



Centre for the Study  
of Childhood and  
Youth



**Workshop**  
"Exploring Childhood Studies in the  
Global South"

19<sup>th</sup> – 21<sup>st</sup> January



**2016**

*The Interdisciplinary Centre of the Social Sciences (ICOSS)  
219 Portobello, Sheffield S1 4DP*





## Centre for the Study of Childhood and Youth



### **Welcome to Sheffield!**

The name 'Sheffield' derives from the River Sheaf which runs through the city.

Often referred to as 'Steel City' because of its international reputation for steel production, Sheffield is best known for its industry. Water powered steel mills have existed in Sheffield since 1700's and they can still be seen today if you have time to visit the Kelham Island Industrial Museum, home of the 12,000 horse power River Don Engine. You can also visit the Abbeydale Industrial Hamlet and the 400 year old Shepherd Wheel.

However, what may surprise you is that 61% of Sheffield's entire area is actually green space, and a third of the city lies within the Peak District National Park. With an estimated 2.5 million trees, Sheffield has the highest ratio of trees to people in any city of Europe.

### **Other useful information**

#### **Travel:**

Sheffield and surrounding areas are well serviced by bus, train and tram, please visit the websites below for more information.

<http://www.travelsouthyorkshire.com/timetables/>

[http://www.firstgroup.com/ukbus/south\\_yorkshire](http://www.firstgroup.com/ukbus/south_yorkshire)

<http://www.supertram.com/>

Both of the following taxi services are readily available at all hours:

City Taxis: 0114 239 3939

Mercury Taxis: 0114 266 2662

#### **Tourist Information:**

Sheffield Tourist Information Centre

14 Norfolk Row

Sheffield

S1 2PA

Tel: 0114 221 1900, Email: [visitor@yorkshiresouth.com](mailto:visitor@yorkshiresouth.com)

If you are extending your visit in Sheffield after the conference has finished, the following websites have lots of useful information about different events and places to see:

<https://www.sheffield.gov.uk/out--about/tourist-information>

<http://www.yorkshire.com/places/south-yorkshire>





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**Workshop program**  
“Exploring Childhood Studies in the Global South”  
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## Centre for the Study of Childhood and Youth



### DAY 1 – TUESDAY 19TH JANUARY 2016

|               |  |
|---------------|--|
| 10.00-11.00   | Arrival, Registration, Coffee  |
| 11.00 – 11.05 | Welcome – <b>Professor Penny Curtis</b> , Co-Director of the Centre for the Study of Childhood and Youth (CSCY)  |
| 11.05-11.20   | Project Background and Vision- <b>Dr. Afua Twum-Danso Imoh</b> (University of Sheffield)   |
| 11.20-12.05   | Keynote Address: <i>Smoke and Mirrors? Challenging Categories in Global childhood and Youth Research</i> – <b>Professor Virginia Morrow</b> (University of Oxford) |
| 12.05-12.25   | Discussion   |
| 12.25-13.25   | Lunch  |
| 13.25-14.55   | Roundtable Discussion  |
| 14.55 – 15.10 | Coffee   |
| 15.10 – 15.55 | Keynote Address: <i>Children and Disabled Children Globally: Are They One Group or Several?</i> – <b>Dr. Mary Wickenden</b> (UCL)                                  |
| 15.55 -16.15  | Discussion   |
| 16.15- 17.45  | Poster Presentations and Wine Reception  |
| 18.00- 20.00  | Group Dinner   |

### DAY 2: WEDNESDAY 20TH JANUARY 2016

|             |  |
|-------------|--|
| 9.30- 11.00 | Plenary Discussion (on issues raised the previous day) (Conference Room – 1 <sup>st</sup> Floor.)  |
| 11.00-11.15 | Coffee Break   |
| 11.15-12.00 | Keynote Address: <i>“Child labour” and Children’s Lives in the Global South</i> – <b>Professor Michael Bourdillon</b> (University of Zimbabwe) |

|               |   |
|---------------|---|
| 12.00- 12.20  | Discussion  |
| 12.20-13.20   | Lunch   |
| 13.20-14.50   | Workshop 1: <b>Dr. Nicola Ansell</b> (Brunel University) (Board room– Ground Floor)<br>Title: <b><i>Theorising Age and the Life course: Toward More Useful Conceptualisations</i></b>                                     |
|               | Workshop 2: <b>Dr. Hind Khalifa</b> (King Saud University, Saudi-Arabia) (Glass Meeting room – 1 <sup>st</sup> Fl.)<br>Title: <b><i>The Experience of Growing Up</i></b>  |
| 14.50-15.00   | Coffee Break  |
| 15.00-16.30   | Workshop 3: <b>Dr. Jason Hart</b> (University of Bath) (Glass Meeting room – 1 <sup>st</sup> Fl.)<br>Title: <b><i>Transcending a 'North-South Divide' in Childhood Studies Through Attention to Political-Economy</i></b> |
|               | Workshop 4: <b>Dr. Sarada Balagopalan</b> (Rutgers University, USA) (Board room– Ground Floor)<br>Title: <b><i>Rethinking Childhoods in the Global South Through A Postcolonial Lens</i></b>                              |
| 16.30 – 18.00 | Plenary Discussion (on issues raised during the day) (Conference Room – 1 <sup>st</sup> Floor.)   |

### DAY 3: THURSDAY 21ST JANUARY 2016

|              |  |
|--------------|--|
| 9.30-11.00   | Keynote Address: <b><i>Child Labour in the Global South: The Failures and Flaws of Global Regulation</i></b> – Professor Jean Grugel (The Open University)   |
| 11.00-11.20  | Discussion   |
| 11.20 -11.35 | Coffee   |
| 11.35-13.05  | Workshop 5: <b>Dr. Fernanda Wanderley</b> (Graduate Institute for Development Studies (CIDES-UMSA), Bolivia) (Glass Meeting room – 1 <sup>st</sup> Fl.)<br>Title: <b><i>Theoretical Priorities for Child- Focused Research in the Global South: Bridging Academic and Policy Priorities in Latin America</i></b> |
|              | Workshop 6: <b>Professor Samantha Punch</b> (University of Stirling) ) (Board room– Ground Floor)<br>Title: <b><i>Exploring the Limitations and Opportunities of Cross-disciplinary and Cross-world Dialogue in Childhood Studies.</i></b>   |

|               |   |
|---------------|---|
| 13.05-14.15   | Lunch   |
| 14.15-15.45   | Plenary Discussion (on issues discussed on final day as well as workshop as a whole) (Conference Room – 1 <sup>st</sup> Floor.) |
| 15.45 – 16.00 | Closing Remarks and Evaluation  |
| 16.00         | <b>END.</b>   |





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**Book of abstracts**  
"Exploring Childhood Studies  
in the Global South" workshop

19<sup>th</sup> – 21<sup>st</sup> January



**2016**





# Keynotes

## **Professor Virginia Morrow**

### **University of Oxford, UK**

#### *Smoke and Mirrors? Challenging Categories in Global childhood and Youth Research*

In this presentation, I draw on experiences of working on Young Lives, an interdisciplinary international study following children over 15 years, in Ethiopia, Andhra Pradesh & Telengana, India, Peru and Vietnam, ([www.younglives.org.uk](http://www.younglives.org.uk)), to explore what I have termed 'smoke and mirrors'[1] in childhood and youth research. Through this metaphor, I will explore some taken-for-granted categories that are used globally, generated by institutions in the Global North, in research, policy and practice: (a) notions of age (birth date, numerical age); (b) family (structure); (c) adolescence/transitions to adulthood; (d) education, work and learning/child development (e) children's agency/ 'voice'. The assumptions underpinning these are the 'smoke' in the title; the 'mirrors' are the ways in which universal assumptions underpinning these concepts are reflected and refracted back to the Global North. The presentation concludes by attempting to explore possibilities for moving beyond binary divisions, by looking for possibilities for the South to be generative and to transfer ideas and values to the North. This involves (a) recognition of the limits of global North theorizations and valuing of local understandings and categories, and (b) exploring lines of enquiry that transgress geographical boundaries - relating to poverty, inequality, migration, displacement, globalization, and sustainable development (relating to the new Global Goals/SDGs and beyond).

[1] (Wikipedia: Smoke and mirrors is a metaphor for a deceptive, fraudulent or insubstantial explanation or description

## **Dr. Mary Wickenden**

### **University College London, UK**

#### *Children and Disabled Children Globally: Are They One Group or Several?*

In this talk I will focus on children and disabled children in the Global South and the ways in which they are seen as one group or several. How are such boundaries drawn and who do they benefit? I will reflect on ways in which the lifeworlds and experiences of children living in the global south can be considered in the same or different ways as their peers living in the Global North and how disability intersects with such questions. Subsequently I will discuss whether judgements about sameness or difference in relation to 'disabled' and 'non-disabled' children are useful when considering their lives in diverse settings. I will consider the influence of developmental approaches to children and childhood in low resource settings and how these shape what happens.

I will also consider some key concepts which abound in discourses about children and disabled children in particular such as 'inclusion', 'vulnerability' 'agency' and 'participation'. I will discuss whether and to what extent these terms are useful in relation to improving all children's lives, especially in global south contexts. Lastly I will discuss how research and theory about disabled children can be mainstreamed into the discussions about children and childhood more broadly in the north, the south or globally.

**Professor Michael Bourdillon**

**University of Zimbabwe**

*Child labour” and Children’s Lives in the Global South*

There is tension between two aspects of children’s work: work is a fundamental human and social activity, and therefore has a place in children’s lives and development; on the other hand, work demanded of children can be abusive, damaging their physical, social and cognitive development. When the concept of “child labour” dominant in discourse in the global North is applied to situations of children in the global South, the concept obstructs a good understanding of the place of work in children’s lives and the analysis of benefits and harm. When this discourse drives intervention intended to protect children, a frequent result is unintended consequences damaging to children. To overcome such problems, research into children’s work must focus on outcomes in their lives rather than being driven by values encapsulated in an ideal childhood. Research into children’s rights needs to go beyond the gaps between international conventions and practice, and instead be driven by empirical and theoretical understanding of outcomes in children’s lives. There are, however, considerable challenges for academics who are critical of the dominant discourse, which assumes for itself the superiority of being progressive and morally superior.

**Professor Jean Grugel**

**The Open University, UK**

*Child Labour in the Global South: The Failures and Flaws of Global Regulation*

The global regime on child labor rests on the proclamation of a very particular model of childhood, associated mainly with Western ideals, including a view that children should be protected from having to earn income until at least the ages of 14-16. International organizations, including UNICEF, the ILO and the EU, hold strong positions about the importance of taking children out of the work place and, particularly, protecting them from exploitative and dangerous work.

The ILO has pushed the ‘decent work’ agenda onto the 2015 Sustainable Development Goals, which now include targets such as promoting decent work for youth and ending child labor in all its forms, as well as formalizing the informal economy and protecting migrant workers, which will also impact on how and whether young people work. But the global drive to regulate how and whether children and young people work faces a number of significant challenges. I dwell here in particular on first, what the changing structures of global power mean for the global child labor regime second, on the flaws in how labor and work are conceptualized within it and thirdly on the confusion within civil society about whether to work with it, or to challenge it as inappropriate.

## Group Sessions

**Dr. Nicola Ansell**

**Brunel University, UK**

*Theorising Age and the Life course: Toward More Useful Conceptualisations*

Historically, the lifecourse has been conceptualised in multiple and complex ways in different societies and in different domains of life. While childhood and adulthood are sometimes defined in binary terms, and sometimes in relation to chronological age, there are also many other ways of envisaging temporalities and transitions. In recent decades, however, universal conceptualisations rooted in chronological age have gained prominence in international discourse and national policies worldwide. In a globalising world, these may offer young people and their representatives recourse to a universal standard that is potentially empowering. The idea that children everywhere merit protection against economic or sexual exploitation on the basis of a simple, universally definable characteristic has an obvious appeal. However, as much research has demonstrated, such an approach is also problematic. In particular, where the (universal) age thresholds that adhere to certain activities are poorly aligned with local practices, and in particular with the practices of those who are most marginalised, this can lead to the surveillance, scapegoating and stigmatisation of those groups. Moreover, it can marginalise them further by restricting young people's access to activities through which they might enhance their own wellbeing.

This workshop will consider:

1. The value of universal concepts of lifecourses based on chronological age.
2. The value of situated conceptualisations of lifecourse.
3. Ways of theorising lifecourse that have political salience in a globalising world.

It will incorporate small group activities that examine the application of universal age thresholds to particular areas of young people's lives including working, sexual consent, marriage and criminal responsibility.

Through discussion of these issues, we will address two of the central questions of the workshop:

1. How, if at all, do theoretical concepts relating to childhood research in the North transfer to various social, cultural and political contexts in the Global South?
2. What challenges exist which may prevent the incorporation of theories developed by academics focusing on Southern childhoods into more dominant discourses surrounding childhood studies?

**Dr. Hind Khalifa**

**King Saud University, Saudi-Arabia**

*The Experience of Growing Up*

This session will focus on the experience of growing up in a different context.

The discussion will address the following questions:

1. How, if at all, do theoretical concepts relating to childhood research in the North transfer to various social, cultural and political contexts in the Global South?
2. What challenges exist which may prevent the incorporation of theories developed by academics focusing on Southern childhoods into more dominant discourses surrounding childhood studies?

Some of the area that will be looking at:

- Similarities and differences in “childhoods”: The meaning of childhood, and how it is experienced and changed over space and time.
- Changing childhood changing families: parent-child relationship-cultural values-religion.
- Policies in different contexts: child protection between global laws and national understanding.

Participants will be the center of activities and will be provided with the opportunities to share their own experiences through case studies and small group activities that will allow them to reflect on some of the issues and the main questions raised in this session in more in-depth.

Outline:

1. Welcoming and introduction (5 minutes)
2. Presentation by the facilitator: childhood in Saudi Arabia; similarities and diversities in global childhoods (10 minutes)
3. Group activity on case studies of children at global south which the participants will present (20 minutes)
4. Group discussion around these case studies, bearing in mind the main topics the session is concerned with (25 minutes)
5. Group discussion on issues relating to 2 questions the session is concerned with (25 minutes)
6. Closing (5 minutes).

**Dr. Jason Hart**

**University of Bath, UK**

*Transcending a 'North-South Divide' in Childhood Studies Through Attention to Political-Economy*

For the most part scholars within the field of childhood studies have played considerably more attention to factors of culture as these shape children's lives than to political and economic forces. Such an approach is arguably a function of the era in which childhood studies emerged: a moment when interest in the politics of identity and recognition was at its height, and a focus upon class had lost favour. This is now changing, not least due to awareness of (a) growing inequality around the globe (at least as much within countries as between them) and (b) the impact of globalising capitalism upon the lives of the young.

In this session, we shall reflect upon how we understand and deploy the notions of 'culture' and 'political-economy' and consider how the two intersect. We shall then move to discuss (a) how an approach that integrates both might be deployed in investigation of children's lives globally, and (b) the implications of such an approach for theory-building in the field of childhood studies."

**Dr. Sarada Balagopalan**

**Rutgers University, USA**

*Rethinking Childhoods in the Global South Through A Postcolonial Lens*

For all of us who do ethnographic research with children in the global South we often find the difference in these childhoods productive, but yet, we do little to further theorize what it is that we find interesting. In this workshop we will discuss the ways in which a postcolonial lens can help in theorizing the 'difference' signified by childhoods in the global south. We will approach the term postcolonial less in a simple cartographic sense and more as a critical term that signals the formative role a colonial modernity continues to play in our contemporary world. Several postcolonial theorists have suggested a radical rethinking of the familiar theme of 'failure' typically associated with countries in the global south and have instead argued for a more politicized framework of 'multiple modernities'. While we are familiar with the ways in which 'multiple childhoods' has been used to engage the cultural diversity of childhoods across the global south, the workshop will explore the ways in which an engagement with 'multiple modernities' can open up our existing 'cultural' framing of childhoods to the violence, opportunities, hierarchies and ambiguities produced by the historical workings of modernity.

Included in this workshop will be a more focused discussion on the postcolonial circulation of liberal assurances around children's rights.

**Dr Fernanda Wanderley**

**Graduate Institute for Development Studies (CIDES-UMSA), Bolivia**

*Theoretical Priorities for Child- Focused Research in the Global South: Bridging Academic and Policy Priorities in Latin America*

This workshop will focus on the question:

What are the key theoretical priorities for child-focused researcher working in diverse contexts in the Global South and why? / What theoretical concepts do childhood researchers focusing on Southern childhoods find most useful and why?

The significant political, cultural and social diversity in the Global South implies an important challenge to approach this question. When we talk about the Global South we have in mind common characteristics such as high levels of poverty an inequality, deep social insecurities, instable and fragile political institutions, among others. However the distinctions among countries and regions are significant. We can start the discussion through the identification of structural communalities in relation to childhoods among countries and regions and then analyse the usefulness of the theoretical concepts in the literature. I would like to propose some ideas that emerge in Latin America and especially in my group study in CIDES-UMSA. The first one is the strong relationship between academic research on one hand, and public discussion and policy making on the other. The boundary between University, ground root social organizations and policy makers is less clear than I found in the North. This poses many theoretical and methodological challenges. A second idea is related to the intersection between gender and children rights. We find that this is a major issue to be developed. In this direction, we have been working on the concept of care in its multiple dimensions: as a right, as work and part of the economy and as a new orientation to social policies.

**Professor Samantha Punch**

**University of Stirling, UK**

*Exploring the Limitations and Opportunities of Cross-disciplinary and Cross-world Dialogue in Childhood Studies.*

This workshop begins from a starting point that childhood studies is generally a multi-disciplinary field rather than inter-disciplinary, and that it could benefit from greater dialogue between its sub-disciplines as well as with those outside academia. The session considers the current nature and future direction of childhood studies by focusing on three key areas which lack dialogue: the limited inter-disciplinary communication between the sub-fields of childhood studies (such as between the sociologists of childhood and children's geographers); the continued gap between the academic discourse of childhood studies and arenas of policy and practice; and the lack of dialogue and cross-cultural learning between childhoods in the Majority World and those in the Minority World. It uses the concepts of children's agency and the generational order in order to illustrate limited cross-world dialogue in childhood studies. The workshop then considers the opportunities and constraints of working towards a more integrated, global approach to childhood studies.



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**Profiles**  
"Exploring Childhood Studies  
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19<sup>th</sup> – 21<sup>st</sup> January



**2016**





**Dr. Nicola Ansell**  
**Brunel University, UK**

Nicola Ansell is a Reader in Human Geography at Brunel University London. Her research focuses on social and cultural change in the lives of young people in the global South, principally in southern Africa. Her PhD research focused on the impacts of secondary schooling on the lives of young women in rural Lesotho and Zimbabwe, focusing on gender relations in particular. She has since undertaken research into children's AIDS-related migration and the impacts of AIDS on young people's lives and food security prospects in Lesotho and Malawi, as well as the responses of the education sector to the AIDS pandemic in Lesotho. She is currently beginning a research project examining the impacts of social cash transfers on relations of age, gender and generation in rural Malawi and Lesotho. This project involves colleagues from the Universities of Dundee, Hull, Malawi, the Swedish Agricultural University and the National University of Lesotho. It will involve further research with young people who participated in an earlier project, to identify the impacts of cash transfers on their lives over the past 8-10 years. Nicola is also author of *Children, Youth and Development* (Routledge 2005 – second edition forthcoming in 2016) and co-editor with Afua Twum-Danso Imoh of *Children's lives in an era of children's rights: the progress of the Convention on the Rights of the Child in Africa* (Routledge 2014). She runs an MA programme at Brunel in Children, Youth and International Development.

**Dr. Sarada Balagopalan**  
**Rutgers University, USA**

Sarada Balagopalan is an Associate Professor at the Department of Childhood Studies at Rutgers University. Ph.D. in International Education, Department of Teaching and Learning, New York University. Her work on postcolonial childhoods foregrounds the tension between children's work and schooling as a key site where discourses of colonial modernity, the developmental' nation-state, late capitalism and current transnational efforts around children's rights play out. One of the founding editors of *contemporary Education Dialogue*, Dr. Balagopalan has published widely on pedagogy, ethnography, globalisation and feminism. Her book, *Inhabiting 'Childhood': Children, Labour and Schooling in Postcolonial India* (Palgrave), is forthcoming in 2014.

**Professor Michael Bourdillon**  
**University of Zimbabwe**

Michael Bourdillon was born in Zambia and has lived most of his life in Zimbabwe, where he attended school. After receiving a doctorate in Social Anthropology from Oxford University, he taught for over 25 years at the University of Zimbabwe, where he holds the title of Professor Emeritus. He has also taught in the University of Calabar, Nigeria, and has conducted two institutes on children and youth for CODESRIA in Senegal. He has received visiting fellowships at the African Studies Centre, Leiden; the Institute of Social Studies, The Hague; and Netherlands Institute for Advanced Studies, Wassenaar. Currently, he is involved in the Child Sensitive Social Policy Programme at the Women's University in Africa, Harare. He has worked with street children and working children through local NGOs and international child protection

organisations. He has published widely on children and work, including as editor and contributing author of *Earning a Life: Working Children in Zimbabwe* (Harare, Weaver Press, 2000), as a co-author of *Rights and Wrongs of Children's Work* (New Brunswick, Rutgers, 2010), and as co-editor of *African Children at Work: Working and Learning in Growing Up for Life* (Bayreuth, LIT Verlag, 2012), *The Place of Work in African Childhoods* (Dakar, CODESRIA, 2014), and *Children's Work and Labour in East Africa* (Addis Ababa, OSSREA, 2015). He has also recently co-edited volumes on childhood poverty and protecting children with the Young Lives research programme in Oxford University. He is an Honorary Fellow of the Royal Anthropological Institute.

**Professor Jean Grugel**  
**The Open University, UK**

Jean Grugel is Professor of Global Politics at the Open University. She is Co-Director of the University's Priority Research Area in International Development and a member of the Innovation, Knowledge and Development Centre.

Previously, she was founder and Director of the Sheffield Institute for International Development (SIID). Jean has written extensively on development, democratization and human rights, especially but not exclusively, within Latin America, and on global and regional governance. Her most recent books are *The Handbook of International Development* (with Dan Hammett, eds), Palgrave-Macmillan, London and *Demanding Human Rights in the Global South* (with J Nem Singh, L Fontana and A Uhlin, eds) Palgrave Macmillan, London. She is currently completing research projects on the Sustainable Development Goals, child labor in Bolivia and Argentina and young people's political mobilization, some of which can be found in recent papers in *World Development*, *Global Governance*.

**Dr. Jason Hart**  
**University of Bath, UK**

Jason Hart is Senior Lecturer in the Anthropology Development at the University of Bath, a research associate at the Refugee Studies Centre, University of Oxford and a visiting professor at the Norwegian Technical University, Trondheim. His research has explored the experiences of young people in settings of armed conflict and displacement, and the nature of institutional responses to these young people. He has a particular interest in the political-economy of children's rights. Jason has worked in South Asia (Sri Lanka, Nepal, India and Bhutan) and, to a limited extent, East Africa. However, his principal area of interest is the Middle East, particularly Israel / occupied Palestinian territories and Jordan.

He has been employed as a consultant author, researcher, evaluator and trainer by various UN and non-governmental organisations. These include UNICEF, Save the Children, PLAN, Care International, and the Canadian International Development Agency. He has also served as an advisor to the UN in the formulation of studies, guidelines and policies. Recent publications include articles in 'Children's Geographies', 'Disasters', 'Journal of Refugee Studies' and 'The European Journal of Development Research'.

**Dr. Hind Khalifa**  
**King Saud University, Saudi-Arabia**

Hind khaled khalifa, is associate professor of sociology of childhood, at the department of social studies, worked as Vice dean for Collage of Arts, and Director of the Unite for Childhood Studies and Activates, at King Saud University, Riyadh, Saudi Arabia. Her main research interest and publications are in childhood and global change, basically in Saudi Arabia and Arab Gulf Societies. Her most recent publications are: a book " children and divorce: a study on children's perspective of problems of adjustment at divorced families in Riyadh city", "children and citizenship in the Arab World", " Socialization and Change: Challenges facing contemporary Saudi Families"

She graduated in 2001 from The University of Hull. Her PhD research was about Changing Childhood in Saudi Arabia: a comparative historical study for three female generations. She is working as consultant for a number of childhood agencies, and was a member of childhood's strategic plan team in Saudi Arabia. She is a member of Center for Youth and childhood studies at Sheffield University since 2009. She is also a writer, published a number of stories and plays for children, her children book (My grandma Keeps My secrets) award winning of Arab Thoughts Foundation.

She describes: Writing for children, inspired me to combine my passion with my profession. My work became a connecting ring, where children are always social actors.

**Professor Virginia Morrow**  
**University of Oxford, UK**

Ginny Morrow is Deputy Director of Young Lives, and Senior Research Officer/Associate Professor in the Department of International Development at the University of Oxford, working on Young Lives, a longitudinal study of two cohorts of children growing up Ethiopia, Andhra Pradesh in India, Peru and Vietnam, funded by UK Department for International Development 2001-2017 (see [www.younglives.org.uk](http://www.younglives.org.uk)). Her research focuses on children's work in developed and developing countries, sociological approaches to the study of childhood and youth, children's rights, the ethics of social research with children and young people.

**Professor Samantha Punch**  
**University of Stirling, UK**

Samantha Punch is Professor of Sociology in the School of Applied Social Science at the University of Stirling, Scotland. Her research interests are within the sociology of childhood and the sociology of development, including food practices in residential care; children's work and education in Bolivia; the sustainable rural livelihoods in China, Vietnam and India; youth transitions and migration in Latin America; sibling relationships; young people's problems in Scotland. She is author of Get Set for Sociology (2005, Edinburgh University Press) and editor of Sociology: Making Sense of Society (2013, Pearson), Global Perspectives on Rural Childhood and Youth (2007, Routledge), Children's Food Practices in Families and Institutions (2011,

Routledge) and *Children and Young People's Relationships: Learning Across Majority and Minority Worlds* (2013, Routledge). Related recent papers on global childhoods:

Punch, S. (2015) 'Possibilities for Learning between Childhoods and Youth in the Minority and Majority Worlds: Youth transitions as an example of cross-world dialogue,' in Wyn, J. and Cahill, H. (eds) *Handbook of Children and Young Adulthood*, Singapore: Springer, pp.689-701.

Punch, S. (2015) 'Exploring Children's Agency across Majority and Minority World Contexts', in Esser, F., Baader, M., Betz, T. and Hungerland, E. (eds) *Reconceptualising Agency and Childhood: New Perspectives in Childhood Studies*, London: Routledge.

Punch, S. (2016) 'Cross-world and Cross-disciplinary Dialogue: A More Integrated, Global Approach to Childhood Studies', *Global Studies of Childhood*, 6(3). [forthcoming February 2016]

**Dr. Fernanda Wanderley**  
**Graduate Institute for Development Studies (CIDES-UMSA), Bolivia**

Fernanda Wanderley holds a doctorate in sociology from Columbia University and is a professor at the University of San Andres (CIDES-UMSA), La Paz, Bolivia. She has been carrying extensive research on Bolivian economy and society from a gender and a generation perspectives. She has coordinated research on care work, the relationship between household and labor market, women's and children's rights and social and economic policies. She has written many books and articles, including *La economía social y solidaria: desafíos teóricos y políticos*, *Lecturas desde América Latina*. La Paz, CIDES-UMSA y HEGOA, Plural Editores 2015; *Hacia una política municipal de cuidado – integrando los derechos de las mujeres y la infancia* (Toward a municipal policy of care: Integrating women's and children's rights), La Paz, CIDES-UMSA, 2012 (Co-author with Cecilia Salazar, Fernanda Sostres and Ivonne Farah); *El cuidado como derecho social: situación y desafíos del bienestar social en Bolivia* (Care as a social right: The welfare situation and challenges in Bolivia), Lima, OIT, 2011; "Between Reform and Inertia: Bolivia's Employment and Social Protection Policies over the Past 20 Years" in *International Labor Review*, vol. 148, 3, 2009 and *Trabajo no mercantil e inserción laboral – una mirada de género desde los hogares* (No paid work and employment – a gender perspective from households) La Paz, Plural Editores, 2003. For more information, visit [www.fernandawanderley.blogspot.com](http://www.fernandawanderley.blogspot.com)

**Dr. Mary Wickenden**  
**University College London, UK**

Mary Wickenden is a senior research fellow in disability and development, teaching and doing research at the Institute for Global Health at University College London. She started her career at Sheffield University, training as a speech and language therapist, subsequently working in the NHS, gradually specialising in working with young children with severe disabilities and their families. After working in India in community development projects with a focus on children's wellbeing, she moved into academia and gradually broadened her interests to social and cultural aspects of health, disability, children and childhood.

A move into medical and social anthropology cemented this focus. She completed her PhD with Prof Allison James at Sheffield, looking at aspects of social identity with British teenagers with severe disabilities. Subsequently she has expanded her interests further in developing methodologies for doing participatory research with disabled children and young people mainly in low resource settings in the global south. She has worked extensively in India, Sri Lanka, Uganda and Malawi, and in a number of other settings on smaller training or research projects.

Currently her research interests include: developing participatory methodologies with children and disabled children and other excluded groups, aspects of children's identity, the relationship between disability and poverty, participatory evaluation of Community Based Rehabilitation (CBR), sexuality/sexual abuse of disabled people and mainstreaming of disability components into broader research agendas and practice.

Mary is passionate about developing better dialogue and links across disciplines and subspecialties and between academics and other actors such as governments and NGOs working with children and or in disability. The main purpose of all this work is to improve the life chances and wellbeing of children and adults with disabilities and to ensure that they are included as equal citizens along with everyone else.