación.

Con afecto y esperanza,

Valeria Llobet

# Reflections from the 5th ISA Forum

## Intersections Across Research Committees, Inequalities Across Countries

Thanks to the joint sessions and similar initiatives, we experienced several meaningful encounters across different fields. As researchers, we may unfortunately become a bit narrow in focus due to deep expertise in a specific topic or terminology, which can lead to unfamiliarity with neighboring disciplines. In our case, youth is often discussed within the context of education, yet there are many other dimensions of childhood and youth research that deserve attention.

For example, methodological issues and debates have been particularly relevant for me. While applying for a session in our RC, I also chose the sociology of the arts, which seemed highly relevant to our ongoing discussions—especially around arts-based methods in social research. As we aim to create impact in children's lives, it's crucial to consider how our research reaches practitioners and the policymaking level. The use of artistic and/or creative practices should not only serve academia but also be a tool for social change and public engagement.

Discussions around the self-reflection of researchers in their relationships with child participants—and the occasional romanticization of arts- or community-based approaches—were also quite thought-provoking. For this specific ISA Forum experience, one lingering question for me has been about the aim and consequences of our research: how similar are our methods, how do budget constraints and lack of collaboration limit us, and **how can we work across RCs more effectively?** I would suggest more joint sessions and cross-RC collaborations to help generate shared solutions in a more interactive, dialogic way.

On a related note, reciprocity was a key concept that came up repeatedly—especially in relation to our hierarchical (yet hopeful-to-transform into “equal”) relationships with children and younger generations. Co-research and the recognition of children as experts in their own lives were central topics in our discussions. In this regard, I want to highlight the importance of addressing country- and region-specific challenges.

Much of our literature and discussion is based on Central European, Australian, or broadly “Global North” contexts (assuming we agree on such a division—but even within Europe or the Americas, we encounter vastly different conditions in social science and arts-based research). In some countries, children are compensated or supported through structural funding in research. We heard examples of governments funding co-researchers or hiring artists in academic research. When we compare across continents and regions, the disparities become striking.

So, I would like to close with a question: **how can we build solidarity among researchers from different parts of the world?** Collaboration across fields is essential, but more importantly, the international research context must include countries with limited funding, political instability, or economic constraints. We may already be aware of this reality—but the Forum made these differences visible in a way we rarely discuss with an eye toward actionable solutions.

Seran Demiral, PhD

Associate Professor of Sociology

Lecturer at Boğaziçi University, Primary Education & at The Maria Grzegorzewska University in Warsaw



## Glimpses from ISA Forum 2025

The ISA RC53 Research Committee on the Sociology of Childhood is delighted to present some moments from our participation at the ISA Forum 2025 in Rabat, Morocco.

### **Session “Methodological and Ethical Challenges in Qualitative Fieldwork with Children” organised by Lise Mogensen and Tobia Fattore**



### **Session “Reimagining Justice in Early Childhood Education: Multispecies Pedagogies for the Anthropocene” organised by Türkan Fırıncı Orman**





## Keynote Conference

"What Kind of Knowledge for a Critical Childhood Studies? Reflections on Epistemic Justice, Humility, and the Politics of Knowing/Not-Knowing"

by Spyros Spyrou

Session organised and chaired by Valeria Llobet



## Session “Childhood and Migration”

organised by Anne Ramos, Vida Cesnuiyte, and Dainius Bernotas





**Session “A Dialogue from the South(s): Research Agendas on Childhood Studies”  
organised by Tobia Fattore and Lucia Rabello de Castro**



**Session “Child Well-Being, Education, and School”  
organised by Tobia Fattore**





**Session “Asian European Childhoods Beyond the “Model Minority” Myth: Perils, Paradoxes and Potentials” organised by Xiaorong Gu**



**Session “Intergenerational Justice As Radicalized Democracy” organised by Lucia Rabello de Castro and Paülah Shabel**





**Poster Session “Researching Childhoods: Social Issues, Methodologies and Theoretical Approaches” organised by Hamide Elif Üzümcü**





**Session “Sociological Insights into Children’s Relationships with the Environment”  
organised by Hamide Elif Üzümcü**



**Program Coordinators Anne Ramos (RC53 Secretary), Valeria Llobet (RC53 President)  
and Communications Manager Hamide Elif Üzümcü**



**For more updates from RC53 at the ISA Forum 2025, follow us on BlueSky:  
[@isa-rc53.bsky.social](https://bsky.app/profile/isa-rc53.bsky.social)**

# Research Centre in the Spotlight

## Centre for Children's Rights Studies University of Geneva, Switzerland

The University of Geneva's Centre for Children's Rights Studies is an academic entity specialised in interdisciplinary studies on children's rights. Through our research, teaching and outreach activities, we aim to better understand questions that affect children as a social group and the child as a social actor and subject of rights. The interdisciplinary approach of children's rights studies seeks to stimulate both theoretical and practical conversations in response to the growing complexity of societal problems. Based in Sion, it provides a dynamic environment for over 250 students and is supported by a team of approximately 20 staff members, including professors, lecturers, researchers, and administrative personnel.



### Research

The Centre for Children's Rights Studies strives to create a research environment that encourages exploration, embraces diversity in themes and approaches, supports emerging scholars, and bolsters the academic leadership of established researchers. Rooted in the interdisciplinary field of children's rights studies, the Centre examines the theoretical, empirical, and normative dimensions of global, national, and local rules, practices, and discourses concerning children's rights. Our projects address a wide variety of topics, such as children's experiences of their journeys to and from school, children's rights through the lens of the capabilities approach, working children and the international child labour debate, or the role of independent national human rights institutions for children.

### Education

Through the development and organization of basic and continuing education programmes, the Centre is recognized at both Swiss and international levels as a centre of excellence and innovation in inter- and transdisciplinary higher education. Students benefit from innovative pedagogical approaches, including hybrid learning design and interactive educational content.

### Interdisciplinary Master's in Children's Rights

This French-language interdisciplinary Master's programme in children's rights is designed to enhance theoretical knowledge and professional practices across various sectors impacted by the evolving role and status of children and childhood in society. Delivered over three teaching semesters and worth 90 ECTS credits, this full-time programme attracts approximately 40 students annually from diverse disciplinary backgrounds. Throughout the programme, students acquire knowledge on a variety of subjects and themes, such as child psychology, the sociology of childhood, child protection and family law, child participation, advocacy, and children's rights in education.



## Master of Advanced Studies in Children's Rights

The Master of Advanced Studies in Children's Rights is a part-time international and interdisciplinary postgraduate programme on children's rights, spanning two years and worth 60 ECTS credits. Delivered in English, this programme is tailored for professionals working on children's rights issues, including lawyers, psychologists, sociologists, judges, social workers, government officials, NGO staff, academics, and journalists. Graduates of this programme have gone on to hold key positions in national and international governmental and non-governmental organisations, including OHCHR, UNHCR, UNICEF, Human Rights Watch, Save the Children, Terre des hommes, as well as within national and regional administrations and academic institutions.

## Children's Rights Academy

The Children's Rights Academy offers a diverse portfolio of residential, distance and blended continuing education programmes which are designed to meet the needs of professionals working or intending to work in children's rights, childhood and youth policy, and child and youth services at both national and international levels. The Academy provides certificates in mediation and in child protection policies and rights, executive and on-demand training programmes, a Summer School on children's rights, and a massive open online course (MOOC). The content of these programmes is supported by the research and outreach activities conducted at the Centre for Children's Rights Studies, as well as by collaborations with children's rights and childhood studies research centres in Switzerland, Europe, and beyond.

## Outreach

Our interdisciplinary team collaborates closely on projects and initiatives, engaging actively with national and international stakeholders to stay connected to the realities faced by children and those advocating for their rights. The Centre's outreach efforts include coordinating the Children's Rights Academic Network (CREAN), a consortium of over 30 European universities that promotes children's rights as an interdisciplinary academic field and strengthens links between research and policy development. Further outreach activities include partnerships with governmental and non-governmental organisations, fulfilling mandates to support child-focused policies and practices, and institutional collaboration with the Child and Youth Observatory of Valais. The Centre also hosts and participates in conferences and seminars to advance dialogue and share knowledge in the field.

To find out more:

- Centre for Children's Rights Studies: <https://www.unige.ch/cide/fr/>
- Children's Rights Academy: <https://www.unige.ch/cra/index.php>
- Children's Rights European Academic Network: <https://crean-network.org/index.php>

**Prof. Karl Hanson**, Director of the Centre for Children's Rights Studies

**Sarah Zerika**, Research and Teaching Assistant at the Centre for Children's Rights Studies

## Interview

### Ghislain Leroy interviews Julie Delalande

**Ghislain Leroy (Ghislain):** Julie, as an anthropologist of childhood, you are currently a full professor of Educational Sciences at the University of Caen Normandy, France, within the CIRNEF laboratory [Normandy Interdisciplinary Research Center in Education and Training]. Can you summarize your academic career and your main research interests?

**Julie Delalande (Julie):** I completed my PhD in social anthropology and ethnology at the EHESS (Ecole des Hautes Etudes en Sciences Sociales) in Paris in 2000 focusing on the playground, studying social and cultural relationships among children. My supervisor was Nicole Belmont, who worked on oral literature. She told me, as Margaret Mead had written before her, that as a woman anthropologist and as someone taking childhood as my research interest, I was doubly marginalized within my discipline, kept in the shadows, and I should expect difficulties pursuing an academic career. She was unfamiliar with educational sciences, and so it was by relying on the writings of anthropologists like Jacqueline Rabain that I mainly reflected on childhood during my doctorate. Fortunately, I was able to

discover French researchers in educational sciences who were already working on children and play, such as Gilles Brougère, and I was able to read English-speaking sociologists of childhood like William Corsaro. Drawing on his work on peer culture, I developed the concept of child culture in my PhD and since then. I owe my recruitment as a lecturer at the department of educational sciences in 2003 at the University of Caen Normandy to educational sciences and their openness to multiple disciplinary perspectives on education. This helped me become more aware of what my discipline could bring to the researchers who welcomed me: the specificity of the anthropological approach led me to study children as one studies any group in this discipline: by trying to understand what makes them other than adults, not as beings in psychomotor development as child psychologists have been able to work on, but as social beings and beings of culture. I believe that the anthropological concept of culture is the central contribution of my discipline to reflect on the otherness of children in relation to adults.

**Ghislain:** So, in the early 2000s, you entered the field of "sociology of childhood" and its theoretical orientations...

**Julie:** Any emerging field of research must be placed in its societal and scientific context to understand its emergence. When I joined the Sociology of Childhood group within the AISLF (International Association of French-Speaking Sociologists) in 2001, it brought together researchers from diverse disciplines who wanted to establish a field of study focused on childhood, one that distinguished itself from the existing work on children at the time, which focused on the institutions and adults responsible for their education: the sociology of school, family, education, and socialization. These studies, in the early 2000s, segmented the lived reality of children and limited a cross-disciplinary approach to their experiences. They rarely started with fieldwork conducted directly with children, but claimed to capture their point of view through the words of adults (parents, teachers). Today, we have little appreciation of the fundamental change that comes with having childhood as our object and therefore, on the one hand, no longer dividing up children's experience according to where they are (in the family, at school) and, on the other hand, seeking ways of gathering their experiences without going through adults.

Here again, anthropology, insofar as it has developed participant observation through immersion as a central tool for data collection, has helped me a lot. But many challenges remain when doing fieldwork with children, so as not to send them back to their role as successful or unsuccessful students by subjecting them to what seems like a school exercise (as Pascale Garnier showed in an article from 2021), or to ask them questions that are meaningful to them. Many researchers are inventive in involving children in participatory research, or in thinking about the ethical questions specific to a fieldwork with children, but there are still points to work on in imagining the way in which we present the results of our research to them (as Elody Razy and her colleagues did in a work from 2022). Our work is a way of giving them a voice in the public space. But do they agree with the way in which we give knowledge of their daily lives? Ethical questions arise here, as well as those of the commitment of each individual, both researchers and participants, to the research. Conducting research on childhood means paying attention to what happens before, during, and after the fieldwork. Before because it supposes a representation of childhood on the part of the researcher of which we must be aware, during because we must take care of the relationship that we create with the children, and after because the valorization of our results engages a message for the children by making their voice heard.

**Ghislain:** What are your main concepts? Have they evolved over time?

**Julie:** By developing the concept of children's culture in my work, I wanted to reveal children's representations and their relationship to the world through their practices. Throughout my writings, I have increasingly emphasized the fact that it is in no way an autonomous culture, just like any cultural group studied by anthropologists: every group is always constructed in relation to others through a process of acculturation. Gilles Brougère, for instance, has clearly shown how toys involve manufacturers identifying what will sell, parents agreeing to purchase, and children using the object into their play. It is interesting to closely observe how children's practices are informed by the world around them. William Corsaro proposed the term interpretative reproduction to describe this. Julie Pagis and Wilfried Lignier use the expression symbolic recycling. For my part, I speak of appropriation to show, with this simple word from the French language, how they use what surrounds them and adapt it so that the element can make sense according to their centers of interest. I also participate in the reflections on the concept of agency because it helps us to escape our adultocentrism to look at how



children take their part in social play, whether we allow them to or not. But what fascinates me most is observing their otherness through their actions. I'm currently working on the outdoor school, and I observe children obsessed with "little creatures," caring for them by building them houses, and immediately immersing themselves in an imaginary world that allows them to create stories. The boundary we construct as we grow up between reality and fiction, between the visible and invisible worlds, is not present in a 5-year-old child, and this fact, which seems universal because it is linked to their maturity, is a gateway to understanding their relationship with the world.

Today, I wonder how this relationship between reality and fiction is evolving in a society that itself blurs the line between the two. How do we live when we are the object of photographs and films at every moment of our lives from birth, and when the smartphone occupies an important place in our relationships with our parents, our peers, and ourselves? Childhood researchers will help us understand these ongoing social upheavals.

**Ghislain:** How do you see the role of the sociologist of childhood in relation to society in general?

**Julie:** We make children's voices heard by other researchers through our work, but also by the general public through the media, and we can thus hope to play a role in our society's representation of childhood. For the past 20 years, I have been contacted almost every year to talk about the playground, and journalists often ask me about school violence, bullying, and the role of girls in playgrounds. Beyond current events that lead to a negative representation of the playground and relationships between children, I seek to show them how we can understand these facts if we have knowledge of the ordinary life of a playtime when it goes well: How do children organize their friendships and establish their peer groups? What matters to them? Understanding why things work helps us understand why they don't. And showing how what children play, their ability to invent, to get excited about a game of fiction and consequently to nourish their common culture, also explains their desire to succeed in managing their relationships. In my classes, as well as with journalists, I seek to encourage students to move beyond their ethnocentric and adult-centric view of childhood by drawing on lessons about childhood in other cultures and about children's cultures, as well as about child actors.

### ***Some of Julie Delalande's works:***

Delalande, Julie. (2001). *La cour de récréation : Contribution à une anthropologie de l'enfance* [The playground: Contribution to an anthropology of childhood] (Préface de P. Rayou). Rennes : Presses Universitaires de Rennes. Collection «Le sens social».

<https://books.openedition.org/pur/24138?lang=fr>

Danic, Isabelle; Delalande, Julie & Rayou, Patrick. (2006). *Enquêter auprès d'enfants et de jeunes : Objets, méthodes et terrains en sciences sociales* [Researching children and young people: Objects, methods and fields in social sciences]. Rennes : Presses Universitaires de Rennes. Collection Didact Education.

Danic, Isabelle; Delalande, Julie & Rayou, Patrick. (2023). *Investigar con niños y jóvenes. Objetos, métodos y campos* [Research with children and young people: Objects, methods, and fields] (C. M. Sánchez Caro, Préf.; M. A. Gómez Mendoza, Trad.). Pereira, Colombie : Editorial Universidad Tecnológica de Pereira. Collection Trabajos de investigación.

Arleo, Andy & Delalande, Julie. (Dir.). (2010). *Cultures enfantines : Universalité et diversité* [Children's Cultures: Universality and Diversity]. Rennes : Presses Universitaires de Rennes.

<https://books.openedition.org/pur/10732?lang=fr>

Delalande, Julie. (2013). Le concept d'enfant acteur est-il déjà périmé ? Réflexions sur des ouvertures possibles pour un concept toujours à questionner [Is the concept of the child actor already outdated? Reflections on possible openings for a concept that is still being questioned]. *Anthropochildren*, (4), 1–10. <https://popups.uliege.be/2034-8517/index.php?id=1927>

Delalande, Julie. (2013). Étudier les enfants d'ailleurs et d'ici : Initier des étudiants de sciences de l'éducation à l'altérité culturelle et leur montrer les possibilités d'agir des enfants [Studying children from elsewhere and here: Introducing educational science students to cultural otherness and showing them the possibilities for children to act]. *Anthropochildren*, (3), 1–10. <http://popups.ulg.ac.be/AnthropoChildren/sommaire.php?id=1515>

Delalande, Julie. (2017). Enfance (socio-anthropologie de l') [Childhood (socio-anthropology of)]. In A. van Zanten & P. Rayou (Dir.), *Dictionnaire de l'éducation* (2e éd. mise à jour, pp. 323–328). Paris : PUF. Collection Quadrige. (1re éd. 2008)

Delalande, Julie. (2023). Comment la forêt fait vivre la culture enfantine et ouvre un espace de liberté [How the forest brings children's culture to life and opens up a space of freedom]. *Géographie et Cultures*, (119), 21–39. <https://journals.openedition.org/gc/19533>

## Essays, Commentaries, Reviews

### **Gaza: A Graveyard for Children**

Ethel V. Kosminsky

I borrow from Catherine Russel, the UNICEF Executive Director, her calling for Gaza as “a graveyard for children.” She stated that on November 13, 2023, in the beginning of the genocide more than 4 thousand children were killed.

On June 24, 2024, according to Save the Children, the number of children who were missing or separated from their families maybe as many as 21,000. Probably another 4,000 children are buried under the rubble. Nearly other 15,000 have been killed in Gaza. For sure all these number must be higher because only children who are brought to a hospital are counted (Alfonseca, 24.06.2024).

Since March 2, 2025, Israel do not allow humanitarian help enter Gaza, which must have caused death by famine. On March 18, 2025, Israel resumed the genocide. According to UNICEF, on March 31, 2025, the intense bombardments and ground operations has left at least 322 children dead and 609 injured, a daily average of around 100 children killed or maimed over the past days. These data include children who were killed or injured when the surgical department of Al Nasser Hospital, in southern Gaza, was struck in an attack on 23 March. After nearly 18 months of war, more than 15,000 children have been killed, over 34,000 injured and nearly one million displaced and deprived of their basic services.

On April 4, 2025, the Palestinian Central Bureau of Statistics summarized that “more than 39,000 children in Gaza have lost one or both parents as the death toll from Israeli attacks on the Strip has risen to 50,523 with 114,776 others injured since October 2023.” This is the largest orphan crisis in modern history (Middle East Monitor, 04.04.2025).

Philippe Lazzarini, the commissioner-general of UNRWA, commented in March 2024 “This is a war on children. It is a war of their childhood and their future.” More children had been killed in Gaza in 4 months than in all global conflicts in the earlier 4 years (Rosen and Moghli, 19.03.2025). The high child mortality rates in Gaza are a straight result of Israel’s military aggression with the financial support and weaponry shipments of the USA, Germany, Italy and England.

Palestinian children are being killed by strategy, as it was expressed by Israel state. The MP and deputy speaker of the Knesset, Nissim Vaturi said in January: Every child born in Gaza is “already a terrorist, from the moment of his birth.” (Rosen and Moghli, 19.03.2025) The worst is that most of Israeli population agrees with this statement.

Killing large number of children in Gaza leads to its depopulation, destabilize communities and destroy their hope for the future free of oppression. Palestinian children in Gaza have been telling their stories to a global audience. They built a counternarrative to the idea that Israel is simply “defending itself.” Children should be entitled to special respect and protection – according to international humanitarian laws -, but they are killed in their thousands (Rosen and Moghli. 19.03.2025).

Are these numbers a probe of genocide? Those numbers combined with the genocidal intent of Israel are evident, although such evaluations are a conservative estimate of overall mortality within the Palestinian population in Gaza since Oct 2023 due to the destruction of the health system and the deprivation of water, food, medical care, and basic shelter. The statistical erasure of the Palestinian people has been supported by processes of dehumanization and anti-Palestinian racism (Smith et al., 08.02.2025).



Who cares about those numbers? “How many more Palestinians should be massacred for the world to care about our lives?” Refaat Alareer asked this question and he himself answered: “I thought, naively, that repeating the question would change people. It would make them think and reconsider their positions. I posted it all over the forums I was part of then. But Israel kept killing us. And Israel kept destroying our lives. And boy was I wrong about the world’s reaction.”<sup>1</sup>

Inspired by Refaat Alareer, Salam Bustani states:

*“Every day, we hear of numbers. Numbers of deaths, numbers of injuries, numbers of rockets, numbers of airstrikes. Numbers that are supposed to represent the reality of the war in Gaza, but in fact, obscure and distort it. Numbers that reduce human beings to statistics and erase their identities, histories, and aspirations. Numbers that make us indifferent and apathetic to the suffering and struggle of an entire nation. But behind every number, there is a name. A name that belongs to a person who had a life, a family, a career, and a dream. A name that challenges the narrative of oppression and occupation and asserts the dignity and resilience of a people.”*

According to Ayuba Ahmad on March 31, 2025, “500 children killed in 6 days. 640 new orphans created in 1 week. Generations scarred forever”.



I wonder if those numbers can tell this history accurate. Maybe if I mix them with the children’s account – although many times the narrative was made by adults. It’s the only way, sometimes it’s too late for children to speak.



<sup>1</sup> “Refaat Alareer was born in Shuja’iyya in Sep 1979 and killed by Israel in Gaza in Dec 2023. He was a professor of English literature at the Islamic University in Gaza (IUG), which was bombed by Israel.” (Refaat Alareer, Wikipedia, 10.04.2025).

Mansur Ibrahim (Ibrahim, 29.03.2025), tells the history of Little Omar:

*“Little Omar was martyred, and this was the will left in his pocket. ‘I am Omar Al-Jamasi. I owe one shekel to a boy named Abdul Karim Al-Nairab. Abdul Karim lives on Abu Nafidh Street. I love you, my dear friends, and I hope you will not abandon Prayer and continue to read the Quran and seek forgiveness.’*

*FYI: One shekel is about \$0.50.*

*He was so honorable that he wanted to make sure Abdul got his shekel.”*

What could I say to Mansur Ibrahim, besides thanking him for this account? Very few people are honorable as Little Big Omar. His lost means a lost for humanity.

The documentary “Kids under Fire” made by Al-Jazeera and exhibited on YouTube, on March the 27, 2025, showed American doctors who worked in Gaza’s hospital. The doctors said that Palestinian children are killed by Israeli soldiers with determination. Every day doctors received several children shot into their head and thorax.

On August the 24, 2024 in the morning Mira’s father brought her to the hospital. She was going to have a sandwich that her mother had prepared, and she was in the entrance of their tent, when a quadcopter armed with a gun shot her in the head. She was 4 years old. Immediately she was covered by blood.

Dr. Mimi Sayed started taking care of her. The other doctors said it was not worthed, she was going to die. But Dr. Mimi Sayed noticed that she was moving her arm. The doctor took an X-R from her head and saw the bullet. She decided for surgery and was able to remove the bullet. After a while Mira went back to her family. It took some time until she learned to speak again. Then she started physiotherapy at a division of the hospital to walk again. But this hospital division was bombed. No more physiotherapy for Mira. She walks a few steps but doesn’t have enough balance. Now the worst thing happened to Mira and her whole family: Her mother had to have a leg amputee. She was very pale laying down in a stretcher at the hospital. Now, she said, it’s going to be very difficult for her to care for Mira. Is Mira and her family still alive?

When the doctors came back to the U.S.A. they went to Washington, D.C. and Dr. Mimi Sayed brought Mira’s head X-R. As the U.S.A. provide bombs to Israel they went to talk to the politicians for no avail. They were received with skepticism. Dr. Yasser reminded that he saw when a mother holding her baby, had he/she shot into the head. They talked to Tim Rieser<sup>2</sup> who worked for Senator Leahy<sup>3</sup>. According to him, the case of Israel is apart. It cannot be submitted to the same considerations as other countries.

Dr. Mimi Sayed, Dr. Mark Perlmutter and other doctors stated that targeting the children is to target the future. They stated that Israeli soldiers enjoy a culture of violence against Palestinians. The concept of protecting children is broken. For Miranda Cleland of DCDIP Israeli soldiers experience impunity, nobody stops them.

For Dr. Mimi Sayed, “Gaza is a graveyard of the human race, its worst impulses are on display”.

### **Addendum**

Israel - with the support of the USA, Great Britain and Germany - is using starvation as a weapon of war in Gaza. More than 1,1 million people are experiencing catastrophic levels of food insecurity, the highest number ever recorded in a modern war.

---

<sup>2</sup>“Tim Rieser is a senior foreign policy aide to Senator Patrick Leahy. He is one "of the most powerful staffers in Congress presiding over U.S. foreign policy and U.S. foreign assistance.”(Tim Rieser, Wikipedia, 10 April 2025).

<sup>3</sup>“The Leahy Laws or Leahy amendments “are U.S. human rights laws that prohibit the U.S. Department of State and Department of Defense from providing military assistance to foreign security force units that violate human rights with impunity. It is named after its principal sponsor, Senator Patrick Leahy (D-Vermont).” (...)” “While the Leahy Act should apply uniformly to all countries, experts say US has created a set of procedures — through what is known as the Israel Leahy Review Forum (ILVF) — that favor Israel”. (Leahy Law, Wikipedia, 10 April 2025).

The UN statements 10,000 cases of acute malnutrition in children since January 2025, including 1,600 cases of severe acute malnutrition, what means a life-threatening condition requiring immediate care.

Starvation as a tool of war is completely prohibited under Article 54 of Additional Protocol 1 to the Geneva Convention and is defined as a war crime under Article 8(2)(b)(xxv) of the Rome Statute of the International Criminal Court. “These frameworks recognize actions, such as destroying agricultural infrastructure, blocking humanitarian aid, and depriving civilians of essential resources (e.g. food, water, and medicine) as illegal and morally indefensible.” (Ashour et al., 26.05.2025)

Besides Famine, Gaza comprehends the largest cohort of child amputees in modern time. “Beyond physical injuries, the psychological trauma of seeing their houses being destroyed and families being killed will leave permanent scars. The legacy of such destruction will be felt for generations to come.” (Editorial, *The Lancet*, 24.05.2025).

Ethel V. Kosminsky

Retired Professor of Sociology at São Paulo State University – Marília, Brazil

## References

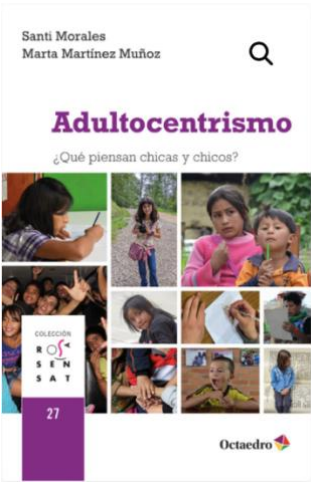
- Alareer, R. (2022). Gaza asks: When shall this pass? In J. Abusalim, J. Bing, & M. Merryman Lotze (Eds.), *Light in Gaza: Writings born of fire*. Haymarket Books.
- Alfonseca, K. (2024, June 24). Number of children missing, separated from families in Gaza may be as high as 21,000: Report. *ABC News*. <https://abcnews.go.com/International/number-children-missing-separated-families-gaza-high-21000/story?id=111365036>
- Ashour, Y., Abu-Jlambo, A., & Abuzzer, S. (2025, May 26). Starvation as a weapon of war in Gaza: Violation of international law. *The Lancet*, Volume 405, Issue 10494, 2044
- Ayuba, A. (2025, March 31). [Post]. *Substack*. <https://substack.com/@ayubahmad/note/c-104864675>
- Bustanji, S. (2024, February 15). We are not numbers: Remembering Refaat Alareer, the voice of Gaza. *Al-Rawiya*. <https://al-rawiya.com/we-are-not-numbers-remembering-refaat-alareer-the-voice-of-gaza/>
- Editorial. (2025, May 24). Gaza has been failed by silence and impunity. *The Lancet*, Volume 405, Issue 10492, 1791. [https://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(25\)01082-7/fulltext](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(25)01082-7/fulltext)
- Ibrahim, M. (2025, March 29). Little Omar was martyred, and this was the will left in his pocket. *Substack*. <https://substack.com/@immansur/note/c-104264629>
- Israel has left over 39,000 orphans in Gaza. (2025, April 4). *Middle East Monitor*. <https://www.middleeastmonitor.com/20250404-israel-has-left-over-39000-orphans-in-gaza/>
- Leahy Law. (2025, April 10). *Wikipedia*. [https://en.wikipedia.org/wiki/Leahy\\_Law#cite\\_note-leahy.senate.gov-2](https://en.wikipedia.org/wiki/Leahy_Law#cite_note-leahy.senate.gov-2)
- Refaat Alareer. (2025, April 10). *Wikipedia*. [https://en.wikipedia.org/wiki/Refaat\\_Alareer](https://en.wikipedia.org/wiki/Refaat_Alareer)
- Rosen, R., & Abu Moghli, M. (2025, March 19). Israel’s war on Gaza is deliberately targeting children – new UN report. *The Conversation*. <https://theconversation.com/israels-war-on-gaza-is-deliberately-targeting-children-new-un-report-252398>
- Smith, J., Shellah, D., & Samudzi, Z. (2025, February 8). Comment: On the quantification of military violence in Gaza. *The Lancet*, Volume 405, Issue 10477, 440- 442. [https://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(25\)00138-2/fulltext](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(25)00138-2/fulltext)
- Tim Rieser. (2025, April 10). *Wikipedia*. [https://en.wikipedia.org/wiki/Tim\\_Rieser](https://en.wikipedia.org/wiki/Tim_Rieser)
- UNICEF. (2025, March 31). At least 322 children reportedly killed in the Gaza Strip following breakdown of ceasefire. *UNICEF*. <https://www.unicef.org/press-releases/least-322-children-reportedly-killed-gaza-strip-following-breakdown-ceasefire>
- UNICEF. (2025, April 5). More than a million children in the Gaza Strip deprived of lifesaving aid for over one month. *UNICEF*. <https://www.unicef.org/press-releases/more-million-children-gaza-strip-deprived-lifesaving-aid-over-one-month>



# Publications

- Atterberry, Adrienne Lee (2025). [Migration as a social mobility project: The case of return migrant families in India](#). *Families, Relationships and Societies*, 14(1), 59–74. <https://doi.org/10.1332/20467435Y2024D000000044> [Open Access].
- Demiral, Seran. (2025). [Çocukluk Çalışmalarında yöntembilim: Çocuklarla gerçekleştirilen araştırmaların sosyal bilimlerde yeri ve güncel yaklaşımlardaki potansiyeli](#). [Methodology in Childhood Studies: Sociological Potentials of Research with Children] *Oditoryum Eleştirel Sosyal Bilimler Dergisi*, 4(6), Ss. 51- 70 ISSN: 2980-0439.
- Demiral, Seran. (2025). [Dijital çocukluk](#). [Digital childhood]. Habitus.
- Demiral, Seran. (2025). Mesafeler. [Distances - Children's book fiction] Bilgi.
- Demiral, Seran & Yılmaz, Ayşe. (2025). [What to preserve for future generations? children's visions of future society: ecological, political, and technological perspectives](#). *Children's Geographies*, 1–17. <https://doi.org/10.1080/14733285.2025.2519030>.
- Demiral, Seran. (2025). [Unveiling digital pedagogy tools for citizenship through a child-led study setting](#). *International Journal of Social Pedagogy*, 14(1): 1. <https://doi.org/10.14324/111.444.ijsp.2025.v14.x.001>.
- Erdemir, Ersoy, Erdiller-Yatmaz, Zeynep & Demiral, Seran. (2025). [How political is the child? Exploring children's political agency in geo-contexts of their lives](#). *Childhood*, 0(0). <https://doi.org/10.1177/09075682251337555>.
- König, Alexandra; Schwittek, Jessica & Ducu, Viorela. (2025). (Eds.). [Special Issue: Living apart together – Growing up in Transnational Families](#). *Families, Relationships and Societies*, 14(1). Online ISSN: 2046-7443; Print ISSN: 2046-7435.
- König, Alexandra & Schwittek, Jessica. (2024). Gutes Ankommen – eine multimethodische Annäherung an die Perspektiven von geflüchteten Kindern. In A. Schierbaum, M. Diederichs & K. Schierbaum (Eds.), *Kind(er) und Kindheit(en) im Blick der Forschung. Kinder, Kindheiten und Kindheitsforschung*, vol. 30 (pp. 263-283). Springer VS. [https://doi.org/10.1007/978-3-658-42625-5\\_15](https://doi.org/10.1007/978-3-658-42625-5_15).
- Lee, Yooumi, & Atterberry, Adrienne Lee (2025). [Grandparents doing care work: Unpacking the contributions and experiences of Korean grandparent caregivers in the US](#). *Families, Relationships and Societies*, 1–20. (Early View) <https://doi.org/10.1332/20467435Y2025D000000064>.
- Martin, Claude & Diter, Kevin (Eds.) (2025). [Well-being at school: A social problem](#). Wiley.
- Schwittek, Jessica & König, Alexandra. (2025). [Making friends as interactional work: Young refugees in Germany](#). *Symbolic Interaction*, 48(1): 23-45. <https://doi.org/10.1002/symb.1207> [Open Access].
- Schwittek, Jessica; König, Alexandra & Ducu, Viorela. (2025). [Editorial to the Special Issue: Living apart together. Growing up in transnational families](#). *Families, Relationships and Societies*, 14(1): 2-7. <https://doi.org/10.1332/20467435Y2024D000000053> [Open Access].
- Üzümcü, Hamide Elif & Berriman, Liam (2025). [Navigating the moral landscapes in research into children's digital lives: Reflections from Türkiye and the United Kingdom](#). *Health Education Journal*, 84(4): 348-359, Special Issue: CIRCY. <https://doi.org/10.1177/00178969241293589> [Open Access].

Viterbo, Hedi and Ioffe, Yulia (2024). [No refuge from childhood: How child protection harms refugees](#). *European Journal of International Law*. 35(3): 647–678.  
<https://doi.org/10.1093/ejil/chae055>.



**Adultocentrismo**  
**¿Qué piensan chicas y chicos?**

Morales, Santi & Martínez Muñoz, Marta. (2024). [Adultocentrismo: ¿Qué piensan chicas y chicos?](#) Ediciones Octaedro.  
ISBN: 9788410282384 (Hard cover), ISBN: 9788410282797 (eBook)

«La palabra adultocentrismo no está en el Diccionario», se lee en el portal web actualizado de la Real Academia Española. Podríamos pensar que no resulta llamativo, ya que su uso es un hecho relativamente reciente. Más allá de su ausencia en el diccionario, sobre lo que no hay dudas es sobre su presencia en la vida cotidiana. Hay adultocentrismo en las aulas escolares, en la crianza familiar, en el diseño e implementación de políticas públicas (o en la ausencia de estas), incluso en las zonas de juego de los parques infantiles en cualquier ciudad del mundo.

Esta obra ofrece los resultados de un estudio exploratorio basado en casi 200 testimonios de chicas y chicos procedentes de Argentina, México, España, Chile y Colombia, entre otros países. A partir de sus modos propios y de sus éticas infantiles y juveniles, comunican sus deseos de mejorar las relaciones intergeneracionales, sus inquietudes y su buen criterio.

Este libro es una invitación a visibilizar esta evidencia y, sobre todo, a escuchar pensamientos infantiles y juveniles acerca del tema.

- “El adultocentrismo es algo que se ve al revés de como lo ve un/a niño/a”. (Chica, 9 años, España)
- “Para mí el adultocentrismo es que lxs adultxs crean que son superiores o que tienen la razón en todo solo por ser mayores”. (Chica, 13 años, Argentina)
- “Creen que lo que digo no es en serio”. (Chica, 8 años, México)
- “No por el simple hecho de ser mayores significa que sean sabios o algo por el estilo, hay veces en las que los niños sí tienen la razón y ellos tienen que aprender a reconocerlo”. (Chico, 13 años, Chile)

**Santi Morales** (Argentina) y **Marta Martínez** (España), ambos sociólogos especializados en los universos social y político de las infancias y adolescencias, plantean una problematización del adultocentrismo elaborada desde y con las chicas y chicos.

El libro cuenta, además, con el Prólogo del adolescente activista climático **Francisco Javier Vera Manzanares**, de Colombia, fundador del movimiento ambiental Guardianes por la Vida, que forma parte de Fridays For Future, agrupación que lidera la joven sueca Greta Thunberg.



“The word ‘adultcentrism’ does not appear in the Dictionary,” reads the updated online portal of the Royal Spanish Academy. One might think this isn’t surprising, as its usage is relatively recent. Beyond its absence in the dictionary, what is undeniably clear is its presence in everyday life. Adultcentrism is found in school classrooms, family upbringing, in the design and implementation of public policies (or in the lack thereof), and even in playgrounds in cities around the world.

This work presents the findings of an exploratory study based on nearly 200 testimonies from girls and boys in Argentina, Mexico, Spain, Chile, Colombia, and other countries. Through their own perspectives



and youthful ethics, they express their desire to improve intergenerational relationships, their concerns, and their good judgment.

This book is an invitation to make this evidence visible and, above all, to listen to children's and youth's thoughts on the subject.

Quotes from children and adolescents:

- “Adultcentrism is something you see the opposite way from how a child sees it.” (Girl, 9, Spain)
- “To me, adultcentrism is when adults think they're superior or right about everything just because they're older.” (Girl, 13, Argentina)
- “They think what I say isn't serious.” (Girl, 8, Mexico)
- “Just because they're older doesn't mean they're wise or something like that; sometimes kids are right, and they need to learn to accept it.” (Boy, 13, Chile)

**Santi Morales** (Argentina) and **Marta Martínez** (Spain), both sociologists specializing in the social and political universes of childhood and adolescence, approach the issue of adultcentrism through a lens shaped by and with young people.

The book also includes a prologue by teenage climate activist **Francisco Javier Vera Manzanares** of Colombia, founder of the environmental movement *Guardians for Life*, which is part of *Fridays For Future*, led by Swedish activist Greta Thunberg.



“A palavra ‘adultocentrismo’ não está no Dicionário”, lê-se no portal atualizado da Real Academia Espanhola. Poderíamos pensar que isso não é surpreendente, já que seu uso é relativamente recente. Para além da sua ausência no dicionário, o que é indiscutível é a sua presença no cotidiano. Há adultocentrismo nas salas de aula, na educação familiar, na elaboração e implementação de políticas públicas (ou na ausência delas), e até nas áreas de lazer dos parques infantis em qualquer cidade do mundo.

Esta obra apresenta os resultados de um estudo exploratório baseado em quase 200 testemunhos de meninas e meninos da Argentina, México, Espanha, Chile, Colômbia e outros países. A partir de suas próprias formas de expressão e de suas éticas infantis e juvenis, comunicam seus desejos de melhorar as relações intergeracionais, suas inquietações e seu bom senso.

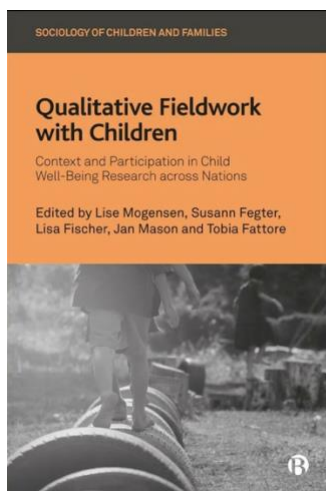
Este livro é um convite para tornar essa evidência visível e, sobretudo, para ouvir os pensamentos infantis e juvenis sobre o tema.

Citações de crianças e adolescentes:

- “O adultocentrismo é algo que se vê ao contrário do que uma criança vê.” (Menina, 9 anos, Espanha)
- “Para mim, adultocentrismo é quando os adultos pensam que são superiores ou que estão certos em tudo só por serem mais velhos.” (Menina, 13 anos, Argentina)
- “Aham que o que eu digo não é sério.” (Menina, 8 anos, México)
- “Só pelo fato de serem mais velhos não significa que sejam sábios ou algo assim; às vezes as crianças estão certas e eles precisam aprender a reconhecer isso.” (Menino, 13 anos, Chile)

**Santi Morales** (Argentina) e **Marta Martínez** (Espanha), ambos sociólogos especializados nos universos sociais e políticos da infância e da adolescência, propõem uma problematização do adultocentrismo elaborada desde e com as meninas e meninos.

O livro também conta com o prefácio do ativista climático adolescente **Francisco Javier Vera Manzanares**, da Colômbia, fundador do movimento ambiental *Guardas pela Vida*, que faz parte do *Fridays For Future*, liderado pela jovem sueca Greta Thunberg.



## Qualitative Fieldwork with Children Context and Participation in Child Well-Being Research across Nations

Mogensen, Lise, Fegter, Susann, Fischer, Lisa, Mason, Jan, & Fattore, Tobia (Eds.). (2025). [Qualitative fieldwork with children: Context and participation in child well-being research across nations \(Sociology of Children and Families\)](https://bristoluniversitypress.co.uk/qualitative-fieldwork-with-children). Bristol University Press.

**For a 50% discount on this book,  
use code BUP07 by 1st September 2025 via the website below:**  
<https://bristoluniversitypress.co.uk/qualitative-fieldwork-with-children>

Drawing on the multinational qualitative study ‘Children’s Understandings of Well-being’ (CUWB), this unique edited collection offers practical insights into conducting fieldwork across diverse geographical, social and cultural contexts, using the same basic protocol.

The book explores the practical, ethical and philosophical challenges the researchers faced, and the ways in which these issues were dealt with by the different research teams. Contributors provide rare insights into the diverse institutional requirements and professional practices highlighting the way research methods are embedded in contexts that are at one and the same time both local and global.

With contributions from experts in child well-being research from Argentina, Australia, Canada, Chile, Germany, Romania, South Africa, Switzerland, Turkey, the UK and the US, the book provides valuable perspectives for researchers across a wide range of settings.

### Chapters

1. *Examining the Social Realities of Qualitative Research with Children. Context, Messiness and Multinational Comparison*

Tobia Fattore, Susann Fegter, Lisa Fischer, Jan Mason and Lise Mogensen

### Part 1: Power-Relations and Ethics in Research with Children

2. *On Vulnerability in Interview Situations in the Field of Childhood Research: Reflections on the Reproduction of the Generational Order*  
Veronika Magyar-Haas and Catrin Heite
3. *Transactional Horizons as Mitigation of Power Imbalance in Adult-Child Interviews*  
Daniel Stoecklin
4. *The Re-Constitution of Children/Childhood and Adults/Adulthood in Research Process*  
Stella März
5. *Ethical Dilemmas in Doing Research with Children: Dealing with Asymmetrical Power Relations*  
Anne Carolina Ramos
6. *Legal Protection to Privacy and Consent in Research with Children as an Ethical Inequality Problem*  
Lisa Fischer and Stella März

### Part 2: Including Marginalised Children in Qualitative Research

7. *Navigating Child Well-Being Research in Institutional Settings: Children with Intellectual Disability and Children in Care*  
Lise Mogensen, Gabrielle Drake, Samia Michail, Tobia Fattore, Jan Falloon and Jan Mason
8. *Narrating Oneself: How Do Children Negotiate the Telling of Their Lives to Adult Researchers and How Can We Provide an Adequate Research Frame?*  
Emre Erdoğan, Pınar Uyan-Semerci and Başak Akkan
9. *Conducting Participatory Research with Children in Constrained Contexts: Methodological Considerations for Training Emerging Researchers Through a Social Justice Lens*



Sabirah Adams, Shazly Savahl, Graciela Tonon and Phadiel Hoosen

10. *Focus Group Method for Studying Wellbeing Children with Intellectual Disability*

Claudia Bacter, Ioana Sîrbu, Adela Lazăr and Sergiu Bălătescu

**Part 3: How Qualitative Methods and Tools Facilitate Research with Children**

11. *Team Meetings and Field Notes as Sources for Reflecting on the Challenges of Engaging Children as Research Partners*

Christine Gervais, Flavy Barrette, Élisabeth Lefebvre and Isabel Côté

12. *A Collaborative Methodological Approach for Understanding Well-Being in School: Photographs to See Them/Us and Listen to Them/Us*

Lorena Ramírez-Casas del Valle, Jaime Alfaro, and Verónica López

13. *Well-Being Maps and the Introduction of Avatars in Filmmaking: Reflections on Ethics and Visual Methods in an English Qualitative Study of Child Well-Being*

Colette McAuley

14. *Revisiting Observation in Research with Children in the South*

Graciela Tonon and Damián Molgaray

15. *(Re)integrating Auditors in Qualitative Research with Children*

Daniel A. DeCino, Lisa A. Newland, Gabrielle A. Strouse and Daniel J. Mourlam

16. *Conclusion: Embracing Diverse Cultural Contexts and Interdisciplinary Approaches to Qualitative Research with Children Across Nations*

Lise Mogensen, Tobia Fattore, Jan Mason, Susann Fegter and Lisa Fischer

**Reviews**

“By teasing out the awkwardness, messiness and discomfort of fieldwork with children across diverse contexts, this insightful book illuminates the gaps between theory and practice, between ethics boards and reality.”

Samantha Punch, University of Stirling

“Recommended to anyone who seeks to conduct meaningful and respectful research with children, on their well-being and experiences – it is an invaluable resources for students and academics.”

Sabine Andresen, Goethe University Frankfurt

## Call for Content

Dear childhood researchers,

The Communications Team is thrilled to announce the commencement of preparations for the **December 2025 issue** 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. This section intends to create a space where children's voices are directly conveyed.
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 include photos and 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 understanding 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. **Calls & Events:** Keep us informed about any conferences, seminars, and workshops (both at local and international levels) related to childhoods that have recently taken place or are upcoming. Include brief information about the event if you wish (up to 1000 words).
7. **Publications:** Let us know about the bibliographical references of (in APA format) and/or information on your recently published articles, ongoing research projects, exhibitions, podcasts or videos related to childhood research (up to 1000 words).
8. **Photography by Childhood Researchers:** Share images or photographs you have taken or created that relate to childhoods. Please include a title for your work and, if desired, a brief description of a few sentences. Ensure the images are submitted in JPEG or PNG format and that you hold the rights to any images you provide.

Furthermore, dedicated sections on Palestinian childhoods and global issues concerning childhoods will be introduced starting with the next newsletter issue. Stay tuned!

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@ed.ac.uk](mailto:hamideelif.uzumcu@ed.ac.uk) by **November 15th, 2025**.

Please ensure text content is submitted in Word format, and images are provided in either jpeg or png format. Please provide all references in APA format and include DOI or ISBN information where applicable. 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.

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

Elif, on behalf of the ISA RC53 Communications Team

## Call for Translators

The Communications team would like to invite members to translate our RC53 July 2025 newsletter issue into their respective languages. As a translator, your role will involve translating the content of the July 2025 issue making it engaging and accessible in your language. Previous experience in translation is not essential. We warmly encourage you to collaborate with your colleagues to bring the issue into your language.

Please submit the translated edition in your language by **August 15th, 2025**. This initiative 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!

Rossana, on behalf of the ISA RC53 Communications Team



# RC53 Board and Communications Team

**International Sociological Association  
RC53 Sociology of Childhood Research Committee  
Board 2023 – 2027**

<b>President</b>	Valeria LLOBET, CONICET / UNSAM, Argentina, <a href="mailto:vllobet@unsam.edu.ar">vllobet@unsam.edu.ar</a>
<b>Secretary/Treasurer</b>	Anne C. RAMOS, University of Fribourg, Switzerland, <a href="mailto:anne.ramos@unifr.ch">anne.ramos@unifr.ch</a>
<b>Online Communication Manager</b>	Hamide Elif ÜZÜMCÜ, University of Edinburgh, the UK, <a href="mailto:hamideelif.uzumcu@ed.ac.uk">hamideelif.uzumcu@ed.ac.uk</a>
<b>Board Members</b>	Tobia FATTORE, Macquarie University, Australia Loretta E. BASS, University of Oklahoma, USA Lise MOGENSEN, Western Sydney University, Australia Yvonne M. VISSING, Salem State University, USA



## ISA RC53 Communications Team

Hamide Elif ÜZÜMCÜ  
Rossana PÉREZ DEL ÁGUILA  
Lise MOGENSEN  
Ghislain LEROY  
Ethel V. KOSMINSKY

## 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

