

# Palgrave Studies on Children and Development

Series Editors

Michael Bourdillon  
University of Zimbabwe  
Harare, Zimbabwe

Jo Boyden

Department of International Development  
University of Oxford  
Oxford, UK

Roy Huijsmans

International Institute of Social Studies  
Erasmus University Rotterdam  
Den Haag, The Netherlands

Nicola Ansell

Social and Political Sciences  
Brunel University London  
Uxbridge, UK

The series focuses on the interface between childhood studies and international development. Children and young people often feature as targets of development or are mobilized as representing the future in debates on broader development problems such as climate change. Increased attention to children in international development policy and practice is also fuelled by the near universally ratified United Nations Convention on the Rights of the Child and the recently adopted Sustainable Development Goals.

Nonetheless, relatively little has been written on how the experience of childhood and youth is shaped by development as well as how young people as social actors negotiate, appropriate or even resist development discourses and practices. Equally, the increased emphasis in research on children and young people's voices, lived experiences and participation has yet to impact policy and practice in substantial ways.

This series brings together cutting-edge research presented in a variety of forms, including monographs, edited volumes and the Palgrave Pivot format; and so furthers theoretical, conceptual and policy debates situated on the interface of childhood and international development. The series includes a mini-series from Young Lives, a unique 15-year longitudinal study of child childhood poverty in developing countries. A particular strength of the series is its inter-disciplinary approach and its emphasis on bringing together material that links issues from developed and developing countries, as they affect children and young people. The series will present original and valuable new knowledge for an important and growing field of scholarship.

More information about this series at  
<http://www.palgrave.com/gp/series/14569>

Afua Twum-Danso Imoh  
Michael Bourdillon • Sylvia Meichsner  
Editors

Global Childhoods  
beyond the  
North-South Divide

palgrave  
macmillan

*Editors*

Afua Twum-Danso Imoh  
Department of Sociological Studies  
University of Sheffield  
Sheffield, South Yorkshire, UK

Michael Bourdillon  
African Studies Centre Leiden  
University of Zimbabwe  
Harare, Zimbabwe

Sylvia Meichsner  
Department of Sociological Studies  
University of Sheffield  
Sheffield, South Yorkshire, UK

Palgrave Studies on Children and Development  
ISBN 978-3-319-95542-1      ISBN 978-3-319-95543-8 (eBook)  
<https://doi.org/10.1007/978-3-319-95543-8>

Library of Congress Control Number: 2018955712

© The Editor(s) (if applicable) and The Author(s) 2019

This work is subject to copyright. All rights are solely and exclusively licensed by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed.

The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use. The publisher, the authors and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, express or implied, with respect to the material contained herein or for any errors or omissions that may have been made. The publisher remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

Cover illustrations: JamesBrey / Getty Images

This Palgrave Macmillan imprint is published by the registered company Springer Nature Switzerland AG

The registered company address is: Gewerbestrasse 11, 6330 Cham, Switzerland

# CONTENTS

|               |  |           |
|---------------|--|-----------|
| <b>1</b>      | <b>Introduction: Exploring Children’s Lives Beyond the Binary of the Global North and Global South</b>                 | <b>1</b>  |
|               | Afua Twum-Danso Imoh, Michael Bourdillon, and Sylvia Meichsner   |           |
| <b>Part I</b> | <b>Intersections Between the Global and the Local in Children’s Lives in the Context of Their Communities</b>          | <b>11</b> |
| <b>2</b>      | <b>Teaching “Global Childhoods”: From a Cultural Mapping of “Them” to a Diagnostic Reading of “Us/US”</b>              | <b>13</b> |
|               | Sarada Balagopalan   |           |
| <b>3</b>      | <b>“Child Labour” and Children’s Lives</b>   | <b>35</b> |
|               | Michael Bourdillon   |           |
| <b>4</b>      | <b>“Ours” or “Theirs”: Locating the “Criminal Child” in Relation to Education in the Postcolonial Context of India</b> | <b>57</b> |
|               | Chandni Basu   |           |

|                |  |            |
|----------------|--|------------|
| <b>5</b>       | <b>Young People and Brazil’s Statute on the Right-to-the-City</b>  | <b>81</b>  |
|                | Adriana T. Cordeiro, Stuart C. Aitken, and Sergio C. Benicio de Mello  |            |
| <b>6</b>       | <b>“Family Is Everyone Who Comes Through the Doors of Our Home”: West African Concepts of Family Bridging the North-South Divide in the Diaspora</b>     | <b>99</b>  |
|                | Magnus Mfoafo-M’Carthy and Bree Akesson  |            |
| <b>Part II</b> | <b>Exploring Dissonance and Synergy in Children’s Lives Across World Areas</b>   | <b>121</b> |
| <b>7</b>       | <b>“Disabled” Versus “Nondisabled”: Another Redundant Binary?</b>  | <b>123</b> |
|                | Mary Wickenden   |            |
| <b>8</b>       | <b>Children’s Use of Music in Understanding Time: Perspectives from Singapore, Australia, and the US</b>   | <b>145</b> |
|                | Sara Stevens Zur   |            |
| <b>9</b>       | <b>Children’s Resilience and Constructions of Childhood: Cross-Cultural Considerations</b>   | <b>165</b> |
|                | Carla Cribari-Assali   |            |
| <b>10</b>      | <b>Child Protection Across Worlds: Young People’s Challenges Within and Outside of Child Protection Programmes in UK and Zanzibar Schools</b>            | <b>187</b> |
|                | Rachel Burr and Franziska Fay  |            |
| <b>11</b>      | <b>Environment and Children’s Everyday Lives in India and England: Exploring Children’s Situated Perspectives on Global-Local Environmental Concerns</b> | <b>207</b> |
|                | Catherine Walker   |            |

|           |   |            |
|-----------|---|------------|
| <b>12</b> | <b>Comparing Children’s Care Work Across Majority and Minority Worlds</b> | <b>231</b> |
|           | Ruth Evans and Saul Becker  |            |
| <b>13</b> | <b>Reflections on Binary Thinking</b>                                     | <b>255</b> |
|           | Michael Bourdillon, Sylvia Meichsner, and Afua Twum-Danso Imoh            |            |
|           | <b>Index</b>  | <b>265</b> |

## NOTES ON CONTRIBUTORS

**Stuart C. Aitken** is Professor of Geography at San Diego State University. His books include *Young People, Rights and Place* (2018), *The Ethnopoetics of Space and Transformation* (2014), *The Awkward Spaces of Fathering* (2009), *Approaches to Human Geography* (with Gill Valentine, 2004), *Geographies of Young People* (2001), *Family Fantasies and Community Space* (1998), *Place, Space, Situation and Spectacle: A Geography of Film* (with Leo Zonn, 1994), and *Putting Children in Their Place* (1994). His works appear in edited book collections and academic journals including the *Annals of the AAG*, *Antipode*, *Transactions of the IBG*, *CaGIS*, *Society and Space*, and *Environment and Planning A*. His interests include film, critical social theory, qualitative methods, Cartography and Geographic Information Systems (GIS), children, families, and communities. Stuart is past co-editor of *The Professional Geographer* and North American editor of *Children's Geographies*.

**Bree Akesson** is an associate professor at Wilfrid Laurier University's Faculty of Social Work in Canada. Her research focuses broadly on global child protection issues, ranging from micro-level understandings of the experiences of war-affected families to macro-level projects to strengthen social welfare and mental health systems. She has conducted an evaluation of psychosocial programs for children in Uganda and Chechnya and a place-based study of the experiences of Palestinian families in the West Bank and East Jerusalem. Her research examines the socio-spatial experiences of Syrian families displaced by war and living in Lebanon.

**Sarada Balagopalan** teaches at the Department of Childhood Studies at Rutgers University, Camden, as an associate professor. Her research focuses on postcolonial childhoods, child labour, children's rights and compulsory schooling. She is the author of *Inhabiting Childhood: Children, Labour and Schooling in Postcolonial India* (2014). She serves on the editorial board of *Childhood: A Journal of Global Child Research* and is an associate editor for *The SAGE Encyclopedia of Children and Childhood Studies*.

**Chandni Basu** is an associate researcher at the Department of Sociology, Albert Ludwigs University of Freiburg, Germany. She was a research associate, summer semester 2017, at the Department of Sociology, Johann Wolfgang Goethe University of Frankfurt, Germany. She completed her doctoral studies in sociology (2017) at the Albert Ludwigs University of Freiburg. She has been a recipient of the Erasmus Mundus doctoral scholarship apart from other fellowships and scholarships variously from the Ministry of Education and Research, Germany, and the State Law of Graduate Funding, Albert Ludwigs University of Freiburg, Germany. Her doctoral dissertation interrogated the construction of childhood and deviance within the juvenile justice system in contemporary India, especially in relation to reported cases of sexual offences involving legal minors as perpetrators and victims. It brought forth the juxtapositions of childhood and modernity within a postcolonial society. Her publications include *Criminals in Our Land! Border Movement and Apprehension of Children from Bangladesh Within the Juvenile Justice System in India*. In S. Spyros and M. Christou. (Ed.) *Children and Borders*. 2014. (pp. 183–199). Basingstoke, Hampshire: Palgrave Macmillan. Her research interests include children and childhood, legalities of childhood, politics of jurisprudence, gender and sexuality, politics of academic knowledge production, postcoloniality, and research methodology.

**Saul Becker** is Deputy Vice Chancellor and Professor of Social Policy and Social Work at the University of Sussex, UK. He has researched and published extensively on young carers in the UK and internationally. He is the co-author of *Children Caring for Parents with HIV and AIDS: Global Issues and Policy Responses* (with Ruth Evans, The Policy Press) and many other publications examining specific aspects of children's caring roles and responsibilities. His latest research collaboration is a Horizon 2020 project examining the mental health needs of young adult carers in seven European countries.

**Sergio C. Benicio de Mello** is a professor at the Federal University of Pernambuco (UFPE), Brazil, and a researcher at the National Council for Scientific and Technological Development (CNPq), Brazil. He holds degrees in Business Studies and Philosophy and a PhD from City, University of London, UK. He has experience in the areas of teaching and research working mainly with the following subjects: poststructuralist theories of society and politics, focusing especially on the empirical investigation of urban studies and politics of mobility.

**Michael Bourdillon** was born in Zambia and has lived most of his life in Zimbabwe. He received his doctorate in Social Anthropology from Oxford University and taught for many years in the Department of Sociology, University of Zimbabwe. He has been practically involved in interventions for street children and for working children, and his many publications related to this work include the edited volume, *Earning a Life: Working Children in Zimbabwe* (Weaver Press, 2000); a co-authored book, *Rights and Wrongs of Children's Work* (Rutgers University Press, 2011); and a co-edited volume, *African Children at Work* (LIT Verlag, 2012). He has directed two institutes on Children and Youth in Dakar, Senegal, for Council for the Development of Social Science Research in Africa (CODESRIA) and edited volumes from each. Recently he has co-edited volumes arising from the Young Lives multi-national panel study situated at Oxford University: *Childhood Poverty* (Palgrave, 2012); *Child Protection in Development* (Routledge, 2012); and *Learning and Growing up in Poverty* (Palgrave, 2014).

**Rachel Burr** is a senior teaching fellow in the School of Education and Social Work at the University of Sussex. She is an anthropologist and social worker with an international background in child protection, having practised in England, the USA, Ireland and Vietnam. Her overarching focus is on developing practitioner-orientated techniques for working with and enhancing emotional strength among children and young people who are living in challenging and difficult circumstances. She also has long-standing involvement in Vietnam where she has a continued interest in child-focused research among street and working children and among local and international aid workers. Her research in this context focuses on childhood experiences in the international context particularly in relation to child rights. She is the author of *Vietnam's Children in a Changing World* (2006), Rutgers, and various other articles on childhood morality, the experiences of

refugee children in the UK, and childhood emotional well-being in the school context. She is coming to the end of a four-year secondary school-based fieldwork project in which she and a group of students have been developing a resilience-focused meditative program for the group to independently use in their own time.

**Adriana T. Cordeiro** is a professor at the state University of Pernambuco (UPE), Brazil. She wrote *Crise de Sentido no Capitalismo Avançado* (with Sergio Mello, 2013) and her articles have appeared in academic journals including *Organizações & Sociedade*, *Revista de Gestão Social e Ambiental*, and *Contrapontos*. She is concluding her doctoral studies at the Federal University of Pernambuco, Brazil, and holds degrees in Administration and in Public Management. Her research interests include policies and childhood, policy analysis, discourse theory, urban governance, mobility, and young people's right-to-the-city.

**Carla Cribari-Assali** is Lecturer in Cultural Anthropology at Washtenaw Community College (WCC) in Ann Arbor, Michigan, and is affiliated with the South Asian Department of the University of Michigan (U-M) as a visiting scholar. She holds a PhD in Applied Social Science at Stirling University, Scotland, based on cross-cultural, multi-sited fieldwork with Tibetan children in India and children in Southern Germany. During her master's studies at the University of Heidelberg, Germany, she conducted fieldwork with the Bena in the Eastern Highlands of Papua New Guinea on women's roles in the traditional Bena society and co-directed an ethnographic documentary about their village. Her current area of research focuses on both adult cultures and children's peer cultures in the Tibetan diaspora communities of India and Nepal. She has been exploring children's well-being and contemporary "Modern" Buddhist identity construction of Tibetans in exile. Carla has a keen interest in cross-cultural research—in children's experiences, in particular—and applied social science—the careful application of social science research, perspectives, and methods to help understand and address real-life problems.

**Ruth Evans** is Associate Professor of Human Geography at the University of Reading, UK. Her research focuses on young people's psychosocial well-being, young caregiving, and family relations in relation to bereavement, chronic illness, and forced migration. Recent work has also explored emotions in research, participatory methodologies, and social impact.

Her research project, *Death in the family in urban Senegal: bereavement, care and family relations* (funded by The Leverhulme Trust), explored gendered and generational caring relations following a family death. She is the co-author of *Children Caring for Parents with HIV and AIDS: Global Issues and Policy Responses* (with Saul Becker, The Policy Press). Her journal articles have discussed sibling caringscapes (*Geoforum*) and care ethics in families affected by HIV (with Felicity Thomas, *Emotions, Space & Society*), in school environments (with Morten Skovdal, *Children's Geographies*), and in interactions between professionals and disabled forced migrants (with Gudbjorg Ottosdottir, *British Journal of Social Work*).

**Franziska Fay** is a postdoctoral research fellow at the Cluster of Excellence “Normative Orders”/Frankfurt Research Center Global Islam (FFGI) at Goethe University Frankfurt, Germany. She holds her PhD in Social Anthropology from the School of Oriental and African Studies (SOAS) in London, in November 2017. She has a background in Anthropological Research Methods, African Linguistics (Swahili), Educational Philosophy, and Cultural Anthropology. She has taught at SOAS and the State University of Zanzibar. For her PhD she conducted 18 months of qualitative field research on child protection and corporal punishment in Qur’anic and primary schools in Zanzibar. Her research participants included children and young people, international child protection organizations (Save the Children, UNICEF), religious leaders, and government officials in Stone Town. For her postdoctoral research she focuses on reform movements in the Islamic education sector in Zanzibar and Oman. Her research interests include child protection/children’s rights, Islamic education and reform, political Islam in East Africa, discipline and punishment, gender-based violence, secularization, and aid, with a regional focus on Swahili cultures in the Western Indian Ocean (especially Zanzibar and Oman).

**Sylvia Meichsner** is a research associate at El Colegio de la Frontera Norte in Tijuana, Mexico. Trained in sociology and social research, she has, over the years, been involved in a number of projects in Latin America, West Africa, and Europe. The main focus of her research interests is institutionalized childcare in its respective socio-cultural, historical, economic, and political contexts.

**Magnus Mfofo-M’Carthy** is an associate professor at the Lyle S. Hallman Faculty of Social Work, Wilfrid Laurier University, Ontario, Canada. He has extensive policy, teaching, and research experience and has worked in adolescent and adult mental health organizations in

New York City, British Columbia, and Ontario. Dr Mfoafo-M'Carthy's research expertise include community-based mental health practice, global mental health, and issues of discrimination, marginalization, and oppression. Most of his studies investigate the impact of stigma and mental health, discrimination, and marginalization in the mental health care system. He is the principal investigator of a study exploring stigma among individuals with mental illness/disability and their families in Ghana.

**Afua Twum-Danso Imoh** is Lecturer in Sociology of Childhood at the University of Sheffield. She holds a PhD from the Centre of West African Studies at the University of Birmingham, UK. Over the past ten years she has managed eight funded research and networking projects focusing on children's lives and well-being in predominately Ghana and Nigeria. Her work has been published in a number of edited collections as well as in peer-reviewed journals such as *Childhood: A Journal of Global Child Research*, *the Journal of Human Rights*, *Human Rights Quarterly*, *International Social Work*, *the Journal of Family History*, *the International Journal of Children's Rights*, *Children's Geographies*, and *the Journal for the History of Childhood and Youth*. She is also the lead co-editor of two edited collections: *Childhoods at the Intersection of the Global and the Local* (published by Palgrave in October 2012) and *Children's Lives in an Era of Children's Rights: The Progress of the Convention on the Rights of the Child in Africa* (published by Routledge in December 2013).

**Catherine Walker** is an interdisciplinary social scientist with interests in environment, childhood, family life, negotiations of environmental knowledge, environmental/sustainability education, nexus thinking, and cross-national research, particularly between Global North and South contexts. In February 2018 Catherine joined the University of Manchester as a research associate in the Sustainable Consumption Institute and the Sociology Department. Catherine's contribution to this volume is based on her PhD (awarded in March 2016 from University College London [UCL] Institute of Education). This PhD research considered children's (aged 11–14) experiences, understandings, and practices of environment in a range of contexts in India and England and was funded as part of the Economic and Social Research Council (ESRC) (UK) National Centre for Research Methods node "Narratives of Varied Everyday Lives and Linked Approaches" (NOVELLA; [www.novella.ac.uk](http://www.novella.ac.uk)). Catherine has also worked in the Geography Department at Leicester University as a postdoctoral researcher on the cross-institutional ESRC/Newton-funded project

“(Re)Connect the Nexus: Young Brazilians’ learning about and participation in the food-water-energy nexus” ([www.foodwaterenergyxexus.com](http://www.foodwaterenergyxexus.com)). In August 2017 Catherine was elected for a three-year term as Secretary of the Royal Geographical Society (with the Institute of British Geographers), Geographies of Children, Youth and Families Research Group.

**Mary Wickenden** is a disability researcher, with a particular interest in inclusive and participatory research and in hearing the voices of adults and children with disabilities and their families, especially those living in the global south or in disadvantaged contexts. She initially trained as a speech/language therapist in the UK, working with families with children with severe disabilities. She subsequently trained in medical anthropology, her Phd focussing on issues around identity and agency for teenagers with severe disabilities and little or no speech. Being interested in cultural and social aspects of disabled people’s experience, she has worked extensively on disability-related research, intervention, and training projects in South Asia and East and Southern Africa. She teaches about disability in global contexts, qualitative and participatory research methodologies, and children and childhoods. She believes strongly in the importance of inclusive approaches to international development and service provision and in the recognition of the equal rights of adults and children with disabilities globally. She works at the Institute for Global Health, UCL, and the Institute for Development Studies, University of Sussex.

**Sara Stevens Zur** holds her doctorate in the field of music education. While working as a Fulbright scholar with a music group of aboriginal boys in Darwin, Australia, she first encountered radically different cultural experiences of time. Sara’s fascination with time experience and musical expression led to extensive travel and research, where she observed the ways that children work, play, and engage with music in diverse cultures and contexts. Sara has presented her research into culture-specific expressions of young children’s music making both nationally and globally. Additional publications can be found in *CHARA—Journal for Creativity, Spontaneity and Learning*, *The Qualitative Report*, and *Childhood Education: Infancy Through Early Adolescence*. She teaches music at the Buckingham Browne & Nichols School in Cambridge, MA, in the USA where she helps children develop meaningful ways of expressing themselves musically.

## LIST OF FIGURES

- Fig. 11.1 Reethika's photograph of the park next to her apartment block where she encountered a snake 217
- Fig. 12.1 A continuum of young caregiving. (Evans 2014a, p. 1896; adapted from Evans 2010; Evans and Becker 2009; Becker 2007). Reprinted by permission from Springer Nature: Children as Caregivers, in *Handbook of Child Well-Being* edited by A. Ben-Arieh, F. Casas, I. Frones and J. E. Korbin (2014) 240

## LIST OF TABLES

|            |  |     |
|------------|--|-----|
| Table 11.1 | Research sample  | 210 |
| Table 12.1 | Categories of children's and young people's caring activities globally, with examples from Majority world contexts | 242 |