

Call for Special Issue of GSC on Separated Childhoods

We aim to solicit an interdisciplinary collection of articles exploring a range of fields concerned with promoting wellbeing and education outcomes amongst children who have experienced separation from their family and may also have experience of a (re-)integration process into family and/or community life. We are particularly interested in the global south.

Separation of children from family refers to their unnecessary separation from parents or extended families, which the recent UN Rights of the Child resolution urges states to invest in preventing through an inclusive and multidisciplinary approach. Such separation from family and community care can be the result of multiple forms of abuse, discrimination and disadvantage, such as sexual exploitation, trafficking, forced labour, domestic violence, neglect, or having a disability etc.

We are particularly interested in intersectionalities across traditional fields of research and practice. For example: poverty and abuse may lead a young person to become street-connected and experience similar issues of displacement, inability to access education, and discrimination, as young people who are forcibly displaced due to conflict; unsupported children who identify as having a different sexual orientation are more at risk of being trafficked, sexually exploited and street-connected in many countries; and unaccompanied migrant children can become street-connected in their host countries. These intersections of drivers and experiences of separation problematise a siloed focus on different groups of children when much can be learned from the commonalities and the differences identified.

An interdisciplinary approach can inform human rights and best interests of the child approaches to the prevention of separation as well as programmes focused on the reintegration and/or transition of separated children into situations that ensure improved wellbeing.

We are also looking to bring together an issue of Global Studies of Education which bridges the academic and practice arenas.

Abstracts to be in by end of **Jan 2021**

Invitations to submit full papers will be sent by **February 28, 2021**

Deadline for full papers of no more than 6000 words: **June 30, 2021**

Review process and revision: **July 15 – October 30, 2021**

Deadline for final manuscripts: **November 15, 2021**

Anticipated submission date for the Special Issue: mid **January 2022 for March publication.**

All enquiries can be directed to

Dr Su Corcoran, Manchester Metropolitan University.

su.corcoran@mmu.ac.uk

Editorial Bios

Lopa Bhattacharjee is a child protection and safeguarding specialist with particular focus on sexual violence against children. Lopa works as the Senior Programme Advisor with Family for Every Child, a global alliance of local civil society organisations and is based in India. Lopa is a practitioner herself and has extensively worked in programme implementation and management and strategy development of organisations, networks and alliances. Lopa is keen to ethically and meaningfully engage children and young people as change agents to improve practice and policy.

Su Corcoran is an academic researcher who draws on her experience of teaching science and theory of knowledge in the UK and the international sector, and working with international non-governmental organisations delivering programmes in lower income countries, to take a cross-sectoral and interdisciplinary approach to research. Su is interested in 'blue sky inclusion' (inclusive education in the broadest sense), refugees, street-connectedness, equity in education, youth employment and social justice, as well as creative and artistic modes of research. Her research is mainly focused on East and Central Africa.

Helen Underhill is a Senior Lecturer at Manchester Metropolitan University in the UK, specialising in critical education and community led learning, and teacher education. Her academic research builds on experience leading teaching in schools to explore education and informal learning in a range of settings, including within informal settlements and social movements. By approaching education and learning from the perspectives of diaspora, migrant and refugee populations, her research engages deeply with the lived experience of learning of often marginalised people. Her research is informed by critical pedagogy and is particularly concerned with reimagining education in ways that can enable communities to tackle multiple forms of inequality and exclusion.

Joanna Wakia is a child protection monitoring, evaluation and research specialist, with a particular interest in family reintegration and prevention of family-child separation. She has 13 years' experience working across eastern Africa and globally building monitoring systems and capacity, designing and leading research and evaluations and promoting the use of evidence in child care and protection practice.