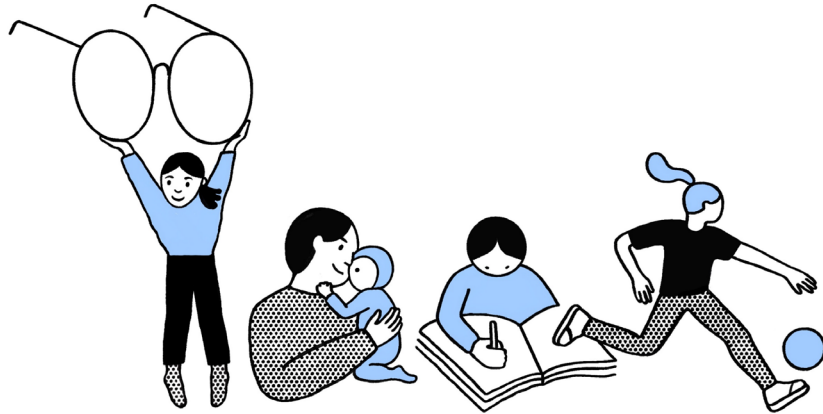


3rd International CHIDLIFE Conference

on

Children and Young People in Everyday Life and Professional Practices



CHIDLIFE
BARNELIV OG PROFESJONSUTØVELSE

OsloMet – Oslo Metropolitan University
23–25 September 2024

Pilestredet 46, Oslo

CONFERENCE PROGRAMME

(changes may occur)

12.00–13.00 Registration. Light lunch available. (P46, ground floor)

13.00–13.30 WELCOME AND GREETINGS P46 (Athene 1 & 2)

13.30–14.15 KEYNOTE 1 - P46 (Athene 1 & 2)

Friederike Kind-Kovács, senior researcher at the Hannah-Arendt-Institute for Totalitarianism Studies at the TU Dresden, Germany
Childhood at War: 100 Years of Children's (Violated) Rights

14.15–14.45 Break with refreshments

14.45–16.15 PARALLEL SESSIONS 1

1A (PA311)

Everyday practices in kindergarten-children's perspectives and agencies

Chair: Sissel Seim

1B (PA314)

Young people and health

Chair: Wenche Bjorbækmo

1C (PA329)

Children exposed to violence and loss

Chair: Margrete Aadnanes

1D (PA318)

Symposium: Neoliberal conceptualizations of childhood in the Global South

Mia Heikkilä, Ann-Christin Furu, Linda Eriksson, Siv Lundström: Resilience in Early Childhood Education and Care – Children's Agency, Belonging and Compassion

Martin Fjeld, Johnny Hyunh: Circle time in kindergartens: From children's perspective

Eija Sevón, Anu Kuukka, Eija Salonen: Children's embodied subjectivity during nap time in early childhood education and care in Finland

Johanna Quina: Mental Health: an actor in the relational experience of being an 'adolescent' in Quito-Ecuador.

Yulia Korzhina, Jessica Hemberg, Pia Nyman-Kurkiala: Professional youth worker's views on involuntary loneliness and its alleviation among adolescents and young adults

Elisabeth Grimsgaard, Hedda Eik, Wenche Bjorbækmo, Birgitte Ahlsen: A breathing space: How young Norwegian women engaging psychomotor Physiotherapy to address long-term health disorders narrate their experiences

Marie-Theres Pooch: We look after you that nothing happens to you" –Organisational professionalisation concerning sexualised violence

Monika Alvestad Reime, Ingrid Johnsen Hogstad, Tone Jørgensen, Merete Tunestveit, Ingrunn Barmen Tysnes: Parentally bereaved children involved in the child welfare system. A scooping review

Sissel Edgen: Commodification of the pre-school sector in urban India – related to traditional ways of mothering?

Velina Ninkova: What makes a good Jul'hoansi childhood? Struggles and contestations from Namibia.

Ardis Storm-Mathisen: Why do parents in Botswana want their children to attend early childhood education? Orientations, connections, and dynamics.

16.30–18.00 PARALLEL SESSIONS 2

2A (PA311)

Pedagogical practices in ECEC

Chair: Anita Sundnes

2B (PA314)

Children's rights and agency

Chair: Wenche Bekken

2C (PA329)

Digitalisation of childhood

Chair: Oddbjørg Skjær Ulvik

2D (PA318)

Symposium: Childism and Childhood Prism Research

2E (KK-lounge)

Poster session

Chair: Anne Greve

Elisabeth Walsøe Lehn, Sobh Chahboun: Are kindergarten teachers ready to accept that even small children have a sexuality?

Natália Meireles Santos da Costa: Exploring routines in early childhood education and care: time-space orderings and implications for children's everyday lives

Morvarid Dehnavi, Marco Mazzarisi, Arnd-Michael Nohl, Sarah Thomsen: Pedagogical interactions in childcare centers and their videographical analysis with the Documentary Method.

Marit Ursin, Ida Marie Lyså: Decolonising children's rights – why is it necessary, and how do we move forward?

Tina Mathisen, Marie Louise Seeberg: When the individual student becomes a "NAMS": A critical look at the Norwegian educational system.

Marianna Melenteva: Inclusive practices: Exploring Belonging among Adolescents in Local Sports and Physical Education.

Kamilla Knutsen Steinnes: Enacting the gamer role: How gendered consumption influence gender identities among Norwegian youth.

Øyvind Næss: Anchorings and lines of flight in a digitalized childhood.

Clara Julia Reich, Kamilla Knutsen Steinnes, Helene Teigen: Between inspiration and deceptions: children's perspective on social media platforms' role in their consumption practices.

Hanne Warming: Introduction: Childism and Childhood Prism research.

Tanu Biswas: Childist research by adults with and without children.

Christina Haandbæk Schmidt, Anna Busk Rasmussen: Children's perspectives and rights to be heard.

Jeanette Sundhall: Depoliticizing children's experiences.

Sarah Alminde: Listening to children: A Childist analysis of family law cases.

Yukie Sugano: Narratives of Parents and Children Reflecting on "Reaching Adulthood"

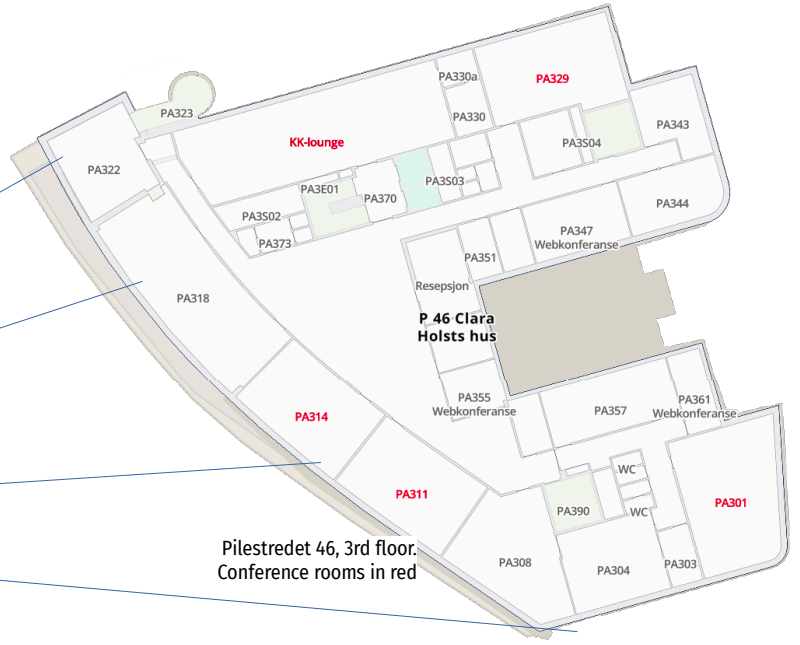
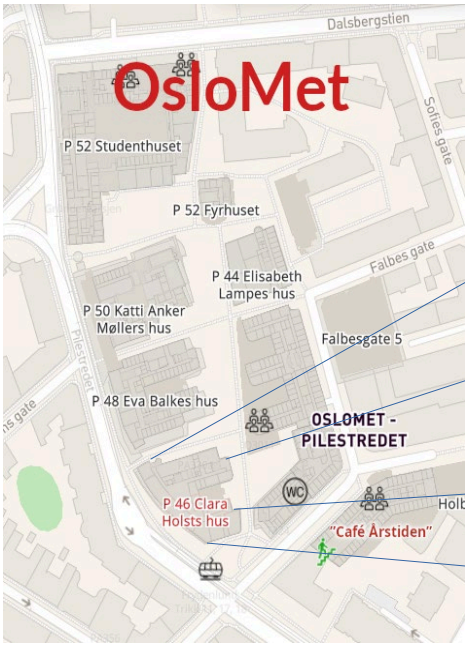
Julia Pertinger: Socialization of young people in sports boarding schools

Mai Kominato: A comparison of Japanese parents' and caregivers' perspectives on diversity-conscious products for children.

Agnete Vaags: Characteristics of expert assessments for children in ECEC.

18.30–22.00 Conference dinner (charged separately)

at Årstiden, Stensberggata 26-28



TUESDAY 24 SEPTEMBER

08.30–9.00 Coffee and light refreshments P46, ground floor

09.00 Good morning greetings P46 (Athene 1 & 2)

09.15–10.00 KEYNOTE 2 - P46 (Athene 1 & 2)

Michel Vandenbroeck, Professor at the Department of Social Work and Social Pedagogy, Ghent University, Belgium

Parenting in the neoliberal era: the individualisation of educational responsibilities

10.00–10.30 Break

10.30–12.00 PARALLEL SESSIONS 3

3A (PA311)

Diversity and inequality in ECEC

Chair: Wenche Bekken

3B (PA314)

Migrants, minorities and sustainability

Chair: Margrete Aadnanes

3C (PA329)

Interprofessional collaboration in childcare part 1

Chair: Mari Dalen Herland

3D (PA318)

Symposium: Austrian childcare between education and care. Historical and contemporary perspectives on early childhood education institutions

3E (KK-lounge)

Parenting in challenging times

Chair: Sissel Seim

Sylvia Nienhaus: Curricula and inequality in early childhood. The significance of stereotypes in ECECA

Kira Saabye Christensen, Karen Prins: Exploring gender dynamics in Danish kindergartens

Karen Prins: Whose stories are made to count? Minority parents as place makers and community builders in early childhood institutions

Kari Bergset, Gunnar Husabø, Cecilie Eikefjord Udberg-Helle, Monika Alvestad: Long-awaited family life and heavy responsibility. Young refugees' experiences with support services after family reunification

Kirsten Rusert, Margit Stein: The social dimension of sustainability in the school-to-work transitions of young refugees

Marian Habermehl-Ooms, Jana van der Zwart-Langner: Interprofessional Collaboration in Inclusive and Integrated ECEC - a Multi-lingual Review from Six European Countries.

Jana van der Zwart-Langner: No professional left behind – cross-national research to improve interprofessional collaborative practices in ECEC.

Kaja Braathen: Interprofessional education concerning children: Exploring students' perspectives on contingent support.

Daniela Steinberger: Early childhood education institutions in Austria. Historical developments in the 19th and 20th century

Tanja Kniewasser: Professionalization of low-skilled professionals in Austria: A qualitative study

Melanie Holztrattner: Doing early childhood. Childlife as a result of everyday practices of professionals and children

Dorte Kousholt: Conceptualizing care practices in families in relation to climate change and demands for more sustainable living - Struggling with dilemmas and limits of care and responsibility

Jilly John: Supportive role of Parents in Handling the Mental Health problems of Children in India

Lene Østby: Changing parents through self-reflection - conversations with parents in the child welfare services

12.00–13.00 Lunch

13.00–13.45 KEYNOTE 3 - P46 (Athene 1 & 2)

Filip Maric, Associate Professor at the Department of Health and Care Sciences physiotherapy at UiT, The Arctic University of Norway

Healthcare, eco-social transformations, and the futures we leave behind

13.45–14.00 Break

14.00–15.30 PARALLEL SESSIONS 4

4A (PA 311)

Living conditions, inequality and poverty- part 1

Chair: Runa Kalleeson

4B (PA314)

Children, school and everyday life

Chair: Oddbjørg Skjær Ulvik

4C (PA329)

Interprofessional collaboration in childcare part 2

Chair: Kim Aila Sethre

4D (PA318)

Symposium: Care - a fundamental concept with blurred edges: Examples from various settings in children's lives

4E (KK-lounge)

Symposium: Dialogues with children in educational settings: possibilities and barriers

Maria Reinholdt Jensen, Åsmund Hermansen: Got off to a bad start? Parental labor market marginalization and the association with adolescent internalizing disorders

Giang Huong Le, Åsmund Hermansen, Rebekka Sokol: Parental Disadvantages and Child Outcomes: A Register-based Study on Intergenerational Transmission of Social Disadvantages in Norway

Rebekka Sylvest-Berg: Exploring "institutional inequality" in the intersection between ethnographic fieldwork and statistical data from diverging municipalities

Lærke Testmann: Social conflicts among children in school: a question of power struggles and social hierarchies?

Aimee Kelley: "Who has not been seen today?" Newcomer wellbeing in Danish secondary schools

Gilbert Ajebe Akame: Children's Holistic Learning, Emotional Wellbeing, and Sustainable Development Action in LESPLAY (Learn, Speak, and Play)

Christoffer Granhøj Boring, Gry Tybjerg: The potential of pedagogical programs in interdisciplinary collaboration concerning sustainable communities

Line Styczen, Karen Synne Groven, Sølvi Helseth, Mona-Iren Hauge, Tone Dahl-Michelsen: The performance of interprofessional collaboration

Marianne Tevik Singstad, Stine Margrethe Ekornes, Maja Sandmo Grip, Sigrid Ness, Ane Bergset Mandal: The SoVeI- model: a practical, evidence-based model for school and social workers

Anita Sundnes: Unravelling the socioeconomic conditions for parenting: Material, social and cultural parental resources

Ellen Syrstad, Margrete Aadnanes: The concept of care and maltreatment in the Norwegian context: discourses in interviews with child welfare workers

Wenche Bekken: "Active care" for a meaningful life

Lars Kristofersen: Health and care challenges in child welfare. Still on the political and scientific agenda in

Ingrid Lund: In Dialogue with Pupils on the Understanding of Bullying.

Kari Nergaard: Facilitating equal dialogues with children in ECEC

Karianne Franck: Children's right to be heard in special education documents

15.30–16.00 Break with refreshments

16.00–17.30 PARALLEL SESSIONS 5

5A (PA311)

Living conditions, inequality and poverty - part 2

Chair: Runa Kalleeson

Vibe Larsen, Ditte Tofteng: Parental responsibility - a problem and a key to governmental interventions in marginalized residential area

Claudia Wenzig: What has to be done without? Material deprivation among poor children in Germany

5B (PA314)

Language and communication in early childhood

Chair: Merete Bustetun Tschamper

Yoriko Okamoto-Omi: Transition of Asymmetry to Symmetry of Parent-Child Communication in Early Verbal Stage.

Alison Lacey, Janet Boddy, Gillian Hampden-Thompson: Supporting early language and communication in multi-lingual families: Learning from A Better Start in England

5C (PA329)

Children in residential care

Chair: Lars Bjarne Kristofersen

Kari Sjøhelle, Ragnhild Fugletveit: Professional's justifications when placing youth without peers in a youth residential care institution - a case from Norway.

Mari Herland, Aleksandra Bartoszko: Institutional Escapes, Breaks and Continuities: Towards New Understandings of Youth Runaways from Out-of- Home Care

5D (PA318)

Symposium: Vibrant Connections - immaterial cultural heritage in Norwegian kindergartens

Tove Lafton, Liv Anna Hagen: How early childhood teachers and practitioners assess their ability to engage in kindergarten music activities

Eilen Sunniva Bergvik: Ways of working with immaterial cultural heritage in circletime
Elisabeth Anvik, Ingrid Anette Danbolt, Siri Haukenes: Trall as tool in developing kindergarten music practice

5E (KK-lounge)

Poster session

Chair: Wenche Bjorbækmo

Marit Pettersen: Micro-transitions and children receiving special needs education.

Else Johansen Lyngseth, Tuva Schanke, Kristine Warhuus Smeby: Parents' experiences with their child's last year in ECEC

Dorota Strózik, Tomasz Strózik: When parents leave: assessing the familial impact of migration on left-behind children in three European post-communist countries

19.00- 20:30 Reception in Oslo Town Hall (included in the conference fee)



08:30 – 09.00 Coffee and light refreshment

09.00–09.45 KEYNOTE 4 - P46 (Athene 1 & 2)

Erica Burman, Professor at the Institute of Education, The University of Manchester, UK
Child as method and childlife: thinking ‘child’ and children outside developmentalism but for sustainable lives

09.45–10.00 Break

10.00–11.30 PARALLEL SESSIONS 6

6A (PA311)

Professionalism and collaboration

Chair: Anita Sundnes

Charlotte Riis Jensen: The Coordinating and Collaborative Collaboration on Complex Problems

Anja Marschall, Cristtina Munck: Situated professionalism as sustainable pedagogical practice?

Denisa Kollarová: Forms of life, forms of play: in dialogue with children about the built environment

6B (PA314)

Place, space and materiality in childhoods

Chair: Lene Østby

Jessica Samsioe: The preschool cloakroom- a space for diverse everyday practice

Carla Schwaderer: School Toilets as Spaces for Girl Culture

Tabea Freutel-Funke: Never the same- individual transitions to Children's Independent Mobility

6C (PA329)

Navigating positions in research

Chair: Anne Greve

Josefin Forsberg Koel: Becoming Zazu: negotiating researcher positionality in ethnography with children

Ingrid Hogstad, Inger Helen Solheim: Mzungu researchers with the aim to improve Tanzanian children's quality of life

6D (PA318)

Symposium: Advocating for quality inclusive educational environments in early childhood

Manon Boily, Nathalie Goulet, Sara Lachance, Tamie Jean-Baptiste, Mahdjouba Abbas: A socioconstructivist paradigm to understand inclusion in early childhood educational childcare services in Quebec

Nathalie Goulet, Manon Boily, Sara Lachance, Karine Desrosiers, Érika Vigneault: Choosing a collaborative methodology: contribution of individual and group interviews in representing inclusion

Manon Boily, Nathalie Goulet, Sara Lachance Marie-Christine Allaire, Lysanne Denicourt: Co-construction of the concept of inclusion in 4-5-year-old children: contribution of storytelling and discussion

11.30–12.30 Lunch

12.30–14.00 PARALLEL SESSIONS 7

7A (PA311)

Supporting families in child welfare

Chair: Ellen Syrstad

Jeri Damman, Marina Lalayants, Anna Gupta, Yuval Saar-Heiman: Multidimensional supports in parent advocacy programs: A scoping review to reconceptualize child welfare peer support

Tor Slettebø, Veronika Paulsen, Ulf Axberg: Family Group Conferences in Case of Emergency in Child Protection: A Mixed Methods Study

Marina Lalayants: Supporting and empowering families in the child welfare system through parent advocacy

7B (PA314)

Participatory research with children

Chair: Marie Louise Seeberg

Hilde Ulvseth: Giving children voice in research – focus on methods

Maarit Alasuutari, Eija Sevón: The methodology question in employing participatory methods with children

Angelika Guglhoer-Rudan: How can research on children's lives contribute to a more sustainable future? Towards a more participatory approach in recent qualitative and quantitative childhood research projects in Germany

7C (PA 329)

Transitions in childhood

Chair: Marianne Buen Sommerfeldt

Stephanie Burger: Equal career opportunities through school? Factors influencing children's gender-(in)dependent career choices

Sobh Chahboun, Kristine Tyldum Lefstad, Marit Pettersen, Ingvild Åmot, S'lunguile Thwala: Building bridges! Transitioning from kindergarten to school for children with autism spectrum disorder- A scoping review

7D (PA318)

Symposium: Unequal childhoods in Switzerland: Children's perspectives on residential care, in-work poverty and asylum centers

Margot Vogel, Lea Schneider: In-work poverty and its impact on family life. Child and Parent Perspectives

Clara Bombach: "Outside there is Switzerland" – Childrens everyday lives in Swiss asylum camps

Nadine Gautschi: Transgenerational Consequences of Silence about Compulsory Social Measures and Placements for the Second Generation

14.00–14.15 Break

14.15–15.15 CLOSING DISCUSSION

ABSTRACTS

MONDAY 23 SEPTEMBER

12.00–13.00 Registration. Light lunch available.

13.00–13.30 WELCOME AND GREETINGS

13.30–14.15 KEYNOTE 1

Friederike Kind-Kovács

Senior researcher at the Hannah-Arendt-Institute for Totalitarianism Studies at the TU Dresden,
Germany

Childhood at War: 100 Years of Children's (Violated) Rights

14.15–14.45 Break with refreshments

14.45–16.15 PARALLEL SESSIONS 1

SESSION 1A

EVERYDAY PRACTICES IN KINDERGARTEN- CHILDREN'S PERSPECTIVES AND AGENCIES

Resilience in Early Childhood Education and Care – Children's Agency, Belonging and Compassion

Mia Heikkilä

Professor, Stockholm University, Sweden

Ann-Christin Furu

Docent, Åbo Akademi University, Finland

Linda Eriksson

PhD student, Åbo Akademi University, Finland

Siv Lundström

Researcher, Åbo Akademi University, Finland

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Pascal and Bertram (2023) argue that ECEC needs to turn the attention towards how we can create living conditions where children can flourish and feel fulfillment. In the same vein, Clark (2023) suggests that we should reassess our priorities, specifically our relationship with time, and advocates a form of ECEC valuing slow knowledge. Furu et al. (2023) and Furu and Heikkilä (2022) state that under the prevailing circumstances, an important aspect of ECEC is to increasingly support resilience i.e., the capacity to handle change, challenge, adversity, and crisis in flexible ways. Resilience is strengthened when children are allowed to be active participants in their lives and are given rich opportunities to contribute to their communities (Masten & Barnes, 2018).

We suggest that resilience is a relevant concept for creating transformation towards sustainable ECEC in the Anthropocene. We engage in readings of Agency, Belonging and Compassion, inspired by post-qualitative perspectives like relational ontology and slow pedagogy in relation to resilience.

Our research project concerns how various dimensions of resilience are expressed in children's daily life. The research interest is specifically directed towards how resilience is materialised in children's agency, belonging, and compassion in three contexts of ECEC: sustainability education, worldview education, and play.

The research is ethnographic with a research material consisting of observations, interviews, children's drawings and narratives. The research material is co-created with children, staff, and students from four ECEC settings in the Swedish-speaking parts of Finland. In the presentation the on-going research process and preliminary results are presented.

Circle time in kindergartens: From children's perspective

Martin Fjeld

Assistant professor, OsloMet, Norway

Johnny Hyunh

Assistant professor, OsloMet, Norway

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Circle time can be considered a central tradition and central pedagogical practice in Norwegian kindergartens (Eide et al., 2012). However, there is little research both on circle time in general and how children experience it (Håberg, 2019). Most of the existing research has a clear focus on didactics and learning (e.g., Håberg, 2019; Juuhl, 2020) or children's participation (Emilson & Johansson, 2013; Ree, 2020).

We have conducted walking interviews with children where we have sought how the children perceive and experience circle time. In this paper, we will present some of our findings. Our preliminary findings show that, on one hand, the children expressed feelings of discipline, control, lack of possibility for participation, resistance, and the routinely and matter-of-factly nature of the activity. On the other hand, interestingly, the children also expressed feelings of joy and excitement when asked about circle time and its contents. Thus, it can seem that circle time is a highly regulated and disciplined practice that the children still enjoy and we will discuss how this can impact how practitioners can plan and conduct circle time as a pedagogical practice and as a central routine in kindergarten daily life.

References

- Eide, B. J., Os, E., & Pramling Samuelsson, I. (2012). Små barns medvirkning i samlingsstunder. *Nordisk barnehageforskning*, 5. <https://doi.org/10.7577/nbf.320>
- Emilson, A. & Johansson, E. (2013). Participation and gender in circle-time situations in preschool. *International Journal of Early Years Education*, 21(1), s. 56-69. <https://doi.org/10.1080/09669760.2013.771323>
- Håberg, L. I. A. (2019). Samlingsstund – tradisjonsberar eller nyskapar i arbeid med tidleg litterasitet i barnehagen? *Norsk pedagogisk tidsskrift*, 103(4), s. 288-299. <https://doi.org/10.18261/issn.1504-2987-2019-04-09>
- Juuhl, G. K. (2020). Nynorsk i ein femåringskvardag – om grunnlag for skriftspråkstileigning i ein mindretalsspråksituasjon. I: G.K. Juuhl, S. J. Helset & E. Brunstad (Red.), *Vilkår for nynorsk mellom barn og unge* (s. 11-35). Cappelen Damm Akademisk. <https://doi.org/10.23865/noasp.106>
- Ree, M. (2020). *Vilkår for barns medvirkning i fellesskap i barnehagen* [doktorgradsavhandling]. Universitetet i Stavanger.

Children's embodied subjectivity during nap time in early childhood education and care in Finland

Eija Sevón

Associate professor, University of Jyväskylä, Finland

Anu Kuukka

University researcher, University of Eastern Finland, Finland

Eija Salonen,

Post-Doctoral researcher, University of Helsinki, Finland

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The presentation focuses on nap time in early childhood education and care (ECEC) in Finland, approaching the theme from a bodily perspective. Earlier research has found mixed results of daytime napping on children's sleeping quality and thus on their general wellbeing. Furthermore, from the perspective of the children's agency, nap time in ECEC is found to be under adult control, with children remaining without the possibility to influence whether they sleep or not. We utilized the theoretical thinking tools of the governance of the body and disciplinary power introduced by Michel Foucault (1980) to examine the bodiliness of children's nap time. Based on earlier research on nap time and the idea of adult governance over children's bodies we aimed to explore how children's bodiliness is manifested in children's accounts of nap time in ECEC. The data were collected in two research projects, the first one embodying ethnographic conversations with 20 children in ECEC, and the second one involving nine children's imaginative narratives on nap time in ECEC. In addition to following the research ethics guidelines, ethical reflection on voluntariness and children's rights, dignity, and privacy throughout the data collection was considered in both projects. As a result of the analysis, we identified three accounts of children's bodiliness: docile, demurred, and rebellious bodies. The findings indicated limited possibilities for agency and control over their bodies for children. The study highlighted the significance of considering nap time anew from the perspective of diminishing adult governance of children's bodiliness in ECEC.

SESSION 1B YOUNG PEOPLE AND HEALTH

Mental Health: an actor in the relational experience of being an 'adolescente' in Quito-Ecuador

Johanna Quina

Clinical Psychologist M.A. in Childhood Studies, University of Leeds, Ecuador

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Mental health (MH) has been studied mainly from positivist, biomedical, and quantitative paradigms that leave aside subjective and social experiences. Davies (2021) calls to analyze MH within broader social and political contexts to identify the mechanisms that reproduce discourses about productive MH that privilege the success of the economic system over human life. To contribute to these debates, this study aims to co-produce knowledge with young people in Quito-Ecuador to know their perspectives on MH and understand how adolescents interact with these ideas to locate them as part of their relationships and networks.

The theory used is the relational approaches of Childhood Studies to situate childhood in relation to human and non-human actors which could produce forces and powerful interests that condition the lives of children and perpetuate poverty, inequality, and social injustice (Hart and Boyden, 2019). The methodology is participative, where children are co-researchers capable of reporting on their reality and providing rich information about themselves (Hennessy and Heary, 2005; Rogers et al., 2005). In this case, through interviews, photo elicitation, and focus groups.

Regarding the preliminary results, MH is constructed as a non-human actor outside the individual that changes over time and has gained strength and space in our relationships. The effect of this discourse is visible in the expectations that teenagers deal with. In contexts of political instability, lack of employment, and few adult references identified, teenagers have other social problems and a loss of hope and motivation to enter adulthood. This goes beyond the self-love and life plan that mainstream psychology encourages.

Davies, J. 2021. *Sedated: How Modern Capitalism Created our Mental Health Crisis*. London Atlantic Books

Hart, J. and Boyden, J. 2019. Childhood (Re) materialized: Bringing Political Economy into the Field. In: Spyrou, S., et al. eds. *Reimagining Childhood Studies*. London: Bloomsbury Academic, pp.75-90.

Hennessy, E. and Heary, C. 2005. Exploring Children's Views through Focus Groups. In: Greene, S. ed. *Researching children's experiences: methods and approaches*. [Online]. SAGE PUBLICATIONS, pp.236-252. [Accessed 16 June 2023]. Available from: <https://www.vlebooks.com/Product/Index/47074?page=0&startBookmarkId=-1>

Rogers, A., Casey, M., Ekert, J. and Holland, J. 2005. Interviewing Children using Interpretive Poetics. In: Greene, S. ed. *Researching children's experiences: methods and approaches*. [Online]. SAGE PUBLICATIONS, pp.158-174.

Professional youth worker's views on involuntary loneliness and its alleviation among adolescents and young adults

Yulia Korzhina

Ph.D., Åbo Akademi University, Finland

Jessica Hemberg

Senior lecturer, Associate professor in Caring Sciences, PhD, RN, PHN, Åbo Akademi University, Finland

Pia Nyman-Kurkiala

Ph. D., docent, Åbo Akademi University, Finland

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Background and aim: Involuntary loneliness among adolescents and young adults is a social problem that causes suffering on both the individual and societal levels globally. The aim of this study was to explore professional youth workers' views on involuntary loneliness and its alleviation among adolescents and young adults.

Methods: A qualitative exploratory design based on focus group interviews and one individual interview with professional youth workers

Findings: Three main categories and fourteen subcategories emerged. The main categories were Characteristic features of involuntary loneliness among adolescents and young adults, Risk factors for involuntary loneliness among adolescents and young adults, and Strategies for alleviating or reducing involuntary loneliness among adolescents and young adults.

Conclusion: Involuntary loneliness among adolescents and young adults today has changed form and often exists alongside other mental health issues. Mental health problems, social exclusion, social transition, insecure attachment style, disrupted familial relationships and drug or alcohol addictions were the factors associated with involuntary loneliness on the individual level. Increase in individualistic practices, changes in how people socialize and unreasonably high performance standard were the factors associated with involuntary loneliness on the societal level. Different strategies can be used to reduce or alleviate involuntary loneliness, such as the training of social skills in different environments, finding a unifying social context, increasing knowledge and awareness of the issue, and the structuring of services so that information is clearly presented and accessible. Even adolescents and young adults themselves can choose to actively limit their social media use.

A breathing space: How young Norwegian women engaging psychomotor Physiotherapy to address long-term health disorders narrate their experiences

Elisabeth Grimsgaard

Ph.d.-candidate, Department of Rehabilitation Science and Health Technology, OsloMet, Norway

Hedda Eik

Associate Professor, Department of Rehabilitation Science and Health Technology, OsloMet, Norway

Wenche Bjorbækmo

Professor, Department of Rehabilitation Science and Health Technology, OsloMet, Norway

Birgitte Ahlsen

Associate Professor, Department of Rehabilitation Science and Health Technology, OsloMet, Norway

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Background aims: In Norway, as elsewhere, young people often suffer from health disorders such as psychological distress and persistent pain. Such challenges are often regarded as complex, and some young individuals seek physiotherapy for help. However, there is limited knowledge of their experiences of illness and treatment. The purpose of this study was to gain new knowledge about the experiences of emerging adults with long-term health disorders in the context of psychomotor physiotherapy.

Methods: Qualitative interviews were conducted with ten Norwegian women aged 16-24 undergoing psychomotor physiotherapy. The analysis was inspired by a narrative framework.

Results: The participants' treatment experiences take place in the context of a long history of pain, distress, and lack of understanding and support. Their stories tell of being threatened by illness and other difficult life events during youth, and of being placed under further stress by a prolonged and disruptive quest for help within the healthcare system. For participants, psychomotor physiotherapy represents a breathing space where their experiences are acknowledged, enabling them to explore their body and illness in new and meaningful ways.

Conclusion: The young women's illness stories highlight how challenging healthcare interactions and disruptive, short-termed treatments add to their difficulties and induce further distress. In this context, psychomotor physiotherapy may provide a place to breathe, rest and explore new avenues of action. To promote a sustainable future, we argue that healthcare services should prioritize the needs for acknowledgement and sustained, trustful therapeutic relationships for emerging adults with long-term health disorders.

SESSION 1C CHILDREN EXPOSED TO VIOLENCE AND LOSS

We look after you that nothing happens to you“ –Organisational professionalisation concerning sexualised violence

Marie-Theres Pooch

M.A., University of Tübingen, Germany

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Protection from violence particularly affects the everyday lives of children. Violence in general and sexualised violence in particular has a lasting impact on children's health, development and wellbeing. The protection from violence is based on the right of all to grow up in a safe and healthy environment in accordance with the UN-Agenda 2030 with its 17 Sustainable Development Goals (SDGs). Especially when children are cared for and accompanied outside the family in various organisations, questions arise about professional practices as well as the underlying orientation patterns in organisational milieus.

The contribution looks at the following questions: What implicit orientations patterns shape how various actors deal with sexualised violence against young people? How does the organisational production of professionalism take place in this process? Professionalism is conceptualised as a dynamic and transformative process: Accordingly, professionalism is constituted in organisations. The actors have to position themselves in the field of tension between organisational conditions and social norms and expectations.

The question will be explored from an praxeological organisational theory perspective. Guided, structured interviews and further organisational background material are used for the interpretative analysis of organisations. Preliminary results from a qualitative secondary analysis are presented. The contribution addresses organisational practices and orientation patterns from a multi-perspective view of both persons in leading positions and professionals in their everyday work with young people in different organisations. The research gives empirically-supported implications for raising awareness and professionalisation – under the lens of an organisationally framed transition perspective – in dealing with sexualised violence.

Parentally bereaved children involved in the child welfare system. A scoping review

Monika Alvestad Reime

Post doctor/ Associate Professor., Western Norway University of Applied Sciences, Norway

Ingrid Johnsen Hogstad

Associate Professor, Molde University College, Norway

Tone Jørgensen

Associate Professor, Western Norway University of Applied Sciences, Norway

Merete Tunestveit

Associate Professor, Western Norway University of Applied Sciences, Norway

Ingunn Barmen Tysnes

Associate Professor, Western Norway University of Applied Sciences, Norway

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Background and aim:

Many children involved in the child welfare system experience the loss of a parent during childhood. A Swedish register study showed that as many as 35% of former residents of out-of-home care had lost at least one parent at the age of 25 compared to 7% in the majority population. The loss of a parent at a young age is a stressful and traumatic experience, that represent a risk factor in child development. This comes on top of the risk already associated with children involved in the child welfare system, related to marginalization on many important life arenas. To help and support the children that experience this life situation, it is important to have research-based knowledge from a broad range of perspectives.

The aim of this scoping review is to gain an overview of the extent of knowledge on parentally bereaved children in the child welfare system.

Methods:

A search protocol is developed following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA). A database search will be done by a librarian, and a double-blind screening process of all hits will be conducted by the researchers. Articles fulfilling the inclusion criteria will be included in the final results.

Results and conclusion:

The results will provide an overview of the available research literature on the topic, and a content analysis of the included articles. In conclusion we will highlight the knowledge gaps for further research.

Neoliberal conceptualizations of childhood in the Global South

Sissel Edgen

Assistant Professor, OsloMet, Norway

Velina Ninkova

Associate Professor, OsloMet, Norway

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Over the past decades, neoliberalism has reshaped global markets, commodified not just resources but also human lives at unprecedented scale, and ultimately increased the gap between the Global North and the Global South, in addition to deepening some Global South countries' internal inequalities and differences. Under new regimes of oppression and exploitation, traditional institutions, and ways of being have given way to standardized models for human development and value.

In this panel, we want to look at new conceptualizations of childhoods under neoliberal conditions in the Global South. A major space where these conceptualizations occur is education, especially exacerbated by the tensions between traditional children's roles and systems of learning in the home as opposed to global development ideas linked to theories of human capital development and meritocracy permeating national education policies and aspirations the world over. Within a global neoliberal market society, children have been reconceptualized as investments for future economic prosperity. In some cases, especially among middle-class households, parents have co-opted in these processes, which feeds back on local class-, group-, and gender relations. In other cases, where the gap between schools and marginalized communities is more exacerbated, parents' own aspirations have been erased or neglected. In delving into empirical cases that deal with this question, we ask: Under what conditions and for what purposes do parents and children cooperate or contest these processes? Are there traces of resistance towards these global trends of standardization and commodification of children's lives and conceptualization of childhoods?

Commodification of the pre-school sector in urban India – related to traditional ways of mothering?

Sissel Edgen

Assistant Professor, OsloMet, Norway

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Competition for education in India has been hard for decades (Sancho 2016). After India's neoliberal turn in 1990, globalization processes hit the Early childhood care and education (ECCE) sector, as private actors appeared. Ideas of free choice, consumerism, competition, and efficiency (Gupta 2018: 14) turned education "into a marketable or private commodity" (Moss 2023: 3). This paper draws on fieldwork conducted in 2019, amongst middle class parents of young children in Mumbai, focusing on their approach to the ECCE sector. Main methods were focus-groups, individual interviews, and participation observation.

Indian labor markets are highly globalized and specialized. Additionally, Mumbai is known for its` creative sectors. This paper describes how parents tried to optimize their children`s educational possibilities, starting day one. Previously, play and socialization inside the family used to be ideal images of a child's early years. Last decades` ideals concerns disciplining children into "successful middle-class pupil" (Donner 2018:1546) represent new ways of conceptualizing childhood, driving parents' choice of ECCE institutions. This choice is further stressed by the fact that most acknowledged schools today run their own pre-school, turning the ECCE institutions into real gatekeepers. To gain an attractive ECCE seat is a time-consuming and highly gendered task, mostly done by the mothers.

I argue that to better understand last decades` changes in the pre-school system of India, we must analyze how gender systems intersects neoliberal processes, as commodification of the ECCE sector both feeds on, and influence, traditional Indian gender systems.

What makes a good Jul'hoansi childhood? Struggles and contestations from Namibia.

Velina Ninkova

Associate Professor, OsloMet, Norway

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Growing number of childhood studies draws attention to the problem of varying and sometimes conflicting conceptualizations of childhood. From pre-modern to modern times, children have occupied different and ever-evolving roles and functions – from 'little adults', to caregivers, food producers, schoolchildren, to full individuals with agency and human rights. With the advancement of mass education amid a neoliberal world order, children are increasingly instrumentalized as agents for positive socioeconomic development and change.

In this paper, I explore the clash between the global development ideals of childhood imposed by the Namibian state on Jul'hoansi, an Indigenous hunter-gatherer group where children traditionally enjoy great degree of individual autonomy, are less coerced or disciplined by parents, and perform little to no work. Past 30 years, the Jul'hoansi have received access to schooling, however plagued by numerous challenges and barriers to full participation. Schools and parents have been entangled in conflicts on proper treatment of children, and ultimately, what constitutes childhood itself. The Namibian school system, conceptualize children as empty vessels to be molded into productive citizens for economic change. Jul'hoansi children are particularly seen as 'wild', 'uncivilized' and lacking basic skills. By contrast, for Jul'hoansi parents, childhood is a time for self-motivated accelerated learning occurring at the child's own pace. This opposes how schools limit their children's opportunities to develop as full individuals. With empirical data from northwestern Namibia, I will illustrate how Jul'hoansi children and parents resist, and what consequences this may have for their collective and individual lives in a market driven global economy.

Why do parents in Botswana want their children to attend early childhood education? Orientations, connections, and dynamics.

Ardis Storm-Mathisen

Professor, OsloMet, Norway

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This paper looks at why parents in Botswana increasingly are seeking early childhood educational (ECE) opportunities for their children. Botswana has, since independence in 1966, transformed from one of the poorest countries in the world to a middle-income country with the highest human development index score in sub-Saharan Africa (ITU, 2016; SADC, 2015). Whereas the public educational system is reasonable well developed, with high and gender-equal enrolment rates – and quite high rates of formal employment among both men and women – the development of a system for ECE services has lagged. ECE institutions remain primarily private and a service available for the affluent. However, a pre-primary year for children has been introduced within the public school system since 2015 and the ECE enrolment of younger children is increasing.

Taking a multimethodological approach – bringing large scale secondary source data into dialogue with fieldwork data (primarily observation & interviews conducted 2015-2016; 2017) on parent's everyday life orientations in urban and rural Botswana locations – informed by a radical practice perspective applied to education (i.e. Latour 2009; Helle-Valle & Storm-Mathisen 2020), the paper will: i) describe developmental trends in the Botswana ECE sector, ii) present cases that illustrate non-affluent parents' orientation to ECE provision services and use these cases to discuss iii) how parents think and act on their children's present (being) and future (becoming), and iv) how these orientations can be understood in light of gender, social class and consumption dynamics in this setting.

SESSION 2A
PEDAGOGICAL PRACTICES IN ECEC

Are kindergarten teachers ready to accept that even small children have a sexuality?

Elisabeth Walsøe Lehn

University Lecturer, Queen Maud University College, Norway

Sobh Chahboun

Associate Professor, Queen Maud University College / Norwegian University of Science and Technology, Norway

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Children are open to the world and ready to discover it and explore it with pleasure, they are curious to understand it by involving all their senses. This is how they discover their body and gradually become familiar with its sexual functions. The importance of sexual education is undisputed today, particularly among younger children. Knowledge and targeted work from kindergarten teachers and other staff is crucial. The current study is based on empirical evidence from focus group interviews with 18 kindergarten teachers from four different kindergartens. The aim is to provide a real overview regarding kindergarten employees' experiences when it comes to their work with sexual development in small children. The findings show that sexuality is still a taboo even in western societies, as it is usually linked to abuse or pathological behavior. Additionally, key information about lack of focus on these topics in pedagogical educational programs in the education of kindergarten teachers is provided. Furthermore, the informants highlight the importance of knowledge and resources for them to feel in control and in confidence to face these challenges. Future directions are provided to improve the educational field and ensure a healthy and balanced development which is after all part of all children's rights, as sexuality must be understood as a normal, healthy and expected part of development instead of as abnormal, sick and deviation from other development. sexuality should not be seen as a scenario of dispute and exclusion, but as a space of learning and creation.

Exploring routines in early childhood education and care: time-space orderings and implications for children's everyday lives

Natália Meireles Santos da Costa

Associate Professor, OsloMet, Norway

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Routines in settings of Early Childhood Education and Care (ECEC) entail temporal and spatial arrangements that orient different proposals of (inter)action among children and their others within the everyday around educational contexts. Through decisions and meanings associated with the allocation of time, space, and action across (and beyond) attendance time in ECEC, routines convey ideological nuances which implicate the course of educational, societal, and cultural processes of formation. In this sense, ever so often educational systems insist on fast-paced, school-oriented, and adult-centered routines and find themselves at odds with the pace of development, play, learning and need for care that are demanded by children in early childhood. Therefore, this paper seeks to map different ways that routines have been investigated and enacted in ECEC and how their implications can be better explored in the field. For this purpose, an integrative review of literature is conducted with keywords related to routines, ECEC and time use. Preliminary findings indicate that certain moments of routine stand out in studies, such as mealtime, sleeping time and outdoor play. In such routine settings, often pedagogical projects, working demands and health concerns can produce tensions with caring practices,

children's organic rhythms and possibilities for free movement and participation. The relation between routines and pedagogical quality is also underscored. Finally, it is discussed that taking routines as an analytical category in research has the potential to access and unravel the complexity and heterogeneity of time-spaces that make up children's everyday lives and its relationship with societal development.

Pedagogical interactions in childcare centers and their videographical analysis with the Documentary Method.

Morvarid Dehnavi

Dr., Helmut-Schmidt-Universität Hamburg, Germany

Marco Mazzarisi

M.A., Helmut-Schmidt-Universität Hamburg, Germany

Arnd-Michael Nohl

Prof. Dr., Helmut-Schmidt-Universität Hamburg, Germany

Sarah Thomsen

Dr., Helmut-Schmidt-Universität Hamburg, Germany

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Children spend a significant part of their daily lives in childcare centers, where they encounter normative expectations derived from educational programs and political agendas (including 'sustainability'). However, these educational programs do not necessarily mirror actual pedagogical practice. Consequently, there is a need for reliable analyses of the interactive educational practices between children and their caregivers. In our presentation, we propose a qualitative methodology and research approach to reconstruct the interactive embedding of educational processes, known as the Documentary Interpretation of Videographies.

Our presentation is grounded in a newly developed methodological framework for empirically analyzing interactions between children and professionals in childcare centers. We utilize video recordings capturing everyday life in two childcare centers in Germany as our primary data source. Through a meticulous interpretation of this data, which combines elements of Conversation Analysis with the Documentary Method, we elucidate the diverse forms of pedagogical processes manifested within these interactions.

In our presentation, we will commence with a specific educational interaction and demonstrate, through practical interpretative steps, the unfolding of the educational process—often extending beyond the explicit intentions of the participants. Our analysis places emphasis on scrutinizing the turn-taking dynamics within the interaction, as well as examining the orientations of both children and professionals involved. By comparing similar interactional sequences, we illustrate how overarching patterns of education and fundamental pedagogical processes, such as leadership and care, can be discerned and typified.

SESSION 2B CHILDREN'S RIGHTS AND AGENCY

Decolonising children's rights – why is it necessary, and how do we move forward?

Marit Ursin

Professor, Norwegian University of Science and Technology (NTNU), Norway

Ida Marie Lyså

Associate Professor, Norwegian University of Science and Technology (NTNU), Norge

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Norway is reckoned a pioneer in safeguarding children's rights and has been internationally praised for its child-centric policies, emphasising children as independent entities within families. However, recent years have seen substantial criticism of Norway's Child Welfare Services, where instances such as the Parliamentary Assembly of the Council of Europe and the UN Children's Committee have expressed concerns about their treatment of ethnic minority families and the use of forced removals.

Human rights were developed and conceptualised in the West through Enlightenment libertarianism, the French and American Revolutions, and codified in the Universal Declaration of Human Rights (1948) and the UN Convention of the Rights of the Child (1989), foregrounding the human as an autonomous individual. We argue that the individualistic orientation of the Eurocentric interpretations of children's rights hinders ethically sound social work with (ethnic minority) families.

This paper is, thus, a much-needed conceptual exercise to decolonise children's rights, thinking beyond the conventional and judicial definition of human rights from epistemologies that have been subalternised in the process of colonisation. We draw on two published articles (Ursin, Langfeldt, & Lyså, 2022; Ursin & Lyså, 2023) when arguing for the necessity of moving dominant understandings of childhood into the background to recontextualise and pluralise children's rights (Faulkner and Nyamutata, 2020), creating a "third space" (Ibhawoh, 2007) where Afrocentric conceptions of human rights are cross-fertilised with the Western vision of human rights. As part of this endeavour, we propose relationality, ubuntu and African ethics as ways of "thinking otherwise" about children's rights.

When the individual student becomes a "NAMS": A critical look at the Norwegian educational system.

Tina Mathisen

PhD, NOVA, OsloMet, Norway

Marie Louise Seeberg

Professor, NOVA, OsloMet, Norway

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The CRC clearly establishes the universal right for children to be heard and informed in all matters that affect them, such as decisions about their education. In this paper, we examine the extent to which refugee students in Norway are able to access and exercise these fundamental rights. Our analysis builds on empirical material gathered from a qualitative study involving refugee children and youths settled in Norway together with their families, supplemented by information from two earlier studies. While both the CRC and the Norwegian Education Act underscore the right of every child to an individually adapted educational path, we find that in practice a collective and stereotyping concept of "newly arrived migrant students" significantly shape these students' opportunities and experiences. Treated as a collective, the students are often either separated from mainstream educational settings or left to themselves in mainstream classrooms, without receiving the necessary information about or access to their rights and options. Our findings highlight the pressing need to fortify these students' rights to information and co-determination in order to ensure they receive the necessary support to develop their abilities to the fullest extent possible.

Inclusive practices: Exploring Belonging among Adolescents in Local Sports and Physical Education.

Marianna Melenteva

PhD-Fellow, Inland Norway University of Applied Sciences (HINN), Norway

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This study explores whether local organized sports activities in the Inland region and physical education (PE) classes in the local lower secondary school act as inclusive environments for nurturing a sense of belonging among adolescents with diverse backgrounds.

By aligning teenagers' belonging with adults' normative inclusion, we broaden its interpretation to include multiple dimensions of social cohesion. This approach introduces a sustainable perspective that aligns with the UN's 2030 Agenda for Sustainable Development. Within the context of this paper, the synergy of Goal 3 and Goal 16 is important. Advancing inclusive societies, as advocated by Goal 16, can significantly contribute to the achievement of "well-being for all at all ages," as outlined in Goal 3.

The study involves a cultural-theoretical examination of the empirical data obtained via participant observations of inclusive approaches within various local youth sports teams and PE classes at the local lower secondary school, and from interviews with significant adults in sports. It adopts an abductive approach to reasoning.

The analysis uncovers essential dimensions of inclusion (place/space, interactional performance/fellowship, and cohe-Sense/effervescence) in children's sports fostering adolescents' sense of belonging. The analysis indicates that framing the concept of inclusion in children's sports within the Durkheimian tradition of solidarity, as expanded upon by Alexander's theory of social performance alongside Vygotsky's socio-constructivist theory of children's socio-cultural development, suggests conceiving belonging as a continuum.

The study unveils that sports can shape teenagers' sense of belonging, with inclusivity in sports teams playing a significant role in determining the level of belonging.

SESSION 2C DIGITALISATION OF CHILDHOOD

Enacting the gamer role: How gendered consumption influence gender identities among Norwegian youth.

Kamilla Knutsen Steinnes

PhD Candidate, Consumption Research Norway, OsloMet, Norway

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Playing online games is a highly gendered consumption activity, which is especially pronounced among Norwegian children and youth. Young male gamers in Norway spend both more time and money on video games compared to their female counterparts. While female gamers are understudied, objectified, and harassed, male gamers tend to be stigmatized through unfavorable stereotypes. Moreover, consumption patterns in games are relatively under-researched, despite the established role of consumption in peer belonging and gender identity construction. Through 41 play-along interviews with children and youth aged 10-24 years, this article seeks to understand how the role of a gamer is enacted through gendered consumption. By drawing on identities and roles as theoretical tools, the findings suggest that players simultaneously accept and reject the socialized and gendered gamer role. Gendered consumption preferences allow for different ways of enacting gender, and game design contributes to shaping such preferences. Girls face challenges to belong as gamers and tend to conceal their gender identity due to harassment and exclusion, and actively seek out safe spaces. The findings are discussed in terms of how gendered consumption influences membership in the gaming culture and encourages the promotion of inclusion in game design and gaming platforms.

Anchorings and lines of flight in a digitalized childhood.

Øyvind Næss

PhD Candidate, Inland Norway University of Applied Sciences (HINN), Norway

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For the last two decades, numerous important contributions within the field of childhood studies have greatly increased the understanding of the digitalisation of childhoods (Wilson, 2016). Still, a primary concern on outcomes and effects has led to lessened attention on the constitutive aspects of this part of children's lives. In an exploration to examine how digitalized childhoods are constructed relationally (Spyrou, 2019) through reciprocal movements between humans and materialities, this article aims to branch out from this strand of research by conceptualizing the digitalisation of childhood through the concepts of anchorings and lines of flight (Deleuze & Guattari, 1988/2020).

Building on ethnographic fieldwork carried out with Norwegian children and their parents, the article empirically explores how children are traversing between digital and physical spaces in order to temporarily engage in processes where the children are localised, specified, and territorialised through the engagement with the commercial and institutional flows inherent in the digital entities.

The article shows how the digitalisation of childhoods functions as a mode of restricting and enabling movements in different spaces, opening up for children to engage with different intensities by being introduced to, or choosing to interact with digital devices – both as a matter of adult needs and through the children's desires.

Between inspiration and deceptions: children's perspective on social media platforms' role in their consumption practices. Theoretical and methodological reflections of youth participatory action research in the migrant society

Clara Julia Reich

PhD Candidate, Consumption Research Norway (SIFO), OsloMet, Norway

Kamilla Knutsen Steinnes

PhD Candidate, Consumption Research Norway (SIFO), OsloMet, Norway

Helene Teigen

PhD Candidate, Consumption Research Norway (SIFO), OsloMet, Norway

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Digital and non-digital arenas of children are entangled and social media platforms are an important part of young people's everyday lives. The platforms are complex and dynamic marketplaces targeting users. Over the past decades, children's consumption and specific aspects of consumption regarding social media such as profiling and perceptions of advertisement have been discussed. However, there is a scarcity of research analyzing the role social media platforms play in children's consumer role. Considering questions of climate change and social inequalities there is a need to better understand consumption practices from a sustainability perspective. Hence, this article scrutinizes which role social media platforms play in children's consumption practices.

The article theoretically draws on Pugh (2009) concept of 'economy of dignity' and practice theory.

Methodologically, a child-centered approach was chosen with children aged 10-13 in Oslo. 51 semi-structured interviews (n participants = 40) and three focus group discussions (n participants = 11) were conducted and thematically analyzed.

Children use social media platforms for their social identity. They 'do identity' using social media platforms' affordances to present and position themselves via their consumption practices. They also highlight the need to know about and follow trends peers engage in and popular content creators promote to 'fit in' and feel belonging. They negotiate their agency actively influencing algorithms yet also at times feeling deceived by dark patterns, profiling, and native advertisements. Children's practices and platform infrastructures lead to increased exposure to user-targeted influencer marketing jeopardizing current political efforts to protect children from profiling.

SESSION 2D SYMPOSIUM CHILDISM AND CHILDHOOD PRISM RESEARCH

Introduction: Childism and Childhood Prism Research

Hanne Warming

Professor, Roskilde University, Denmark

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This symposium presents the core ideas of Childism and Childhood Prism Research, as well as four examples of research drawing on a childism and/or childhood prism approach.

Childism has been presented as an analogy to Feminism (and other isms) however promoting equality for Children (Wall 2019). In its broadest sense, Childism represents a critical stand towards adultism, developmentalism and ageism in society and academia, aiming at empowering the lived experiences of children "through the radical systemic critique of scholarly, social, and political norms" (www.childism.org).

Childhood Prism Research has emerged from the acknowledgement, rooted in childhood studies, that "understanding childhood properly is to understand society differently" (Roet & Thomas 2017). Thus, the core claim of Childhood Prism Research is, that childhood research holds potential for significant theoretical development beyond "childhood studies, as well as for empirical exploration of broader societal issues" (Warming 2022).

Childism and Childhood Prism Research share an inspiration from feminism and ant-racist approaches and are both based on the critical acknowledgement of the generational order (and its intersection with other discriminative norms and social orders) as impacting academia and society in a way that most often marginalize children. While Childism aims to empower children's lived experiences, and Childhood Prism Research often include child participatory approaches, neither of them grants epistemic authority to children.

Childist research by adults with and without children

Tanu Biswas

Associate Professor, Bergen University, Norway

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Children's participation in various stages of research is common in childhood studies. The field distinguishes between research with, for and on children, and has emphasized the importance of research with children. When it comes to childist research, the matter of children as research participants must be treated slightly differently because childism as a perspective, a theoretical lens, a philosophical approach pertains the point of departure of research i.e., the research question itself. What is key for childist research is its critical relation to

adult-centrism in scholarship and society. My argument is that children's participation is not a necessity for childist research because childism is not limited to research questions concerning children and childhood. Children and childhood's influence and role in society orients childist research questions and analyses which can deal with questions concerning the lives of adults, adulthood seen in relation to children and childhood. I will explain this orientation with the example of the school strike movement for climate justice which influenced political discourses globally, by adding intergenerational and educational considerations to questions of economy and post-colonial justice.

Children's perspectives and rights to be heard

Christina Haandbæk Schmidt

Docent, UCL University College OsloMet, Denmark

Anna Busk Rasmussen

Docent, UCL University College OsloMet, Denmark

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Since the adoption of the UN Convention on the Rights of the Child in 1989, there has been a growing interest in incorporating children's perspectives into policy, childhood research, and pedagogical practices (Clark, Kjørholt & Moss, 2005; Schwartz & Clark, 2017; Kampmann et al, 2017; Warming, 2019; Koch, 2020; Gräfe & Englander, 2022). In the Nordic countries, there is a strong tradition of establishing child-centred policy models in the field of early childhood education, where children's participation, democracy, autonomy, and freedom are fundamental values. Despite this, research has identified it as a democratic problem that children continue to occupy a non-privileged position in which their voices are often unheard, silenced or disregarded in many contexts (Moosa-Mitha, 2005; Tisdall, 2015; Warming, 2018; Wall, 2013, 2022).

At this symposium we will present our article "Access to children's perspectives?" (Rasmussen & Schmidt, 2024). Drawing on childism, agential realism and an empirical example from a daycare centre, we demonstrate how children's perspectives emerge from and become entangled with pedagogues, ethics, spaces, materials and discourse. As childism aims to criticize and reconstruct fundamental normative assumptions and challenge the generational order (Franck, 2017; Wall, 2022), we find that the question is not about gaining access to children's perspectives, but rather to be concerned with the interactions wherein children's perspectives can emerge. This involves a critical view of the structures and basic assumptions that manifest themselves in the daily life of daycare centres and which underlie, and can result in, a subordination of children and children's perspectives.

Depoliticizing children's experiences

Jeanette Sundhall

Senior Lecturer, University of Gothenburg, Sweden

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Drawing on a childist approach, this presentation examines the positioning of young LGBTQI+ persons in a political hearing about their school conditions.

In 2022 the City of Gothenburg released a report on the conditions of young LGBTQI+ persons in Gothenburg's schools. The purpose of the report was to investigate what it is like to go to school for pupils who do not align with society's norms for gender identity, gender expression, and/or sexuality. Based on the result of the report, which evinced difficult conditions for LGBTQI+-pupils, a group of young LGBTQI+-persons invited local politicians to discuss the issues, and at the same time demand change. Among others, a right-wing nationalist politician accepted the invitation. In this presentation, I will present an analysis of how this politician responded to the experiences formulated by the young LGBTQI+-persons. The analysis draws on the concepts of *adultism*, *childism* and *political subjectivity* as well as *homonormativity*, *homonationalism* and *homotolerance*. The overall finding of the analysis is, that the young people's perspectives are depoliticized.

Listening to children: A Childist analysis of family law cases

Sarah Alminde

PostDoc., Roskilde University, Denmark

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Building on critical childhood studies, childism and childhood prism research, this presentation will elaborate on an analysis of children's participation in family law cases in Denmark (Alminde, 2021, 2024) Spurred particularly by the UN Convention on the Rights of the Child, together with a general shift in the view on children, several jurisdictions, including Denmark, have implemented legislative reform in the last decades to accommodate children's participation rights. Even though such legal participation rights have increased, research in the family law field indicates that children's perspectives are often undermined or excluded. The presented analysis of qualitative data (workshops, observations, and interviews) establishes how the positioning of children and children's perspectives (as well as how "listening to children" is enacted) can be crucial to understanding the mechanisms that either subsidize or undermine children's perspectives in family law cases. It is further argued that "listening emergent" to children can offer a path to deconstructing the norms and structures that undermine and exclude children's views—and thus a childist contribution to childhood studies. In continuation, the comprehensions of children, childhood, family, parental separation ect. that presents themselves in the analysis of family law cases, can indicate more general determining societal discourses as well as point to societal changes. Consequently, childhood can work as a productive prism for stimulating new understandings of society at large.

SESSION 2E - POSTER SESSION

Narratives of Parents and Children Reflecting on "Reaching Adulthood"

Yukie Sugano

Professor, Aoyamagakuin University, Japan

Socialization of young people in sports boarding schools

Julia Perlinger

Dr. Des., Europa-Universität Flensburg, Germany

A comparison of Japanese parents' and caregivers' perspectives on diversity-conscious products for children.

Mai Kominato

PhD, Asia University, Japan

Characteristics of expert assessments for children in ECEC.

Agnete Vaags

PhD Candidate, Queen Maud University College of Early Childhood Education and Care, Norway

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18.30–20.00 **Conference dinner** (charged separately)
at Årstiden, Stensberggata 26-28

TUESDAY 24 SEPTEMBER

08.30–9.00 Coffee and light refreshments

09.00 Good morning greetings

09.15–10.00 KEYNOTE 2

**Prof. Michel Vandebroek, Department of Social Work and Social Pedagogy,
Ghent University, Belgium**

Parenting in the neoliberal era: the individualisation of educational responsibilities

10.00–10.30 Break

10.30–12.00 PARALLEL SESSIONS 3

SESSION 3A DIVERSITY AND INEQUALITY IN ECEC

Curricula and inequality in early childhood. The significance of stereotypes in ECECA

Sylvia Nienhaus

Dr., Protestant University of Applied Sciences, Bochum, Germany

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My presentation aims to discuss how curricula in ECEC interrelate with inequalities in early childhood and so prevent or (re)produce stereotypes based on ECEC actors' perspectives taken from my project on educational curricula, social-emotional development and social inequality in early childhood (Osnabrück University, 2019-2022). Having in mind that curricula in ECEC are still a quite new phenomenon in Germany (Meyer, 2017), the importance of pre-school education can be seen, among other things, in the introduction of curricula in ECEC, which are intended to provide targeted support for school-relevant skills in order to counteract educational disadvantages (JMK, KMK & JFMK, 2004-2022).

To investigate these issues further, I drew on a type of qualitative multilevel analysis (Humrich & Kramer, 2018), focusing semi-structured interviews with ECEC provider representatives, educators and teachers in two different regions and observations of formalized parent-educator meetings which I analyzed based on reconstructive content analysis (Kuckartz & Rädiker, 2022).

Against the background that the degree of bindingness of ECEC curricula and their concrete implementation for the promotion of education are still unclear (national report, 2022), my project results show that representatives of ECEC providers, for example, express not only professionalism but also prejudices towards certain children and their families (Nienhaus et al., 2022). In this line my presentation intends to give insights into how and why (or why not) curricula and their implementation in ECEC are linked to stereotypes and have an impact on children's unequal chances towards education.

Exploring gender dynamics in Danish kindergartens

Kira Saabye Christensen

Associate Professor, University College Copenhagen, Denmark

Karen Prins

Associate Professor, University College Copenhagen, Denmark

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This presentation concerns an analysis of how gender is done, expressed, and understood in kindergartens in Denmark. Despite political ideals of gender equality (Børne- og Socialministeriet 2018) the analysis reveals the enduring presence of stereotypical gender norms as deeply ingrained aspects of children's socialization. These norms persist as influential figures within children's lives, significantly shaping their play, experiences, and communities. Moreover, the analysis illuminates how deeply rooted cultural values of recognition and good play contribute to supporting the reproduction of gender-traditional understandings and patterns among children. Drawing on empirical data gathered in the 'Gender in Kindergarten' project (Christensen et al. 2023), which examines the expression and significance of gender in kindergarten settings, this presentation is grounded in observations, child interviews, and reflective workshops conducted across four daycare centers. Informed by post-structuralist theories (Butler 1990, Søndergaard 1996) and cultural analytical perspectives (Gulløv et al. 2017), this analysis sheds light on the intricacies of gender inequality, underscoring its early emergence as an integral aspect of children's socialization.

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SESSION 3 B

MIGRANTS, MINORITIES AND SUSTAINABILITY

Whose stories are made to count? Minority parents as place makers and community builders in early childhood institutions

Karen Prins

Associate Professor, University College Copenhagen, Denmark

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The research project Community-Pedagogy (2019-2021) investigated possible connections between (local) communities and Early childhood educational institutions in Denmark, as an attempt to understand early childhood institutions as horizontally situated and localized institutions (Urban & Swadener 2016). An aim that is also mentioned in the latest curriculum reform for early childhood education in Denmark (Børne- og socialministeriet 2018), even though the main purpose of the learning plan can still be seen as school readiness and investment for the future (Heckmann 2006). Methodologically, the project combined short term ethnography (Pink & Morgan 2013) and action research methods (Burns 2014, Burns & Worsley 2015) in exploring what a community-oriented pedagogy could look like in two different locations in Denmark (See Thingstrup, Prins, Bøje Smith 2022). This presentation is zooming on parts of the data-material with an analysis of the kindergarten cloakroom as a prism for understanding how certain parents, whom the pedagogues generally

describe as unresourceful and in need of instruction, at the same time can be seen as place makers and community builders. With an onset in Massey's definition of space as a meeting up of histories and defined by a heterogeneity of trajectories (Massey 2005), I discuss the possibility for early childhood pedagogy to have an awareness on whose stories are made to count and the potentials to create more inclusive, diverse and equal practices, open to multiple stories of kindergarten.

Long-awaited family life and heavy responsibility. Young refugees' experiences with support services after family reunification

Kari Bergset

Associate Professor, Western Norway University of Applied Sciences, Norway

Gunnar Husabø

Associate Professor, Western Norway University of Applied Sciences, Norway

Cecilie Eikefjord Udberg-Helle

Project Manager, Sunnfjord Municipality, Norway

Monika Alevstad Reime

Post Doctor/Associate Professor, Western Norway University of Applied Sciences, Norway

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Unaccompanied refugee minors in the Nordic countries are often suffering from worries about family members left behind, and there are numerous institutional thresholds blocking their access to family life. In the last decade, parents and siblings have, to a greater extent, been granted reunification with formerly unaccompanied minor refugees in Norway. Nevertheless, there is a lack of research exploring these situations from the youngsters' perspective.

We conducted individual, qualitative interviews with ten formerly unaccompanied minor refugees, two young women and eight young men, who were reunited with parents and siblings in Norway. Through the interviews, we examined how they experienced the reunification and their encounters with support services and regulations affecting the families.

Leaning on institutional logics as analytical lens, we see contradicting logics apparent in the youngsters' narratives on their encounters with welfare providers and Norwegian immigration policy. One logic is linked to the welfare providers' responsibility for immigration services to the newcomers. A contradictory logic claims the refugee youngsters as responsible for their family's case.

The joys of much awaited family life are, for most of the youths, mixed with a heavy responsibility for settling and integrating the family members. Our results show that the youths who take on or are charged with a great deal of responsibility for their family often experience serious consequences, including psychological challenges and interrupted schooling. We call for a change in the regulations and practices of the local support services that is more in line with the youths' and the families' situation.

The social dimension of sustainability in the school-to-work transitions of young refugees

Kirsten Rusert

Dr. phil., University of Vechta, Germany

Stein Margit

Prof. Dr., University of Vechta, Germany

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The central research question of the project presented, was educational equity in access to qualifying vocational training for young refugees in Germany. To this end, qualitative interviews were conducted as part of a participatory research format with 33 refuged trainees, which were analyzed by the reflexive Grounded Theory (Breuer/Muckel/Diries 2019; cf. Rusert/Stein/Kart 2022).

The basic prerequisite for educational equity in the transitions from school to work is self-determination of adolescents to choose their own life model (cf. Stiglitz et al. 2009). At the same time, long-term restricted living conditions, such as in the context of forced migration, can lead to an adjustment and narrowing of one's own participation goals. Only with access to new resources and support are options considered that previously seemed impossible (Söhn/Marquardsen 2017).

This indicates a link to the Sustainable Development Goals (SDG) and the normative anchoring of the guiding principle of sustainable development with justice as a fundamental value (Kropp 2019). The coherence with SDG 4 "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" is evident with inter- and intragenerational equity in the Brundtland Report and even more clearly in the sub-goals of SDG 10 "Reduce inequality within and among countries" (UN 2015).

In an education system that still adheres to traditional expectations of normality (El-Mafaalani 2021), deviations lead to institutional disadvantages with more difficult access to institutional capital (Bourdieu 2015). Our presentation outlines the opportunities and disadvantages of adolescents in the career choice process based on their Capability Set.

SESSION 3C INTERPROFESSIONAL COLLABORATION IN CHILDCARE PART 1

Interprofessional Collaboration in Inclusive and Integrated ECEC - a Multi-lingual Review from Six European Countries.

Marian Habermehl-Ooms

Msc., Amsterdam university of Applied Sciences, The Netherlands

Jana van der Zwart-Langner

Msc., Queen Maud University College, Norway

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In various European countries there is a growing interest in interprofessional collaboration (IPC) between childcare, school and family support to offer integrated services for children and their families. However, the level of early childhood education and care system integration varies significantly, with possible consequences for IPC. In a systematic, multilingual review from six countries with varying levels of system integration (Flanders (Dutch speaking part of Belgium), Finland, Germany, the Netherlands, Norway and Sweden), we analyzed the

literature related to IPC between childcare, school and family support services by using a realist synthesis approach. With this review we aimed to distinguish what works in IPC and under what circumstances. The review (comprising a total sample of 6,949 professionals) showed various IPC themes, barriers, facilitators and mechanisms for caregivers, teachers and specialized staff who face similar challenges in achieving pedagogical continuity and offering integrated services. Additionally, our review revealed differences in IPC characteristics from the literature of countries with an integrated vs. split systems related to the focus on process or content of collaboration. Interestingly, literature from integrated countries tended to be more critical about IPC than studies from the Dutch literature (a country with a split system). Our findings suggest that integration on macro level can help professionals focus on IPC, but it is not the only prerequisite for success.

No professional left behind – cross-national research to improve interprofessional collaborative practices in ECEC.

Jana van der Zwart-Langner

Msc., Queen Maud University College, Norway

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Interprofessional collaboration is considered a central tool to realise inclusive and individual tailored services that meet children's needs. However, little is known about mechanisms at individual and team level in different national contexts as perceived by professionals from different disciplinary backgrounds and work settings involved in the team around the child.

This cross-national study into interprofessional collaborative practices (IPCP) in the team around the young child with speech, language and communication needs (SLCN) further investigates previous findings from a survey study into IPCP in Norway and the Netherlands.

The aim of this study was to further elaborate and explore possible explanations for found differences concerning relational dimensions of trust and communication. Qualitative data from individual interviews with professionals from Norway (n=7) and the Netherlands (n=5) were analyzed by using a-priori categories from the Stutsky and Spence Laschinger framework for IPCP.

Preliminary findings point to barriers and facilitators within and across national contexts. While facilitators for trust-building are mainly related to personal and professional factors, described barriers are related to the inter-organizational level. Different emphasizes regarding the characteristics and nature of communication in relation to core IPCP mechanisms like role understanding and knowledge exchange, suggest potential learning points across countries and give implications for individual and collective professional practices.

Interprofessional education concerning children: Exploring students' perspectives on contingent support.

Kaja Braathen

PhD-fellow, OsloMet, Norway

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To meet society's needs for better interprofessional collaboration between professionals involved in the lives of children and young people OsloMet has developed INTERACT[1], an interprofessional education programme concerning children that is offered to bachelor students at OsloMet across health-, social care and education. This paper presents results from a study exploring the students' perspectives on the kind of support they require to enhance their learning processes. The study makes use of interview data (N=15) and survey data (N=499) and draws on a sociocultural understanding of learning (Säljö, 2001, 2009). Concepts from the scaffolding literature (Smit et al., 2013; Smit & van Eerde, 2013; van de Pol et al., 2019; van de Pol et al., 2010;

Wood et al., 1976) played a vital part in the investigations. Results of the study suggest that to support students' learning in such a context contingent support ought to be offered to individual students as well as to the interprofessional learning group. Contingent support should moreover be offered both prior to, as well as during, the work in interprofessional learning groups.

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SESSION 3D - SYMPOSIUM

AUSTRIAN CHILDLIFE BETWEEN EDUCATION AND CARE. HISTORIAL AND CONTEMPORARY PERSPECTIVES ON EARLY CHILDHOOD EDUCATION INSTITUTIONS

Early childhood education institutions in Austria. Historical developments in the 19th and 20th century Towards an empirical understanding of children's privacy in preschool

Daniela Steinberger

M.A., University of Salzburg, Austria

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The planned contribution aims to provide a chronological overview of central historical developments of the 19th and 20th centuries in the field of extra-familial childcare and education in Austria. The (discursive) change from custody to education and care will therefore be shown using discourse analysis.

The establishment of the first pre-school institutions at the beginning of the 19th century was primarily a response to the challenges faced by the working population. The so-called "Kinderbewahranstalt" was initially supported by private charitable organizations and church associations; in the context of caring for the poor, having a welfare character and fulfilling a 'protective function' for children of the proletariat (Steinberger, 2020). Friedrich Fröbel, originally from Germany, pursued a forward-looking approach with his concept of the kindergarten at the beginning of the 19th century: Fröbel's work helped to establish a new image of the child as an "independent person with a 'creative elemental force' that should be nurtured and educated" (Konrad, 2012, p. 12). Furthermore, his theories were based on the importance of the child's emotional and intellectual development and; therefore, on the idea of education. In Austria, the first Fröbel kindergarten was opened in Vienna in 1863. Almost a hundred years later, after the end of the Second World War, these institutions were once again ascribed a caring function. From the 1960s onwards, there was again an increase in discourse around "education" and "equal opportunities" in the context of the Austrian kindergarten system (Lex-Nalis & Rösler, 2019).

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Professionalization of low-skilled professionals in Austria: A qualitative study

Tanja Kniewasser

M.A., University of Graz, Austria

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Decades of research in early childhood education and care (ECEC) has shown that high-quality out-of-home care positively impacts children's development (Melhuish et al., 2015; NICHD, 2002, 2006; Sylva et al., 2014). Studies indicate a correlation between the educational level of early childhood teachers and the quality of interactions (Manning et al., 2017). The frequency of cognitively stimulating interactions with children also increases as the level of education and years of service of ECEC staff grows (Geißler et al., 2022). In Austrian childcare institutions, assistants support the early childhood educators. While most early childhood educators have training at the EQF Level 5, most assistants have a lower level of formal education (Geißler et al., 2022). Statistics Austria (2023) shows that 43.7% of ECEC-staff have low education levels. In view of the increasing shortage of skilled workers and the need for quality improvement, it is important to focus on low-qualified professionals. This leads to the research question: What motives and conditions motivate low-qualified professionals in ECEC institutions in Austria to pursue training as early childhood educators? Based on guideline-supported interviews with 48 participants from all over Austria, the reasons for their decision as well as supporting factors are analyzed.

The results show a variety of motives, including professional development, intrinsic motivation, and the desire for recognition. Supportive conditions, such as flexible training structures and the possibility of continuing education while working, are identified as crucial factors that support these professionals on their educational journey.

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Doing early childhood. Childlife as a result of everyday practices of professionals and children

Melanie Holztrattner

Dr. (PhD), University of Salzburg, Austria

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The contribution aims at doing early childhood, framed as practices in ECEC institutions in Austria, and shows childlife as its important result. The lecture refers to the completed dissertation project of the presenter. It asks how early childhood is produced in ECEC institutions in Austria and what conditions of possibility it depends upon (Holztrattner, 2024).

Referring to childhood studies, the study picks up on the notion of childhood as a construct that is historically and culturally determined in the context of the pattern of a long, sheltered childhood, against the background of the generational order (Alanen, 2005; Prout & James, 2015). Ethnographic fieldwork was carried out in Austrian ECEC institutions. By participant observation it was possible to gain access to the actors' practices in situ (Breidenstein et al, 2015). Selected field notes were reconstructively analyzed using the Documentary Method (Bohnsack, Nentwig-Gesemann & Nohl, 2013).

The findings of typologising indicate that early childhood is produced by both children and professionals as a joint effort and on the basis of complex orders; especially the generational order, the institutional/educational order and orders with spatial, temporal and material form. The actors deal with these orders in different ways, by adopting different practices of producing relational agency. These are related to reciprocal processes of giving and/or denying (children) power: power to act, power to make decisions and power to indicate. Childlife is therefore realized as a diverse and complex phenomenon.

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SESSION 3E PARENTING IN CHALLENGING TIMES

Conceptualizing care practices in families in relation to climate change and demands for more sustainable living - Struggling with dilemmas and limits of care and responsibility.

Dorte Kousholt

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Since the onset of the global Covid pandemic, the war in Ukraine, and economic recession in Europe—combined with climate change—crises no longer seem to be temporary conditions for children and families but rather chronic situations. Radical societal changes and disruptions alter the conditions for family life and care practices, highlighting the intrinsic relationship between everyday family practices and societal and political conditions. Parents must now not only care for their children and ensure their well-being in relation to for instance education but also prepare them to navigate an unpredictable world and an uncertain future. This paper integrates conceptualizations of contradictory concerns in caregiving for children in everyday family life (Kousholt, 2011, 2019) and "chains of care" (Haavind & Andenæs, 2018) with inquiries into how environmental and societal crises influence, destabilize, and potentially transform parents' perceptions of care in everyday family life. How do parents experience conflicts and dilemmas between different care domains and demands within and across children's life contexts? How do parents perceive the extents and limitations of care and responsibility in a global crisis?

The paper draws on collaborative research project with professionals and parents in Early Childhood Education and Care (ECEC) settings (Winther-Lindqvist et al., 2024), where we address the issue of green transition in education by integrating theories of care. We work with a conceptual framework of interrelated care domains grounded in care ethics, praxis theory, (eco)feminist theory, and phenomenological insights (e.g., Tronto, Løgstrup).

Supportive role of Parents in Handling the Mental Health problems of Children in India

Jilly John

Assistant Professor, Central University of Kerala, India

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Abstract Content:

Background: Mental health is a growing concern of all persons. The rapid social and economic changes lead to stress among children. Studies shows that child mental health problems occur throughout the world, it may change in degree or kind. It may range from academic, learning emotional disorders to mental illnesses. The extent and variety of mental health problems among children shows that, it needs kinds of interventions. Identifying mental health problems and responding appropriately can prove challenging for parents and family members.

Aims: For better access of effective prevention and treatments, parent' s healthy perspectives on healthy child rearing practices and supportive roles in handling the mental health problems of children is mandatory. In rural parts of India self-help group is the best platform to impart this information. **Methods:** - An intervention study was conducted among 60 mothers in two states of India to understand and promote the perspectives of parents on supportive roles in handling the mental health problems of children.

Results and Conclusions: As a result of the intervention there was significant difference in their perspectives on supportive roles in handling the mental health problems of children. The findings throw lights on new strategies to improve health status of people in India.

Changing parents through self-reflection - conversations with parents in the child welfare services

Lene Østby

PhD student, VID Specialized University, Norway

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A large proportion of parents who are in contact with the Norwegian child welfare services receive the intervention named as "advice and guidance". The intervention is not based on manuals or a specific program but is based on what is often referred to as a general social work method. Parents are offered conversations with a social worker for a period before the intervention is evaluated and possibly terminated. The goal is to improve the care of the child. The intervention is referred to as voluntary intervention. Even though this is widely used, there are few studies of this intervention.

The goal of the study is gaining more knowledge about how parents and social workers communicate and collaborate and how social workers use their power as part of a statutory apparatus. It examines how the parents' possible changes are discussed with the social workers. How do the social workers understand how parents' can change their attitude and behavior.

The paper is based on five video recorded conversations between parents and social workers and interviews with both parties. The conversations used by social workers can be understood as a form of "technology" (the term from Foucault) intended to make parents adapt and develop themselves in line with the ideal of modern parenting. The analyses show how social workers tell how parents can control themselves and thereby control and support the child. This "reflexive self-work" (Juhila & Löfstrand, 2022; Lindwall, 2022) is based on an understanding of parents' freedom to change and self-formation.

Juhila, K. & Löfstrand, C. H. (2022). Subjectification, Advice Giving and Resistance in Mental Health Home Visit Interactions. I C. Hansen Löfstrand & K. Jacobsson (Red.), *Transforming Subjectivities* (s. 106-125). Routledge.
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12.00–13.00 Lunch

13.00–13.45 KEYNOTE 3

**Associate Professor Filip Maric, Department of Health and Care Sciences
physiotherapy at UiT, The Arctic University of Norway**

Healthcare, eco-social transformations, and the futures we leave behind

13.45–14.00 Break

14.00–15.30 PARALLEL SESSIONS 4

SESSION 4A
LIVING CONDITIONS, INEQUALITY AND POVERTY – PART 1**Got off to a bad start? Parental labor market marginalization and the association with adolescent internalizing disorders**[Back to schedule](#)**Maria Reinholdt Jensen**

PhD fellow, OsloMet, Norway

Åsmund Hermansen

Professor, OsloMet, Norway

Background: Socioeconomic disparities in adolescent mental health disorders are a significant public health concern, particularly as the mental health gap between different socioeconomic groups appears to be widening. To reduce these disparities, it is crucial to understand the factors that impact adolescents' mental health. This study extends previous research by exploring the influence of “maternal and paternal labor market marginalization” on the risk of internalizing disorders in adolescents. Using sequence analysis, we map labor market marginalization processes over a decade and examine their association with children’s mental health. Additionally, we investigate how these processes interact with factors such as low household income, single breadwinner status, and parental mental health.

Aim: We aim to (1) understand how parental labor market marginalization is related to the risk of adolescent internalizing disorders, (2) examine the influence of parent's gender on this relationship, and (3) explore the extent to which associations between parental labor market marginalization and children's mental health are mediated by a lack of family resources.

Methods: Using administrative data from the entire Norwegian population, we selected a cohort of individuals born in 2003 and identified those diagnosed with an internalizing disorder at ages 12-14. We categorized parents' labor market marginalization into four clusters and gathered additional data on mental health, breadwinner status, and household income. Multiple regression analyses were conducted.

Preliminary Results and Conclusion: Preliminary findings suggest that the association between parental labor market marginalization and internalizing disorders in children is largely mediated by low household income. This points towards the potential benefit of increased social support to reduce health disparities and social inequality.

Parental Disadvantages and Child Outcomes: A Register-based Study on Intergenerational Transmission of Social Disadvantages in Norway

Giang Huong Le

PhD, OsloMet, Norway

Åsmund Hermansen

Professor, OsloMet, Norway

Rebecca Sokol

Assistant Professor, University of Michigan, School of Social Work, USA

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Background: Family resources affect a child’s future outcomes. Children from under-resourced families often experience increased adversity in both childhood and later in life, perpetuating cycles of poverty and inequality. Researchers have previously considered parental socioeconomic status factors, such as income and education, in their associations with children’s future outcomes. Our study adds to this literature by considering another dimension that shapes early life advantage or disadvantage--parental employment conditions. We anticipate that parents who experience poor working conditions, such as high stress, physically demanding work environments, limited job control, and a lack of workplace flexibility, may have less capacity to offer support and supervision to their children. Additionally, economic stressors associated with these conditions may affect a student's school engagement, potentially leading to school dropout and future unemployment.

Aims of study: Current research often examines the factors, such as income, education, and social class, separately. Our study aims to explore the cumulative impact of these social disadvantages in the context of intergenerational transmission of social mobility by addressing two primary research questions: (1) how parental social disadvantages—including parent working conditions--affect children's adulthood outcomes and (2) whether the accumulation of parental social disadvantages increases the accumulation of social disadvantages in the next generation.

Data and Method: We will use register-based data from Statistics Norway (Statistisk sentralbyrå - SSB). Job exposure matrices are used to remedy the lack of working-conditions information in the register data.

Conclusion: We expect the findings of this study contributes to a comprehensive understanding of the transmission and accumulation of disadvantages across generations.

Exploring “institutional inequality” in the intersection between ethnographic fieldwork and statistical data from diverging municipalities

Rebekka Sylvest-Berg

PhD Fellow, Roskilde University, Denmark

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This poster presentation is based on an ongoing PhD project that combines qualitative and quantitative methods in the process of exploring “institutional inequality”, conceptualized as the institutional conditions that promote and prevent inequality as they unfold in situated practices. With a theoretical focus on the concept of “situated inequality” (Højholt, 2016; Højholt & Røn-Larsen, 2021a, 2021b), the project explores how inequality, studied as unequal opportunities of participation, can impact children’s everyday lives and how institutional conditions are part of (re)producing inequality locally (McDermott, 1996; Mehan et al., 1986).

The empirical work of the project consists of participant observations and situated interviews with children from 6th grade and the professionals around them (e.g. teachers, pedagogues, school psychologists, school leaders

etc.) in two different schools and youth clubs in Denmark in a period of around two years. The qualitative data is combined with analyzes of statistical data on institutional conditions from diverging municipalities e.g. from local schools, classes and municipalities.

The aim of the presentation is therefore to open up a discussion on how knowledge from ethnographic fieldwork and statistical data can merge and enrich our understanding of how dynamics of inequality can be prevented by working on expanding children's opportunities of participation across the different institutions in which they live their everyday lives.

SESSION 4B CHILDREN, SCHOOL AND EVERYDAY LIFE

Social conflicts among children in school: a question of power struggles and social hierarchies?

Lærke Testmann

PhD, Copenhagen University College, Denmark

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This paper will present findings from an empirical study done with a group of children in 3rd and 4th year in primary school. Investigating and analyzing conflicts and communities among the children in their everyday life in and outside school I will present a critique of common understanding of children's social problems in school as connected to "power struggles" or "social hierarchies" as a general concept and propose an understanding of conflicts among children as a collective work with handling schools demands and expectations.

The paper is based on results from a 10-month long fieldwork that was methodically inspired by the concept of co-researching stemming from Danish-German critical psychology. The fieldwork included observations, interviews, mappings and analytical group sessions with the children, why it was possible to make thick descriptions of everyday school life from the vantage point of children that experienced both inclusion and marginalisation.

Theoretically I emphasise and draw on the notion of conduct of everyday (school) life in practices (Dreier, 2011; Højholt & Røn Larsen, 2015; Holzkamp, 1998; Kousholt, 2013) and school as a historical practice that can be studied through its historical development of contradictions and conflicts (Højholt & Kousholt, 2020; Holland & Lave, 2001; Ollman, 2015).

I argue that social conflicts among children in school is interconnected with school itself as a pedagogical, political and historical place and this contextual understanding brings other perspectives into understanding and helping children with social problems in school.

"Who has not been seen today?" Newcomer wellbeing in Danish secondary schools

Aimee Kelley

PhD Student, Ghent University, France

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Background aims

Both new and existing global conflicts drive refugees to seek safety and stability in western Europe, where refugee children must attend local schools. Russia's invasion of Ukraine in 2022 resulted in thousands of Ukrainians fleeing to a handful of countries, including an estimated 35,000 to Denmark; this follows a large influx of Syrian refugees in 2016. Such high numbers of refugee arrivals warrant examination of Danish schools' welcoming of young newcomers. This paper considers Danish educators' understanding of "wellbeing" for young newcomer students and its reflection in newcomer education.

Methods

Interviews were conducted between March and December 2022 with 24 educators (Danish and mainstream teachers, school heads, and municipal consultants). Follow-up interviews with five participants were held in early 2023 to discuss any evolutions in Ukrainian education during the previous year. The data were analyzed using Thematic Analysis in NVivo 12.

Results

Participants placed a high value on "wellbeing," generally conceived of as newcomer students feeling "seen" and included at various levels of Danish society. However, this idea of inclusion sits in tension with the education structure for newcomer adolescents, who usually attend "receiving" classes separate from Danish peers. There is variation across municipalities, but newcomer separation is at odds with participants' perspectives on wellbeing and its nature of inclusion.

Conclusions

The tension noted between newcomer wellbeing as inclusion-based and the separate nature of newcomer education in Denmark highlights challenges faced by education systems concerning academics and wellbeing and may aid stakeholders rethinking educational structures for future newcomers.

Children's Holistic Learning, Emotional Wellbeing, and Sustainable Development Action in LESPLAY (Learn, Speak, and Play)

Gilbert Ajebe Akame

PhD Candidate, Faculty of Law, UiT, Norway

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The paradox of contemporary education systems, simultaneously producing future human capital while neglecting children's rights, forms a backdrop for this exploration (Biswas, T. 2023). Amid global concerns regarding education access and deficiencies in equipping children for success, this research supports calls for transformative approaches that challenge conventional educational structures (UNSDGs Report, 2022). The Learn, Speak and Play (LESPLAY) project, conceived with a recognition of these limitations, addresses their influence on creativity, social wellbeing, and the economic realities within its context. Informed by research supporting socio-emotional learning (Salovey, P., & Mayer, J.D. 1990; E. Murray, M. P. Poto, v. Russo 2022), child participation (Hart, R. 1992), and co-creation (Lohse, E. J., Poto, M. P. 2023), the paper aligns with the citizen action agenda for the Sustainable Development Goals (Agenda 2030). Drawing from the encounter between Follow Your Heart (FYH) and LESPLAY, it offers a unique perspective on projects inspiring positive change. The chapter discusses methodologies, LESPLAY's origins, its convergence with FYH, and the conceptual underpinnings of children's climate actions, emphasizing participation and knowledge co-creation. The research, employing qualitative analysis and participatory action research from 2018 to 2021, highlights LESPLAY's child rights-based, holistic approach. It underscores the potential of a childist approach in climate education, empowering children as active agents in shaping sustainable solutions.

INTERPROFESSIONAL COLLABORATION IN CHILDCARE PART 2

The potential of pedagogical programs in interdisciplinary collaboration concerning sustainable communities Encounters with Art in School-Classes for Children with Special Needs

Christoffer Granhøj Borring

PhD, UCL, Denmark

Gry Tybjerg

PhD, UCL, Denmark

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Today, there is a trend towards focusing on children's participation in communities as a solution to problems in schools, which is highlighted in municipal and political strategies, research, and practice. Research shows how pedagogical programs often serve as the foundation for interdisciplinary collaboration among teachers, pedagogues, and psychologists concerning children's communities. This work is often part of broader trends towards implementing programs as manual-based methods and evidence-based interventions, promising effectiveness on the condition of fidelity to techniques and methods.

In this presentation, we aim to address implicit understandings of the concepts of communities and subjects when programs become the foundation for interdisciplinary collaboration. This often falls short due to an eagerness to focus on communities through the programs brought in to develop them.

Drawing from a social practice theoretical conceptualization of subjects and communities, the presentation departs from our research on interdisciplinary collaboration among various parties in schools. Through analytical cases, we illustrate how and why children, and their specific communities, may disappear in the professional collaborative practices aimed at developing communities. Building on this analysis, we discuss the potential of pedagogical programs in interdisciplinary collaboration and elaborate on how professionals can develop and contextualize programs in concrete school practices.

In this presentation, we aim to initiate discussions on how to develop new understandings and practices of working with children's communities in schools in ways that are sustainable and meaningful from both professionals' and children's perspectives.

The performance of interprofessional collaboration

Line Styczen

Ph.d. Student, OsloMet, Norway

Karen Synne Groven

Professor, OsloMet, Norway

Sølvi Helseth

Vice-Dean/Professor, OsloMet, Norway

Mona-Iren Hauge

Dean, VID Specialized University, Norway

Tone Dahl-Michelsen

Professor, OsloMet, Norway

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Interprofessional collaboration is vital in the context of service delivery for children with physical disabilities. Despite the established importance of interprofessional collaboration, there is currently a need for more research on enabling features on how to perform well-rounded interprofessional collaborations. Hence, this study aims to explore how professionals perform interprofessional collaborations during the transition from nursery to primary school for children with physical disabilities.

The study followed a qualitative approach. Participants comprised eight professionals from the educational (3) - and primary health services (5). The empirical material was collected through individual (1) - and small group interviews (3).

The analysis reveals how professionals involved in the care of children with physical disabilities act out interprofessional collaborations during the transition from nursery to primary school. Interprofessional collaborations are performed to attain the best (interest) for the child. The matter of attaining the best for the child is an ongoing process characterised by various patterns of actions. These actions reveal how professionals adapt and adjust their practice by being an active actor in the collaboration. Seemingly being this active professional, seems to be part of an interprofessional identity which further contributes to well-rounded interprofessional collaborations.

The SoVei- model: a practical, evidence-based model for school and social workers

Marianne Tevik Singstad

Associate Professor, RKBU Midt-Norge, IPH, NTNU, Norway

Stine Margrethe Ekornes

Associate Professor, RKBU Midt-Norge, IPH, NTNU, Norway

Maja Sandmo Grip

Assistant Professor, RKBU Midt-Norge, IPH, NTNU, Norway

Sigrid Ness

PhD-candidate and Assistant Professor, RKBU Midt-Norge, IPH, NTNU, Norway

Ane Bergset Mandal

Assistant Professor, Volda University College, Norway

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The school environment serves as a crucial arena for preventive interventions and identification and support of vulnerable children. Establishing interdisciplinary teams around students are emphasized as a critical success factor in this endeavour, leading to a rise in the utilization of school social workers within educational settings. However, the deployment of this professional group often remains person-specific and coincident. In response, we have developed an evidence-based working model for school social workers, including overall work-tasks and specific examples of practical alternatives. The SoVei-model is during the schoolyears 2023/2024 undergoing a co-creation process with 6 pilot schools in Norway. This process aims to optimize the working model to be structured, yet flexible, to fit the contextual needs of schools. For the current presentation, we will outline preliminary findings of key implementation determinants for success in the school context and discuss how an evidence-based working model can serve as a valuable tool for school social workers.

SESSION 4D
SYMPOSIUM – CARE A FUNDAMENTAL CONCEPT WITH BLURRED EDGES: EXAMPLES FROM VARIOUS SETTINGS IN CHILDREN’S LIVES

Unravelling the socioeconomic conditions for parenting: Material, social and cultural parental resources

Anita Sundnes

Associate Professor, OsloMet, Norway

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Gaining knowledge about the care situation of a child is a primary task in child protection. To find appropriate measures to improve the care situation, it is necessary to explore and understand what the family struggles with. It is well documented that living with difficult socio-economic conditions has a negative impact on family life and child development, and that it is closely linked to contact with child protection services. It is therefore important to be conscious of socio-economic conditions for parenting when assessing a child's care situation. However, parent-child relationships and parents' communication strategies are often in the forefront of attention in assessments and choice of measures. This points to a need for knowledge about how to incorporate socio-economic awareness in assessments. The paper presents a theoretical discussion of how children's care situation can be understood considering parents' life situation. The starting point is a cultural-psychological understanding of development and care, with a focus on everyday life practices and how they change over time. Parents use the resources they have available to provide for and take care of their children. Inspired by Bourdieu's capital model, a distinction is made between three types of parental resources, i. e. resources used in childcare: material, social and cultural, which collectively form the foundation for the everyday life of the child. Examples from qualitative studies of parenting are used to illustrate how this conceptual framework may shed light on children's care situation.

The concept of care and maltreatment in the Norwegian context: discourses in interviews with child welfare workers

Ellen Syrstad

Associate Professor, VID Specialized University, Norway

Margrete Aadnanes

Associate Professor, VID Specialized University, Norway

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In this paper, we will explore and analyse how child welfare workers describe and give meaning to the concept of child maltreatment. In examples from qualitative interviews with 11 frontline case workers, we will investigate which knowledge base informs their understandings and conceptualisations. We are interested to explore if and how the professionals' conceptualisations stem from normative ideas of good care for children within the Norwegian sociocultural context, and which care practices are described as good enough – and which practices are defined as damaging for the child. Furthermore, with the help of Bronfenbrenner's bioecological model, we discuss how discourses of care and maltreatment are interacts with the institutional and political frameworks of child welfare in Norway. We discuss the dilemmas occurring in assessment work regarding maltreatment, and the implications of normative ideas of good care governing assessment practices when many parents facing interventions from child welfare services do not have the means or the capacity to live up to the cultural norm of good care for children.

“Active care” for a meaningful life

Wenche Bekken

Associate Professor, OsloMet, Norway

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‘Active care’ was introduced in the Norwegian legislation with the white paper 21 2005 “The futures care challenges” (‘Fremtidens omsorgsutfordringer’). The introduction aims to align with the Social Service Act’s primary purpose of contributing to an independent and meaningful life for individuals. This alignment underscores the importance of considering future well-being and social participation in the present moment of care. ‘Active caring’ involves being conscious of the future for the care receiver. Care practices that consider the future is essential in child welfare, childcare, education, and habilitation. However, the role of care is perceived differently in these institutions, leading to different approaches to considering the future life of the person in different ways. This presentation will discuss the role of active care, beginning with how the habilitation services prepare adolescents for their future as adults, and compared it with other services such as the child welfare. The concept active care emphasizes that care in professional work entails a responsibility for considering the future life of children and adults in the practical work. This includes taking time to listen to their aspirations for the future. The aim is to discuss the utility of the concept of ‘active care’ for professional practice in various settings to promote citizenship for children and young people.

Health and care challenges in child welfare. Still on the political and scientific agenda in Norway 2024

Lars Kristofersen

Senior researcher emeritus, NOVA, OsloMet, Norway

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Health of children and young adults with experience from care measures (foster home, institution) in child welfare, has been an important topic in Norwegian, Nordic and other international research and media debate for many decades. Higher morbidity and mortality in children/young adults with such care experience compared to other children/young adults in the same age groups, have been shown for two-three decades now. It seems to be difficult to change these trends.

This paper uses a semi-structured literature review and summarizes some of the research results and relevant political reports in this field in Norway and the Nordic countries. The case of “Glassjenta” (Stavanger aftenblad) about ten years ago and the two twins dying from drug overdoses in Østfold county recently (investigated by the Norwegian Board of Health Supervision), are used as cases to give practical examples of the partly difficult cooperation between child welfare services and health services both last decade and last year. We have many important research results within this field, but the practical and political work seem to still have challenges. It often seems to be a type of “wicked problem” involved when child welfare and health services cooperate. Political initiatives and lack of initiatives (with good results) for the two sectors child welfare services and health services are discussed in the conclusion of this paper.

SESSION 4E – SYMPOSIUM
DIALOGUES WITH CHILDREN IN EDUCATIONAL SETTINGS: POSSIBILITIES AND BARRIERS**In Dialogue with Pupils on the Understanding of Bullying****Ingrid Lund**

Professor, University of Agder/Queen Maud University College of Early Childhood Education, Norway

[Back to schedule](#)**Background aims**

The overall aim of our project is to prevent bullying in schools through the means of dialogue, focusing on the voices of the pupils, the responsibilities of school staff and the involvement of parents. Furthermore, we wanted to explore how we better could understand bullying and the dynamics of social processes based on children's perspectives from their daily life in school.

Method

Selection 3 classes in 1st grade, 3 classes in 5th grade and 3 classes in 8th grade.

The data material

- Transcribed material from 9 dialogue meetings, evaluation conversations immediately after the dialogue meetings
- Completed evaluation forms by participants at all dialogue meetings

Analysis

4-step phenomenological analysis of the data material.

Results

Pupils on all levels appear well familiar with the concept of bullying.

The experience of being left out is a recurring theme in all grades when describing bullying. In grade 1, the focus is mostly on exclusion in play. The pupils in grades 5 and 8 express a nuanced understanding of bullying that includes both physical, emotional and digital bullying. When school staff and parents enter into dialogues with children in the preventive work against bullying, the evaluation shows that discussing the concept of bullying is meaningful and enlightening for all three groups.

Conclusion

Dialogue meetings have a preventative potential and contribute to creating a common language and a common understanding of different perspectives related to bullying and inclusive learning environments.

Facilitating equal dialogues with children in ECEC**Kari Nergaard**

Associate Professor, Queen Maud University College of Early Childhood Education, Norway

[Back to schedule](#)**Background aims**

Children's right to a safe and healthy Psychosocial Environment in ECEC protected from psychological harms such as exclusion, infringements, and bullying, was enshrined in the Kindergarten Act (11.12.2020). A legal obligation that requires continuous knowledge of children's well-being and lifeworld experiences in ECEC. Children's right to express their views freely in all matters that affects them (UNCRC; Article 12) demands methods that strengthens the children's perspectives and takes their voices seriously.

The aim of this presentation is to highlight the voice of the children as important sources in developing dialogical communication which is conducive to give children a voice and power in research and educational practice.

Method

Ethnographic stay in one ECEC, with a group of 20 children in the age of 5,5 – 6 years old, spring -22 and -23. The data for this partial study was collected through videorecorded interviews with 32 of the children, aimed to explore their experiences and perceptions about formal dialogues with teachers. A phenomenological hermeneutical method was used to analyze the qualitative data.

Preliminary Results

The children appreciate various of opportunities to talk about well-being and express their opinion in ECEC, and that they have expectations to the teacher's communication skills and attitudes in order to create equal dialogues.

Conclusion

Listening to children's perceptions involves communicative skills, mutual respect and intonation, as well as genuine curiosity in listening, interpreting and constructing meaning in the dialogues.

Children's right to be heard in special education documents

Karianne Franck

Associate Professor, Queen Maud University College of Early Childhood Education, Norway

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Background and aim

This study explores the realization of children's right to be heard (UNCR; Article 12) in special education documents, aiming to expand knowledge on potential barriers hindering the inclusion of perspectives from young children with special educational support.

Method

Expert assessment documents and individual education plans (IEP) of 17 children (age 2-6) receiving 1-10 hours of special educational support in ECEC are analyzed. Thematic analysis (Braun & Clarke, 2012) and critical discourse analysis (Fairclough, 1992) are employed to examine how these documents attempt to incorporate young children's views and perspectives.

Results

The findings indicate a lack of explicit consideration for children's voices in the documents, with attempts to represent their views by proxy being unclear and ambiguous. Descriptions of children's behavior and emotional expressions function as illustrations of concerns and challenges. Expert assessment risk depicting children as cases, emphasizing deficiencies and challenges rather than their perspectives. Recommendations for support paradoxically stress the importance of professionals listening to children.

Conclusion

This study underscores that the writing style and emphasis on challenges in special education documents act as barriers to effectively listening to children. It calls for a reevaluation of professionals' authoritative expertise and perspectives, advocating for a shift away from exclusive focus on difficulties towards more inclusive approach that prioritize respectful dialogue and engagement with young children.

15.30–16.00 Break with refreshments

16.00–17.30 PARALLEL SESSIONS 5

SESSION 5A
LIVING CONDITIONS, INEQUALITY AND POVERTY PART 2**Parental responsibility - a problem and a key to governmental interventions in marginalized residential area****Vibe Larsen**

Docent, University College Copenhagen, Denmark

Ditte Tofteng

Docent, University College Copenhagen, Denmark

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Children with an ethnic minority background growing up in marginalized residential areas are often considered 'at risk', coming to their future opportunities, as a default within the welfare system. This can in some ways be explained by ruling discourses of how their support system or parents are not able or do not have the capability to support them when it comes to getting an education or work. In this paper presentation we address the question of how the parenting role of children and young people living in marginalized residential areas in Denmark has become an issue in relation to the contemporary politics of the area and an increasing states intervention in parenting (Larsen et al 2023). The analysis draws on empirical data from interviews with parents and policy documents from the national strategies for marginalized residential areas. Drawing on the empirical and analytic categories of 'good' and 'bad' parenting inspired of Norbert Elias (Elias, 1998), we explore how parenting skills and parental responsibility become central to problem solving. We conclude that the states interest and belief in that parents can contribute to solving social problems of the society is an increasing interest/ growing interest which produce new categories of parenting and inequality in the discourse. Despite of this the parents themselves shape their children's lives, make decisions for them, and aspire regarding their children's futures that impact their actions.

What has to be done without? Material deprivation among poor children in Germany**Claudia Wenzig**

Dr., Institute for Employment Research, Germany

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In Germany, a new financial support benefit for families will be introduced in 2025. The so-called "basic child security" (Kindergrundsicherung) aims to simplify the application process and reduce the poverty risk among children. In Germany about 20 percent of children are income poor. Growing up in poverty might have detrimental effects on the living conditions and on the child's development. Against this background, empirical findings on child poverty, its determinants and consequences are presented. The analyzes show that the poverty risk increases for children living in single-parent-households, with more than three siblings and migration background. Higher education and parents' employment significantly protect against poverty. In terms of the deprivation approach of Townsend we are looking at the availability of goods to analyse the material situation of low income families. In comparison to children with a secured financial position the living conditions of poor children are characterized by an undersupply in almost all areas considered. However, the supply of basic necessities is assured. Significant undersupply can be observed for goods of social participation or financial opportunities.

The analyzes confirm (inter)national results on child poverty. This makes it all the more necessary to implement successfully the basic child security to reduce childhood poverty in Germany.

The analyzes are based on the panel study “Labour Market and Social Security” (PASS), which is an annual panel survey for research on the welfare state in Germany. The questionnaire includes more than 20 items to measure economic deprivation of the household and beyond four child-specific indicators.

SESSION 5B LANGUAGE AND COMMUNICATION IN EARLY CHILDHOOD

Transition of Asymmetry to Symmetry of Parent-Child Communication in Early Verbal Stage.

Yoriko Okamoto-Omi

Ph.d., Rissho University, Japan

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Communication between children and their parents begins in asymmetric relationships, in which the parents' contribution is much larger than the children's one. Okamoto (2014) and Okamoto, et al. (2014; 2019) showed that Parental Proxy Talk for their infants plays an important role in supporting for their asymmetry in the pre-verbal period, e.g., from zero month to fifteen months old. Parental Proxy Talk is adults' utterances as if the talk happened in infants' voices, such as a mother's “yummy” for an eating infant. According to the concept of voices (Wetsch, 1991), it does not refer to the actual physical voice but as a sociocultural personality. This study explored how the asymmetry of parent-child communication changes during the transition to her verbal period in a case study of one Japanese female young child and her mother. Their communication in their everyday play situations were observed and recorded at their home longitudinally. The utterances of both the child and the mother in their observation from one year and six months to five years of the child's age were analyzed qualitatively in terms of whose voice each of the utterances is in. The result showed that the mother still contributed to their asymmetric communication using Parental Proxy Talk in gradually limited situations, while the child's developing utterances caused their symmetric turn-takings. Interesting points were, that the child also began to use Proxy Talk for the mother or her toys at her early verbal period. Co-construction of cultural meanings through parent's and child's voices and exchanges of them will be discussed.

Supporting early language and communication in multi-lingual families: Learning from A Better Start in England

Alison Lacey

Dr., University of Sussex, United Kingdom

Janet Boddy

Professor, University of Sussex, United Kingdom

Gillian Hampden-Thompson

Professor, University of Sussex, United Kingdom

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Background: This paper draws on interviews with families of young children conducted as part of the national evaluation of A Better Start (ABS). Funded by The National Lottery Community Fund, ABS is a ten-year programme that aims to improve the life chances of children aged 0-4 years, funding local partnerships in five

areas across England through an embedded, place-based approach, with a particular focus on children's diet and nutrition, language and communication, social and emotional skills; and local systems change.

Methods: The national evaluation is a four-year mixed methods study (conducted by a research partnership led by NatCen Social Research) which includes qualitative longitudinal interviews with 25 families who are emblematic of population diversity in the five ABS areas. Families are interviewed twice a year; here, we focus on the first three waves of interviews with 10 families, all of whom spoke at least one language other than English at home.

Results: Findings highlight the diversity of multi-lingual homes and the corresponding complexities of early language learning. Parents and carers valued activities that children enjoyed, which could then be embedded into families' routine practices to scaffold English language learning. Interviews also illuminated the importance of supporting the early learning of languages other than English, and the implications for identification and support for children with possible speech and language difficulties.

Conclusions: The research highlights distinctive considerations in support for multi-lingual children and families, and the need for flexible and responsive provision to engage with diversity in family lives and language development.

SESSION 5C CHILDREN IN RESIDENTIAL CARE

Professional's justifications when placing youth without peers in a youth residential care institution – a case from Norway.

Kari Sjøhelle

Assistant Professor, OsloMet, Norway

Ragnhild Fugletveit

Assistant Professor, OsloMet, Norway

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When children are moved out of home, and are unable to live in foster care, it is a professional and political goal in Norway that they should live with peers in youth residential institutions. Despite this, a relatively small but stable number of children live alone, without peers in institutions over time. This is a group we lack knowledge about.

The aim of this presentation is to explore the professionals' justifications for choosing a placement alone and the dilemmas professionals experience when doing so. The presentation is based on the first large study of youths who live without peers in a care institution for more than 6 weeks (Gundersen et al. 2023). We conducted interviews with 30 professionals who were responsible for placing youths in adequate institutions.

The analyses show that these professionals face some dilemmas when doing their professional discretion. On one hand they must consider political and professional pressures and arguments for reducing the number of children living alone. On the other hand, they deal with considerations related to safety and protection of the individual child, peers, and employees.

Institutional Escapes, Breaks and Continuities: Towards New Understandings of Youth Runaways from Out-of- Home Care

Mari Herland

Ph.D., VID Specialized University, Norway

Aleksandra Bartoszko

Professor, VID Specialized University, Norway

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In Norway, between 2022 and 2023, significant attention has been directed towards child welfare, particularly regarding children and youth running away from child welfare institutions. The Norwegian media has extensively covered the lives of youth within these institutions, highlighting instances of substance abuse, escape attempts, and even deaths. Despite media coverage, the exact number of escapes and runaways remains unclear, with only anecdotal accounts available. This lack of precise statistics underscores a broader issue: a dearth of research on runaway cases in Norway, including the motivations, perspectives, and strategies of the youths involved, as well as the responses and approaches of institutional staff. This paper presents findings from an exploratory study that addressed running away from institutions as a social phenomenon and practice. Drawing from interviews with employees of residential care institutions, it examines what acts of running away reveal about institutional life, including its material, social, and relational dynamics and boundaries.

SESSION 5D

SYMPOSIUM – VIBRANT CONNECTIONS: IMMATERIAL CULTURAL HERITAGE IN NORWEGIAN KINDERGARTENS

How early childhood teachers and practitioners assess their ability to engage in kindergarten music activities

Tove Lafton

Professor, OsloMet, Norway

Liv Anna Hagen

Associate Professor, OsloMet, Norway

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Background and aims

In today's multi-cultural society, there are differences in how early childhood teachers and practitioners interact with and feel connected to cultural heritage through music. Earlier studies show that teachers' background, education and acquired knowledge play a crucial role in determining the content and methods of teaching (Sætre et al., 2016). In this study we aim to understand how early childhood teachers and practitioners assess their interest and engagement in music and singing, as part of the pedagogical content in kindergarten.

Methods

We have conducted a quantitative study to gain knowledge about how early childhood teachers and practitioners self-report on their engagement. The questionnaire is a modification of the Goldsmiths Musical Sophistication Index (Gold-MSI) (Mullensiefen et al., 2014). Gold-MSI is chosen because of its ability to assess various aspects of musical sophistication, as well as its sensitivity to individual differences among 'non-musicians' (Torgersen & Sæther, 2021). The questionnaire is answered by app 2000 respondents.

Results

Preliminary findings indicate that there are large variations in how the respondents use music as part of their practice, and that they to a little extent activate their musical heritage and skills they have developed on other arenas than work.

Conclusions

We are still working on the analysis and the results will be further discussed in the presentation to answer how early childhood teachers and practitioners assess their ability to engage in music activities and communication with children, how their cultural heritage contributes to the work.

Ways of working with immaterial cultural heritage in circletime

Eilen Sunniva Bergvik

Ph.d. Student, OsloMet, Norway

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Background and aims

In this presentation I explore how kindergarten teachers can work with immaterial cultural heritage during circle time in ways that include children's participation. One main issue is the relationship between creating culture for children during the circle time and children's own cultural creation and play. My main research question is: How can kindergarten teachers work with immaterial cultural heritage and introduce culture for children in ways that include children's participation? This research is inspired by research and development in the field of theatre for early years, and explores how research and theory on different forms of interactivity in performing arts for children (Nagel and Hovik, 2017) can open up new ways of thinking about children's participation in circle time in kindergarten.

Methods

The research design is inspired by action research. The project is situated within a performative research paradigm (Haseman, 2006, Østern et.al. 2021). Three kindergarten teachers, and I as a researcher, have created and tried out different forms of circle time together with the children in their kindergartens. The performances have been video-recorded and reflection conversations after every event have been audiotaped.

Results

Preliminary analysis from the work shows that different forms of participation in circle time in kindergarten creates diverse possibilities and possible new ways of engaging with immaterial cultural heritage. This analysis will be further developed.

Conclusions

The project will contribute to a more nuanced understanding of how to work with immaterial cultural heritage in circle-time in ways that includes children's participation.

Trall as tool in developing kindergarten music practice

Elisabeth Anvik

Associate Professor, OsloMet, Norway

Ingrid Anette Danbolt

Associate Professor, OsloMet, Norway

Siri Haukenes

Docent, OsloMet, Norway

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Background and aims

Earlier research show that the song repertoire in Norwegian kindergartens is relatively limited (Hagen and Haukenes, 2017). Barrett et al (2019), however, find early childhood teachers and practitioners have a positive attitude towards music work, even though the majority have no formal qualifications in music. In this

presentation we examine how Trall can impact early childhood teachers and practitioner's exploration of singing and music practices in the kindergarten, and if the use of such an app can impact the teacher's perception of their ability to engage in musical work.

Methods

Through an action-research-inspired design (Kemmis et al, 2014) we, together with early childhood teachers and practitioners from 14 kindergarten departments in southeastern parts of Norway, investigate the dispositions and knowledge that result in diverse cultural and musical practices. We have developed a Point-of-View (PoV) analysis, particularly focusing on the use of and attitude towards musical work. The planned actions origin from the PoV of the participating departments, meaning we, as collaborating researchers, get access to a great diversity of practices. Our empirical material is observations, audiotaped and transcribed conversations from meetings and documentation developed in each kindergarten.

Results

Preliminary findings show that social and material factors contribute to musical practice. In further analysis we examine how musical practice is affected when introducing Trall.

Conclusions

As in other learning experiences, it is of great importance that developing practice origin from where the participants are situated, and we discuss how PoV as a tool works to establish common ground.

SESSION 5E POSTER SESSION

Micro-transitions and children receiving special needs education.

Marit Pettersen

Associate Professor, Queen Maud University of Early Childhood Education, Norway

Parents' experiences with their child's last year in ECEC

Else Johansen Lyngseth

Professor, Queen Maud University of Early Childhood Education, Norway

Tuva Schanke

Associate Professor, Norwegian University of Science and Technology, Norway

Kristine Warhuus Smeby

Associate Professor, Queen Maud University of Early Childhood Education, Norway

When parents leave: assessing the familial impact of migration on left-behind children in three European post-communist countries

Dorota Strózik

Ph.D., Poznan University of Economics and Business, Poland

Tomasz Strózik

Ph.D., Poznan University of Economics and Business, Poland

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WEDNESDAY 25 SEPTEMBER

08:30 – 09.00 Coffee and light refreshment

09.00–09.45 KEYNOTE 4

Prof. Erica Burman, Institute of Education, The University of Manchester, UK

**Child as method and childlife:
thinking ‘child’ and children outside developmentalism but for sustainable lives**

09.45–10.00 Break

10.00–11.30 PARALLEL SESSIONS 6

SESSION 6A
PROFESSIONALISM AND COLLABORATION

The Coordinating and Collaborative Collaboration on Complex Problems

Charlotte Riis Jensen

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Research indicates that interdisciplinary collaboration is crucial for addressing complex tasks related to children's well-being and participation opportunities regarding human sustainability. This is because issues concerning children in dis-wellbeing are so complex that they necessitate interdisciplinary and cross-sectoral collaboration (Kristensen et al., 2018; Ejrnæs, 2018). This presentation is based on findings from the research project 'På Tværs - en undersøgelse af det tværprofessionelle- og sektorielle samarbejde i landets 98 kommuner om børn i mistrivsel' (Hansen, Molbæk, Høybye-Mortensen, Jensen, Kristensen, Mehlsen, & Sommer, 2021). The purpose has been to gain knowledge about the forms of organization of interdisciplinary collaboration and knowledge about the professionals' understandings and experiences of interdisciplinary collaboration in relation to children in (dis-) wellbeing (Hansen et al., 2021). The presentation will draw on analyses from two interview formats, namely, semi-structured qualitative interviews (Kvale and Brinkmann, 2009) and quantitative Q-interviews (McKeown & Thomas, 2013; Watts & Stenner, 2012). Overall, our analysis indicates that it is not the organizational form itself that creates quality in collaboration. Instead, it revolves around whether and how the professionals' understandings of what they are collaborating on are actively incorporated into the collaboration, and what interventions and changes in practice consequently become possible. The presentation focus on how the organizational structure of collaboration influences the possibilities for interventions when professionals collaborate across disciplines concerning children's well-being and will present a model on understandings of collaboration when professionals collaborate on children's wellbeing that require the involvement of various professions.

Situated professionalism as sustainable pedagogical practice?

Anja Marschall

Associate Professor, Ph.D., University College Copenhagen, Denmark

Cristina Munck

Senior Lecturer, Ph.D., University College Copenhagen, Denmark

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Pedagogical professionalism in a Danish daycare context has in recent years been the focal point of discussions on how to create better pedagogical quality through the development of pedagogical professionalism. Drawing on empirical data from the research project "Smaller Child Groups - Higher Quality," (Munck, Marschall & Hermansen, 2019-2022), this presentation discusses how the pedagogical work with smaller child groups and children's perspectives can help delineate nuances of pedagogical professionalism as a situated and exploratory phenomenon (e.g., Højholt & Mardahl, in prep.; Røn Larsen & Stanek, 2016). In this perspective, pedagogical professionalism is more than measurable parameters and individual professional competencies. It is about the educators' concrete and daily work with the children and their parents, and it is about mingling ambiguous problems and collaborating on behalf of the children in social sustainable ways to support children's everyday lives within and across the daycare institution and home.

The theoretical framework, based on critical psychology (Osterkamp & Schraube, 2013; Dreier, 2008), provides basic assumptions about how subjects interact with the world in relation to concrete conditions in social practices together with others (Dreier, 2008). Methodologically, the paper draws on participant observations among children and early childhood educators at four Danish early childhood institutions in marginalized residential areas. Furthermore, qualitative interviews with educators and their managers have been conducted to examine how "pedagogical professionalism" in children's lives is understood and negotiated as the educators strive to be both 'risk managers' as well as attentive to the children's situated initiatives and mutual engagements.

Forms of life, forms of play: in dialogue with children about the built environment

Denisa Kollarová

Ph.D., MMU University, United Kingdom

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There is growing evidence in support of perspectives on planning urban environments with 'children in mind' known as a concept of CFC (child friendly city), which emerged from child rights agenda (NIUA, 2016; UN, 1996; UNICEF, 2017, 2004, 1989), as a way to achieve a sustainable city. Municipalities around the world are implementing children's perspectives as a central point in the city planning process.

While thinking critically about how are such perspectives implemented, this study takes Fröbels wooden blocks (the Gifts) to explore their affordances for narrating with children, of 7/8 years attending Manchester Saturday School, about the built environment of their everyday life. In the course of three months of 2023/24, I have been engaged in conversation with children through workshops called 'Object-Spatial Lessons', designed to acknowledge how children perceive and experience architecture and urban space. Building with Gifts served as a method, a common language when modelling, composing, adjusting, adjoining or attaching Forms of Life, Forms of Beauty, Forms of Memory and Forms of Play. These workshops, where designed drawing from Martha Muchow's (1930) empirical investigations of everyday life of children in the public domain, from experimenting with Friedrich Froebel's conception of play that creates an awareness and interaction between the self and the

outside world (Liebschner, 2006; Fröbel and Lilley, 2010) and from acknowledging Van Eyck's architectural analogies in his writings 'The child, the City and the Artist' .

Harnessing an interdisciplinary approach in my research, I listen and observe the languages objects speak when held in the hands and with the minds of children, in order to propose what can we adults (especially policy-makers, designers and architects) learn about built environment from children's interactions with Froebel's Gifts? Drawing from the documentation of these sessions with children, I will demonstrate the design language of the workshops through object-formations, unfinished sentences, blurry images and video stills.

SESSION 6B PLACE, SPACE AND MATERIALITY IN CHILDHOODS

The preschool cloakroom- a space for diverse everyday practice

Jessica Samsioe

Ph.D. Student, Stockholm University, Department of Child and Youth studies, Sweden

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This paper examines the preschool cloakroom as a space for diverse practices, in particular, the dressing episodes. The preschool cloakroom is often highlighted as an intermediate domain where children's private and public spheres are blended. Research is limited to smaller preschool units where every department has their own entrance. This study is therefore looking at larger units where all or most of the children use one cloakroom. The aim of this paper is to investigate and generate knowledge regarding how the dressing practices of large preschool cloakrooms are organized, and how children, preschool staff and caregivers ongoing practices enact the cloakroom space. The study employs a praxiographic methodology, with ethnographic fieldwork at two large preschools in urban milieus in Sweden, including 18 preschool pedagogues, 73 caregivers and 53 one to six-year-old children. The everyday dressing practices are analyzed and interpreted through Theodore Schatzki's practice theory and Henri Lefebvre's theory of space as socially produced. The result shows that when the space of the cloakroom increases, the practices changes. The cloakroom space produces what can be understood as a space of unruliness where children's practices might not always live up to the preschool staffs (and sometimes caregivers) expectations. In these spaces, children interact both with peers and adult's, and with the materials and spaces around them. By climbing on, and carrying boot jacks, rolling around on rolling-chairs, hiding in niches, crawling under coat hangers, thus producing practices of unruly spaces.

School Toilets as Spaces for Girl Culture

Carla Schwaderer

DI, M.A., TU Wien, Austria

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School toilets in Austrian compulsory schools are segregated by gender but are used by girls for a variety of purposes. Many of these schools have a chronic lack of space, especially in bigger cities such as Vienna. It is not possible to respond to pupils' urgent need for quiet spaces to retreat, which would be particularly important in all-day schools. As a result, girls often use the school toilets as a retreat, making the sanitary facilities an important gender-specific social meeting place.

35 pupils of compulsory school age were asked about their activities at the school toilets, among other things, as part of 18 group interviews. Their interview transcripts were analyzed using Mayring's summarizing qualitative content analysis. The results showed that mostly girls use the toilet often as a place of retreat and meeting and it therefore has immense significance for their everyday school life. The school toilet is a space that strengthens belonging and cohesion, but where people also negotiate and condemn.

At the same time, the school toilet is an exclusive space that reproduces binary gender thinking and discriminates against those who don't fit into the binary categories of gender. A gender-neutral school toilet would also be conceivable for most pupils if there were gender-neutral facilities in the break rooms.

Never the same- individual transitions to Children's Independent Mobility

Tabea Freutel-Funke

M.A., Stuttgart University, Germany

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The transition to Children's Independent Mobility has an immense and lasting effect on the child's perspective on the world, it's position within it as well as on the mobility of the entire family. While relational perspectives on everyday mobility of children are well established (Nansen et. al, Mikkelsen&Christensen, Kullman) aspects of inequality are often limited to the built environment, safety and traffic. While more complex and individual reasons for (im)mobility are still rare. Tabea chose for her project Time to walk alone two alternative theoretical perspectives. Based on go along interviews (Kusenbach) with children aged four to fifteen in Berlin and New York City, she reconstructs dispositiv inspired by Foucault, including different forms of data (polaroids, audiofiles, etc.) in order to critical show the interrelations of legal, historical, discursive. etc. elements and their impact on mobility today. She also writes short dense miniatures inspired by Benjamin about the child's individual perception of mobility in different spaces along the transition. Through this unique combination of two different perspectives, she uncovers a wide variety of aspects of inequality, fostering or limiting the freedom to move around for children in Berlin and New York City.

SESSION 6C

NAVIGATING POSITIONS IN RESEARCH

Becoming Zazu: negotiating researcher positionality in ethnography with children

Josefin Forsberg Koel

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The view of children as equivalent persons whose experiences (should) matter has evoked a methodological discussion amongst scholars about whether it is possible to capture children's perspectives and how. As research with children is commonly conducted 'in situ', a further question regards how the researcher should portrait themselves during fieldwork (e.g. Berghner, 2019; Christensen, 2004). Drawing on Bronwyn Davies and Rom Harres (1990) concept of 'positioning' as the discursive production of a diversity of selves, the aim of this paper is to examine how different participant groups contributes to the making of the researcher subject, and how the researcher as a social category matters (or not) in these processes. The analysis builds on experiences from a yearlong ethnographic fieldwork in Swedish preschool. The material consists of fieldnotes, audio recordings, ethnographic interviews and auto-ethnographic writings in which the researcher's role is explicitly stated and/or implicitly actualized through interactions with children, educators and caregivers - all of whom had different ideas of what a 'researcher' is. Preliminary findings suggest that there is no static researcher position through fieldwork, but rather multiple and dichotomous subject positions that together produces the researcher. This is interpreted as a consequence of discourse related to different participant groups, which inevitably involves issues of power and raises varied ethical dilemmas. By illustrating that who the researcher becomes is not a solo act, but a result of interactive positioning between the researcher and the participants, the results can nuance the ongoing methodological discussion beyond the researcher themselves.

Mzungo researchers with the aim to improve Tanzanian children's quality of life

Ingrid Hogstad

Associate Professor, Molde University College, Norway

Inger Helen Solheim

Associate Professor, Molde University College, Norway

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Children of the global south, hereunder children in Tanzania, suffer from social disadvantage in the post-colonial world order. Various initiatives from the Northern countries are made to make lives of these children better. One of these initiatives is the Norec-funded project "Children with disabilities and UN rights conventions", including bilateral student exchange and research. The overall aim of the project is improving quality of life for children with disabilities in Norway and Tanzania. Authors of this paper both are involved in the project as researchers. In this paper, we draw on empirical examples from reflexive observational notes to describe three core experiences of being a researcher from the Northern countries in Tanzania: 1. Experiences of being categorized by the locals as "mzungo" (white), 2. experiences of trying to transfer western standards of research ethics and 3. experiences of being confronted with our own individualistic mindset. We depart from these core experiences to discuss research-ethical aspects of knowledge production that are about ideas, practices and models that originally have been produced in the Northern hemisphere. We point to the risk that projects with intentions to make children's lives better, still may contribute to continuing the coloniality of knowledge and hence the continuation of global social disadvantage. We highlight the need for research-ethical discussions that are systematic and thorough and that includes both emic and etic perspectives. We suggest developing structures with shared arenas for research-ethical considerations should be a demand in all research projects including North-South exchange and research.

SESSION 6D

SYMPOSIUM – ADVOCATING FOR QUALITY INCLUSIVE EDUCATIONAL ENVIRONMENTS IN EARLY CHILDHOOD

A socioconstructivist paradigm to understand inclusion in early childhood educational childcare services in Quebec

Manon Boily

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Nathalie Goulet

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This communication presents a collaborative study (Jacob et al., 2021) focusing on the co-construction of knowledge regarding inclusive approaches (Soukakou, 2012) in early childhood educational childcare (ECEC) services (ages 0-5) in Quebec. The study, using a knowledge co-construction perspective through 9 professional

learning communities involving various early childhood professionals, highlights knowledge areas to be acquired during educators' initial training to enhance their ability to put into place inclusive education in the ECEC environments. The communication presents these knowledge areas to be integrated into the new program, which aims to guide educators to "organize the educational environment" with an "informed reflection on inclusion". Training activities that will enable educators to raise children's awareness of the importance of inclusion in the educational community are also presented in regards to knowledge areas identified in the results. The study, conducted according to Boily and Lefebvre's (2020) four-steps reflective practice model: awareness; analysis; clarification; planning, exposes the perspectives of various individuals involved with the child from an ecosystemic standpoint and fosters dialogue regarding the challenges and issues concerning inclusion in ECEC services.

Keywords: inclusion, early childhood educational childcare services, knowledge, training, educator, professional learning community

Choosing a collaborative methodology: contribution of individual and group interviews in representing inclusion

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In recent decades, inclusive education has been emphasized in early childhood education and care (ECEC) environments, reflecting a growing consensus on its universal benefits and the imperative of ensuring equitable access to education for all (UNESCO, 1994, 2016, 2021). Quebec's Educational Success Policy, and its Early Childhood Strategy, aims to foster equal educational opportunities for all children (MEES, 2017; MEES, 2018). However, the process of implementing inclusive education is multifaceted and poses challenges for professionals who are still grappling with its application (Andrys, 2019; Engelbrecht & Savolainen, 2018, Goulet & Boily, 2023; Raimondi & Wittorski, 2017). This research highlights how individual interviews and multidisciplinary discussion groups have contributed in shaping the understanding of inclusion within ECEC professionals, a topic central to a larger collaborative research endeavor (Jacob et al., 2021) that focuses on co-creating knowledge related to inclusive (Soukakou, 2012) and equitable (Curenton et al., 2019) approaches in ECEC. Drawing upon Gaudet and Robert's (2018) typology of research interview definitions, this communication discusses the role and use of interviews as tools for: extraction; co-construction; and contributive conversation involving researchers and participants. Subsequently, polyphonic analysis (Bednarz, 2020) is employed to shed light on the reflective activity undertaken through individual and group discussion interviews. Findings underscore the reflective viewpoints among professionals, leading to a better understanding of their representation of the concept of inclusion in ECEC. In conclusion the tools used for this analysis, the challenges encountered, as well as recommendations will be presented.

Keywords: Inclusive education, early childhood, methodology, collaborative approach, polyphonic analysis, representations

Co-construction of the concept of inclusion in 4-5-year-old children: contribution of storytelling and discussion

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Several issues have emerged in recent years in our modern societies, accompanied by a disregard for human rights (UNESCO, 2020; Chapman & Gorman, 2022). In this context, research emphasizes the importance of fostering resilience in children so they can overcome obstacles and make necessary decisions (Bahtić & Višnjić Jevtić, 2020). Recent research also suggests exploring children's perspectives (Bahtić et Višnjić Jevtić, 2020) as they possess the creativity to propose original solutions to existing problems (Blanchet, Cohen & Di Mambro, 2016). This communication presents a study conducted with three groups of 4- and 5-years old children in early childhood educational childcare services in Quebec. The study focuses on children's perspectives regarding their understanding of the concept of inclusion. Following storytelling to the children addressing an inclusion-related issue faced by one of the characters, a discussion allows children to propose solutions to promote inclusion. Using a qualitative methodology and inductive content analysis conducted on video recordings, attention is paid to the transformation of children's mental representations and the evolution of their thinking (Charalampopoulou et al., 2023) in a process of knowledge co-construction. High-level thinking types such as empathy, adaptability, and cognitive reflexivity (Boily & Bissonnette, 2019; Deardoff, 2009) are explored. Recommendations for future research are provided.

Keywords: inclusion, resilience, thinking, creativity, co-construction

11.30–12.30 Lunch

12.30–14.00 PARALLEL SESSIONS 7**SESSION 7A
SUPPORTING FAMILIES IN CHILD WELFARE****Multidimensional supports in parent advocacy programs: A scoping review to reconceptualize child welfare peer support****Jeri Damman**

Senior Lecturer, University of Sussex, United Kingdom

Marina Lalayants

Professor, Hunter College, CUNY, United States

Anna Gupta

Professor, Royal Holloway University of London, United Kingdom

Yuval Saar-Heiman

Dr., Ben Gurion University, Israel

[Back to schedule](#)**Background:**

Family-focused and participatory practices provide the opportunity to better respond to the complex and unique challenges experienced by families both at home and in their wider social context. One such approach is parent peer advocacy whereby parents with prior lived experience of child protection (CP) services provide support to parents with active CP involvement.

Support provided by parent advocates is typically characterized in general terms such as social, emotional, and practical support, which contributes to an insufficient understanding of the types and range of supports provided and what is achieved. This scoping review addresses this gap by reviewing the evidence to provide a comprehensive and evidence-informed mapping and conceptualisation of peer support in parent advocacy programs.

Methods:

A systematic search exploring empirical literature on parent peer advocacy and support programs in CP over a 25-year period (1996-2021) was conducted. A phase two analysis identified 20 studies representing 13 programs addressing supports important for experiential or case outcome achievement. Thematic data analysis explored support descriptions and conceptualisations across study findings.

Results:

Data revealed a diverse range of supports provided by parent advocates, providing a more nuanced picture of both the types of support provided and the contribution of lived experience to these supports. A multidimensional framework representing fourteen support domains across four categories is presented.

Conclusions:

Findings highlight the breadth and depth of unique supports provided by parent advocates based on their lived experience and the potential contribution of these innovative approaches to improving the lives of children and families.

Family Group Conferences in Case of Emergency in Child Protection: A Mixed Methods Study

Tor Slettebø

Professor, VID Specialized University, Norway

Veronika Paulsen

Professor, Norwegian University of Science and Technology, Norway

Ulf Axberg

Professor, VID Specialized University, Norway

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Background aims: Child protection services often deal with children who are at serious risk and need immediate protection. Emergency Orders (EO) are often traumatic for children, parents and social workers. Emergency Family Group Conferences (EFGC) has been developed in Norway to meet these situations more gently. Due to lack of research, the aim of this study was to gain knowledge about the participants experiences of EFGC, in what way it contributes to stability in lives of the children, and why.

Methods: The study utilized a sequential mixed-methods design. The first phase consisted of qualitative interviews mapping the experiences of 14 children, 25 parents and 10 family members of 23 EFGC, and with follow-up interviews in 15 EFGCs, and 40 social workers and 12 coordinators. The second phase consisted of a quantitative study of child protection case records, altogether 329 emergency cases: 270 ordinary emergency cases and 59 EFGCs. The quantitative study has an explanatory character identifying the outcome of EFGC on variables regarding continuity and stability of the children's lives.

Results: Compared with the treatment as usual the analysis of the quantitative showed that there was a statistical correlation between the use of EFGC and the provision of stability and continuity to the children. We discuss these results in light of the findings from the qualitative interviews.

Conclusion: Although the results cannot be generalized, there is substantial evidence that EFGC results in a more gentle handling of emergency situations and facilitate stability among the children involved.

Supporting and empowering families in the child welfare system through parent advocacy

Marina Lalayants

Professor, Silberman School of Social Work, Hunter College, The City University of New York, United States

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Background

Historically, child welfare systems have been described as unjust and discriminatory. In recent years, parent advocacy has emerged as an innovative approach to addressing the manifestation of such social injustice. Parent advocacy is a peer support model in which parents with lived child welfare experience support parents currently in the system. This presentation will share findings of a large-scale study in the USA examining the impacts of a parent advocacy intervention on families. Implications for child welfare system reforms will be discussed.

Methods

The study employed a multi-method design. Qualitative interviews with parents, parent advocates, and child protective services staff explored the reported impacts of supports provided to families by parent advocates. Quantitative data from the intervention group (n=3224) and the comparison pre-intervention group (n=5598) were analyzed to detect the impact of parent advocacy on family outcomes, such as child removals, placement into foster care, and repeat maltreatment.

Findings

Positive case outcomes included a decrease in child removals from home, a decrease in foster care placements, and an increase in placements with family members, if out-of-home placement was recommended. The rate of repeat maltreatment remained unchanged. Interviews revealed that families demonstrated involvement in case decision-making and engagement in services. Advocates provided advocacy, empowerment, motivation, and emotional support.

Conclusion

The findings indicate that parent advocacy is a step forward towards building a family-centered and socially just practice. The innovative impetus and promising outcomes offer a template for future endeavors focused on strengthening permanency and bolstering family engagement.

SESSION 7B PARTICIPATORY RESEARCH WITH CHILDREN

Giving children voice in research – focus on methods

Hilde Ulvseth

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This paper takes its starting point in child focused voice research focusing on children's perspectives (Warming, 2011). Research shows that involving children's voices in research is very complex (Cooper, 2021) and many children remain silenced (2017). Therefore, there is a need for increased knowledge about how to establish a solid methodological framework when aiming to empower children's voices about their everyday life in research. It is partly about how they can express themselves in different ways through multi-modal experiences, but it is particularly about putting them in situations where they feel safe and gets an opportunity to contribute with authentic outputs.

The paper is based on research methods for collecting children's perspectives. The methods have been used and developed through several research projects that have involved children (for example Ulvseth, 2019; Messiou et al., 2022). The multimodal methods give children opportunity to discuss given subjects with each other, put their experiences in writing, fill in questionnaires, draw, and use pictures. Our overall experience with the different methods is that when children relate to other children, instead of an adult, when they share their experiences, their contributions become relatively authentic and nuanced.

The presentation will lead to a discussion of whether and how it is possible to give children better opportunities to express their honest opinions in a field dominated by adults, which children are still silenced and what kind of knowledge can the different methods contribute with?

The methodology question in employing participatory methods with children

Maarit Alasuutari

Professor, University of Jyväskylä, Finland

Eija Sevón

Associate Professor, University of Jyväskylä, Finland

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The aim of the presentation is to problematize the idea of children's 'voice' and the appliance of participatory methods in data collection with children without considering the methodological presumptions underlying the study. In research literature, the use of the concept of methodology varies and may overlap with the concept of method. In the presentation, besides the preference for specific methods and solutions and procedures concerning them, methodology is understood as being linked with epistemological and ontological assumptions related to scientific knowledge, e.g. the role of the researcher and children in knowledge production (Gobo, 2008). To discuss the question of methodology in research that aims to capture children's perspectives, we utilize two diverse research projects that applied different types of participatory data collection methods as examples. The VALTAKO project utilized a narrative approach, and the data consist of diverse-aged children's and young people's spoken (n=28) and written (n=175) narratives of conflict situations. The project evaluating the two-year pre-primary education experiment in Finland collected 5-year-old children's (n=107) photographs and group discussions to study children's views of early childhood education and care. The presentation foregrounds the importance of openly addressing methodological assumptions to reflectively use the participatory methods and apply ethically grounded research methods. Careful consideration of sources of children's voices gives the study of children's perspectives more powerful justification and impact.

How can research on children's lives contribute to a more sustainable future? Towards a more participatory approach in recent qualitative and quantitative childhood research projects in Germany

Angelika Guglhoer-Rudan

Dr., German Youth Institute, Germany

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How can childhood research, particularly childhood research methodology, contribute to a more sustainable future? The inclusion of more participatory elements in both qualitative and quantitative research can be helpful to achieving this goal. In Germany, research practices still often lack substantial participatory elements, emphasizing minimal involvement of participants. But the imperative arguments are twofold: firstly, to cultivate a sustainable future, active individual contributions to sustainability principles within a democratic society are crucial. Essential skills, such as forming opinions grounded in journalistic and scientific facts and engaging in political processes, necessitate practical experience. Participatory research emerges as one potential mechanism to instill and normalize these skills. Secondly, the inclusion of diverse values, particularly those of children, is paramount for shaping sustainability. This inclusion aids in overcoming discipline-specific and adult-centric thinking, fostering a broader perspective.

I will illustrate possibilities and limitations through two projects at the German Youth Institute: "Qualitative Research about Poor Children in Germany" and the German survey "Growing Up in Germany: Everyday Lives", showing how the very first foundational principles, such as adequate means of research communication to inform children about research processes and outcomes are still in the development process. Additionally, I'll give an insight into the ongoing procedures in another project, which includes stronger participatory elements. Despite budgetary and time constraints in research projects, the ongoing challenge lies in integrating both researchers' and children's perspectives without marginalizing grassroots ideas or violating basic research principles. But in the long run, integrating participatory elements into childhood research will not only add a

new dimension but will also give the possibility to provide a platform for research conducted in the name of children, empowering them to contribute to meaningful solutions.

SESSION 7C
TRANSITIONS IN CHILDHOOD

Equal career opportunities through school? Factors influencing children's gender-(in)dependent career choices

Stephanie Burger

M.Sc., Technische Universität Dresden, Germany

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This is examined in the underlying survey among students in Saxony, Germany. Influences on career choice by legal guardians, peers, teachers and teaching-learning settings as well as interests and self-efficacy are related to each other in a complex model. Based on questionnaires, quantitative data is collected and compared within different age groups. In this way, the development of career choice from the age of 10 can be shown and the progression of the factors influencing gender-related career choice can be fully examined. It is therefore also possible to identify various intervention options to improve the professional careers of young people, to counteract the shortage of skilled workers and to make areas of shortage more interesting and beneficial for all. By examining biological and social gender in this study, the binary gender is broken down and the classic gender definition is questioned in order to contribute to gender diversity.

Building bridges! Transitioning from kindergarten to school for children with autism spectrum disorder- A scoping review

Sobh Chahboun

Associate Professor, Queen Maud University College / Norwegian University of Science and Technology, Norway

Kristine Tyldum Lefstad

University Lecturer, Queen Maud University College, Norway

Marit Pettersen

Associate Professor, Queen Maud University College, Norway

Ingvild Åmot

Professor, Queen Maud University College, Norway

S'lunguile Thwala

Associate Professor, University of Eswatini, Eswatini

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Purpose:

The goal of this study was to map the research on the transition from kindergarten to school for children with autism spectrum disorder (ASD). The aim was to identify the elements influencing the transition process as well as the variables that would promote a smooth and positive transition experience for these children. The study also aimed to identify knowledge gaps on the subject and the current practice in the field.

Method: The study is a scoping review that includes peer reviewed articles from the databases ERIC and Web of Science and the search was limited to articles in the English language from 2019-2023. The search terms used were ASD, autism, transition, preschool, ECEC, kindergarten and inclusion.

Results: In the selected articles the following elements have been found to be necessary for a positive transition process from kindergarten to school for children with ASD: 1) School readiness skills, 2) Comparable educational opportunities and psychological support, 3) Collaboration and professional competence and 4) Inclusion and support.

Conclusion: The research gaps identified were: 1) that few studies take the child's perspective into account, and 2) that there is an overemphasis on subjective experiences of effectiveness, and a lack of focus on measurable effects within studies on transition and inclusive education.

SESSION 7D

SYMPOSIUM – UNEQUAL CHILDHOODS IN SWITZERLAND: CHILDREN'S PERSPECTIVE ON RESIDENTIAL CARE, IN-WORK POVERTY AND ASYLUM CENTERS

In-work poverty and its impact on family life. Child and Parent Perspectives

Margot Vogel

Prof. Dr., Bern University of Applied Sciences, School of Social Work, Switzerland

Lea Schneider

MSc., Bern University of Applied Sciences, School of Social Work, Switzerland

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Gainful employment no longer necessarily protects against poverty. Even in rich Switzerland 4.2 % of all employed individuals were affected by in-work poverty in 2021. Most of the affected individuals live in multi-person households, with about two-thirds of these households containing children. The combination of low incomes, somatic and psychological impairments, and limited time resources due to the long working hours makes life challenging and has implications on childhood.

In Switzerland, little research has been done to address the impact of in-work poverty on family life, including the associated caregiving responsibilities and the perspectives from both the children and parents. In our SNFS project, we seek to fill this gap. The research objectives are to examine the current effects of labour market changes on family dynamics, especially on the upbringing and the subjective experience of children.

A qualitative, multi-perspectivist approach is chosen. Drawing from ethnography, the family life of 42 households through participant observation within the families, structured problem-centred interviews with the parents and unstructured "free conversation" with the children is documented. The data will be analysed using "in-depth-hermeneutic cultural analysis" and contextualized by capturing the legal, labour law, institutional and labour market factors and enriched by a discourse analysis of parliamentary debates.

We aim to shed light on the living situation of families who live in socio-economic deprivation despite working and systematically include the perspective of children. The project seeks to contribute to the sustainable development goal of stopping poverty in all its forms.

“Outside there is Switzerland” – Childrens everyday lives in Swiss asylum camps

Clara Bombach

Dr. Bern University of Applied Sciences, School of Social Work, Switzerland

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Compared to unaccompanied minors, children seeking asylum alongside their parents are perceived as less vulnerable, protected by their parents who are often held accountable in political discourse for the conditions in which their children are growing up.

This paper presents findings from the ethnographic study *Waiting for Transfer*, which was published last year. Over the course of a year, the daily lives of 44 children aged 0 to 18, being placed in a Swiss asylum camp, were meticulously examined for a total of 356 hours. The study employed participant observation, ethnographic interviews, and analyses of children's drawings.

The results illuminate the children's perception of being compelled to remain in an isolated non-place, which they actively seek to avoid while remaining tethered to it. The children vividly articulate feelings of disgust, fear, boredom, and sadness, expressing concern for their parents and taking responsibility for their well-being. They experience a sense of exclusion and invisibility, envisioning their "normal lives" only beginning when they move out, which may take several months or even multiple years. Only then do they consider themselves to have arrived in Switzerland, a country they claim begins beyond the camp walls.

The study's findings will be discussed in relation to how the European asylum regime contributes to the vulnerability and exclusion of children and their families. This is evident in the denial of their rights and basic needs, ultimately contributing to the political failure to achieve the sustainable development goal of reducing inequalities.

Transgenerational Consequences of Silence about Compulsory Social Measures and Placements for the Second Generation

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Compulsory social measures and placements (CSMP) represent a dark chapter in Swiss history. Until 1981, hundreds of thousands of minors from families affected by poverty were placed in foster families and homes, or used as labourers on farms. Many suffered traumatic violence in out-of-home placements. It is significant that the official decisions could hardly be contested. Until recently, CSMP were considered taboo in Swiss society. Often survivors even concealed their experiences from their own partners and children.

This study is part of a larger research project within the framework of a national research programme dealing with transgenerational consequences of CSMP. Based on biographical interviews I analyse how descendants experienced the silence of their parents regarding their experiences with CSMP. The methodology is based on Grounded Theory.

The results show that the silenced parental history is simultaneously experienced as present and absent from the perspective of the descendants. The presence manifests itself in the form of fragmented verbal forms of communication and experiences of silent presence. These include descendants' feelings, such as fear or guilt, or parental behavior as interpreted by the offspring in relation to the hidden past. The absence is experienced through avoidant forms of communication, as well as through experiences of silent absence, which is expressed in lack of contact with family members.

The specific emotional and relational burdens associated with this point to the great transgenerational consequences of CSMP. The study contributes to the sustainable development goal ensuring healthy lives.

14.00-14.15 Break

14.15-15.15 CLOSING DISCUSSION

CHILDLIFE 2024