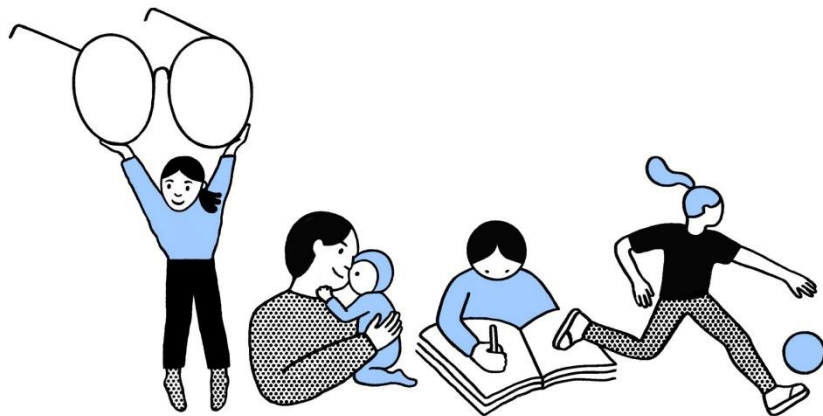


2nd International  
**CHILDLIFE**  
Conference

on

**Children and Young People  
in Everyday Life and Professional Practices**



**CHILDLIFE**  
BARNELIV OG PROFESJONSUTØVELSE

OsloMet – Oslo Metropolitan University  
19–21 September 2022

Pilestredet 46, Oslo

**CONFERENCE PROGRAMME**  
with  
**ABSTRACTS**

# MONDAY 19 SEPTEMBER

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)

Prof. **Alison Clark**, Universitetet i Sørøst-Norge

Running out of time? Making explicit the relationship with the clock in professional practices.

Moderator: Anne Greve

14.15–14.45 Break with refreshments

14.45–16.15 PARALLEL SESSIONS 1

## Session 1A (PA311)

### Professional qualification for school and kindergarten

Chair: Wenche Bekken

**Jochen Devlieghere:** Deployment of high qualified staff in childcare: why and how?

**Mette Helleve:** The emotional component of student- teachers' experiences during Norwegian teacher education

**Anna Westberg Broström, Helena Bergström, Magdalena Hulth:** Preschool sex education in Sweden?

## Session 1B (PA314)

### Collaborative research and ethics I

Chair: Ingeborg Helgeland

**Dorte Kousholt, Pernille Juhl:** Ethical Dilemmas in Research with Young Children and Families

**Marianne Notko, Eija Sevón, Maria Lahtinen, Eija Salonen:** Ethically critical spots in studying conflicts and power in the lives of children and young people: case VALTAKO research project

**Clara Dettki:** "So, we're doing this together or what?"

## Session 1C (KK-lounge)

### Research with children and young people - Making sense together

Chair: Margrete Aadnanes

**Wenche Bjorbækmo, Anne Greve, Mona Asbjørnslett:** "This is not me"

**Anna Swantje van der Meer, Christina Totzeck, Kira Li Sanchez, Hanna Christiansen:** Recommendations for participation of children and young people in mental health research

**Martin Fjeld:** Walking interviews

## Session 1D (PA329)

### Impact of school lockdown

Chair: Mari Dalen Herland

**Sabreen Selvik, Marte Karoline Herrebrøden:** Teachers' experiences of special needs education under the Covid Pandemic

**Désirée Laubenstein, David Scheer:** Impact of Corona school closures on students with and without special needs ESE (COFESE)

**Marco Schott, Johanna Häring, Pia Saueremann, Weigelt Ina:** The political socialization of youth in the Covid 19 pandemic

16.30–18.00 PARALLEL SESSIONS 2

## Session 2A (PA311)

### Symposium 1

#### Early childhood educators educated at master-level as practitioners

**Jan Jaap Rothuizen, Sisse Due:** Bringing knowledge into play. Four different trajectories.

**Solveig Østrem, Olav Kasin:** Preschool teachers' discursive and practical competence – does a master's degree matter?

**Solveig Nordtømme, Mari Pettersvold:** From self positioning to a possible future division of labor

## Session 2B (PA314)

### Research with children and young people – Methodological considerations

Chair: Liv Mette Gulbrandsen

**Merete Munkholm, Else Skibsted:** Empirical workshop – a methodological approach to explorations of children's school lives

**Sigga Waleng:** Bridging Perspectives as a Path To Democratic Research?

**Sarah Alminde, Hanne Warming, Michael Christensen, Louise Harkes:** Representation of children and children's views in written material

## Session 2C (KK-lounge)

### Conditions for participation

Chair: Sigrid Østensjø

**Kurt Bendix-Olsen, Mette Bonderup:** Constructions of disability, involvement and participation in social case-management work with children

**Marlene Märker:** "Imagining futures" – Theoretical and Methodological Reflections of Youth Participatory Action Research in the Migrant Society

**Cathrine Grimsgaard:** Empowering Children by Transforming Norms

## Session 2D (PA329)

### Children's everyday life during Covid 19

Chair: Guro Brokke Omland

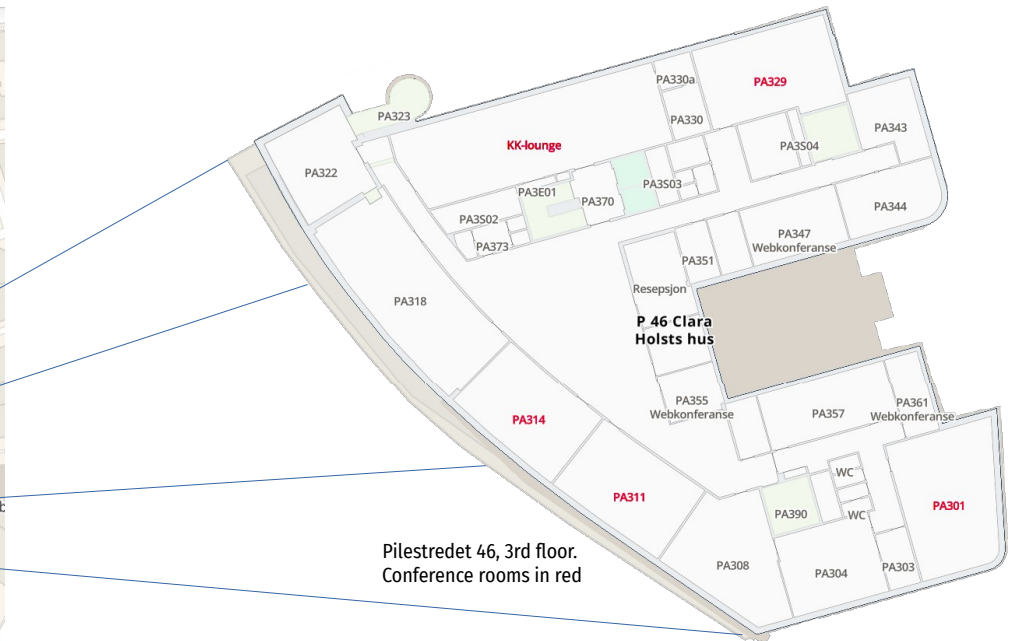
**Dorte Kousholt, Ida Winther, Nana Clemmesen, Karen Ida Dannesboe & Nanna Jordt Jørgensen:** "It's like waiting for a train that keeps getting delayed"

**Marie Marleen Heppner:** On everyday life with children diagnosed with autism spectrum disorders in times of the COVID-19 pandemic

**Edel Jannecke Svendsen, Tove Elisabet A.M. Børsting, Nina Kynø, Anette Winger:** Everyday life for hospitalized children and families during the first wave of COVID-19

18.30–20.00 Welcome reception

at Årstiden, Stensberggata 26-28 (included in the conference fee)



## TUESDAY 20 SEPTEMBER

08.30–9.00 Coffee and light refreshments

09.00 Good morning greetings P46 (Athene 1 & 2)

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

Prof. **Wenche Bjorbækmo**, OsloMet

The ways we touch children touch them forever – Rethinking professional practices with children

Moderator: Liv Mette Gulbrandsen

10.00–10.30 Break

### 10.30–12.00 PARALLEL SESSIONS 3

#### Session 3A (PA311)

##### Care experienced young people and education

Chair: Kari Sjøhelle Jevne

**Hannah Bayfield:** Uni/Care – Understanding the experiences of care experienced university students in Wales

**Samantha Fitz-Symonds:** Leaving State Care in a Pandemic

**Helene Toverud Godø, Guro Brokke Omland, Astrid Halså:** “I have missed a lot that is essential for education”

#### Session 3B (PA314)

##### Children’s drawings as a source of knowledge

Chair: Ellen Syrstad

**Andrea Kleeberg-Niepage:** Left to their own resources: A qualitative serial analysis of drawings by thirteen- to fifteen-year-old adolescents in Sweden about the first wave of the COVID-19 pandemic

**Hilde Tørnby, Ingvill Krogstad Svanes, Tuva Bjørkvoid:** Drawing the covid 19 homeschool

**Jirko Piberger, Peter Münte, Claudia Scheid:** The child as a being who shapes its future

#### Session 3C (KK-lounge)

##### Bodies and borders

Chair: Wenche Bekken

**Josefin Forsberg Koel:** Pushing the boundaries

**Magdalena Hulth:** Children playing and exercising sexual citizenship in Swedish handbooks for preschool teachers 1970–2021

**Mari Herland:** Child sexual abuse: conceptual considerations

#### Session 3D (PA329)

##### Symposium 2

**Children’s and young people’s participation and different conditions for participation in the learning communities of the school**

**Maja Røn Larsen & Charlotte Højholt:** Situated inequality in education

**Urd Thejl Ploug Skiveren:** Studying the Unsaid

**Gry Tybjerg:** How can we examine unequal conditions in young people’s everyday life in school with young people as co-researchers?

12.00–13.00 Lunch

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

Prof. **Florian Eßer**, Universität Osnabrück

Stunt scooters in public urban spaces: Children’s practices and generational politics

Moderator: Oddbjørg Skjær Ulvik

13.45–14.00 Break

### 14.00–15.30 PARALLEL SESSIONS 4

#### Session 4A (PA301)

##### Workshop

**Everyday life: an epistemological point of entry into children’s worlds and experiences?**

Liv Mette Gulbrandsen, Sigrid Østensjø, Anita Sundnes, Sissel Seim, Inger Ulleberg (CHILDLIFE/OsloMet); Alison Clark, UCL, discussant

#### Session 4B (PA314)

##### Young people in residential care

Chair: Anne Greve

**Ane Lyckborn Slaatto:** Youth in residential facilities: “Am I safe?”, “Do I matter?” and “Do you care?”

**Bettina Rabe, Vicki Täubig:** Eating practices as everyday life of young people and as professional practices

**Helena Kliche:** Homework in residential care

#### Session 4C (KK-lounge)

##### Children in aesthetic and creative practices

Chair: Solveig Østrem

**Henriette Blomgren:** In the Big Black Pot

**Sofia Eriksson Bergström:** To plan for the unplanned – about physical prerequisites for creativity

**Mahnam Monfared:** Designing for the children quality of life (QOL)

#### Session 4D (PA329)

##### Interprofessional collaboration

Chair: Bjørg Fallang

**Runa Kalleon, Kirsti Riiser, Silje Stensrud, Hilde Lund Kordahl, Solveig Veshovda:** Kindergarten as a learning arena – for children and for physiotherapy students

**Christoffer Granhøj Borring:** Context- or conceptualization?

**Kaja Braathen:** Students’ negotiations of relevance in an IPE- programme concerning children and young people

15.30–16.00 Break with refreshments

### 16.00–17.30 PARALLEL SESSIONS 5

#### Session 5A (PA301)

##### Organising and conceptualizing care

Chair: Anne Greve

**Margrete Aadnanes:** Critical and reflexive perspectives on the concepts of care and child maltreatment within the context of Norwegian Child Welfare Services

**Inger-Lise Negård:** Complexities and dilemmas of organizing care to children in a public care context

**Anita Sundnes:** A continuous weighing of considerations – Understanding parents’ care-giving in the light of everyday life and social context

#### Session 5B (PA314)

##### Children’s transitions and communities

Chair: Dagmara Bossy

**Karin Lager, Jan Gustafsson-Nyckel:** The value of friends and collective strategies in children’s everyday lives

**Yaiza Lucas Revilla, Raija Raittila, Niina Rutanen:** Transition’s space in infants’ transition from home to ECEC

**Arild Julius Østrem:** Maintaining Power

#### Session 5C (KK-lounge)

##### Collaboration between professionals and parents

Chair: Runa Kalleon

**Ingrid Christensen, Dr. Basel Khodary, Dr. Sanaa Abou-Dagga, Dr. Shawqi Raji, Dr. Susan Lyden:** Kindergarten teachers’ psychosocial support in Norway and Palestine

**Katrine Giæver, Marcela Montserrat Fonseca Bustos, Anne-Linn Bang, Usma Ahmed:** Nature and outdoor education in Norway

**Kaisa Harju, Niina Rutanen, Mari Vuorisalo:** Socio-spatial approach to transitions within ECEC

19.00 Conference dinner (Not included in the conference fee) at Barcode Street Food (see map)

## WEDNESDAY 21 SEPTEMBER

08:30 – 09:00 Coffee and light refreshment

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

Prof. **Ann Phoenix**, University College London:

Is home 'where we start from'? Holistic views of children's lives

Moderator: Wenche Bekken

09.45–10.00 Break

### 10.00–11.30 PARALLEL SESSIONS 6

**Session 6A (PA311)**  
**Democratic practices I:  
Rethinking everyday practices at  
home, in school and kindergarten**

Chair: Oddbjørg Skjær Ulvik

**Nils Eriksson:** Exploring children's views of educators in preschool

**Marcela Montserrat Fonseca Bustos, Johanne Ilje-Lien:** Ryddetid!

**Eija Sevón, Merja Koivula, Marleena Mustola:** Wish tree as a tool for enhancing children's participation in the Finnish ECEC

**Session 6B (PA314)**  
**Perspectives on children's emotions  
and well-being**

Chair: Helene Toverud Godø

**Henrik Holm, Lise Lotte Ågedal:** Childlife and pain of life in the school?

**Mette Haaland-Øverby, Dagmara Bossy, Nina Helen Mjøsund, Bente Hasle:** Facilitating group-based self-management for young people with long-term health challenges

**Lovise Grape:** A specific form of participation understood through the everyday life of young people

**Session 6C (KK-lounge)**  
**Infants and movements**

Chair: Kaja Braathen

**Jasemin Can, Niina Rutanen, Mari Vuorisalo, Johanna Kiili:** Children's resources and space in ECEC transitions  
**Monika Abels, Gabriella Óturai, Gunn Kristin Øberg, Ragnhild Håkstad:** Infant stimulation

**Natália Meireles Santos da Costa, Katia De Souza Amorim:** Provision, propositions and interactions

**Session 6D (PA329)**  
**Symposium 3**

**Outsiders of collaboration practices  
between home and (pre)school?**

**Karen Ida Dannesboe:** "It is my school, my parents work and our home" – Children navigating school-family relationships

**Nicoletta Eunicke:** "Dear parents, we can handle it from here!"

**Britta Menzel:** Children's perspectives on formalized parent-staff-communication

11.30–12.30 Lunch

### 12.30–14.00 PARALLEL SESSIONS 7

**Session 7A (PA311)**  
**Democratic Practices II:  
Children's possibilities for influence in child-  
adult relations at home and in institutions**

Chair: Oddbjørg Skjær Ulvik

**Eija Salonen, Eija Sevón, Emma Koitto, Marianne Notko:** Child-educator disagreements in Finnish early childhood education and care

**Jana Mikats:** The (Un-)Acceptability to Work in Children's Co-Presence

**Wenche Bekken:** Embodied knowledge – a source of being and becoming social

**Session 7B (PA314)**  
**Children and Young People  
in the Pandemic Situation**

Chair: Mari Dalen Herland

**Jennifer Bosen:** Adolescence Locked Down?

**Guro Brokke Omland et al.:** "Children's vulnerability" in the covid pandemic

**Yukie Sugano:** State of outdoor play in Japan during COVID-19 (poster presentation)

**Session 7C (KK-lounge)**  
**Professional practices and Child-Parent  
Relationships**

Chair: Kaja Braathen

**Michael Christensen, Hanne Warming, Sarah Alminde, Louise Harkes, Mona Westphal:** Family Conflicts and Children's lived spaces

**Yoriko Okamoto Omi:** What is Children Like for Japanese Parents?

**Ellen Syrstad, Ingunn Ellingsen, Tor Slettebø:** A systematic review of reunification-processes in the child welfare services

14.00–14.15 Break

### 14.15–15.15 CLOSING DISCUSSION

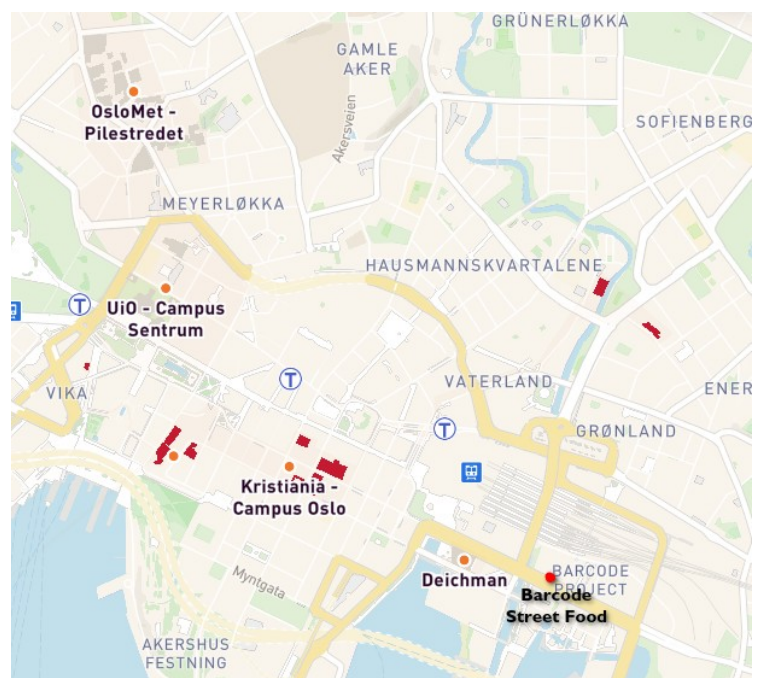
Moderator: Anne Greve

The conference dinner on Thursday evening is held at **Barcode Street Food**, Dronning Eufemias gate 14.

It is a half-hour walk there from the conference venue, passing by some of Oslo's most celebrated modern architectural landmarks such as the Opera House and the National Museum, not to mention the Barcode district itself, where the restaurant is located.

A relaxed "guided tour" will leave from OsloMet at 18:15.

If you prefer public transportation, the tram line 19 will take you more or less from door to door.



# **ABSTRACTS**

MONDAY 19 SEPTEMBER

12.00–13.00 Registration. Light lunch available.

13.00–13.30 WELCOME AND GREETINGS

13.30–14.15 KEYNOTE 1

**PROF. ALISON CLARK**

Universitetet i Sørøst-Norge

Running out of time?

Making explicit the relationship with the clock in professional practices.

14.15–14.45 Break with refreshments

14.45–16.15 PARALLEL SESSIONS 1

SESSION 1A

PROFESSIONAL QUALIFICATION FOR SCHOOL AND KINDERGARTEN

## Deployment of high qualified staff in childcare: why and how?

**Jochen Devlieghere**

Postdoctoral researcher, Department of Social Work and Social Pedagogy, Ghent University, Belgium

[Back to schedule](#)

Research shows that high-quality childcare services have a positive effect on the development of young children (OECD, 2006, UNICEF, 2008, European Commission, 2018, Fekken & Lonk, 2007). To be able to speak of high-quality services, the staff-child ratio, the continuity of the staff and the qualifications of the staff employed are of pivotal importance (Slot, Lerkkanen & Leseman, 2016; OECD, 2021). Concerning the latter, the OECD even underlines that higher training requirements for childcare workers have an unmistakably positive effect on the quality of childcare (OECD, 2021). This is one of the reasons why countries, including Denmark and Finland are investing in the deployment of highly qualified staff in childcare services. At this moment, Flanders (the Dutch-speaking part of Belgium) also invests for the first time in the deployment of pedagogical coaches with a bachelor degree in childcare. In the context of Flanders, however, it is still unclear what the deployment of these bachelors means for the quality of childcare. This research therefore elaborates on this central question by also examining the meaning of the deployment of pedagogical coaches in childcare for the already present daycare managers and daycare professionals. Therefore, we can not only present findings about the meaning of highly qualified staff on the quality of childcare, but also about the way in which high quality staff can be introduced into childcare, considering the staff that is already present. The research is based on data collected in both

public and private daycare centres through diary research, interviews and focus groups. In this presentation, we will focus on the diary research.

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## **The emotional component of student–teachers’ experiences during Norwegian teacher education**

**Mette Helleve**

assistant professor, OsloMet, Norway

[Back to schedule](#)

Even though teacher education and teaching involves highly charged emotional engagement, emotions seem to be undercommunicated in teacher education. In this study, the emotional component of student-teachers’ experiences during Norwegian teacher education has been explored. The purpose of the study is to gain a deeper understanding of what this component. The research question for this article is: What characterizes the emotional dimension of teacher students’ experiences during Norwegian teacher education? Using a phenomenographic approach, dialogical informed, in-depth interviews with student-teachers have been conducted. Through an abductive analysis of the material, a conceptualization of the emotional dimension of the student-teachers’ experiences emerged. Based on the results of this study implications for teacher education are discussed.

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## **Preschool sex education in Sweden?**

**Anna Westberg Broström**

*Lektor, Docent, Stockholms universitet, Sweden*

**Helena Bergström**

*Lektor, Stockholms universitet, Sweden*

**Magdalena Hulth**

*Doktorand, Stockolms universitet, Sweden*

[Back to schedule](#)

Sex education, “Sexuality, consent and relationships” , is compulsory in the Swedish school system (Skolverket 2022). Preschool seem to be the only exception where sex education is not obliged. Furthermore, Swedish preschool teacher education does not include any specific objectives labelled as sex education. The following paper will however argue that preschool sex education exists, but as with everything else that is done in preschool, based on the children’s age and based on the knowledge and norms that the teachers use when they meet and teach the children. Many of the themes treated in the school’s sex education, is also treated in preschools. We interpret preschool sex education in the broadest sense and as a way to describe different content associated with relationships, gender, sex, sexuality or sexual development. This paper is focusing on personal and physical integrity as a concept in the Swedish national curriculum for preschool. Firstly, we argue that preschool sex education exists through this concept and through various other aspects, albeit not explicitly acknowledged. Secondly, we argue for the urge of acknowledging preschool sex education and developing more professional training of preschool teachers, since they are obliged to teach integrity for preschoolers.

**SESSION 1B**  
**COLLABORATIVE RESEARCH AND ETHICS I****Ethical Dilemmas in Research with Young Children and Families****Situated Ethics in Collaborative Research****Dorte Kousholt**

Associate professor, Denmark

**Pernille Juhl**

Associate professor, Roskilde University, Denmark

[Back to schedule](#)

In the paper, we discuss the situated ethics of researching the everyday lives of children and families. Research conducted in close collaboration with research participants in everyday contexts presents the researcher with multiple ethical dilemmas involving doubts, uncertainties, and often also discomfort, conflicting emotions, and contradictory possibilities for action. However, the literature on ethics often focuses primarily on standardized procedures, such as for obtaining informed consent, preventing harm, and ensuring anonymity. Although such procedures provide an important foundation for reflections on ethics, they only address some of the ethical concerns in research. Furthermore, they often fall short in terms of guiding the researcher to make decisions when encountering ethical challenges in concrete situations at various stages of the research process: from entering to leaving research sites. We suggest formulating specific ethical commitments that are grounded in a given research project's methodological approach and concrete conditions. Furthermore, we analyze the interconnections between ethical commitments, theoretical stances, and research ambitions, and how these interconnections may guide reflection and decisions on how to handle ethical dilemmas throughout the research process. We draw on examples from our research on the everyday lives of children and parents, using social practice theory and collaborative research as jumping-off points.

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**Ethically critical spots in studying conflicts and power in the lives of children and young people: case VALTAKO research project****Marianne Notko**

Researcher, University of Jyväskylä, Finland

**Eija Sevón**

Senior researcher, University of Jyväskylä, Finland

**Maria Lahtinen**

Doctoral researcher, University of Jyväskylä, Finland

**Eija Salonen**

Postdoctoral researcher, University of Helsinki, Finland

[Back to schedule](#)

During the last twenty years, acknowledging children and young people's perspectives and respecting their agencies have become central aspects in childhood and youth studies. Ethically driven, art-based methods, co-research and multimethodological approaches are nowadays widespread in studying children and young people's everyday life experiences and involving them in the research processes. Our multidisciplinary research project VALTAKO aims to understand conflicts and their possible solutions in close relationships between children and young people. We focus on different-aged children and diverse daily contexts: school, early



childhood education, family, hobbies, free time, and social media. Our methods include story, play and drama-based methods, written texts, observations, and surveys. These multiple groups of participants and various forms of methods offer unique compilations and rich data sets but also create challenges of an ethical sense. This presentation reflects on our methodological and theoretical choices in the light of the recent discussion on research ethics with children and young people. We introduce the ethically critical spots in our research processes with different methods. We discuss about gatekeeping, and about expected activity and participation of the participants. We also examine the possibilities and challenges in giving feedback and dealing with the results with the child and youth participants.

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## **“So, we’re doing this together or what?”**

### **Exploring Multilingualism with Children using Participatory Research Methods**

**Clara Dettki**

Research assistant, Ludwig-Maximilians-University Munich, Germany

[Back to schedule](#)

Since the Convention on the Rights of the Child (UN 1989), children have an unequivocal right to have their voices heard and their viewpoints considered. In line with conceptual shifts in the field of childhood studies (James/Prout 1996), children are understood as social actors, which requires a stronger focus on the genuine perspectives and experiences of children. Consequently, research should be with children, rather than about children (Butschi/Hedderich 2021). A research approach that includes children as active participants and regards them as the experts of their own reality is needed to reveal their perceptions and understandings. Participatory research aims at a joint discovery process with the research subjects by involving them as co-researchers (Von Unger 2014). In my dissertation project, I explore children’s perspectives on multilingualism with the objective to gain insight into their linguistic practices and lived experience of language. Following the participatory research method of the Mosaic Approach (Clark 2017), I accompany multilingual, primary school-aged children throughout their everyday life in family and school. Children act as co-researchers by documenting their use and perception of languages, e.g., through photos, drawings, or writings. In this way, linguistic practices and lifeworlds can be interpreted not only from the perspective of an adult, but as perceived by children in sense of a co-construction (Ergler 2017). In my presentation I would like to provide insights into our project and share my experiences using different participatory research methods to explore children’s lives. As research with children requires continuous reflection on one’s own role and relationship with child co-researchers, I would also like to discuss ethical considerations that have surfaced within the project such as power dynamics and role conflicts (see also Esser/Sitter 2018; Montreuil et al. 2021).

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[03.02.2022]

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## SESSION 1C RESEARCH WITH CHILDREN AND YOUNG PEOPLE - MAKING SENSE TOGETHER

### “This is not me”

**A critical discussion about methodological issues  
concerning agency and participatory sense-making in qualitative research with children**

**Wenche Bjorbækmo**

Professor, PhD, PT, OsloMet, Norway

**Anne Greve**

Professor ECEC, OsloMet,

**Mona Asbjørnslett**

Associate Professor, PhD, OT, OsloMet

[Back to schedule](#)

Agency and participatory sense-making are important methodological issues in qualitative research, especially that involving children. In this paper we investigate and discuss how agency unfolds in three specific situations (country name) as recorded in the reflexive notes of two of the authors regarding their research with children with various disabilities. Using a combined autoethnographic and enactive phenomenological approach related to a 5E (embodied, embedded, enacted, emotive and extended) understanding of agency, the authors explore three particular moments where child participants registered disagreement with, or rejection of, the application to them of prevailing notions of ‘disability’. On the basis of the findings, the authors argue that the process of implementing and performing qualitative research implies a process of participatory sense-making in which participants’ multi-level agentic capacity is the basis for understanding one another’s gestures and vocal expressions. The paper illuminates how different bodies enable different individual embodied, embedded, emotive and enacted agentic expressions, and how power, understood as an extended agentic capacity, circulates in the co-existence between child and researcher in qualitative research. Researchers are urged to develop the willingness and ability to ‘dis-place’ themselves when working with child participants, so as to move towards the child with interest, respect and openness to learning from them.

**Keywords:** phenomenology, qualitative method, children, disability, agency, participatory sense-making, enactive approach

## Recommendations for participation of children and young people in mental health research

### Anna Swantje van der Meer

Master of Arts, Department of Child and Adolescent Psychology, Philipps-University Marburg, Germany

### Christina Totzeck

PhD, Department of Psychology and Psychotherapy, Ruhr University Bochum, Germany

### Kira Li Sanchez

Master of Science, Department of Child and Adolescent Psychology, Philipps-University Marburg, Germany

### Hanna Christiansen

Professor, Department of Child and Adolescent Psychology, Philipps-University Marburg, Germany

[Back to schedule](#)

Patient and Public Involvement (PPI) is an essential ethical component of science and represents a great opportunity to improve translational mental health research. Particularly in mental health research in childhood and adolescence, there is an urgent need to overcome paternalistic approaches and to follow approaches that integrate the expertise and life experience of children and adolescents. Participatory research has so far been neglected in mental health research or limited to questions of research design and implementation. However, the inclusion of children and adolescents beyond has the potential to diversify the research content along the needs and interests of children and adolescents, as well as to maximise the acceptance, implementation and dissemination of innovative concepts in society. Improving the inclusion of children and adolescents in mental health research requires a model-led and age-appropriate implementation of a systematic research strategy. In our presentation, we would like to give an introduction the content and present results of a systematic review we conducted. Our aim is to give a comprehensive overview of existing participatory approaches in mental health research. Furthermore, we want to present and discuss recommendations for improving PPI in key areas of child and adolescent in mental health research. These recommendations were compiled with participants of the Children's Council and Advisory Board for members and affected of mental disease of Bochum /Marburg Only by including children and adolescents as equal participants, can future and modern research work in the spirit of holistic science and succeed in implementing the translationback-translation approach. The presented recommendations for improving PPI in mental health research should therefore be considered in future research designs.

## Walking interviews

### Potentials in childhood research

#### Martin Fjeld

Universitetslektor, OsloMet, Norway

[Back to schedule](#)

Following the ratification of the UN Convention of the Rights of the Child, there was a rapid growth in construction of kindergartens in Norway, which resulted in an increase in the “institutionalisation of children’s everyday life” (Kampmann, Fasting & Skreland, 2021, p. 10). One consequence of this has been a growing interest in participatory methods for children in research, with the aim of ensuring that children’s voices and perspectives are heard. The emergence of this “new social studies of childhood” (Gallacher & Gallagher, 2008), has resulted in new methods for including children in research. Coinciding with the emergence of the new social

studies of childhood, there has been an increased interest in mobile methodologies. This has resulted in the mobilities paradigm emerging (Murray, 2009) and the growth of a varied set of mobile research methods, among others, the “walking interview” (Kinney, 2019).

In this paper I will draw on my experience conducting walking interviews with kindergarten children and explore whether such method can be suitable when including children in research. Through a grounded theory analysis, several themes emerged, including what children’s motivation for participating in research can be and which children are asked to participate. A discussion of research ethics of childhood research will also be included.

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## SESSION 1D IMPACT OF SCHOOL LOCKDOWN

### Teachers’ experiences of special needs education under the Covid Pandemic

#### Lessons learned from Norway

**Sabreen Selvik**

Associate professor, Norway

**Marte Karoline Herrebrøden**

Assistant Professor, Østfold university college, Norway

[Back to schedule](#)

The Covid pandemic obliged schools worldwide to make different structural and pedagogical changes because of the infection situation in their countries. New national infection control measures at schools were continuously announced, implemented, and then consecutively changed several times to ensure pupils their education and health.

From the teachers’ perspectives, this article investigates which influences these infection control measures have, during the school lock down/reopen periods, on the teaching and learning environment for pupils with special needs at Norwegian schools. Data was gathered under the pandemic through in-depth digital interviews with 8 elementary teachers and coded thematically. The theoretical framework is constantly evolving through our inductive approach to our data material. Preliminary analyses point in the direction that the theory of self-determination (Ryan & Deci, 2000) will be central.

Nine themes were generated: Flexible teaching, integrated special needs education, Pupils’ friendly class and playground settings, teachers in the homeworld of pupils, closer relational developments, hygiene gained a new status, opportunities to think alternative, everyday outdoor-teaching, forced technical knowledge, parental curricular insight.

Schools organized the infection control measures according to the traffic light scale where red is strict, yellow is

moderate and green is normal. Teachers reported practical difficulties and positive teaching and learning opportunities at the red and yellow levels.

The findings call policy makers and professionals to rethink the current special needs educational practices based on the lessons learned from the covid universal school intervention. The school experiences of pupils and teachers under covid ought to be given future research attention.

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## **Impact of Corona school closures on students with and without special needs ESE (COFESE)**

**Désirée Laubenstein**

Prof. Dr., Paderborn University, Germany

**David Scheer**

Prof. Dr., Ludwigsburg University of Education, Germany

[Back to schedule](#)

Students with special educational needs in the focus of emotional and social development (SFB-ESE) are exposed to an increased risk of psychosocial stress. Their living conditions often do not offer sufficient support to cope with crisis situations. It can be assumed that the discontinuation of school attendance as a result of corona-related school closures has a destabilizing effect on these students in particular.

In a quantitative substudy, dimensions of behavior and experience and participation in school were collected in the form of third-party assessments from a teacher's point of view, both currently and retrospectively. Relevant accompanying variables in the form of student-related (psychosocial threats; dealing with distance learning) and teacher-related (pedagogical relationship) predictors were also recorded. In the following qualitative substudy, the relevant accompanying variables were evaluated in more detail from the teachers' perspective by means of guided interviews. Overall, psychosocial stress emerges as the strongest predictor of negative effects on the behavior, emotional experience, and school-related behavior of students with SFB-ESE, even in times of coronarelated school closures. Expanding on substudy I, substudy II indicates that pedagogical relationship can have a compensatory, stabilizing effect for students.

Keywords: Corona, Students with special educational needs in the focus of emotional and social development psychosocial threats

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## **The political socialization of youth in the Covid 19 pandemic**

**Marco Schott**

M.A., German Youth Institute (DJI), Germany

**Johanna Häring**

M.A., German Youth Institute (DJI), Germany

**Pia Sauermann**

Dr., German Youth Institute (DJI), Germany

**Weigelt Ina**

M.A., German Youth Institute (DJI), Germany

[Back to schedule](#)

For more than two years now, the Covid 19 pandemic has had a particularly strong impact on life in Germany. Young people especially have been and continue to be strongly affected by the containment measures, such as

the closure of schools and recreational facilities and extensive contact restrictions. However, their positions, interpretations, opinions and needs are hardly perceived in the public debate. Also, the Covid 19 pandemic strongly determines political discourses. Heterogeneous positions regarding the choice and duration of certain measures, the German Infection Protection Act, the associated contact and leisure restrictions, the discussion about masks, corona-related conspiracy narratives and, currently, the question of mandatory vaccination are just a few of the political controversies of the recent years. Many young people experienced the direct impact of political decisions on their everyday lives for the first time through the infection-control measures. The Covid 19 pandemic thus became a pivotal political moment in the lives of young people and can already be considered a drastic biographical experience. Therefore we want to take a closer look at young people's political interpretations, discussions, and evaluations of the Covid 19 pandemic. Our paper is based on biographical interviews and group discussions with young people, which were conducted in different phases of the pandemic within two studies of the Work and Research Unit for Fostering Democracy and the Prevention of Extremism at the German Youth Institute (Arbeitsund Forschungsstelle Demokratieförderung und Extremismusprävention, Deutsches Jugendinstitut e.V.) We pursue the question to what extent political dimensions of the Covid 19 pandemic show up in the experiences of young people. At the same time, we analyze which interpretations and ways of dealing with the pandemic can be reconstructed empirically and what influence the Covid 19 pandemic has on young people's understandings of politics.

## 16.30–18.00 PARALLEL SESSIONS 2

### SESSION 2A SYMPOSIUM 1

## Early childhood educators educated at master-level as practitioners

### Participants:

**Sisse Due, Jan Jaap Rothuizen, Olav Kasin, Solveig Østrem,  
Anne Greve, Mari Pettersvold, Solveig Nordtømme**

[Back to schedule](#)

The question of the knowledge base in early childhood education has gained renewed relevance in a historical period where the public providers of ecec will ensure quality and value for money.

In the debate about the knowledge base, there are different positions: there are those who believe that the knowledge base is primarily an internal matter that early childhood educators themselves are in control of, there are those who believe that it is primarily an external knowledge base derived from research that can be implemented in practice and there are those who make a clear distinction between practical mastery and symbolic mastery and argue that higher education is only about symbolic mastery, not about practical mastery.

Meanwhile, there is a quest for more well educated practitioners, in Denmark specially at Ba-level, but in Norway also at Master level (Kunnskapsdepartementet 2021, specially p 15-16).

In the light of the debate on the nature and function of the knowledge-base it is relevant to find out what happens when early-childhood educators who got a master university-degree return to practice. The study lies in extension of a previous project about the careerpaths of early childhood educators with a master degree (Pettersvold & Østrem 2018)

This is a qualitative study based on interviews with early childhood educators with a master's degree who work as kindergarten teachers in both Denmark and Norway. We are curious about how they themselves experience bringing knowledge into play and reflect on their experiences in the light of knowledge-theory, general pedagogy (allgemeine Pädagogik), and theories of profession.

Our investigation is differentiated as we suppose there are different trajectories, dependent on life history, the content of the master and structural and actual spaces of opportunity. In this way we will be able to carry out a comprehensive exploration and get insights in the dynamics in the field.

Though this study takes on the perspective of the early-childhood educators, their lies potentiel for a broader discussion on the interplay between knowledge and practice that makes it relevant for other professions.

Kunnskapsdepartementet. (2021) *Barnehager mot 2030. Strategi for barnehagekvalitet 2021–2030*. Oslo: Kunnskapsdepartementet. [https://www.regjeringen.no/globalassets/departementene/kd/dokumenter/barnehager-mot-2030\\_strategi.pdf](https://www.regjeringen.no/globalassets/departementene/kd/dokumenter/barnehager-mot-2030_strategi.pdf)

Pettersvold, M. & Østrem, S. (2018). Barnehagelærere med masterutdanning -- potensial for å styrke profesjonen og ivareta barnehagens samfunnsmandat? *Nordisk tidsskrift for pedagogikk og kritikk*, 4, 69-87.

## Bringing knowledge into play. Four different trajectories

**Sisse Due**

adjunkt, VIA University College, Denmark

**Jan Jaap Rothuizen**

docent, ph.d., VIA University College, Denmark

[Back to schedule](#)

In Denmark we have followed four practitioners with different academic degrees during more than one year: an introductory zoom-meeting with each of them (December 2020), one zoom-meeting with the group (January 2021), one focus-group interview (April 2021), four individual interviews (May 2021) and four individual interviews at their work-places (Nov 2021–January 2022). Following the trajectories of each practitioner, we became aware that they were struggling to find a legitimate and satisfactory position, but also that they in time succeeded in different ways. Too as we got to know them, we became aware that their trajectories not only were dependent on their educational level and on structural possibilities, but were an integral part of their biography. Though different trajectories unfolded what is common for those four practitioners is that they wish to enhance a pedagogical culture which is based on and takes its starting point from the specific reality in each of the kindergartens. They don't want to become professionals who merely fill out the guidelines and reforms as defined by policy-makers, administrators and politicians, they prefer to translate them. Neither do they want to see themselves as bearers of a local, parochial knowledge. Instead they want to unite professional practices with more practically sensitive theoretical studies and research modes. In fact, the last sentence is Ivor Goodson's definition of principled professionalism (Goodson, 2000). Thus, we got on the trail of Goodson, who also dealt with the relationship between biography and career in pedagogical work. He writes: "Each teacher will have to construct a personal professionalism that suits his or her life story, training, context and above all personality. A large part of this professionalism is necessarily taught, constructed and maintained in the school's daily work environment." (Goodson, 2007, s.). We will present four different trajectories with a common denominator: principled professionalism. Firstly, it seems that it is not the content of the academic education in itself that is decisive for the practitioner's path, but the personal and professional growth within it. Secondly, it seems also that the practitioners search for opportunities to create and participate in sustainable environments in which this professionalism can thrive.

Goodson, I. (2000). The principled professional. *Prospects*, XXX(2). <http://link.springer.com/article/10.1007/BF02754064>  
 Goodson, I. F. (2007). *Professionel viden Professionelt liv. Studier af uddannelse og forandring*. Frydenlund.

## **Preschool teachers' discursive and practical competence – Does a master's degree matter?**

**Solveig Østrem**

professor, OsloMet, Norge

**Olav Kasin**

associate professor, OsloMet, Norge

[Back to schedule](#)

The Norwegian part of the project at OsloMet consists of seven focus group interviews and twelve individual interviews with a total of 12 participants. The interviews were organized around four main topics:

- Employees with master's degree: is their competence wanted, sought after or regarded as useful among leaders and colleagues?
- What kind of qualities does the work have that makes their competence necessary?
- Does their knowledge make a difference, and how does it affect practice?
- How can employees with master's degrees become more relevant – necessary or possible changes?
- Based on this empirical material, we will discuss what master's education can mean for the discursive and the practical dimensions of the pedagogical work in the kindergarten. How does it affect:
- Their critical capacity?
- Their ability to cooperate, both internally and externally?
- Their ability to interact closely with children and colleagues?

## **From self positioning to a possible future division of labor**

**Solveig Nordtømme**

Associate professor, University of South-Eastern Norway, Norway

**Mari Pettersvold**

Associate professor, University of South-Eastern Norway, Norway

[Back to schedule](#)

The Norwegian part of the project completed at University of South-Eastern Norway consisting of three focus group interviews with a total of 12 participants. We have become interested in how the participants position themselves and their knowledge in the interviews. In this presentation we first look at what kind of knowledge the pedagogues distance themselves from, what they do not take for granted and the knowledge they express to possess in contrast to the other staff and how it can best be used. Then we ask whether the positioning work itself, based on having different knowledge, represent work that may function as developing and expanding?

That is, that diversity contributes to dialogue, and that the dynamics created through dialogue constitute a form of knowledge negotiations that may develop practice. But we also ask whether we can glimpse the contours of a possible future division of labor through this knowledge positioning?

At last we discuss the direction the positioning moves towards related to professional understanding and management, and how we can relate this to what Ivor Goodson encourages in search for principled



professionalism (Goodson, 2000, s. 187). Principled professionalism entails, among other things, a better balance between professionalism and management.

Goodson, I. (2000). The principled professional. *Prospects*, XXX(2). <http://link.springer.com/article/10.1007/BF02754064>

## SESSION 2B RESEARCH WITH CHILDREN AND YOUNG PEOPLE – METHODOLOGICAL CONSIDERATIONS

### Empirical workshop – a methodological approach to explorations of children’s school lives

**Merete Munkholm**

Associate professor, VIA University College, Teacher Education, Denmark

**Else Skibsted**

Associate Professor, VIA University College, Teacher Education, Denmark

[Back to schedule](#)

The teacher is the central actor in creating and developing opportunities for participation for all children in the communities of school life. This paper discusses whether a cooperation between researchers and teachers may have potential to explore and develop practices involving children’s school lives.

The paper is based on experiences from an empirical workshop where researchers and teachers together develop different understandings of children’s possibilities for participating in communities of school life. The paper explores and discuss whether and how the empirical workshop can contribute to a qualification of teachers’ professional practices – with the ambition that researchers and teachers will have new and nuanced understandings of children’s perspectives.

The project is anchored in the theory of social practice (Mørck 2006) where the central concepts are participation and community. Equally, the project also includes such concepts as affectivity (Massumi 2002) and repertoires of interpretation (Staunæs 2004). In the empirical workshop, researchers and teachers discuss the video material from school life while the empirical workshop itself is also being recorded on video. Watching video with the teachers offers them the opportunity to observe in situ (Banks & Zeitlyn 2015). This has a special potential as to making affectivity a subject of examination (Staunæs & Kofoed 2014). The analyses indicate that conversations in the empirical workshop can contribute to a qualification of teachers’ professional practices with creating opportunities of participation for children in school. Especially the use of video material which captures the children’s actual school lives in situ can be a productive platform for shared examinations of different repertoires of interpretation but also contribute to the development of new perspectives on the opportunities for children’s participation.

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## Bridging Perspectives as a Path To Democratic Research?

**Sigga Waleng**

PhD-student, Roskilde University, Denmark

[Back to schedule](#)

Within school psychs has recently grown enormously, but extensive research has also been conducted from teachers' and parent' perspectivesology, the field of children's perspective. This research has contributed to legitimacy and understanding of the interests at stake for each party involved in school life -- especially by giving voice to silenced groups such as children or parents from minority groups and thereby contributing to democratic processes.

However, in some cases this 'voiced' approach also escalates already existing conflicts, especially when focused on highly disputed and conflictual issues. Within the field of school exclusions and expulsions as my research is positioned in, research conducted from e.g. a teacher perspective risks placing the responsibility of school life heavily on parents' shoulder, and thereby mirroring and contributing to conflicts between parents and teachers.

Therefore, I engage with multiple relevant parties involved in exclusion and expulsion practices. In a quest of making sense of the common issues at stake when a pupil is excluded from school, I have pursued such a multi-vocal methodology through following pupils, teachers, parents and principals in an extensive process of ethnographic field work at a local school. On a theoretical foundation of critical psychology, I will discuss if a multi-vocal approach can be seen as a contribution to democratic processes and how the analytical bridging of perspectives can be established. My claim is that bridging various perspectives on a common matter can contribute with a collective understanding of the issues at stake and thereby create a collective space for action.

Keywords: school exclusion, ethnographic field work, integration of perspectives, democratic research

Themes: School Psychology, Critical Psychology, Ethnography

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## Representation of children and children's views in written material

**Sarah Alminde**

Ph.d. postdoc, Roskilde University, Department of Social Science and Business., Danmark

**Hanne Warming**

Professor, Roskilde University, Department of Social Science and Business., Danmark

**Michael Christensen**

Ph.d., University College Absalon, Denmark

**Louise Harkes**

Ph.d., University College Absalon, Denmark

[Back to schedule](#)

Changes in (the Danish) legislation, mirroring a more general shift in the understanding of children towards recognizing children as competent agents and right holders, have led to a wider focus on children's participation in decision making regarding their lives e.g. in family law cases. The focus on children's participation is visible in both the practice and research fields. However not much research nor practice development has focused on *how* children's views are represented in the written material.

This paper presents findings from an ongoing research and development project on children's participation and the everyday life of children in family law cases in Denmark. The research part of the project sets out to study

how children's welfare/distress and coping capacity unfold in the interplay between their parent's separation, the children's everyday life and the family law system. In order to produce qualitative in-depth knowledge on this, the project will generate and analyze a comprehensive empirical material consisting of; document analysis of 100 anonymous child interview records, observation of 50 child interviews, brief field work of 1–2 days' duration in each of the 50 cases with observations and informal conversations, semi-structured interviews with children and parents as well as follow-up observations and interviews after 6–12 months.

This paper elaborates on the analysis of 100 anonymous child interview records. Drawing on insights from agential realism, we explore how the written material, the child interview records, are powerful documents that can either subsidize or undermine the children's views. The analysis e.g. show that the child appears as standardized in the child interview records and the individual child seems less visible. The paper thus calls for more attention to be given to the written material as key to understanding the positioning of children and children's views in family law cases as well as other similar fields where decisions concerning children's lives are made.

## SESSION 2C CONDITIONS FOR PARTICIPATION

### **Constructions of disability, involvement and participation in social case-management work with children**

**Kurt Bendix-Olsen**

Ph.D, Danmark

**Mette Bonderup**

Ph.D., Danmark

[Back to schedule](#)

The research project "Constructions of disability, involvement and participation in social case-management work with children" explores how social workers approach children with disabilities as participants and users of social services in Danish society.

In a Danish context, research about the *conditionality of participatory rights for children with disabilities in social case-management work* is more or less missing or left under-theorized. The research projects sets out to provide empirical knowledge about the "landscape of conditions" children with disabilities have for taking part in social case-management work.

The paper session offers insight into the negotiations and conflictual situations that social workers are handling as part of their involvement practices. By exploring the everyday conditionality that shape involvement and participatory practices around children with disabilities in social work contexts, we can understand more about the ways children with disabilities are met as participants and legal rights holders within the Danish welfare state.

The preliminary research questions are the following:

1. How are involvement practices, which are targeted children with disabilities conditioned in social workers' everyday case-management work?
2. In relation to involvement practices---which conditions are restricting the case-management work seen from the perspectives of the social workers?
3. How are children with disabilities constructed and positioned as participants in relation to case-management procedures?

The empirical material consists of two focus group interviews with six Danish social workers who work with case-management in five different municipalities.

In line with critical psychological practice-research-methodology the focus group participants (social workers) are understood as co-researchers. They will be participating in the analysis of the empirical material. The paper will be discussed with all co-researchers prior to attending the conference in Oslo.

The research project is a 1-year pilot project that runs throughout 2022.

The project is conducted by Ph.D. Mette Bonderup [mebo1@ucl.dk](mailto:mebo1@ucl.dk) and Ph.d. Kurt Bendix-Olsen, [kube@ucl.dk](mailto:kube@ucl.dk) Center for Applied Welfare Research UCL Erhvervsakademi & Professionshøjskole.

The project is funded by UCL Erhvervsakademi & Professionshøjskole (Frascati funds).

## “Imagining futures”

### Theoretical and methodological reflections of youth participatory action research in the migrant society

**Marlene Märker**

BSc MSc, University of Vienna, Department of Education, research unit Education and Inequality, Österreich

[Back to schedule](#)

In my dissertation I will conduct a participatory research project on the topic of “my future/ futures...” together with young people of a youth center on their visions and utopias in the migration society as well as to approach the main conflicts that are important to them. The main research questions are: What relevance do utopias have in the everyday life of teenagers? What criticism of social conditions is contained in their visions? Where are the spaces, in which the young people articulate their desires?

According to Bloch, utopias have the potential to stimulate the imagination of social alternatives, to analyze the present and to derive proposed solutions for the problems (Bloch, 1976). However, Bloch is not (only) concerned with the grand visions, but also with the small fragments and hopes contained in everyday life, in conversations and in (day) dreams (ibid.). By exploring utopias, I would like to gather knowledge on the big and small visions of marginalized youth, because as Castro Varela writes in her book *Untimely Utopias* (2007), dealing with the uncertain and perhaps still unspecified visions is important, as the history of social movements has shown, that it also takes small steps to transform everyday life. To research the desires and hopes of teenagers an intersectional participatory research approach will be used (Kellet, 2010; Wöhrer et al., 2017). Youth participatory action research aims to explore research questions collaboratively and to center the perspectives of the co-researchers and is therefore suitable for addressing the research topic since it offers methods “that help generate democratizing questions on how we want to live together in the present and in potential futures” (Egmo et al., 2020, p. 234). Listening to the voices of youth has long been overheard and neglected, but is central if we strive for social justice and social transformation (Dasai, 2019; Fine & Torre, 2019). In the poster presentation I would like to present the theoretical and methodological approaches of youth participatory action and argue for the potential this research approach brings.

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## Empowering Children by Transforming Norms

### Children's participation in Child Protection Through a 'Childism' Lens

**Cathrine Grimsgaard**

Associate Professor, VID, Specialized University, Norge

[Back to schedule](#)

The abstract presents a research project I am in the process of developing. The aim is to use John Wall's concept 'Childism' (Wall, 2008) as a lens and critically examine two questions of importance for Child Protection Services: 1) How can existing assumptions related to the concept of 'participation' set limits on children's involvement in their child protection cases? 2) Based on children's lived experiences; how can the concept be rethought and reconceptualized?

#### Background

Scholarly research (Paulsen, 2016; Skivenes, 2015), government reports (Helsetilsynet, 2019) and children themselves (Landsforeningen for barnevernsbarn, 2020) show that children in Norwegian Child Protection are not sufficiently involved in cases of importance to them. In my conceptualization of this problem, it is linked to an understanding of 'participation' that is based on modern values such as freedom, rationality, and autonomy. These are values that are associated with an autonomous and independent adulthood and thus something children do not fully possess.

#### Theoretical framework

'Childism' (analogous to 'feminism', 'postcolonialism', etc.), is about empowering children by transforming norms, norms that are naturalized in a way that makes them implicit, invisible, and thus hard to spot--though their effects may be easier to uncover (Sundhall, 2017). My choice of procedure and theoretical framework is based on this. The study will be qualitative; it comprises three Work Packages:

**WP1:** Clarifying the theoretical framework by establishing a 'childism' lens

**WP2:** An empirical investigation including 1) A reading, based on Paul Ricoeur's hermeneutics of suspicion (Ricoeur, 1981), of key official documents related to kindergarten, school and Child Protection Services. 2) Observations in different school contexts and Child Protection Services. The aim is to expose dominant norms related to 'children's participation'; examine how they are communicated to children, explicitly and implicitly; how they work; and how children relate to them. Special attention will be paid to children who challenge the norms by not relating to them in an expected way. The analyses will draw on Michel Foucault's concepts 'counter conduct' and 'pastoral power' (Foucault, 1999).

**WP3:** Rethorizing the concept of 'participation'. Discussing relevance for Child Protection Services.

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## SESSION 2D CHILDREN'S EVERYDAY LIFE DURING COVID 19

### “It’s like waiting for a train that keeps getting delayed”

#### Time with Corona seen from the young people’s perspectives

**Dorte Kousholt**

Associate Professor, Aarhus University, Denmark

**Ida Winther, Nana Clemmesen, Karen Ida Dannesboe & Nanna Jordt Jørgensen**

[Back to schedule](#)

In March 2020 encompassing restrictions to prevent the spread of COVID-19 was enforced in the Danish society causing major change in the everyday lives of families throughout the country. Soon after the first lockdown, we started the interdisciplinary qualitative research project “Family life in Corona Times” . We asked families to send in photos, drawings, videos and diary texts from their daily lives during lockdown. We conducted app. 80 qualitative interviews via Zoom in spring 2020. About a third of families were re-interviewed during the second Danish lockdown January-February 2021. At the present (Jan-Feb 22) we are conducting 3rd round of interviews.

In the interviews we focus on everyday family life during lockdown -- new terms and habits around work, schooling, health, social contact etc. We framed the study with inspiration from Garfinkel’s *flipped truisms*: Learning about our ordinary, taken for granted practices through studying ‘ruptures of the ordinary’. A pandemic is not a social experiment in the ethnomethodological sense, but as a young guy said: “When you go through a pandemic, your whole world is kind of turned upside down” .

Youth is normally considered a period for developing independency and for separating yourselves from your parents -- a time where you spend more time away from home with your friends than at home with your parents and siblings. The lockdowns that send *everybody* home in some ways appeared to be especially troublesome for the young people. In this paper we present analyses of ‘time with Corona’ seen from the young people’s perspectives. ‘Time’ frame our analyses in several ways: During the two years with Corona we identify different waves where time is experienced differently (e.g. the ‘state of emergency’ sense of ‘time on hold’ in the first acute phase, waiting time, drawn-out time and sense of fatigue and frustration in later phases). And we look at how the daily use and understanding of time (new routines and re-establishing a sense of normalcy) changes during

the various lock down and re-opening periods.

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## **On everyday life with children diagnosed with autism spectrum disorders in times of the COVID-19 pandemic**

**Marie Marleen Heppner**

M.A., Westfälische Wilhelms-Universität Münster, Germany

[Back to schedule](#)

As a global crisis, the COVID-19 pandemic has caused structural changes on a macro- and microsociological level. Not unaffected by this is probably the most formative social subsystem for children and adolescents: The family. Even before the pandemic, everyday interaction in families with children with developmental disabilities diagnoses differed from families that are considered 'normal' or as the norm from the perspective of the everyday world. From a perspective of sociology of knowledge and sociological action theory the study examines those families in which at least one child is diagnosed with an autism spectrum disorder (ASD). The concept of childhood is intended to refer to the role of the intrafamilial relationship, as the parents' reference to their child(ren) is central. The children in the study conducted are of different ages. The central question is: To what extent do the pandemic-related measures influence the daily life of these families and the perception of their everyday life? This interest is specified by the question about the coping strategies and subjective meaning of the pandemic situation that the parents develop (or not).

The research subject was accessed according to the principles of grounded theory. By conducting open, narrative interviews with one parent at a time, perceptions of the COVID-19 pandemic as a crisis or non-crisis for everyday family life was acquired. Additionally, analyses of parental coping strategies resulted in the concepts of adaptation and modification. Data collection took place at two time points - at the beginning of the pandemic and after one and a half years - with the same three actors. Within this time frame, it was possible to document experiences of the parents over time: Parents described person-related developments of their children which were triggered by pandemic-related stress or relief. Additionally, each child went through personal development because they grew older. The parents' knowledge of their child's specific needs and the expansion of this knowledge over time serve as an essential basis for everyday coping strategies.

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## **Everyday life for hospitalized children and families during the first wave of COVID-19**

**Edel Jannecke Svendsen**

Associate Professor, Oslo Met, UIO, Sunnaas University Hospital, Norway

**Tove Elisabet A.M. Børsting**

Associate Professor, Oslo Met, Norway

**Nina Kynø**

Associate Professor, Oslo Met, OUS, Norway

**Anette Winger**

Associate Professor, Oslo Met, Norway

[Back to schedule](#)

**Introduction:** During the pandemic, concerns were raised about children's sufferings due to isolation and restrictions. However, already before the pandemic, sick children in need of hospitalization for weeks and

months were in risk of isolation. During the pandemic, these protective rules and restrictions became even stricter. In addition, children were granted less trained nurses, because of relocation of skilled personnel from children to adult wards. How paediatric nurses who remained at the children's units experienced the situation for the child and families special is less explored.

**Aims:** To explore how paediatric nurses experienced everyday life for hospitalized children and families during the first wave of COVID-19?

**Method:** Twelve qualitative semi-structured interviews were conducted on site during June 2021 with paediatric nurses. Their experiences during the pandemic were explored. Of these twelve, five paediatric nurses remained at their children's units. The study was ethically approved by the NSD (Nr. 566062). All participants gave informed written consent. Stepwise thematic analyse were conducted and preliminary results are presented.

**Results:** The paediatric nurses felt the situation was particularly challenging for hospitalized sick children and their parents.

One parent was allowed to be together with the child 24/7, but the parents found it difficult to accept this restriction. Furthermore, they could not switch place too often. Especially young, first-time parents and parents who did not speak Norwegian or English was struggling.

All kindergarten, school-facilities, playrooms, and the hospital-clown services were closed, making it harder for the children to experiencing normalcy. The children were isolated with their parents, missing their siblings and the other parent.

Medically all took longer time, since services like ultrasounds, and x-rays required additionally covid-testing. Non-emergency patients were down prioritized, and some children were admitted to units where the staff were unfamiliar with their diagnosis. The interdisciplinary meetings and cooperation became reduced or cancelled.

**Conclusion:** The paediatric nurses expressed concerned whether the quality of care for the hospitalized children had been good enough during the pandemic. Hospitalized children's possibility to thrive during hospital stays units during the covid-19 pandemic was reduced. The nursing care was safe, but it came with costs.

18.30–20.00 Welcome reception  
at Årstiden, Stensberggata 26-28 (included in the conference fee)



**TUESDAY 20 SEPTEMBER**

**08.30–9.00** Coffee and light refreshments

**09.00** Good morning greetings

**09.15–10.00 KEYNOTE 2**

**PROF. WENCHE BJORBÆKMO, OSLOMET**

The ways we touch children touch them forever – Rethinking professional practices with children

**10.00–10.30** Break

**10.30–12.00 PARALLEL SESSIONS 3**

**SESSION 3A  
CARE EXPERIENCED YOUNG PEOPLE AND EDUCATION**

## **Uni/Care**

**Understanding the experiences of care experienced university students in Wales**

**Hannah Bayfield**

Dr, Wales

[Back to schedule](#)

A large body of international research has demonstrated that care experienced young people achieve poorer educational and lifecourse outcomes than their peers (Berger et al, 2015; Jackson, 1994; 2010; Mannay et al, 2017; O'Higgins et al, 2015; Sebba et al, 2015; Vinnerljung and Hjern, 2011). This inequality has been attributed in part to multiple placement moves and a potential lack of focus upon educational experience (Evans et al, 2016). In Wales in 2015, 58% of the student population achieved five GCSEs at A\* - C (including Maths and English or Welsh first language), whereas only 18% of those with care experience achieved the same threshold (Mannay et al, 2017). Based on statistics from 2012, the Office for Fair Access (OFFA, 2017) reported that whilst 60% of the general population of school leavers in the UK entered higher education, only 6% of care leavers went to university (Allnatt, 2018) (although this is likely to be an underestimate (Harrison, 2019; 2020)).

This paper is drawn from a research project examining the support Welsh Higher Education Institutions (HEIs) provide to care experienced young people prior to and during their time in Higher Education (HE) with the aim of closing this access gap. Interviews and creative methods were used to learn more about care experienced

young people's (potential) transition to Higher Education. The research addressed the tendency towards a 'deficit model' where care experienced young people is concerned, seeking to move away from policy narratives that define these young people as 'lacking'. Each of Wales' eight HEIs were involved, alongside care-experienced young people including those who have either attended outreach programmes offered by Welsh HEIs, or studied at one of the HEIs.

Conducted during the COVID-19 pandemic, the impacts of the pandemic on care experienced young people's education were an ever-present theme. This paper outlines the key findings of this research, with a particular focus on how HEIs (and those who support care experienced students' education more widely) can best support these students, enabling and encouraging their progress.

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## Leaving State Care in a Pandemic

### The Impact of Policy and Practice on Digital Exclusion and Social Capital During Covid-19

**Samantha Fitz-Symonds**

PhD Student, Cardiff University, United Kingdom

[Back to schedule](#)

In a progressively digital society, digital connection is fast becoming a fundamental pre-requisite of participation in everyday life. However, digital inequality has long been a concern for care-experienced individuals who are not only more likely to be socioeconomically disadvantaged, but also typically lack the social capital to engage in society on an equal basis with their non-care-experienced peers. The Covid-19 pandemic has seen a mass migration to digital solutions for almost every facet of life in many developed countries around the globe, widening an existing digital divide. In the aftermath of Covid-19, this UK-based study examines local government solutions to digital inequality among young people in and transitioning from state care.

Freedom of information requests were submitted to 205 local authorities across England, Wales, and Scotland in accordance with respective legislation. Information was requested regarding existing digital inclusion policies, references to policies in pathway planning and the extent to which authorities assisted care-experienced young people and children in acquiring digital media throughout the pandemic. Responses were subjected to thematic analysis via computer assisted qualitative analysis software, identifying methods of digital engagement throughout this period.

A high proportion of local authorities across the UK indicated a lack of specific digital inclusion policies or focus on risk of exclusion in pathway planning, with few demonstrating an intention to address this. However, responses did signal a positive trend in relation to engagement with central government schemes and collaborations with third party organisations to provide digital devices to care-experienced young people throughout the pandemic. This paper explores the impact of these responses on digital exclusion and social capital for young people in and transitioning from care, reflecting on how local authorities might continue to approach the issue in a largely digital post-pandemic society. The role of digital connection in enabling access to education, employment and social support for young people is a key consideration in this paper. Although this research is based in the UK, the discussion draws on themes pertinent to international debates on digital connection amongst young people in the wake of Covid-19.

## “I have missed a lot that is essential for education”

**Helene Toverud Godø**

Associate professor, Inland Norway University of Applied Science, Norway

**Guro Brokke Omland**

Associate Professor, Oslo New University College, Norway

**Astrid Halså**

Associate Professor, Inland Norway University of Applied

[Back to schedule](#)

The presentation is based on research on school experiences by young people who live or have recently lived in child welfare institutions in Norway. Our research questions are: How do young people understand their own school experiences? How do young people include school in their everyday lives, and how do they invest emotionally in school? The data material consists of in-depth interviews with 5 young people. Three informants were aged 14 to 16 and enrolled in primary and secondary school at the time of the interview, while two informants aged 20-23 were looking back on their school experience. We also interviewed employees and leaders employed in child welfare institutions about how they organized everyday life for the young people at the institutions. We use The Life Mode Interview approach (Andenæs, 1991; Haavind, 1987) and an everyday life-oriented approach to explore how the young people create meaning and coherence in their own school experiences and life situations. The young people describe their experiences of moving between different homes and changing schools several times. They also describe periods of absence from school. This has led to academic achievement gaps and making returning to school challenging. The two oldest informants told that the facilitation and motivational work from teachers and staff at the institution was crucial to being able to complete their schooling, however, that the transition to adulthood accelerated when they turned 18 years old. At turning 18 years, they legally became adults and had to move from the child welfare institution, even though they had not completed school. This was challenging and difficult. The paper will analyze and discuss the significance of young people's own motivation and investments in school, and how this interacts with facilitation from employees in child welfare and school.

### SESSION 3B

#### CHILDREN'S DRAWINGS AS A SOURCE OF KNOWLEDGE

## Left to their own resources

**A qualitative serial analysis of drawings by thirteen- to fifteen-year-old adolescents in Sweden about the first wave of the COVID-19 pandemic**

**Andrea Kleeberg-Niepage**

Prof. Dr., Germany

*Co-authors: Johanna Degen, Carol Tishelmann, Sofia Weiss Goitandía & Max Kleijberg*

[Back to schedule](#)

Children's drawings can be viewed as a methodological approach that allows researchers to approach children's and young people's perspectives more appropriately than observations or language-based methods. Furthermore, drawings can be a tool to express one's perceptions, feelings, and thoughts especially in situations and under circumstances where it is difficult to find words.

Particularly at the beginning of the pandemic, the needs of children and young people were often neglected as

they were generally recognized not to be those most vulnerable to COVID-19. Meanwhile, it is increasingly acknowledged that they may be particularly affected by the pandemic related measures, especially in terms of psychosocial consequences. Nevertheless, their views, concerns and questions are hardly be heard of.

To explore children's and young people's perspectives on the pandemic situation an interdisciplinary team of researchers conducted an analysis of children's drawings collected by the Swedish Archive of Children's Art during the first pandemic wave in June 2020 in Sweden. By applying a reconstructive serial picture analysis of 187 drawings from adolescents between 13 and 15 years as analytical method their implicit knowledge and perceptions of the pandemic situation could be revealed. Three overarching types of meaning developed from the drawings - a) a new normal in dystopian scenery b) disrupted relationships and c) paralyzation and lack of agency – show that under pandemic conditions neither the typical developmental crisis of adolescence could be handled, nor coping or resistive strategies were at hand. Furthermore, with adults absent as guiding figures and even accelerated prepandemic challenges the young drawers were left to fend for themselves and express anxiety, loneliness, eco-distress, and a lack of agency independent of the actual restrictions in the Swedish context. Overall findings point to a severe experience of powerlessness and disconnection of these adolescents which could not be compensated by digital spaces. These findings point to the need for a stronger focus on this age group in pandemic times, including counselling, social support and cohesion.

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## **Drawing the covid 19 homeschool**

**Hilde Tørnby**

Associate Professor, OsloMet, Norway

**Ingvill Krogstad Svanes**

Associate Professor,

**Tuva Bjørkvold**

Associate Professor

[Back to schedule](#)

During the Covid 19 lockdown (spring 2020), the ordinary structure of schools changed immensely. From a physical learning space with students and teachers present in a room in a school building, school transferred into a virtual room through the organization of teaching online. In order to understand elementary school children's perceptions of home school more profoundly several students were asked children to write or draw their homeschool, during their homeschooling period. Our research question is: What and how do children draw their homeschool? From a material of 203 student text, we narrow down to texts containing drawings, 43 altogether. We analyzed the texts using visual literacy as our theoretical approach. Our preliminary findings suggests that description of what school entails is dominant in the material, for instance the physical conditions, who the students are with at home and where the children do their work. Furthermore, differences from the ordinary school are prominent, as playing in the garden, being alone and using digital devices all day. We further discuss why so many of the students chose to draw, and how drawing can represent young children's literacy with more direct access to details and specific attention than many can handle in written texts.

## The child as a being who shapes its future

### Potentials of a reconstructive analysis of children's drawings for professional educational practices

**Jirko Piberger**

MA, University of Innsbruck, Institute of Psychosocial Intervention and Communications Research, Austria

**Peter Münte**

Dr, University of Innsbruck, Institute of Psychosocial Intervention and Communications Research, Austria

**Claudia Scheid**

Prof Dr, University of Innsbruck, Institute of Psychosocial Intervention and Communications Research, Austria

[Back to schedule](#)

As a disciplinary commonplace, educational ideas and pedagogic practise revolve around visions of the future of educable subjects. While adults are trusted to anticipate and plan their own future, to act accordingly, and to seek professional help if necessary, it is often believed that the life of children takes place primarily in the present. Time, so the general assumption, is nothing they concern themselves with. Rather, their future is shaped by adults and their institutions.

Based on that premise, professional pedagogy often determines its practices along theoretical and therefore abstract knowledge like development stages. Doing so, biographically relevant aspects as well as the child's agency inevitably are overlooked or recognized too late at best. By focussing on exemplary objective-hermeneutic analyses of a children's drawing, the paper will present a methodological approach to children's inner and reflexive examination of individual crises. We will show that children very well imagine and creatively design their own future, with all the anticipated challenges and fears of a life course shaped by and bound to educational institutions.

Our findings are based on the research project "drawing as a process of formation – constructions of social reality in children's drawings" funded by the Swiss National Font. The project was originally focused on processes of subject-formation of preschoolers in general. Nevertheless, the results are highly fruitful for professional educational practices. With an insight into the interior of the child, its expectations, its visions, and fears, interventional practices can adapt to individual experiences and needs of children. In our presentation we will focus on the finding that in a surprisingly large number of the children's drawings examined, the confrontation and formation of one's own future can be identified as the core theme.

## SESSION 3C BODIES AND BORDERS

### Pushing the boundaries

#### Towards an empirical understanding of children's privacy in preschool

**Josefin Forsberg Koel**

PhD candidate, Stockholm university, Department of child and youth studies, Sverige

[Back to schedule](#)

Through an ethnographic approach and inspired by privacy research, this PhD project in early childhood education and care (ECEC) strives at bringing new insights into the social lives of preschool children. The phenomenon under inquiry is a human right, as well as a goal stated in the Swedish preschool curricular (Lpfö

18, 2018): “integritet”. It is a complex concept -- not easily defined, nor easily translated. It can be described as an umbrella term accommodating values related to privacy and integrity. For instance, “integritet” concerns self-worth, dignity, and inviolability and manifests in social interactions through boundary-drawing, interaction- and information management (e.g. Andersson, 1996; Hansson, 2006; Lundgren, 2018).

In Swedish ECEC, “integritet” is most commonly associated with bodily boundaries, and practiced through sexual abuse prevention. ECEC research tend to take starting point in an adult understanding of “integritet” with abuse prevention in focus (e.g. Eidevald, 2016; Åberg, Hedlin & Johansson, 2020). As crucial as that is, teaching children bodily boundaries does not necessarily cover the preschool’s overall mission of promoting and respecting children’s “integritet”. Questions regarding the meaning of the concept, and in what ways it may be important to preschool children are left unanswered (e.g. Johansson, 2005).

Through an ethnographic approach, this study aims at an empirical understanding of when and how children express “integritet”, and what values are at stake when they do. By participation in children’s everyday life in preschool, data is collected with fieldnotes, audio- and (preliminary) video recordings. Data is analyzed thematically through coding, and theory is applied eclectically within a social constructionist framework.

By uniting the disconnected research areas of privacy and ECEC, the results have the potential to contribute to ECEC research and practice with novel understandings. By filling the concept “children’s integritet” with content that is meaningful to the children themselves, it will describe the issue in more nuanced ways than done to date. Hence, it can raise awareness on the importance of practitioners and policymakers taking children’s perspectives into account when working with children’s rights and value issues in preschool.

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## **Children playing and exercising sexual citizenship in Swedish handbooks for preschool teachers 1970-2021**

**Magdalena Hulth**

PHD-student, Stockholm University, Sverige

[Back to schedule](#)

The aim of this paper is to investigate the construction of preschool children and sexuality in past and present time. The paper empirically investigates handbooks for preschool teachers, published between 1968-2021 in a Swedish context. The construction of preschool children and sexuality is analyzed in relation to sexual citizenship as a concept. Here defined as having the right to be seen as a sexual subject (Weeks 1993) In the handbooks, it is common to describe and frame children’s sexual acts in terms of play, such as: “sexual play”, “to play doctor” and “to play family”. Even though the handbooks describe children’s sexuality as “natural” and “normal”, the sexual acts seem to only gain legitimacy if described as playful. Children’s sexual citizenship can therefore be interpreted as dependent on whether the child acts in line within a discourse regarding an innocent child that have a sexuality in the frame of play. On one hand, this frame gives children opportunity to express and explore their sexuality, and give adults a language that allows to view children as sexual subjects. On the other hand, it conditions children’s sexual citizenship by locating it inside the frame of play.

## Child sexual abuse: conceptual considerations

**Mari Herland**

*Associate professor, VID Specialized University, Norge*

[Back to schedule](#)

Child sexual abuse (CSA) is viewed as a global widespread social and public health problem. For a variety of reasons, children often do not disclose the abuse until they are adults. Despite a greater societal awareness and understanding of the phenomenon of CSA, adults continue to be poorly informed about the behaviour of sexually abused children and the underlying dynamics of such abuse. Additionally, adults' perceptions and beliefs regarding how sexually abused children express themselves typically rely on words, and the children's signals and embodied stories remain unacknowledged and understudied. Hence, the aim of this study is to (re)conceptualise the phenomenon of CSA disclosure, focusing on the embodied and 'muted' narratives of CSA. Qualitative in-depth interviews with Norwegian participants were conducted, applying narrative analysis. The body and bodily resonance reflect something that cannot be expressed through verbal language. According to a relational understanding of agency (Oswell, 2016), individuals' behaviour is always a bodily practice. How people act with their bodies in relation to others is a key factor in people's everyday participation in everyday life (Eßer, 2017), and for the purpose of this study, the body thus contributes insights into the phenomena of CSA disclosure.

### SESSION 3D SYMPOSIUM 2

## Children's and young people's participation and different conditions for participation in the learning communities of the school

### Situated inequality in education

**How to explore children's conditions for participation from the perspective of subjective reasons**

**Maja Røn Larsen**

Lecturer, RUC, Denmark

**& Charlotte Højholt**

Professor, RUC, Denmark

[Back to schedule](#)

Based on an ongoing research-project about "Leisure time pedagogy and situated inequality", we present the theoretical framework for understanding inequality in school as related to concrete social dynamics in the everyday life among both children and different professionals. By empirical examples, we illustrate how inequality relates to social situations and nexuses across children's compound everyday life contexts. Observations of situations in children's everyday school life illustrate how children *together* manoeuvre in double agendas related to social dynamics, academic tasks, collaboration, friendships, competition, conflicts, performance, etc. Including this acknowledgement of the signification of children's access to collaboration with other children points to methodological challenges. These are among other things related to exploring the social

dynamics in communities from the perspectives of the children and to explore social -- structural and historical -- conditions in their concrete meanings to subjects and their everyday life. We will propose the concept of reasons - and not just reasons but what we term 'chains of reasons' as a methodological possibility for exploring structural conditions from the perspectives of the subjects living them. This has significances to how we move within our fieldwork and move our research according to the subjective reasons.

When children's unequal conditions for taking part in school life are explored as 'wicked problems' in the sense that they relate to other problems, we must move our research -- extend it into new contexts. In this way we work analytical and explorative with 'chains of reasons' as pointing to conditions of the problems and guiding the focus of exploration.

In the research project, we conduct participatory observations in the life contexts of the children and in the working contexts of the professionals -- such as meetings, interdisciplinary collaboration and conflicts. Also, we conduct interviews with the involved and arrange research collaboration with the professionals. The theoretical basis for this exploration is a practice and subject oriented critical psychology with a focus on children's development of conduct of everyday life.

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## Studying the Unsaid

### **A methodological discussion on how to study newly arrived children's possibilities of participation in school life when the focus shifts from conversation to bodily orientation**

**Urd Thejl Ploug Skiveren**

PhD Student, RUC, Denmark

[Back to schedule](#)

An increasing number of children move with their parents to live in another country. Upon arriving in Denmark, these children are categorized as 'newly arrived children', whether they migrate because of war, work, or other factors. Since the summer of 2016 a common trend in several municipalities across Denmark has been to close reception classes from grade 0 to 6, enrolling newly arrived children directly in mainstream classes and Danish teaching practices without knowing the language. Yet, while there might be many reasons for doing so -- being it economical, organizational, to promote inclusion or integration -- we have little knowledge of how these children are able to participate in Danish school culture without speaking the local language.

This presentation is based on my PhD project and will present a methodological discussion of how to fill this knowledge gap. With few exceptions, most studies of newly arrived children are either based on interviews or have an analytical focus on conversations e.g., between teachers and newly arrived children. In doing so, they risk overlooking profound aspects of how newly arrived children try to expand their possibilities of participation in the social practices of school life, namely through the way they orient their bodies in the social and material environment.

Ultimately, this paper proposes affordance theory as way to focus on non-language-based expressions of participation in the social and material environment.



## How can we examine unequal conditions in young people's everyday life in school with young people as co-researchers?

**Gry Tybjerg**

Senior Lecturer, Danmark

[Back to schedule](#)

In Denmark there is a political agenda trying to get more young people to graduate an upper secondary education in order to break with social inequality. At the same time, it becomes more difficult to get access to upper secondary education with an increasing focus on grades, and the similar quantity outside the educational system remains. Research points out, that young people out of the upper secondary educational system reflex bad compulsory school experiences as the main factor and argue that compulsory school is a black box for inequality. This raises questions about how we understand inequality and what makes unequal conditions to participate in school?

The PhD project "Young people's unequal possibilities in school's readiness arrangements" investigates this question from a critical psychologist's perspective based on a concept of situated inequality. The project tries to open up the black box from an everyday life perspective and examine concrete conditions for access and participating in the schools' readiness arrangements. The project is an ethnographic inspired fieldwork during two years in two classes with the young people as co-researchers (14-16 years). By participating in the young people's everyday life over time and during many situations, we explore together how unequal conditions for participation develop and transform within the dialectic interplay and conflictual dynamics of the young people's communities and the school agenda.

The focus for the presentation is to discuss how issues of method is at stake and during the research process is recreated, negotiated and situated in a collaboration with the young people in order to create knowledge with and from a youth perspective. Furthermore, the presentation discuss how ethical challenges in making research about inequality in a collaboration with young people are at stake and requires a special attention on the researcher position.

12.00–13.00 Lunch

13.00–13.45 KEYNOTE 3

**PROF. FLORIAN EBER, UNIVERSITÄT OSNABRÜCK**  
Stunt scooters in public urban spaces:  
Children's practices and generational politics

13.45–14.00 Break

**14.00–15.30 PARALLEL SESSIONS 4****SESSION 4A  
WORKSHOP****Everyday life: an epistemological point of entry into children's worlds and experiences?****Liv Mette Gulbrandsen , Sigrid Østensjø, Anita Sundnes, Sissel Seim, Inger Ulleberg**

CHILDLIFE/OsloMet

**Alison Clark**

UCL, discussant

[Back to schedule](#)

Making everyday life a point of entry into studies of and with children and childhoods rests in an understanding of human life processes as contextualized, dynamic and socially interactive. Everyday life may be seen as a buzzword for all the places, the institutions, the relations, the communications, the practices, the ideas, the negotiations and the intentions that are in play in day-to-day activities throughout the life course. This implies a process oriented approach to children's (and other persons') life and holds an interest in the becoming as well as the being aspects of life.

This workshop is part of the ongoing work in the CHILDLIFE research group at OsloMet where central themes of relevance for the group's research and development are addressed in interdisciplinary working groups and shared in an extended scientific society. This workshop supports the work of one of the groups who for a while has approached the question raised in the headline. We will start with a short introduction on the theme, before moving on to involve the participants in the questions posed at the end of the abstract.

Within the framework of everyday life, children's practices and meaning making processes, their learning, health, well-being, development etc. may be studied in various settings, may include different contextual levels from macro to micro, and may embrace a various gallery of social participants.

For many, the framework of everyday life may be taken for granted and considered matter-of-factly. Still, in the various approaches to research and practices, there are numerous cases where the contextualized, dynamic and socially interactive aspects of childhood are less visible.

Employing everyday life as an epistemological point of entry, the aim of this workshop is to involve the participants in discussions of implications for research methodology and professional/interprofessional practices with children and young people:

What (types of other epistemological points of entry) is everyday life as an epistemological point of entry "up against"?

How can one recognize everyday life as the epistemological point of entry?

When is it reasonable to say that everyday life is *not/to a lesser degree* the epistemological point of entry?

## SESSION 4B YOUNG PEOPLE IN RESIDENTIAL CARE

### Youth in residential facilities

“Am I safe?”, “Do I matter?” and “Do you care?”

**Ane Lyckborn Slaatto**

PhD stipendiat, OsloMet, Sverige

[Back to schedule](#)

Being and feeling safe is one of the most fundamental needs of youth in residential care facilities. Despite this, the residential care experience of many youths is marked by a lack of safety. Residential care must provide an environment where youth can feel both calm and safe, so that they can overcome the effects of past abuse, heal, and attend to developmental tasks. The issue of safety is fundamental to relational connection and well-being. It is therefore closely related to the quality of interpersonal connections as only in relationships with others can youth begin to feel safe. The quality of treatment and care received preparing for adult life, is affected by staff behavior toward and communication with youth as well as by the extent to which youth can participate in decisions about their daily lives and futures.

This current study investigated 1) youth perceptions of their safety in residential facilities, 2) youth experiences of participation and predictability in their lives, and 3) youth experiences of and reaction to staff behaviors and attitudes. We conducted a qualitative study with one focus-group interview involving three youths and five individual interviews.

Our findings show that these youths perceive safety as related to their own room and to the people around them. They also indicate that the everyday life of youths can vary: it may be characterized by passivity and by waiting for the start of life or of daily activities, such as school. It also illustrates different aspects of relationships with staff and other youth, youth participation, and feelings and expressions of powerlessness and helplessness. Study participants indicated the importance to them of cooperative relationships and having their perspectives take into consideration by staff. Our findings validate the importance of staff behaviors, communication skills, and attitudes on youth's experiences and expressions. Youth may experience such a facility as more similar to an institution than a home. Staff play an important role in these youths' lives, and their interactions with youth profoundly influences how youth perceive the care they receive.

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## Eating practices as every daylife of young people and as professional practices

### A Study of residential care

**Bettina Rabe**

M.A., Institute of General Education and Social Pedagogy, University of Rostock, Germany

**Vicki Täubig**

Prof. Dr., Institute of General Education and Social Pedagogy, University of Rostock, Germany

[Back to schedule](#)

The research project “Eating Practices of Young People in Residential Care” examines the eating practices of young people living in residential care. In this context, questions of youth studies as well as pedagogical organisational and professional studies are pursued in equal measure: For instance, how the living groups are

formed through “food”, what significance eating practices have for the individual adolescents in the course of identity formation and socialisation, and how eating appears as a pedagogical practice. Eating practices are defined as food procurement, preparation, consumption situation and taste judgement (Warde, 2013). The project focuses on the everyday life of young people aged 12 and over.

The cross-location research project, funded by the German Research Foundation (DFG), is based on a mixed-methods design. Within the framework of our qualitatively oriented sub-project, ethnographic research was conducted in the style of Grounded Theory Methodology. The great diversity of the data material arose because we conducted research during the COVID-19 pandemic and the field could not be accessed. Thus, the young people themselves become the researchers present in the field.

Selected results will be presented in the lecture: Through everyday eating practices, the young people connect and separate their lifeworld contexts, such as living group, family, school/education and peer group. Eating practices in the living group are understood as a community based on rules (e.g. attendance, duration, amount of food). In contrast, the casual eating with the family and peer group as well as own food supplies in the living group are identified as ‘private’ eating practices. The

COVID-19 pandemic changes eating practices: The living group becomes the central eating place, young people experience isolation during quarantines and a ‘new’ flexibility of institutions in organising meals emerges. The professional pedagogical practices in relation to food enable and disable the participation of the young people. Through eating, the young people also come to terms with their own bodies. The body appears as a site of pleasure during enjoyment and at the same time as a site of risk in relation to weight problems.

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## Homework in residential care

**Helena Kliche**

Prof. Dr., University of Trier, Germany

[Back to schedule](#)

The lecture is dedicated to the results of an ethnographic project on the social practice of homework processing in residential care. Empirical findings on this are important with regard to (inter)nationally identified educational disadvantages of young people in residential care.

The completion of homework after lessons is part of school attendance for German pupils. Up to now, the focus of academic attention has mainly been on the completion of homework in families, but not on young people who grow up in residential care.

Following Pierre Bourdieu, the project focuses on the social practice of doing homework. Therefore the temporal and spatial location of homework as well as the school-related practices of the professionals and the adolescents come into view. The data basis is a total of one year of participant observation in two residential care groups, expanded by group discussions with the professionals and expert interviews with management staff. Although the challenges associated with ethnography in the home context will be addressed in the lecture, the findings on the (re)production of educational inequality in residential care are set centrally.

The results show that in order for homework to be an integral part of everyday life at home, the adolescents’ rooms are equipped with school-specific artefacts such as a desk or -chair. Such artefacts are also found in privileged families and enable the adolescents to deal with homework independently. Beyond that an orientation of residential care towards the expectations of the school is revealed.

Additionally the professionals are also involved in the homework process. Support and control are two central practices, which are intended to ensure that the tasks are completed correctly and properly. This shows, that homework in residential groups not only serves to practise and repeat school-related content, but also to establish a (better) fit between the children and adolescents and school. Thus, in addition to the incorporation of the relevance of homework on the further course of life, the internalisation of a behaviour demanded at school is also aimed at by the professionals. Nevertheless, the results also show that homework in residential care experiences (re)producing educational inequality due to insufficient digital, didactic and personnel resources.

## SESSION 4C CHILDREN IN AESTHETIC AND CREATIVE PRACTICES

### In the Big Black Pot

#### Encounters with Art in School-Classes for Children with Special Needs

**Henriette Blomgren**

Ph.D, Senior Lecturer, VIA University College, Pædagoguddannelsen Aarhus, Danmark

[Back to schedule](#)

This presentation is about encounters with art as drama/theater-aesthetic-processes involving children (around 10-12 years old), pedagogues, and artists. The children are diagnosed with ADHD and autism and attend special classes within the Danish school system. The research project is still in progress (runs from November 2021 to December 2022) and is framed as accompanying research (Christensen et al., 2016). It links to a larger Danish project *Grib Engagemtet* (Grab the Engagement) and is in close collaboration with *Børnekulturhuset i Aarhus* (The House of Children's Culture in Aarhus, Denmark). The research aims at creating knowledge about the children's engagement and well becoming in encounters with art as drama/theater-aesthetic processes and the values of professional, interprofessional, and aesthetic practices involving children, pedagogue and artists.

The theoretical framework enhances encounters with art as aesthetic and playful processes, which are subtle and negotiating practices involving sensitive attentions towards others and surroundings (Blomgren, 2019). The practices and interactions are furthermore approached as *sympoiesis* -- to create interactions and imaginative worlds through narratives and body (Hovik, 2019). Finally, I approach children's well becoming as a relational- and situated matter developed in and through social practices (Seland et al, 2015).

The research takes place within a qualitative paradigm, creating qualitative empirical material. The methods used are fieldwork and participation in reflective workshops with the professionals, and creation of fieldnotes and interviews. Maybe the fieldwork will involve video recordings for use in the reflective workshops, but it requires further informal consent from the children and the professionals. I have some ethical considerations about this -- maybe the children will feel too exposed?

Due to the research in progress, the analysis and findings are still in the making. To be thrown in *the big black pot* is a metaphor used by one of the pedagogues, who values the drama/theater-aesthetic processes as a way to get the children to be in unpredictable situations and learn to navigate from internal controls (instead of external and adult created controls). Is this also the case for the pedagogues and artists?

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## To plan for the unplanned – about physical prerequisites for creativity

**Sofia Eriksson Bergström**

Fil.Dr, Mid Sweden University, Sweden

[Back to schedule](#)

This presentation sets out to discuss physical prerequisites for creativity. Creativity has come to be regarded as one of the most valuable attributes a person can have, at least in today's Western societies. Beghetto and Kaufmann (2014) argued that educators need to understand the physical environment as a component that influences creativity, and it is of great importance to understand how learning environments should be designed and planned to create the conditions for creativity. Even if human creativity is resilient, certain conditions can suppress or expand it. The presentation reports a study that builds on and incorporates material from a Swedish project called Entrepreneurship Liminal space, Creativity, and Understanding. It covers analysis from interviews and video observations from two different environments especially planned for creativity. The reason for choosing two non-traditional educational environments was in the interest of being able to crystallize physical aspects of creativity, thereby requiring two environments that are specifically stated to stimulate creativity. On the other hand, the view of the school as an arena for learning is becoming increasingly questioned and problematized. Where learning should take place and with which resources, are areas that today are not obviously given (Selander 2017). For example, with this change, museums and science centres are more and more being regarded as places for learning.

Theoretically the paper highlights the theory of affordances though an underlying theoretical intention is the way of regarding children as agents. Fundamental in the theoretical framework is to consider human actions as mediated and not separated from the milieu in which they are carried out. Most significantly this study contributes to the development of knowledge and understanding about how educators in schools, museums, and other educational institutions can create prerequisites for creativity. The presentation aims to highlight and discuss the challenge of balancing clearly formulated learning objects with children's agency, with their creative ability to perceive affordances that stimulate productive acts although there is a clear learning object.

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## Designing for the children quality of life (QOL)

**Mahnām Monfared**

Master of industrial design, School of architecture and urban studies, IUST University, Farjam, Tehran, Iran

[Back to schedule](#)

Improving children quality of life has always been researched and studied by experts in various fields to invest for the next generation and have a healthy and happy society. According to research by the EMGO Health Research Institute, children quality of life is defined in three areas: health-related QOL (HRQOL), social indicators, and subjective wellbeing (SWB). Meanwhile, now, social indicators focus on the strengths of each child's life, namely cultivating positive assets and relationships, beliefs, morals, behaviors, and

capacities, to provide the resources they need for successful growth throughout life. Providing these required resources has always been the focus of designers. In the coronavirus pandemic era, the problem we are facing is social constraints. Children spend most stages of their development at home. Moreover, communication with society is through the virtual world, which affects social relations, participation, safety, healthy behaviors, and other mentioned social indicators. On the other hand, design thinking has been introduced as an analytical process that by understanding the user, challenging the problem and redefining it, and offering innovative solutions. So the question that arises is whether design thinking has been able to help the issue of improving children's life by considering social indicators? Or are there any neglected criteria in the design process to review children's quality of life?

The method of this research is descriptive-analytical. In the first step, the theoretical and description of social indicators and design thinking are discussed. Then, the views and attitudes of experts and researchers regarding the approaches to children's social indicators, the impact of that on increasing children's physical and mental health, and the issue of design in this area have been studied and analyzed. Results of the analysis from the first and second phases indicates that involvement of play values in the design process is more effective in helping effective design to improve the children's quality of life in comparison to other criteria. Play is a common human experience that contains values such as respect, empathy, honesty, etc., which are vital in the development of children's social and individual skills. The critical vision of design thinking on improving the quality of life of children with a focus on play values can be one of the most effective ways to develop and strengthen social indicators. Presenting this model to organizations that work in the field of children's education and health will set an innovative way for them.

**Key words:** QOL, design thinking, play design, kids, health

## SESSION 4D INTERPROFESSIONAL COLLABORATION

### Kindergarten as a learning arena – for children and for physiotherapy students

#### Description of a practice project at the physiotherapy education at OsloMet.

#### Runa Kalleson

Associate Professor, Norway

Co-authors: Kirsti Riiser, Silje Stensrud, Hilde Lund Kordahl, Solveig Veshovda

[Back to schedule](#)

**Background:** Knowledge of the body, movements and activities is central to physiotherapy education. Students at Oslo Metropolitan University must already in the first year of their education acquire knowledge about children's development, learning and motor control. For children aged 1-6 years, the kindergarten represents a pivotal arena in everyday life that facilitates development, learning and experiences of mastery and joy through play and other activities. Kindergarten practice thus constitutes a valuable learning arena for physiotherapy students, with opportunities to observe children in activity, play and interaction with other children and adults. Students' direct observations of children in activities have the potential to aggregate data for research projects on children's development and learning where students are involved as co-researchers.

**Purpose:** The purpose of the practice project is to 1) present the students to the kindergarten as a central learning context for young children, 2) introduce the students to opportunities for cross-sectoral collaboration with an educational institution, and 3) facilitate student participation in a research project.

**Implementation:** The practice period is implemented in the first year of the bachelor's program in physiotherapy and extends over two days. The students are given specific observation tasks relating to lectures given on children's motor development and learning. The observations are entered into a shared database, and the data are analyzed and interpreted in the light of theory at follow-up seminars. Results and discussions from the seminars will be summarized and disseminated back to the participating kindergartens. The students' experiences of participating in the project will subsequently be explored using a questionnaire, and results will be presented in an academic paper with volunteer students as co-authors.

**Expected results:** The students' observations in the kindergarten will constitute data material about children's everyday activities that enable further analyzes and discussions of findings against theory. Student evaluations of the project will provide direction for future collaboration with cross-sectoral partners and add knowledge about research-led projects and courses.

**Conclusion:** Student practice in kindergartens represent a unique opportunity to facilitate learning about children's development and at the same time provide students with experiences of cross-sectoral collaboration and real-life research.

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## Context- or conceptualization?

### Examining interprofessional collaboration about children in difficulties in school

**Christoffer Granhøj Borring**

PhD student, Denmark

[Back to schedule](#)

The point of departure for this paper is the tendency to move collaboration between school professionals and professionals at Educational Psychological Counselling (In Denmark termed PPR - Pædagogisk Psykologisk Rådgivning) out of the meeting rooms and into the classrooms. The paper discuss how this tendency can be conceived as a new way of dealing with historical challenges of individualizing difficulties in school. In a historical perspective, school/educational psychologist (PPR) services have focused on individual assessment and consultation. These approaches have continuously been criticized for relying on simplistic understandings of school problems, and there has been an ongoing request for greater involvement of contextual aspects of children's difficulties at school. However, it seems, both historical and currently, that there are different understandings of how contextual aspects are understood and brought into the collaboration between school professionals and school/educational psychologists. The so called 'practice near' turn in school can be conceived as attempts to transcend historical problems in school psychology. Inspired by critical psychology and social practice theory (Axel, 2011; Kousholt & Højholt, 2020; Lave, 2019; Røn Larsen, 2011), I will show and discuss, how this form of collaboration often depart in and is structured by different concepts and programs such as co-teaching, Forum theatre or learning environment models. If the practice-near approach is to avoid reproducing historical traditions of individualizing school problems, the interprofessional collaboration should not only be moved closer to practice with predefined ways of collaborating. Instead we must actively explore the conditions in children and school professionals' everyday life that contributes to the fact that difficulties in schools still often are linked to inadequacies of individuals.

The paper is a part of a PhD-project that investigates interprofessional collaboration in school, when Educational Psychological Counselling (PPR) is involved for the purpose of supporting teachers and pedagogues in their work with the development of inclusive learning communities.

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## Students' negotiations of relevance in an IPE- programme concerning children and young people

**Kaja Braathen**

MA, Oslo Metropolitan University, Norway

[Back to schedule](#)

This paper presents results from a study researching students' learning in an educational project supporting students' competencies in interprofessional collaboration about and with children (0-18). In modern welfare states as Norway various public services and professional practitioners are involved in children's lives. For decades, it has, however, been pointed to the lack of interprofessional collaboration in services for children and families. *Interprofessional Interaction with Children and Youth* (INTERACT) is an interprofessional educational program (IPE) involving undergraduate students from study programs within and across education, health and social/child welfare at Oslo Metropolitan university.

In interprofessional education students are expected to "learn with, from and about each other" to improve collaboration, and better provision of services ([Statement of Purpose CAIPE 2016](#)). This accentuates the social dimension of the learning setting. Students participating in INTERACT are interacting in interprofessional groups of 6–10 students for 1–2 days each time. Through casework, the students are encouraged to explore different professional practices and establish common ground. The students accordingly enter the interprofessional learning setting with manifold personal and professional backgrounds.

In this paper I will present results of one part of an interview-study (N=15) exploring students' meaning making processes in INTERACT. In the field of IPE there is a demand for more qualitative and mixed- methods research exploring the processes involved in IPE to understand its "whys" and "hows" (Lawn 2016). This paper contributes by presenting research exploring processes by which students participating in INTERACT negotiate their positions and the relevance of their emerging professional knowledge in the groups. I will also draw some pedagogical implications of these results.

15.30–16.00 Break with refreshments

**16.00–17.30 PARALLEL SESSIONS 5****SESSION 5A  
ORGANISING AND CONCEPTUALIZING CARE****Critical and reflexive perspectives on the concepts of care and child maltreatment within the context of Norwegian Child Welfare Services****Margrete Aadnanes**

Associate Professor, VID Specialized University, Norge

[Back to schedule](#)

This paper will present preliminary analysis of how notions of *care* and *child maltreatment* are expressed child welfare curriculum. The study of which this paper is a part of, aims to investigate and analyse understandings and conceptualizations of *care* and *child maltreatment* within the Norwegian Child Welfare context, as these are central phenomena in child welfare work. The understanding of what constitutes child maltreatment is dependent on the definition of care. And the understanding of caring for children, what it entails and what is considered *good* care, will be influenced by cultural, societal and political features of the context. Child welfare work is not isolated or carried out within a vacuum. Rather, it represents cultural and social norms and values. Norway is what we can call a child centred society, which means that we emphasize heavily children's rights and that we aim to facilitate what we, as a society, considers a good childhood. The welfare state aims to facilitate the best possible conditions for growing up and achieving a healthy development. Such conditions are important for our understandings of good care for children.

Being a society with high levels of welfare among the population, and many citizens belong to the middle class, our expectations, and perhaps taken for granted views on what good care for children is, are high. The aim of this study is to investigate and critically analyse understandings and conceptualizations of the phenomena of care and maltreatment as it is expressed in child welfare curriculum and in interviews with child welfare workers. I intend to analyse these understandings within the framework of a wider context -- that is -- within the social, cultural and political context the Norwegian Child Welfare Service (CWS) is embedded in. Thus, I will explore whether and how these understandings represent not only professional and research-based knowledge, but also carries notions represented in the wider context. Such knowledge and research are important to the child welfare practice field, as professionals in CWS need analytical and reflexive knowledge to aid them in the very complex work of conceptualizing and assessing children's care situation.

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**Complexities and dilemmas of organizing care to children in a public care context****The possibilities of a flexible care arrangement combining residential care and foster care.****Inger-Lise Negård**

PhD candidate/ Assistant professor, VID specialized university, Oslo, Norge

[Back to schedule](#)

One of the main aims of child welfare authorities is to provide children in care a safe and good upbringing in a stable environment. Previous research from several countries shows that a large proportion of children in public care experience a shifting life, moving from one care arrangement to another. Experience of recurring moves

leaves children in care with stressful childhood conditions which could increase their marginal position and reduce their opportunities in a life course perspective. Across studies, children's behavioral problems are emphasized as the main factor causing instability in care and children exposed to multiple moves. The child's problems either become too extensive to cope within a family system or exceed the suitability of the residential facility and its target group. Challenges need to be examined yet centering merely on the child and the child's behavior, could lead to individualize problems and limit the understanding of the complex phenomenon care, stability and disruptions are.

This presentation is part of my PhD and explores a Norwegian long-term care arrangement that offers a combination of residential care *and* foster care to children aged 2-18 and employ theoretical perspectives emphasizing children's actions and well-being as inextricable interlink with their carers conditions to care and the broader context in which children and carers are a part. In a previous article of this care arrangement, based on children and young people's perspectives, unexpected opportunities to i.a. social inclusion, lasting friendship, and belonging arose. In this presentation the focus is on the carer's perspectives and conditions to organize care. Drawing on empirical examples from fieldwork and interviews with carers holding different positions in this care arrangement, various aspects, and complexities of organizing care will be discussed. Care is analyzed as social and cultural shared practices (Rogoff, 2003, Singer, 1993) and contradictory (Axel, 2011, Højholt & Kousholt, 2020). This understanding of care allows for contextualized analyses of what it mean and takes to organize, as collaborative practices, and to examine obstacle and constraints beyond individualized explanations and instead how issues are dealt with and relates to broader contexts of meaning including societal and political features of the context. Analyses of the empirical data points to that this care arrangement, provides flexibility and examples of how organizational dimensions support the carers and enable sustainability in care.

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## **A continuous weighing of considerations**

### **Understanding parents' care-giving in the light of everyday life and social context**

**Anita Sundnes**

Associate professor, Department of Social Work, Child Welfare and Social Policy, Norway

[Back to schedule](#)

When social workers assess parents' care-giving, they must take a wide variety of parenting conditions into account, such as socioeconomic resources, cultural affiliations and health status. How can social workers understand parents' care-giving in ways that are sensitive to social context? The paper suggests paying attention to what parents take into consideration in their care-giving, and presents a conceptual framework to support such an inquiry. The starting point is two empirical articles about care-giving for young children in families that were not in contact with the child welfare service, but represented diversity in ordinary family life. The families' everyday lives were studied in detail, and the analyzes were about the parents' descriptions of concrete care-giving practices and reflections on what they did. The results showed that parents a) not only take the needs of their child into account, but continuously weigh their practices against several other considerations, where both they themselves, other family members, and other people in their everyday life are included, and b) balance between what works here and now and considerations that lie ahead in time. The paper discusses how this conceptual framework can be useful for social workers in dialogue and collaboration with parents.

**SESSION 5B**  
**CHILDREN'S TRANSITIONS AND COMMUNITIES****The value of friends and collective strategies in children's everyday lives****Meaningful leisure time in Swedish School-Age EduCare****Karin Lager**

Ph. Dr., Sverige

**Jan Gustafsson-Nyckel**

Professor, ph. dr., Sweden

[Back to schedule](#)

The aim of this paper is to investigate how children perceive and experience their opportunities to create meaningful leisure time during their time spent in Swedish School-Age EduCare. In Sweden, care for school-aged children is combined with educational intentions in line with societal objectives of family-, social-, equality- and work-related intentions since the 1960-ies. More than 85 percent of all Swedish children between the ages of 6-9 years attends those settings before and after school, and during school holidays. These settings though are constrained because of economic cuts and poor working conditions, which jeopardize children's opportunities to a meaningful everyday life. In this paper, we investigate children's perspectives on meaningful leisure time through interviews with 170 children years in 45 groups. As an analysing tool, we use theory of structuration to analyse children's agency in relation to structure to highlight how children's opportunities are connected to the socio-material structure. To extend our understanding of what meaningful leisure time can be we have chosen to use a philosophical perspective of meaningfulness by Wolf (2010) who believes that meaningfulness and meaning involves both subjective and objective elements, which are inextricably linked. The findings are presented as four different themes: *Meaningful leisure time in collective practices*, *Shared meaningful leisure time in normative practices*, *Struggle for meaning in individual practices* and *Lack of affordance in meaningless practices*. These themes all visualize, in different ways, how children's opportunities to create a meaningful leisure time is challenged. Children's meaningful leisure time is structured through routines, time, and space, socio-material conditions within the external structure of SAEC daily practice. The external structural dismantling of Swedish SAEC has been revealed for a long time. It is through their internal structures that children within the investigated SAEC institutions develop strategies for dealing with the external structures that are part of the structuring of the everyday practices. In these practices children use both individual and collective strategies as well as resistance to create meaningful leisure time. In addition, the study also shows that the children's most important resource in school-age educare is their friends through a collective organization.

Keywords: School-age educare, children's perspectives, meaningful leisure time, agency, structuration

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## Transition's space in infants' transition from home to ECEC

**Yaiza Lucas Revilla**

Master of Arts, Jyväskylä University, Finland

**Raija Raittila**

University lecturer, PhD, Jyväskylä University, Finland

**Niina Rutanen**

Professor, Jyväskylä University, Finland

[Back to schedule](#)

The aim of this presentation is to discuss how space constructs and is constructed within young children's transition from home to early childhood education and care (ECEC). Educational transitions are relational processes embedded in a network of relational, temporal and material constituents that contribute to infants' experiences and transition process. Smooth educational transitions, which create positive experiences, play a key role in children's involvement in ECEC. Following a data driven design, this research investigates how transition's space constructs and is constructed in infants' transition from home to ECEC. During the transition period newcomers and others are active in constructing the transition's space. Scrutinizing these construction processes sheds light on actors' positions within institutional space offering new lenses to explore the transition process. This research's data is part of a longitudinal study of educational transitions to and within ECEC (Trace in ECEC project, Academy of Finland, University of Jyväskylä). The data, collected in five ECEC centers, focuses on five children of 1 to 1.5 years of age when they started in ECEC. This research follows ethical principles and good scientific conduct (Finnish National Advisory Board on Research Ethics). The project has been approved by the ethics committee of University of Jyväskylä. We argue that furthering our understanding of transition's space is necessary for developing pedagogies that support every child.

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## Maintaining Power

### Approaching Children's Communities in Kindergarten

**Arild Julius Østrem**

PhD Student, OsloMet – Oslo Metropolitan University, Norway

[Back to schedule](#)

The purpose of this study is to explore the strategies utilized by, and available to, preschool teachers in Norway, working in culturally diverse regions to create and strengthen the communities between the children. As a part of my ongoing PhD research, this study is based on semi-structured interviews with nine preschool teachers working in kindergartens in a region of Norway where a large proportion of the population consists of migrants. The analysis of this material was conducted with a hermeneutical approach. All participants gave consent based on an information sheet prior to the interviews and were given the choice to withdraw from the study at any time. All statements are anonymized. Charlotte Palludan (2007) has shown that subtle ways of communicating in diverse kindergarten exclude children without the same experience as the majority, and minoritized children are more often met with a teaching tone, that may lead to them being excluded. However migrant children may lack the skills and competences required to participate, making a teaching tone a temporary necessity (Sadownik, 2018). In this study, I draw on Hannah Arendt's concept of power, as a self-sufficient, temporary, and domain-specific relation within human life (1961; 1996; 2017). The findings demonstrate that preschool

teachers use a wide variety of strategies to support the creation and maintenance of communities between the children. I argue that these strategies can be viewed as belonging to different parts of human life.

Keywords: Community; Multicultural; Kindergarten; Arendt; Interviews

## SESSION 5C COLLABORATION BETWEEN PROFESSIONALS AND PARENTS

### Kindergarten teachers' psychosocial support in Norway and Palestine

**Ingrid Christensen Associate Professor**

Dr. Ingrid Christensen, Dr. Basel Khodary, Dr. Sanaa Abou-Dagga, Dr. Shawqi Raji, Dr. Susan Lyden

[Back to schedule](#)

This study explores kindergarten teachers' psychosocial support to kindergarten children collected throughout the pandemic in Palestine and Norway through the Norpart Palestine project (2018-10166) (Hebron University and Islamic University of Gaza) and Norway (University of South-Eastern Norway).

The global challenge of providing psychosocial support towards children is increasingly acknowledged. The benefits of psychosocial support in education are widely agreed upon (UNESCO, 2020; Ragnarsson et al., 2020). The Covid-19 situation has illuminated the role of education for the mental health of children. Despite acknowledging the significance of education, the health sector is overrepresented in providing psychosocial support interventions, also in school (Haroz, et al., 2020). Therefore, the current qualitative case study aims to explore and map the concepts and the conditions for providing psychosocial support in kindergarten across two vastly different countries, Palestine and Norway. However, the responses given through the Covid-19 situation highlighted a shared global challenge across the two different countries and provides a sensitizing insight on the expertise of kindergarten teachers and their role for promoting psychosocial support in general.

Data from 26 participants (10 from Gaza, 10 from Hebron and 6 from Norway) were collected in qualitative semi-structured interviews during the Covid-19 pandemic (Fall 2020). Despite vastly different contexts, the analysis shows some important common contributions by kindergarten teachers to the field of psychosocial support: 1) The value of a professional spending time with children, leaving space for thorough observation of each child, and opening for the initiatives and the agency of the child 2) Holistic knowledge of the child, seeing the social, cognitive, physical and emotional development as complex and interdependent aspects of health. 3) The kindergarten and its under-estimated value as a possible coordinator between different significant care-givers and professional services. The study calls out for developing the kindergarten teachers' perspective in further development of psychosocial support, both as a field, and in the existing programs for psychosocial support.

## Nature and outdoor education in Norway

### Parental cooperation or parental adaptation with minority parents?

**Katrine Giæver**

Associate Professor, Oslo Metropolitan University, Norway

**Marcela Montserrat Fonseca Bustos**

Assistant Professor, Oslo Metropolitan University, Norway

**Anne-Linn Bang**

Master student, Oslo Metropolitan University, Norway

**Usma Ahmed**

Master student, Oslo Metropolitan University, Norway

[Back to schedule](#)

Traditionally, outdoor activities, regardless of the weather and temperature, have been considered important in Norwegian preschools. However, research indicates that a significant share of multicultural parents is sceptical of Norwegian preschools' attitudes toward outdoor life (Djuve & Pettersen 1998; Adland & Kaasa, 2010; Krangle & Øian, 2017). Considering this former research, we have interviewed four preschool parents with minority backgrounds about how they and their children relate to the Norwegian values concerning outdoor activities. In the light of Bourdieu's (1995) perspectives, we found that even though the parents were familiar with various ways of practicing outdoor activities from their home country, their habitus did not necessarily correspond with dominating practices related to values concerning outdoor education in the kindergarten. Yet, they seem to practice a way of cultural obedience, which give them access to participate equally in dialogues with the practitioners. This obedience might be interpreted by practitioners as shared values. In this presentation we discuss if minority parent's adjustment to preschool practices can be read as parental obedience, and whether the parents are adapting to the kindergartens practice by accepting rather than acknowledging the legitimate culture.

## Socio-spatial approach to transitions within ECEC

**Kaisa Harju**

Doctoral researcher, University of Jyväskylä, Finland

**Niina Rutanen**

Professor, University of Jyväskylä, Finland

**Mari Vuorisalo**

Post doc researcher, University of Jyväskylä, Finland

[Back to schedule](#)

There has been growing interest in transitions in policy and in research during the last decade. Transition to school has been a central focus for many researchers but earlier transitions have remained in margins, especially transitions that children encounter during their years in and through early childhood education and care institutions. To fill this gap, this study takes closer look to these transitions that are constructing children's learning journeys within ECEC in Finland. In general children have transitions from one group or center to another during their years in ECEC (Finnish National Core Curriculum 2018) but various policies, practices and alignments in different municipalities and centers are linked to constructing transitions.

Educational transition is quite often defined as a process of moving from one setting to another (Fabian 2007). This study scrutinizes children's ECEC transitions from the perspective re-organizations of the children's lived daily ECEC life with theories of relational space (for example Lefebvre, Löw, Massey). Then the main idea is that ECEC setting/environment is constructing in diverse relations and transition is seen as a multi-layered change process. This study is an independent sub-study of Finnish research project Trace in ECEC that is funded by Academy of Finland (2019–2023). This project is tracing ECEC transitions and paths of five focus children from the first day in ECEC until transition to preprimary education.

So far, in collaboration with educators we have identified 17 transitions for our focus children after their first entrance to ECEC. Based on our preliminary analysis of the interviews of educators and parents, fieldnotes and observations, in this presentation we argue theoretically, that relational socio-spatial perspective is helpful tool when we want to identify transitions from the child's perspective. We focus on case examples that illustrate changes in children's daily ECEC environment that are transitions from the socio-spatial perspective even they may remain hidden or unidentified when scrutinizing transitions from the structural point of view.

**19.00** Conference dinner (Not included in the conference fee)



WEDNESDAY 21 SEPTEMBER

08:30 – 09:00 Coffee and light refreshment

09.00–09.45 KEYNOTE 4

**PROF. ANN PHOENIX, UNIVERSITY COLLEGE LONDON:**

Is home 'where we start from'? Holistic views of children's lives

09.45–10.00 Break

10.00–11.30 PARALLEL SESSIONS 6

**SESSION 6A  
DEMOCRATIC PRACTICES I:  
RETHINKING EVERYDAY PRACTICES AT HOME, IN SCHOOL AND KINDERGARTEN**

## Exploring children's views of educators in preschool

**Nils Eriksson**

PhD Student, Sweden

[Back to schedule](#)

The aim of this study is to analyze and interpret children's views of educators in two Swedish municipal preschools. Earlier research has shown that children in preschool are capable of providing valuable information of educators (Rodríguez-Carrillo et al., 2020; White, 2016). The theoretical framework for this study draws upon a social constructivist perspective (Dahlberg et al., 2014) and a lifeworld perspective (Johansson, 2003). These perspectives can help clarify children's views of educators and the different modes of expression that children use to communicate their views (Dahlberg et al., 2014; Johansson, 2003). The methodology of this study is based upon an ethnographic and qualitative case study design (Creswell & Creswell, 2018). Furthermore, the mosaic approach is applied in order to invite the children to be active participants through various data collection methods (Clark, 2017). In this study, these data collection methods include participant observations through audiovisual recordings and child conversations, in relation to roleplay and making of drawings (Clark, 2017). The analysis was conducted through a qualitative content analysis (Cohen et al., 2018). A total number of 18 children and 6 educators from two different preschools participated in the study. With regard to ethical considerations, information sheets and consent forms were provided to the preschool staff and children's legal guardians. Informed consent was provided and negotiated with the children throughout the research process. All adult and child participants were pseudonymized and informed that they could withdraw from the study at any time. Preliminary findings demonstrate that the children in this study view educators as caring and

supportive. A view of educators as playful can also be indicated. Moreover, preliminary results also show that the children in this study view educators as busy and controlling. The findings from this study may imply critical reflections among educators with regard to how preschool practice and educator-child relationships can be enhanced based on children's perspectives (see for example Lund et al., 2016; White, 2016).

Keywords: children's views, preschool educators, participant observations, mosaic approach

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## Ryddetid!

### Tidying up as a democratic practice in kindergartens

**Marcela Montserrat Fonseca Bustos**

Assistant professor, Norway

**Johanne Ilje-Lien**

Associate Professor, OsloMet - Oslo Metropolitan University, Norway

[Back to schedule](#)

Norwegian ECEC is, together with the Nordic countries, based on a holistic social pedagogical approach with free play as a central part, where education for democracy is conceptualized as a key element in the education of young children. In this paper we will discuss how kindergarten teachers in Norway can critically examine their own practice with the children, re-thinking adult-child relationships and participation.

The empirical material in this article is written narratives from kindergarten teachers thematizing "ryddetid". To analyze the empirical material, we play with perspectives from Julia Kristeva (1941-) and Jacques Derrida (1930-2004), as points of rotation for our philosophical ponderings (Waterhouse, 2021). Using philosophical concepts as a method is described by Arndt (2017) as a way of imagining a future.

Before tidying up it's time to play! Kristeva is invited to play, offering an investigation into tidying up as a conflict between different temporalities, logics and desires. In line with Kristeva's thinking we are positioning the kindergarten teacher as a dissident, balancing between bodily ruptures of desire on one side, and societies norms and structures on the other. We also invite Derrida to play, bringing his concepts event and repetition to the table. Tidying up can be understood as antinomic and contradictory; as repetition, it happens every day and follow predictable structures. But at the same time tidying up is also a unique event, which always already opens for unforeseeable opportunities, as democracy to come. Thinking with these narratives and philosophers, we became intrigued by the in between spaces, and heterogeneous passages that we understand tidying up as always already a part of. Inspired by Kristeva and Derrida we rethink the concepts *mother tongue*, *monoligualism* and *multilingualism*, and play with them together with the stories from the kindergarten teachers. Pondering philosophically, rotating with, between and around concepts and stories, we tidy up to imagine children's lives and professional practices as democratic practices to come.

#### References:

Arndt, S. (2017). (Un)becoming data through philosophical thought processes of pasts, presents and futures In M. Koro-Ljungberg, T. Löytönen, & M. Tesar (Eds.), *Disrupting data in qualitative inquiry: entanglements with the post-critical and post-anthropocentric* (pp. 91-102). Peter Lang.

Waterhouse, A.-H. L. (2021). *Materialpoetiske øyeblikk. En a-r-t-ografisk studie av små barns eksperimentelle materialprosesser i barnehagen* [Doctoral thesis, University of South-Eastern Norway]. Notodden.

<https://hdl.handle.net/11250/2758549>

## Wish tree as a tool for enhancing children's participation in the Finnish ECEC

### Eija Sevon

senior researcher, University of Jyväskylä, Finland

### Merja Koivula

senior lecturer, University of Jyväskylä, Finland

### Marleena Mustola

senior lecturer, University of Jyväskylä, Finland

[Back to schedule](#)

In the Finnish context, taking children's views into account and enabling children's participation are significant aims and the core functions in ECEC. Participation is seen as one of the key objectives of pedagogical activities in ECEC and is relevant not only for high-quality early childhood education but for the overall well-being of children. Nevertheless, professionals in ECEC often find the realisation of children's participation difficult in the daily lives of the child groups.

In the presentation, we will introduce the *Enhancing emotion skills and participation in ECEC* (TUIKKU) project, which utilises and integrates early childhood education research, childhood studies, and research traditions in developmental psychology to enhance children's social-emotional learning and participation, and to prevent bullying in ECEC. The TUIKKU project aims to pilot and develop a research-based approach to enhance children's emotional, social, and interaction skills and their participation in early childhood education and preschool. The TUIKKU programme piloted in spring term 2022 is titled the TUIKKU adventure. At the same time, the effectiveness and meanings of the TUIKKU adventure are explored with a multi-informant and multimethod approach.

Altogether, 25 ECEC groups are involved in the TUIKKU adventure. The data collection includes pre and post surveys, a mobile diary, and interviews for adults (parents and personnel), but also data sets with child participants. An important aim is to listen to children's perspectives on how to enhance their socio-emotional wellbeing, and participation in ECEC. We utilise multi-informant video-cued interviews with children, collect children's drawings about their pleasant and wretched day in ECEC, conduct interviews based on their selfies, and also collect for analysis pedagogical documentation regarding diverse tasks during the TUIKKU adventure.

One of the methods aiming to enhance children's participation is a wish tree. Children in assorted ECEC groups have begun to construct a wish tree of their own. The wishes in the tree are to be further discussed, worked and agreed on in children's meetings in ECEC groups. In the presentation, we will introduce the children's wishes, and whether and how the wish tree accompanied with the children's meeting has enhanced children's possibilities of participation in ECEC.

**SESSION 6B**  
**PERSPECTIVES ON CHILDREN'S EMOTIONS AND WELL-BEING****Childlife and pain of life in the school?****Reflections on a repressed topic in educational contexts****Henrik Holm**

Associate Professor, OsloMet, Faculty of Technology, Art and Design, Department of Art, Design and Drama, NO

**Lise Lotte Ågedal**

Associate Professor, Faculty of Education and International Studies Department of Early Childhood Education Head of Studies, NO

[Back to schedule](#)

In a solution-focused society, one has usually a pragmatic attitude to pain and suffering. There is a lot of good intentions in this. In today's school, for example, there are good schemes to help children when pain and suffering occur in their lives. It can be pain related to learning, socialization or mental health. The starting point for our project is the idea that life itself is painful. No area in life is deprived of being confronted with pain. The question we want to discuss is whether every child's schooling is a kind of suffering story. This question is intended as a philosophical perspective on childlife. We will reflect on what children's schooling looks like from a pessimistic view on life. There is a lack on pedagogical research on existential pain of life from a pessimistic point of view. To justify this pessimistic perspective on life, we will proceed from Arthur Schopenhauer's tragic view of life in "The World as Will and Representation". After we have established this theoretical framework based on Schopenhauer, we will go into pedagogical areas related to our pessimistic view: How can the teacher meet the child's existential pain of life? How can the teacher be aware of it? When we reflect on these questions, we will present our thesis that seeing the child's pain of life requires a very special form of momentary competence on the part of the teacher. The teacher must be able to see and take part in the child's pain of life by feeling it for himself or herself. How can the teaching adapt to the children's pain of life? The teacher's existential work with its empathic ability creates the opportunities for children to learn to empathize with the suffering of others. Schopenhauer's concept of compassion is central here. When we speak about children, we will concentrate on what we would like to call "the silent children": How can the teacher meet their suffering?

# Facilitating group-based self-management for young people with long-term health challenges

## A qualitative study on the perspective of health professionals

**Mette Haaland-Øverby**

MA (Ph.d. candidate OsloMET), Nasjonal kompetansetjeneste for læring og mestring innen helse (NK LMH), Oslo, Norway

**Dagmara Bossy**

Researcher II (Ph.D), Nova, Norway

**Nina Helen Mjøsund**

Ph.D., konstituert forskningssjef, klinikk for psykisk helse og rus, Vestre Viken HF, Norway

**Bente Hasle**

Associate professor, Høgskulen i Volda, Norway

[Back to schedule](#)

**Background:** Young people with long-term health challenges' need for knowledge to understand and manage everyday life calls on health care services to facilitate interventions aiming at increased health literacy and self-management support.

Group-based self-management interventions where adolescents meet peers with shared experience has shown to be beneficial for health-related outcomes, social support, and increased knowledge. Still, research on the practice of health professionals facilitating this practice is scarce.

**Aim:** We wanted to explore the experience of group leaders facilitating self-management groups for young people with long-term health challenges. We were interested in various parts of their complex practice, as well as their visions for youth friendly health services.

**Methods:** We applied a descriptive explorative approach. Eight health professionals from three of four health regions in Norway took part in individual interviews. The interviews were transcribed verbatim and analyzed with the help of systematic text condensation (STC).

**Results and discussion:** The analysis resulted in the two main categories *Tailoring strategies* and *Implementation strategies*. These categories embraced the six subthemes *Recruitment processes*, *Group leading processes*, *The question of involving care persons as an unsolved issue*, *Economic and organizational barriers*, and *User involvement as a facilitator for quality improvement*.

**Conclusion:** Our study describes the practice of facilitating group-based self-management as an interprofessional practice and reveals user involvement at the system level as essential to the development of health literacy interventions towards young people with long-term health challenges. However, even though the group leaders described a practice of tailoring the service to the participants, our study reveals a need for strategies to implement health literacy efforts. Our presentation will give characteristics of young people as a target group for health care and provide input on health literacy efforts for young people living with long-term health challenges from the perspective of health personnel.

## **A specific form of participation understood through the everyday life of young people**

**Lovise Grape**

[Back to schedule](#)

This paper is a discussion regarding the advantages of studying young peoples' participation in specific contexts in relation to their everyday life. Children's participatory rights during the divorce of parents have been strengthened in the Western society. Mandatory family mediation is perceived as a sociocultural activity unique to the Norwegian society and this specific historical time. During the last decade, the participation of children in the family mediation processes have increased. This form of participation is often a one-time event. How young people give meaning to this form of participation is not yet understood. This paper argues that to understand this form of participation in the views of young people, researchers benefit from gaining knowledge about their everyday life. The empirical data consists of 11 interviews with adolescents between 12-17 years who participated in the process of mandatory family mediation in relation to their parents' divorce. Examples are provided to present how young people bring with them experiences from the family life into the mediation setting, and how this relates to their meaning-making of this participation. Possible consequences of looking solely at the context of the mediation setting are discussed.

### **SESSION 6C INFANTS AND MOVEMENTS**

## **Children's resources and space in ECEC transitions**

**Jasemin Can**

PhD student, University of Jyväskylä, FINLAND

**Niina Rutanen Professor,  
Mari Vuorisalo Senior Researcher  
Johanna Kiili Senior Lecturer**

[Back to schedule](#)

In this presentation we will consider children's educational transitions in Early Childhood Education and Care (ECEC). We understand educational transitions as relational processes, in ECEC's everyday life and social action (Bourdieu; Fuhse; Desmond). Our aim is to understand and describe transitions in ECEC by utilizing the relational concepts of transitional space and transitional resource to achieve understanding of the relations and social action, where transition processes are embedded. In our presentation, we will emphasize the relations between children and adults by exploring how relations are dynamically linked to transition processes. The observational, interview and video data was collected during the spring before children started the pre-primary education. This research data is part of a longitudinal study of Trace in ECEC (funded by Academy of Finland, at the University of Jyväskylä). The data analysis for this presentation is based on ethnographic video material.

## Infant stimulation

### A cross-cultural view on parenting and physiotherapy

**Monika Abels**

Dr, UiT The Arctic University of Norway, Norge

**Gabriella Óturai**

Dr, UiT The Arctic University of Norway, Norge

**Gunn Kristin Øberg**

Dr, UiT The Arctic University of Norway, Norge

**Ragnhild Håkstad**

Dr, UiT The Arctic University of Norway, Norge

[Back to schedule](#)

In this presentation we will consider how cultural values are related to child-rearing preferences concerning mental and motor stimulation. Generally, parents in all societies of the world aim at socializing their children to be competent members of their societies (Keller, 2003). However, there can be vast differences in what being a competent member of a society means (Keller, 2003).

In Western middle-class society, it is usually appreciated that a child learns to talk and handle objects early on and interactions are geared towards these goals. Infants are involved in elaborate verbal interactions that have a quasi-dialogical construction (Bloom, 1988; Gratier et al., 2015) which cover topics related to the child's mental states, preferences and choices (Keller, 2007; Meins et al., 2001). They are also expected to spend time alone and explore toys which fosters their learning about the visual world (Johnson, 2010). Motor stimulation is often not emphasized and sometimes even seen with concern (Keller et al., 2005).

In contrast, subsistence farmers in many parts of the world- for example in sub-Saharan Africa- appreciate early achievement of gross-motor milestones in their children. Infants experience vigorous motor stimulation and training that seem to be aimed at fostering early sitting and walking (Super, 1976). Vocal stimulation is used as an accompaniment of motor stimulation or to alert infants to their place in society (Demuth et al., 2011). While talking to the child is considered a nice parenting behavior when observed, it does not seem to be considered crucial (Keller et al., 2005). Indeed, some cultural communities believe that there is no sense in talking to children before they themselves have started talking (LeVine et al., 1996). The absence of bodily stimulation, when observed, is seen critically, however (Keller et al., 2005).

We will review the literature concerning the effects of these preferences that infants are provided with. In the light of this, we will discuss the concerns and hesitation we perceive in both familial caregivers of infants and professionals in Western Europe to expose infants to motor but not to mental stimulation. We will evaluate these concerns based on the available literature.

## Provision, propositions and interactions

### Reflections on microgenetic trajectories of infants' expanded movement across early transitions to ECEC.

**Natália Meireles Santos da Costa**

Assistant Professor, Oslomet - Oslo Metropolitan University, Norway

**Katia De Souza Amorim**

Full Professor, University of Sao Paulo, Brazil

[Back to schedule](#)

The historical legitimization of early childhood education and care (ECEC) services as development-promoting contexts is accompanied by an increasing influx of infants' attendance. This two-fold process has endowed such settings with expectations and prescriptions for optimal provision pertaining babies' motor development and expansive movement across pedagogically tailored spaces. Yet, everyday life and even educational practices are still challenged by socio-historical constraints of infrastructural limitations, adult-centered practices, ideal of domestic environments/relations and the invisibility of babies within public spaces and research. Hence, based on multiple case studies from Brazilian ECEC centers, this work aims to discuss the complexity of relational processes of enabling and acting upon opportunities for locomotor development and exploration throughout the process of transition of infants to ECEC. Based on a cultural historical perspective (Network of Meanings), development is approached as a process of transformation and co-construction of sociocultural conditions for everyday life that are semiotically and relationally negotiated among persons across varied cultural and historically situated contexts. With its due ethical approval and consent granted by participants, the empirical material was taken from a Data Bank composed of videos, interviews, institutional documents and field notes that have followed focal infants along their first year of attendance at ECEC. For this work, we have conducted microgenetic analysis of vignettes from three focal infants (5-10 mo.) throughout their four initial months of attendance at different institutions. In our findings, though families and institutions highly regarded infants' motor development, babies' personal trajectories, material and sociocultural constraints (affordances/restrictions) and interactive scenarios varied greatly. In center 1, the focal baby was positioned in sitting posture as a means of stimulation, but greater autonomous movement was observed before sleeping routines. In center 2, interactions with infant-peers were important drivers for longer-reaching locomotion. And, in center 3, though spatial and interactive provision was privileged, the focal baby refused broader locomotion. Thus, from an entanglement of constitutive factors that constituted such variations, we highlight the role of affordances and demands for postural positioning, the organization of rhythms across time/space and the interactive (re)negotiation of infants' access and movement across distinct localities along their exploratory flow.

#### SESSION 6D SYMPOSIUM 3

#### OUTSIDERS OF COLLABORATION PRACTICES BETWEEN HOME AND (PRE)SCHOOL?

**Chair: Jana Mikats**

Vienna University

[Back to schedule](#)

In western countries most children's everyday lives are shaped by attending educational institutions on a daily basis. In doing so, children switch between different social contexts: family and early childhood and care (ECEC)



setting respectively school. Hence, they can be regarded as insiders of both social contexts, contrary to others involved, namely parents and pedagogues (ECEC staff and teachers). However, ‚good‘ collaboration practices between parents and pedagogues are regarded essential for the educational attainment and equal opportunities of children in many countries. Children as the actual insiders thereby often become positioned as the outsiders (cf. Betz et al. 2020).

This is not only true for public and political debates, but also for research focusing on collaboration practices. While many (empirical) studies have explored the relationships between parents, pedagogues and teachers (cf. Buchori/Dobinson 2015, Garvis/Phillipson 2019, Zaoura/Aubry 2011), children often seem to fade out of the spotlight. And even though Edwards/David already asked 1997: „Where are the Children in Home-school Relations?“, findings on children’s perspectives and actions in collaboration practices still seem scarce.

Following this, the symposium addresses children as key actors shaping collaboration practices in home-(pre)school-relations. By presenting findings from different educational contexts and countries, children’s active contributions and own perspectives will be emphasized. Thereby, new insights are revealed to gain a better understanding of the complexity of collaboration practices and to further discuss children’s position as actual insiders.

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## **“It is my school, my parents work and our home”**

### **Children navigating school-family relationships**

**Karen Ida Dannesboe**

Aarhus University

[Back to schedule](#)

This paper examines children’s navigations across school and family and their daily negotiations of parents’ role in their school life. The institutionalization of children’s everyday life during the development of the welfare state indicates a changing relation between state and family. Children’s lives are organized in different institutions (from daycare to school) and professional adults have taken over educational issues from parents (Højlund 2003, Rasmussen 2003). At the same time, the state has gained an increased interest in the family regarding e.g. health and education and the family has become an object for state intervention (Rose 1999, Lee et al 2014). In Denmark as well as other western countries, this tendency entails alterations of parental involvement in school. Since the 1950’s the role of the parents has changed radically and today parents are expected to act as responsible and active parents supporting the school (e.g. Dannesboe et al 2012, Aksevoll 2016). As experts on education teachers promote norms of being a good school parent as intensively engaged parent constantly ready to make the school part of everyday life in the family (Dannesboe 2012). The role of parents and parenting norms are often discussed from an adult perspective, but we know little of children’s experiences with their parents as school parents (Edwards & David 1997, Dannesboe 2016). Based on ethnographic research among school children in Denmark the aim of this paper is to explore the implications of the dominant ideal of the intensively engaged school parent in children’s everyday lives. How do children negotiate the role of their parents regarding their school life? How do these negotiations reflect ideals of good parenthood? Inspired by anthropological and sociological family and childhood research, the paper will discuss how dominant ideals of intensive parenthood and strong collaboration between school and families influence and challenge families different ways of dealing with school as well as intergenerational relationships between children and parents.

## **“Dear parents, we can handle it from here!”**

### **Childhood as a dispositive in parents' exclusions from school.**

**Nicoletta Eunicke**

Johannes Gutenberg-University Mainz

[Back to schedule](#)

One dominant request in educational policy and professional public discourses on home-school- relations in Germany can be identified, that is to intensify the communication of families and schools, to ‘open’ schools for families and to conceptualize parents and teachers as ‘partners’ of children’s upbringing. Especially parents should become more involved in and for educational institutions in an activating and responsabilizing logic (Kollender 2020) - for the best of the child. At the same time, critical studies reveal that the structural nature of the conflictual relationship between family and school (Pananaki 2021) is rarely the focus of research (Lareau & Muñoz 2012, 203). Furthermore, studies from a childhood studies perspective point out that children might favor less contact between parents and teachers or act as collaborators in exclusions of parents from school (e.g. Markström 2015, Crozier & Davies 2007).

The aim of this paper is to discuss the ambivalences of home-school-relations in the studied situation as a counter to the dominant demand for more and intensive communication. Therefore, it shows firstly from the perspective of childhood theory (Bühler-Niederberger 2020) how childhood as a dispositive (Foucault 1978) supports parents' exclusions from school and secondly which perspectives children themselves have on these exclusions. Empirical basis are qualitative guided interviews with children (n=42, 8-11 years), teachers (n=7), one head teacher and two school social workers from five elementary schools in Germany. A situational analysis (Clarke et al. 2018; Eunicke & Mikats, forthcoming) was used to analyze these interviews as well as important policy documents (n=51) on home-school-relations and other data on the respective schools studied (e.g., references to parents/family from the schools' websites or parents' letter).

The talk shows empirically how exclusions of parents from elementary school become powerful by making an independent and private childhood effective in the network of different elements (Eunicke, forthcoming). Children support their parents' exclusions from school, for example, by not telling them everything. An important topic of children to hide from parents are arguments at school.

## **Children’s perspectives on formalized parent-staff-communication**

### **Findings from an ethnographic research in a German early childhood education and care setting.**

**Britta Menzel**

German Youth Institute, Munich

[Back to schedule](#)

In Germany, formalized communication between parents and ECEC staff usually forms an essential part of (successful) collaboration practices in home-preschool-relations (e.g. Zehbe 2021). It aims at benefiting the children’s well-being, which means that children can be understood as the actual starting point of parent-staff-communication. However, they do not form part of these meetings. Instead, parents and ECEC staff talk about the children, especially children’s social and cognitive development (vgl. Betz et al. 2020). Thereby, children become the object of the adults’ collaboration practices while being conceptualized as becomings. Within these

meetings the children's different social contexts intermingle, often implying certain consequences for the children, coming from what the adults have previously agreed on. Therefore, it seems crucial to (finally) understand the children's perspectives on parent-staff-communication.

The paper aims at addressing these issues by presenting findings from qualitative (group) interviews with 18 children 3-6-years old in a German ECEC setting (Menzel 2021, 2022). It draws on theoretical concepts of childhood studies (e.g. Prout/James 1990) to explore what children know about parent- staff-communication and how they review what is being said about them. In addition, findings reveal that children's wishes to be informed about the contents and to what extent they might want to be included can differ greatly. Finally, when looking at the children's perspectives on parent-staff- communication it can be concluded that generational order is interlinked in the way children frame these meetings.

11.30–12.30 Lunch

## 12.30–14.00 PARALLEL SESSIONS 7

### SESSION 7A DEMOCRATIC PRACTICES II: CHILDREN'S POSSIBILITIES FOR INFLUENCE IN CHILD-ADULT RELATIONS AT HOME AND IN INSTITUTIONS

#### The (Un-)Acceptability to Work in Children's Co-Presence

**Jana Mikats**

MA, University of Vienna, Austria

[Back to schedule](#)

Home-based work creates a specific spatiotemporal arrangement: one location serves as both the family home and the workplace. Home-based work is presented here as a permanent setting to perform paid work, not as a response to the COVID 19 pandemic. In the paper, I explore the interrelation of homebased work and family practices by looking at families with kindergarten- and school -aged children and home-based working parents. I will examine how the co-presence of children during parental homebased work creates connections between family practices and home-based working and shape understandings of family life, childhood and (working) parenthood.

The analysis is based on a multi-method (interviews and observations) and multi-perspective (all adults and children in a household) fieldwork (2018 -2019) with 11 families in Austria. I analysed the data by following coding and mapping strategies of Grounded Theory and Situational Analysis First, I show that the co-presence of children during parental home-based work is not questioned, but it is debated under which circumstances this is or is not acceptable. By mapping out these discursive positions I explicate how the understanding of children as children and their positioning in family life is related to home-based working, on the one hand, and how parents and their parenting are characterized in relation to children's co-presence during work, on the other hand. These understandings set the boundaries of what is an acceptable way of doing home-based working as well as doing family.

Second, I show how children's co-presence is coordinated in daily life, by presenting five variations of how home-based working and family practices are related from loosely knit relations to interdependencies (working

parallel or in-between, working on the side and co-working or collaborating). Here I show, that children do not solely adjust their activities to the parental work by entertaining themselves and doing quiet activities. Children actively engage in home-based working activities and also home-based workers adjust their work tasks to children's co-presence.

Based on my findings, I argue that families' timetables were not solely dictated by paid work but also by children's lives. Consequently, children's presence and absence in the home space shapes the locations, times and contents of home-based working.

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## **Embodied knowledge – a source of being and becoming social**

**Wenche Bekken**

Associate professor, OsloMet, Norway

[Back to schedule](#)

For young people with disabilities, the body, is a source of knowledge that can be used in planning for becoming an adult. Using the body as departure of knowledge, may be about assessing and being aware of bodily limitations, however, embodied knowledge is about uniting mind, body and emotions. These three components are very present in the lives of young adults in their aspirations for the future life as an adult. In this paper I will argue that negotiating embodied knowledge is to take the individual experience seriously, which can promote being active and social in its own right. Uniting body, mind and emotions is a reminder to talk about the different aspects constituting the experience of everyday life activities. I will use examples from a recent study about young adults in the transition to adulthood discuss and reflect upon the concept embodied knowledge.

### **SESSION 7B**

#### **CHILDREN AND YOUNG PEOPLE IN THE PANDEMIC SITUATION**

## **Adolescence Locked Down?**

### **Self-Identity and Visions of the Future by Adolescent Girls under Lockdown in Germany**

**Jennifer Bosen**

MA, RWTH Aachen University, Deutschland

[Back to schedule](#)

The paper examines which visions of the future are constructed along spatiality and temporality by adolescent girls in the process of graduating high-school under a Covid-19 lockdown in Germany. It theorises how adolescents' self-identity is constructed dependent on constructions of the future, space, and time, concerning the topics nature, mobility, and reproductive futurism. The paper builds on a study containing 35 interviews in total, of which eight interviews with adolescent girls in the process of graduating high school in Germany during lockdown were sampled. The paper develops a model suggesting different topic-dependent strategies for topic-dependent visions of the future along varying concepts of space and time, that are employed by the girls to maintain control over their future life course and thereby over their self-identity during the sudden spatial constraints of lockdown. Following Grounded Theory Method and adopting a constructivist perspective, the paper contributes to the canon of sociological youth and future studies, while also contributing to

methodological discussions about constructivist grounded theory method and to theorising under the symbolic interactionist paradigm.

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## **‘Children’s vulnerability’ in the covid pandemic**

### **A call for relational theorisation in times of renewed binary thinking about children**

**Presenter: Guro Brokke Omland**

Associate professor, Oslo New University College, Norway

[Back to schedule](#)

The COVID-19 pandemic has made it evident that politicians, researchers and practitioners need to negotiate afresh how to view, explore, understand and deal with what has been termed children’s vulnerability. Children’s vulnerability has been discussed in light of the COVID-19 pandemic and the government’s preventive measures, particularly the sudden transformations in children’s everyday lives that resulted, including restricted freedom of movement. Equally, transformations of the biomedical conditions for the child population through decisions on giving or not giving vaccines, as well attempting to hinder or not hinder the untamed spread of the virus among the child population had consequences for children.

This paper analyses and discusses the varied notions of children’s vulnerability reflected in the Norwegian government’s political decisions and arguments concerning children’s health and well-being during the pandemic and the consequent public debates.

We argue that binary thinking about children and children’s lives has intensified during the pandemic, especially the traditional ‘bio-social dualism’ (Lee and Motzkau, 2011); the binary common in many disciplines between the biological, ‘natural child’ and the ‘social child’. We suggest that this binary seems to obscure, rather than opening up understanding of the variety of ways in which children are affected by the pandemic.

We further discuss some theoretical paths towards preventing binary thinking and, instead, opening possibilities for addressing relationality, hybridity and multiplicity in the way children and children’s lives have been understood and approached under the pandemic. We suggest ways in which researchers may be able to capture new configurations related to how the pandemic exposed children to harm and how their personal and socioeconomic circumstances enabled and/or limited their possibilities for finding creative ways of living pandemic everyday lives.

We discuss the implications of such theoretical work for practitioners working in children’s welfare and for understanding the impact of political decisions during pandemic times.

*(Co-authors: Aadnanes, Margrete (VID University College), Greve, Anne (Oslo Metropolitan University), Herland, Mari Dalen (VID University College), Negård, Inger-Lise (VID University College), Phoenix, Ann (University College London, UK), Syrstad, Ellen (VID University College), Ulvik, Oddbjørg Skjær (Oslo Metropolitan College))*

## State of outdoor play in Japan during COVID-19

### Poster presentation

The author will present the poster during this slot in the conference

#### Yukie Sugano

Ph.D(Psychology), Aoyama Gakuin University, Japan

[Back to schedule](#)

Play is a substantial part of a child's life, and outdoor play is particularly important for their physical and mental development. The spread of COVID-19 has had a major impact on their lives. In April and May 2020, when the first wave of COVID-19 hit Japan and the first state of emergency was declared, playground equipment in parks was banned and outdoor play was restricted. Moreover, studies have shown that the spread of COVID-19 has reduced children's outdoor play time, and there are concerns about its impact on their development. This reaffirms the importance of outdoor play. Outdoor play was also restricted in Fukushima and surrounding areas after the nuclear accident caused by the Great East Japan Earthquake in 2011. This paper discusses the effects of reduced outdoor play on children's development through a review of several surveys in Japan, including comparisons between COVID-19 and previous nuclear power plant accidents.

### SESSION 7C

#### PROFESSIONAL PRACTICES AND CHILD–PARENT RELATIONSHIPS

## Family Conflicts and Children's lived spaces

### Emotions and non-human artifacts in children's everyday life

#### Michael Christensen

phd, University College Absalon, Danmark

#### Hanne Warming

Professor, Roskilde University, Denmark

#### Sarah Alminde

phd, Roskilde Universitet, Denmark

#### Louise Harkes

phd, University College Absalon, Denmark

#### Mona Westphal

[Back to schedule](#)

It is no secret that disputes among parents affect children's wellbeing. A wide range of research shows that children's mental wellbeing, social relations and school attendance suffers when their parents are in conflict. What is less thoroughly researched is how children's non-human artifacts (for instance: stuffed animals, pets etc.) play an important role in children's lived spaces. Drawing on an ongoing research and development project concerning children's participation and everyday life in family law cases in Denmark, this paper addresses the issue of non-human actors in complex family law cases where the children's lives are lived at two locations. The empirical basis for this paper come from a document analysis of 100 anonymous child interview records in family law cases, brief fieldwork of 1–2 days of duration with observations and informal conversations with children and twenty semi-structured interviews with the children.

Using a spatial materialistic theoretical approach in the analysis of the empirical material, the paper highlights that although children's non-human artifacts rarely is represented in the case records they play an important role in children's everyday life. Thus, the paper shows how the emotions are entangled with non-human artifacts in the spatial division when living in two places at once.

The conclusive remarks of the paper suggest paths of inquiries and attentions when social workers talk with children about their perspective on how they comprehend and deals with themselves in their parent's conflicts.

### **Key words**

Children's everyday life, family law, emotions, space, artifacts

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## **What is Children Like for Japanese Parents? Longitudinal SCT Data from Japanese Mothers and Fathers**

**Yoriko Okamoto Omi**

Ph. D. (Psychology), Rissho University, Japan

[Back to schedule](#)

The present study aims to examine what the images of children which Japanese mothers and fathers have is like and how they have changed through their pregnancy and their own experiences of the child-rearing. The images of children would consist of parents' cultural values they had constructed in their life. The mothers and fathers participated in a longitudinal project from their pregnancy to twenty years of children's age (e.g., Okamoto, 2015; Okamoto, et al., 2019, etc.). The project had collected multilateral data such observation, interview, and questionnaire. Here, the author analyzed longitudinal data of Sentence Completion Test (SCT) questionnaire at the periods of pregnancy, infancy, young childhood and twenty years of the children's age from 37 mothers and 15 fathers. While SCT has developed as a projective method to measure characteristics of personality, we improved the method to find multilayered images which the participants have. Therefore, the participants would be required to complete each of three or more sentences followed by the same, simple stems such "a child," "a mother," "a father," and "a married couple." Here, the author conducted text-mining analysis on 1,427 sentences followed by the stems of "a child" with the software, KH Corder (ver. 3; Higuchi 2016) and compared Japanese mothers' and fathers' images of children. What words the mothers and the fathers chose to describe and explain "a child" in SCT were analyzed. The results of the content analysis in KH Corder showed as follows; the most frequent words which were constructed the mothers' imagines of children were "parent(s)" and the second most were "smile." The most frequent words which were constructed the fathers' imagines were "cheer" and the second most were "parent(s)." Both mothers and fathers could have positive imagines of children, while they could consider "a child" contrast to "parent(s)," not as an isolated entity of "a child." And this tendency of the imagines of children contract to parents could be stronger among the mothers. Further analysis of the co-occurrence networks in KH Corder found some interesting word-connections which constructed the imagines of children; such as the mothers' word "mirror" connected with "parent(s)" while fathers' "mirror" connected with "self." These different word-connections suggested that mothers are more likely to focus on the role they should play. Child-rearing as the cultural agency on meaning-making process will be discussed.

## A systematic review of reunification-processes in the child welfare services

**Ellen Syrstad**

associate professor VID specialized University College, Oslo, no, Norge

**Ingunn Ellingsen**

professor, no, Norway

**Tor Slettebø**

professor, no, Norge

[Back to schedule](#)

When children are placed in public care by the child welfare services, these placements are basically temporary. At the same time, Norway has been criticized by the European Court of Human Rights (ECHR) for not practicing reunification between children and parents. This critique has brought about changes, such as increased contact when the children are placed in public care and an order submitted to the Norwegian child welfare service to consider reunification in all public placements as long as it is not to the detriment of the children. As a beginning of a major research project related to reunification processes in the Norwegian child welfare service, we will in this workshop present a systematic review of knowledge related to what inhibits and promotes good reunification processes internationally. We will look at the perspectives of parents, children, foster parents and child welfare workers. Common to the cases included in this review is that the reunification has had a duration of two years. In international research literature, this is an indication that reunification has been successful.

14.00–14.15 Break

14.15–15.15 CLOSING DISCUSSION