



Council for the Development of Social Science Research in Africa  
Conseil pour le développement de la recherche en sciences sociales en Afrique  
Conselho para o Desenvolvimento da Pesquisa em Ciências Sociais em África

ايقيرفأ يف ةيعامتجإلا شو حبالا ةيمنت سلجم

Training, Grants and Fellowships Programme  
Programme Formation, bourses et subventions

**Child and Youth Institute / Institut sur l'enfance et la jeunesse**

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**Social Protection and the Citizenship Rights of  
Vulnerable Children in Africa**

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**Protection sociale et droits citoyens des enfants  
vulnérables en Afrique**

Dakar, Senegal, 16/09 - 04/10, 2013

**CODESRIA**

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**2013**

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## Introduction

The Child and Youth Institute, one of the components of the Child and Youth Studies Programme, has been organized every year since 2002. It is aimed at strengthening the analytic capacities of young African researchers on issues affecting children and youth in Africa and elsewhere in the world. The 2013 session of the Institute will be held from 16 September to 04 October in Dakar, (Senegal), on the theme “*Social Protection and the Citizenship Rights of Vulnerable Children in Africa*”.

Within this framework, the CODESRIA Documentation and Information Centre (CODICE) offers a number of services among which this bibliography which contains references of various documents collected from several information sources among which its bibliographic data base. The documents are mainly in English or in French and are presented alphabetically by the author's name.

The bibliography comprises three parts.

The first part lists materials in hardcopy form.

In the second part are indicated electronic full text documents which can be made available upon request.

In the third part “*Annexes*” is indicated the call for applications in English, French for the 2013 session of the Institute.

We hope that this bibliography will be useful for your research works and we will appreciate your comments and suggestions.

We wish you a successful and fruitful Institute.

**CODICE**

L'Institut sur l'enfance et la jeunesse, un des volets du Programme d'études sur l'enfance et la jeunesse, est organisé chaque année depuis 2002. Il a pour objectif de renforcer les capacités analytiques des jeunes chercheurs africains sur les questions relatives à l'enfance et à la jeunesse en Afrique et ailleurs dans le monde. La session 2013 de l'Institut aura lieu du 16 septembre au 04 octobre à Dakar, (Sénégal), sur le thème «*Protection sociale et droits citoyens des enfants vulnérables en Afrique*».

Dans cette perspective, le Centre de documentation et d'information du CODESRIA (CODICE) offre de nombreux services parmi lesquels cette bibliographie qui signale des références de divers documents provenant de plusieurs sources d'information parmi lesquelles sa base de données bibliographiques. Les documents sont essentiellement en anglais et en français et sont présentés alphabétiquement au nom de l'auteur.

La bibliographie comprend trois parties.

La première partie signale des documents sur support papier. Dans la deuxième partie sont indiqués des documents électroniques qui peuvent être communiqués sur demande.

Dans la troisième partie «*Annexes*» figure l'appel à candidatures en anglais, français pour la session 2013 de l'Institut.

Nous espérons que cette bibliographie sera utile pour vos travaux de recherche et nous vous remercions d'avance de vos remarques et suggestions.

Nous vous souhaitons plein succès à l'Institut.

**CODICE**

**Part I / Partie I**  
**Hard copy documents / Documents sur support papier**

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**1. ABE CHIA, Juliana Francesca**

Impact des pires formes de travail des enfants sur leur santé en Côte d'Ivoire

Abidjan: Université de Cocody, Janvier 2008.- ix-98 p.

Mémoire, DEA, Economie du travail, Université de Cocody, Unité de formation et de recherche des sciences économiques et de gestion

*/TRAVAIL DES ENFANTS/ /RISQUES SANITAIRES/ /CONDITIONS DE TRAVAIL/ /COTE D'IVOIRE/*  
Call No.: \*\*\* 13.09.02/ABE/15506

**2. ADJIBADE, Aboudou Karimon; NDAMOBISI, Robert; KOUAME, Aka; MOLOUA, Félix**

L'Enfant en Centrafrique : famille, santé, scolarité, travail.

Paris: Karthala, 2004. - 194 p.

ISBN: 2-84586-472-8

*/ENFANTS/ /PAUVRETE/ /MALNUTRITION/ /SANTE/ /SEXUALITE/ /ADOLESCENTS/ /SIDA/ /CONTRACEPTION/ /TRAVAIL DES ENFANTS/ /CONDITIONS ECONOMIQUES/ /REPUBLIQUE CENTRAFRICAINE/*

Call No.: \*\*\* 14.02.02/ADJ/12849

**3. AFIREM, Paris**

La Prise en charge de la maltraitance : jeux et enjeux

Paris: Karthala, 1999.- 427 p.

(Questions d'enfance)

ISBN: 2-86537-862-4

*/MAUVAIS TRAITEMENTS ENVERS LES ENFANTS/ /PROTECTION DE L'ENFANCE/ /THERAPIE/ /ABUS SEXUELS/ /PRISONS/ /ADMINISTRATION DE LA JUSTICE/ /MILIEU SOCIAL/ /SOINS MEDICAUX/ /ETHIQUE/ /INCESTE/*

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**4. AFIREM, Paris**

L'enfance maltraitée : du silence à la communication. Actes du congrès de Toulouse; janvier 1990

Paris: Karthala, 1991. - 259 p.

ISBN: 2-86537-295-2

*/MAUVAIS TRAITEMENTS ENVERS LES ENFANTS/ /MOYENS DE COMMUNICATION/ /HOPITAUX/ /ABUS SEXUELS/ /PRESSE/ /PROTECTION DE L'ENFANCE/*

Call No.: \*\*\* 02.04.02/AFI/12846

**5. AGOSSOU, Thérèse, Ed.**

Regards d'Afrique sur la maltraitance

Paris: Karthala, 2000.- 277 p.

(Questions d'enfances)

ISBN: 2-84586-034-X

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**6. ALANEN, Leena; MAYALL, Berry, Ed.**

Conceptualizing Child-Adult Relations  
London: Routledge, 2001. - xii-157 p.  
(Future of Childhood Series)  
ISBN: 0-415-23159-0

*/CHILDHOOD/ /CHILDREN/ /ADULTS/ /GENERATIONS/ /CONFLICT OF GENERATIONS/ /CHILD-ADULT RELATIONS/*

Call No.: \*\*\* 14.02.02/ALA/14608

**7. AMOUZOU, Essè**

Pauvreté, chômage et émigration des jeunes Africains : quelles alternatives ?  
Paris : L'Harmattan, 2009. - 271 p.  
(Études africaines)  
ISBN 978-2-296-10534-8

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**8. ANKER, Christien van den, Ed.**

The Political Economy of New Slavery  
New York: Palgrave Macmillan, 2004. - xvi-272 p.  
(Palgrave texts in International Political Economy)  
ISBN: 1-4039-1523-7

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**9. ANPPCAN, Enugu**

Charter on the Rights and Welfare of the African Child  
Enugu: Chuka Company Limited, [s.d.] – 42 p.  
ISBN: 978-2582-14-X

*/CHILDREN'S RIGHTS/ /SOCIAL WELFARE/ /CHILD CARE/ /AFRICA/ /AFRICAN CHARTER/*

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**10. ANSELL, Nicola**

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London: Routledge Taylor and Francis Group, 2005. - xviii-286 p.  
(Routledge Perspectives on Development)  
ISBN: 0-415-28769-3

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**11. ARANSIOLA, Joshua Oyeniyi**

A Study of the Network of Support for Street Children in Nigeria

Ile-Ife: Obafemi Awolowo University, 2006. - xiii-219 p.

Thesis, PhD, Sociology and Anthropology, Obafemi Awolowo University, Faculty of Social Sciences

*/STREET CHILDREN/ /CHILDREN'S RIGHTS/ /CHILD WELFARE/ /STATE/ /NONGOVERNMENTAL ORGANIZATIONS/ /CIVIL SOCIETY/ /NIGERIA/ /NETWORK OF SUPPORT/*

Call No.: \*\*\* 02.04.02/ARA/15058

### **12. AWODOLA, Bosede Florence**

Institutional Challenges of Reintegrating Child ex-Combatants in Post-War Liberia

Ibadan: University of Ibadan, August 2008.- xvi-217p.

Thesis, PhD, Peace and Conflict, University of Ibadan, Institute of African Studies

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### **13. AYISSI, Anatole N.**

Les Anges de la Mort : La Tragédie des Enfants Soldats en Afrique

Dakar: CODESRIA, Juin-Juillet 1995.- 18 p.

Conférence: Crises Conflits et Mutations : Réactions et Perspectives Africaines : Huitième Assemblée Générale, Dakar Sénégal, 26 juin - 2 juillet 1995

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### **14. BARANGER, Thierry; MAXIMY, Martine de; MAXIMY, Hubert de**

L'enfant sorcier africain entre ses deux juges : approche ethnopsychologique de la justice.

Essai

Paris: ODIN Editions, 2000.- 181 p.

ISBN: 2-913167-11-X

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### **15. BARMA KUTOLBENA, Marodégueba**

Les conséquences psychotraumatiques de la maltraitance faite aux enfants et aux adolescents au Togo : étude prospective réalisée sur 136 enfants accueillis au centre oasis de la fondation terre des hommes, Lomé, de 2005 à 2008

Lomé: Université de Lomé, 14 décembre 2011.- 325 p.

Thèse, Doctorat, Psychologie clinique et pathologique, Université de Lomé, Institut national des sciences de l'éducation, Filière de psychologie appliquée

*/MAUVAIS TRAITEMENTS ENVERS LES ENFANTS/ /ENFANTS/ /ADOLESCENTS/ /PSYCHOLOGIE/ /TOGO/ /TRAUMATISME/ /PSYCHOTRAUMATISME/ /PSYCHOPATHOLOGIE/ /STRESS/ /LOME/*

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### **16. BARTLETT, Sheridan; HART, Roger; SATTERTHWAITE, David; BARRA, Ximena de la ; MISSAIR, Alfredo**

Cities for Children: Children's Rights, Poverty and Urban Management

London: Earthscan, 1999. - xiii-305 p.

*/URBAN YOUTH/ /CHILDREN'S RIGHTS/ /LIVING CONDITIONS/ /CONVENTIONS/ /GOVERNANCE/  
/LOCAL GOVERNMENT/ /CONVENTIONS ON THE RIGHTS OF CHILD/  
Call No.: \*\*\* 14.04.03/BAR/14646*

**17. BASS, Loretta E.**

Child Labor in Sub-Saharan Africa  
Boulder: Lynne Rienner Publishers, 2004.- xi-213 p.  
ISBN: 1-58826-286-3

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**18. BEDAY--HAUSER, Pierrette; BOLZMAN, Claudio, Ed.**

On est né quelque part mais on peut vivre ailleurs: Familles, Migrations, Cultures et Travail  
social  
Genève: Les Editions IES, Octobre 1997.- 424 p.  
(Champs Professionnels, No. 24)  
ISBN: 2-88224-043.0

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/DROITS DE L'ENFANT/ /EDUCATION/ /MAUVAIS TRAITEMENTS ENVERS LES ENFANTS/  
Call No.: \*\*\* 14.07.01/BED/12134*

**19. BELL, Bill; CHETLEY, Andrew; EDWARDS, Mike; MACDONALD, Neil;  
PENROSE, Angela**

Towards a Children's Agenda: New Challenges for Social Development  
London: Save the Children, March 1995.- 72 p.

*/CHILD CARE/ /CHILDREN/ /SOCIAL DEVELOPMENT/ /POLICY MAKING/ /POVERTY/ /GENDER/  
Call No.: \*\*\* 02.05.03/BEL/09880*

**20. BELL, Nancy**

Ethics in Child Research: Rights, Reason and Responsibilities  
*Children's Geographies*, Vol. 6, No. 1, 2008, p. 7-20

**Abstract:** This paper explores the nature of the relationship between research ethics and children's rights by examining the historical origins of both concepts and then analysing several contemporary research ethics guidelines from a rights-based perspective. The analysis demonstrates that while many research ethics guidelines may contain references to human rights principles, implicit or otherwise, there is often a lack definition about what is meant by 'rights' and about the correlation between human rights principles and research ethics in practice. Within social sciences research, in particular, research ethics guidelines, including those guidelines specific to child research, noticeably lack direct reference to human rights principles such as those articulated within the UN Convention on the Rights of the Child (UNCRC). The paper argues that as child researchers do not stand apart from their obligations to protect and promote children's rights, research ethics guidelines relied upon by child researchers need to be informed by human rights principles and that those researchers may draw upon the UNCRC, in particular, to inform their consideration of inevitable ethical dilemmas arising within child research.

**21. BERTRAND, Michèle, dir.**

Les enfants dans la guerre et les violences civiles. Approches cliniques et théoriques  
Paris: L'Harmattan, 1997.- 160 p.  
(Espaces théoriques)

ISBN: 2-7384-5722-3  
(New acquisition / Nouvelle acquisition)

**22. BIEL, Melha Rout**

African Kids: between Warlords, Child Soldiers and Living on the Street. Causes, Effects and Solution: the Cases of Sudan, Uganda, Zambia and Kenya  
Frankfurt am Main: Peter Lang, 2004. – 95 p.  
ISBN: 3-631-52899-X

/CHILDREN/ /YOUTH/ /STREET CHILDREN/ /AIDS/ /CHILDREN'S RIGHTS/ /CONFLICTS/ / CIVIL WAR/  
/CHILD LABOUR/ /CHILD ABUSE/ /CHILD SOLDIER/ /AFRICA/ /KENYA/ /SUDAN/ /ZAMBIA/ /UGANDA/  
Call No.: \*\*\* 14.02.02/BIE/13772

**23. BIGGERI, Mario; ANICH, Rudolf**

The Deprivation of Street Children in Kampala: Can the Capability Approach and Participatory Methods Unlock a New Perspective in Research and Decision Making?  
*Monde en développement*. Vol. 37, No. 146, 2009, p. 73-93

**Résumé :** Les enfants ne sont plus de simples bénéficiaires de mesures de protection, mais plutôt des sujets de droits et des participants aux actions les affectant. Cela implique un changement dans l'approche envers les enfants vulnérables dans la recherche et les politiques. Cet article explore la pauvreté des enfants de la rue à Kampala (Ouganda), à travers la combinaison de l'approche innovante des capacités proposée par Amartya Sen et les méthodes participatives.

**Abstract:** Children are no longer seen merely as recipients of services or beneficiaries of protective measures, but rather as subjects of rights and participants in actions affecting them. This implies a change in the approach also towards vulnerable children in research and decision making. The aim of this paper is to explore the deprivation of street children in Kampala (Uganda), through the innovative combination of the A. Sen's capability

**24. BIRUKA, Innocent**

La Protection de la femme et de l'enfant dans les conflits armés en Afrique  
Dakar: Université Cheikh Anta Diop de Dakar, 30 juillet 2005.- ix-489 p.  
Thèse, Doctorat d'Etat, Droit, Université Cheikh Anta Diop de Dakar, Faculté des sciences juridiques et politiques

/PROTECTION DE L'ENFANCE/ /PROTECTION DE LA MERE/ /CONFLITS/ /PROTECTION LEGALE/  
/CRIMINALITE/ /GUERRE/ /AFRIQUE/ /INSTRUMENTALISATION/ /VIOL/ /ENFANTS SOLDATS/  
/MECANISMES DE PROTECTION/ /PROTECTION JURIDICTIONNELLE/  
Call No.: \*\*\* 02.05.03/BIR/13114

**25. BLACK, Maggie**

Taking Children Seriously: The Rise of the Children's Cause  
*Development: Journal of the Society for International Development*, No.1, 1995, p. 23 - 26

/CHILDREN'S RIGHTS/ /CONVENTIONS/ /UN/ /CHILD CARE/ /UNICEF/ /ECONOMIC AND SOCIAL DEVELOPMENT/ /SOCIAL PROBLEMS/ /POVERTY CONVENTIONS/

**26. BOISSIEU, Arnaud de**

Jeunes des rues de Tanzania : une vie par jour, entre l'eau et le feu  
Paris: Karthala, 2001.- 131 p.  
(Chrétien en liberté)  
ISBN: 2-94586-191-5

/ENFANTS DES RUES/ /PRISON/ /SIDA/ /JEUNESSE/ /PROTECTION DE L'ENFANCE/ /TANZANIE/  
Call No.: \*\*\* 02.04.02/BOI/12847

**27. BOURDILLON, Michael F.C.; SANGARE, Ali, Ed.**

Negotiating the Livelihoods of Children and Youth in Africa's Urban Spaces = Négociier pour sa vie : les enfants et les jeunes dans les espaces urbains de l'Afrique

Dakar: CODESRIA, 2012.- viii-245 p.

(CODESRIA Book Series)

This book is a product of the CODESRIA Child and Youth Institute, session 2009

Ce livre est une compilation des articles issus de l'institut sur l'enfance et la jeunesse du CODESRIA, session 2009

ISBN: 978-2-86978-504-5

/CHILDREN/ /YOUTH/ /TOWNS/ /URBAN ENVIRONMENT/ /LIVING CONDITIONS/ /UNEMPLOYMENT/  
/CREATIVITY/ /SURVIVAL STRATEGIES/ /AFRICA/

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/STRATEGIES DE SURVIE/ /AFRIQUE/

Call No.: \*\*\* 14.02.02/BOU/15762

**28. BOYDEN, Jo**

Childhood and the Policy Makers: A Comparative Perspective on the Globalization of Childhood

In: *Constructing and Reconstructing Childhood: Contemporary Issues in the Sociological Study of Childhood* / Ed. by Allison James and Allan Prout

2<sup>nd</sup>Ed.

London: Routledge, 1997. - p. 190-229

ISBN: 978-0-7507-0596-7

**29. BOYDEN, Jo**

Social and Cultural Meanings of Childhood

*Development: Journal of the Society for International Development*, No. 1, 1996, p. 18-22

/CHILDHOOD/ /CHILDREN'S RIGHTS/ /CHILDREN/ /CONVENTIONS/ /THEORY/ /SOCIAL NORMS/  
/CULTURAL IDENTITY/

**30. CAIRNS, Ed.**

Children and Political Violence

Oxford: Blackwell Publishers, 1996. - x-219 p.

(Understanding Children's Worlds)

ISBN: 1-55786-351-2

/CHILDREN/ /VIOLENCE/ /WAR/ /POLITICAL CONFLICTS/ /PSYCHOLOGY/ /AGGRESSION/ /PEACE/  
/POLITICAL VIOLENCE/ /STRESS/ /MORAL DEVELOPMENT/

Call No.: \*\*\* 14.02.02/CAI/13385

**31. CHAGUNDA, Chance Arisitaliko**

A Study of State-based Social Assistance Provision and its Influence on the Developmental Character of the South African State: the Case of the Child Support Grant

Cape Town: University of Cape Town, July 2006. - ix-115 p.

Dissertation, Master of Philosophy, Public Policy, University of Cape Town

*/SOCIAL SERVICES/ /CHILD CARE SERVICES/ /SOCIAL WELFARE/ /STATE INTERVENTION/ /POVERTY/  
/UNEMPLOYMENT/ /AIDS/ /SOCIAL POLICY/ /ECONOMIC POLICY/ /SOUTH AFRICA/  
Call No.: \*\*\* 02.05.01/CHA/13091*

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Growing Up in an Urbanizing World  
Paris: UNESCO, 2002. – 254 p.  
ISBN: 1-85383-828-4

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**33. CHENEY, Kristen E.**

Pillars of the Nation: Child Citizens and Ugandan National Development  
Chicago: The University of Chicago Press, 2007. - x-299 p.  
ISBN: 978-0-226-10248-1

*/CHILDREN/ /YOUTH/ /NATION/ /NATIONALITY/ /CHILDREN'S RIGHTS/ /UGANDA/ /NATIONAL  
DEVELOPMENT/  
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**34. CHISHOLM, Lynne; BÜCHNER, Peter; KRÜGER, Heinz-Hermann; BROWN, Philip, Ed.**

Childhood, Youth and Social Change: a Comparative Perspective  
London: Routledge: Falmer, 1990. – 278 p.  
ISBN: 1-85000-651-2

*/CHILDREN/ /YOUTH/ /SOCIAL CHANGE/ /SOCIAL CONDITIONS/ /GERMANY/ /UNITED KINGDOM/  
Call No.: \*\*\* 14.02.02/CHI/13384*

**35. CHRISTIANSEN, Catrine; UTAS, Mats; VIGH, Henrik E., Ed.**

Navigating Youth Generating Adulthood: Social Becoming in an African Context  
Uppsala: Nordic Africa Institute, 2006.- 272 p.  
ISBN: 91-7106-578-4

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ENVIRONMENT/ /SOCIAL AND CULTURAL ANTHROPOLOGY/ /CASE STUDIES/ /AFRICA/  
Call No.: \*\*\* 14.02.02/CHR/15680*

**36. CHRISTENSEN, Pia; ALLISON, James, Ed.**

Research with Children: Perspectives and Practices  
2<sup>nd</sup> ed.  
New York: Routledge Taylor and Francis Group, 2009.- xvi-295 p.  
ISBN: 978-0-415-41684-9

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RELATIONS/ /RACE RELATIONS/ /STREET CHILDREN/ /DISABLED CHILDREN/ /WAR/ /ETHNOGRAPHY/  
/RESEARCH METHODS/ /MACROANALYSIS/ /QUALITATIVE RESEARCH/ /QUANTITATIVE RESEARCH/  
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Call No.: \*\*\* 18.01.01/CHR/15481*

**37. COLE, Jennifer; DURHAM, Deborah, Ed.**

Generations and Globalization: Youth, Age, and Family in the New World Economy  
Bloomington: Indiana University Press, 2007. – 226 p.  
(Tracking Globalization)  
ISBN: 978-0-253-21870-4

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Call No.: \*\*\* 14.02.02/COL/15472

**38. COMANNE, Denise; RETAMOSO. Estela; TOUSSAINT, Eric, Ed**

Femmes, enfants, face à la violence : Résistances du Nord au Sud  
Bruxelles: CADTM, 1999.- 216 p.

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Call No.: \*\*\* 14.02.03/COM/12081

**39. COPPIETERS'T WALLANT, Renaud**

Jeunesse marginalisée, espoir de l'Afrique : un juge des enfants témoigne  
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The Sociology of Childhood  
3<sup>rd</sup> Ed.  
Los Angeles: Sage, 2011.- xv-437 p.  
(Sociology for a New Century Series  
ISBN: 978-1-4129-7943-6

*/CHILDHOOD/ /CHILDREN/ /SOCIOLOGY/ /SOCIAL THEORY/ /SOCIAL STRUCTURE/ /FAMILY/ /SOCIAL CHANGE/ /CULTURE/ /HUMAN RELATIONS/ /SOCIAL PROBLEMS/ /FAMILY DESINTEGRATION/ /POVERTY/ /QUALITY OF LIFE/ /PEER CULTURE/ /SOCIAL DIFFERENTIATION/ /DISPUTES/ /FRIENDSHIP/*  
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**42. DAWES, Andrew; DONALD, David, Ed.**

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**43. DE BOEK, Filip; HONWANA, Alcinda**

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In: *Makers and Breakers: Children & Youth in Postcolonial Africa* / Ed. by Alcinda Honwana and Filip De Boeck  
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**45. DELAGRANGE, Gilbert**

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DE PRISE EN CHARGE DES ENFANTS/ /MAUVAIS TRAITEMENTS ENVERS LES ENFANTS/ /SERVICES  
SOCIAUX/ /FAMILLE/  
Call No.: \*\*\* 02.05.03/DEL/12844*

**46. DENIS, Philippe, Ed.**

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**50. DIOP, Momar Coumba, Ed.**

Pauvreté, jeunes de la rue et sida : les cas d'Abidjan et d'Accra = Poverty, Street Children and Aids : the Case Studies of Abidjan and Accra

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**51. DIOP, Moustapha**

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Call No.: \*\*\* 02.04.02/DIO/14496

**52. DIOP, Rosalie Aduayi**

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**53. DOISE, Willem; DESCHAMPS, Jean-Claude; MUGNY, Gabriel**

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WORK/ /RIGHT TO EDUCATION/ /ENVIRONMENT/ /WOMEN/ /CHILDREN/ /INDIGENOUS POPULATION/  
/MINORITY GROUPS/ /IMMIGRANTS/ /MIGRANT WORKERS/ /TECHNICAL COOPERATION/  
/TEXTBOOKS//ECONOMIC RIGHTS/ /SOCIAL RIGHTS/ /CULTURAL RIGHTS/ /RIGHT TO FOOD/ /RIGHT  
TO DEVELOPMENT//ARMED CONFLICTS/*

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**57. EINARSDOTTIR, Jónína**

Tired of Weeping: Mother Love, Child Death, and Poverty in Guinea-Bissau  
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**58. ENDA-TIERS-MONDE, Dakar**

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/TRAVAIL DES ENFANTS/ /DROITS DE L'ENFANT/ /VILLES/ /ANIMATION URBAINE/ /AFRIQUE/*

**Call No.: \*\*\* 14.02.02/END/08638**

**59. ENDA-TIERS-MONDE, Dakar**

Voix des enfants d'Afrique : travail, forcé et organisation des enfants et jeunes travailleurs

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Call No.: \*\*\* 15.04.06/ENE/14959

**61. ENSOR, Marisa O., Ed**

African Childhoods: Education, Development, Peace building, and the Youngest Continent

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**62. ERIKSON, Erik H.**

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**63. ERNY, Pierre**

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*/ENFANTS/ /ETHNOLOGIE/ /EDUCATION/ /ENFANCE/ /AFRIQUE/ /PENSEE TRADITIONNELLE/  
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**64. ERNY, Pierre**

L'enfant et son milieu en Afrique noire : essais sur l'éducation traditionnelle

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/ETHIQUE/ /VALEURS SOCIALES/ /EDUCATION COUTUMIERE/ /EDUCATION TRADITIONNELLE/  
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**65. ERNY, Pierre**

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**67. EVERS, Sandra J. T. M.; NOTERMANS, Catrien; OMMERING, van Erik, Ed.**

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Thesis, Master's Degree, Social Work, University of Nigeria, Department of Sociology  
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/RELIGION/ /MAUVAIS TRAITEMENTS ENVERS LES ENFANTS/ /SEXUALITE/ /MIGRATION/ /ABUS  
SEXUELS/ /INCESTE/ /DIVERSITE CULTURELLE/ /COLONISATION/ /ORGANISATION DE LA FAMILLE/  
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Call No.: \*\*\* 14.02.02/EZE/12843*

**70. FALOLA, Toyin; HEATON, Matthew M., Ed**

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Call No.: \*\*\* 04.02.01/GAR/12351

**75. GAUTHIER, Madeleine ; GUILLAUME, Jean-François, Ed.**

Définir la jeunesse ? : d'un bout à l'autre du monde  
Québec: Les Editions de l'IQRC, 1999.- 270 p.  
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*/JEUNESSE/ /SOCIOLOGIE/ /CONDITIONS SOCIALES/ /ATTITUDES/ /OPINION PUBLIQUE/ /SOCIALISATION/ /CULTURE/*  
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**76. GHIGLIONE, Rodolphe ; MATALON, Benjamin**

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*/ENQUETES/ /SOCIOLOGIE/ /INTERVIEWS/ /QUESTIONNAIRES/ /ANALYSE DES DONNÉES/ /ANALYSE STATISTIQUE/ /ENQUETES SOCIOLOGIQUES/*  
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**77. GOKAH, Theophilus Kofi**

Children on the Boundaries of Time and Space in Sub-Saharan Africa : Aspiration or Achievement of Policy  
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/CHILD WELFARE/ /CHILDREN'S RIGHTS/ /GOVERNMENTAL POLICY/ /AFRICA SOUTH OF SAHARA/  
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Call No.: \*\*\* 02.05.03/GOK/15486

**78. GRANNIS, Susanna W.**

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**79. GREIG, Anne; TAYLOR, Jayne; MACKAY, Tommy**

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/RESEARCH/ /CHILDREN/ /RESEARCH METHODS/ /EVALUATION/ /ETHICS/ /QUALITATIVE RESEARCH/  
/QUANTITATIVE RESEARCH/

Call No.: \*\*\* 18.01.01/GRE/15475

**80. GRIESEL, R. Dev; SWART-KRUGER, Jill; CHAWLA, Louise**

Children in South Africa Can Make a Difference' An Assessment of 'Growing Up in Cities' in Johannesburg  
*Childhood. A Global Journal of Child Research*, Vol. 9, No. 1, 2002, p. 83-100

**Abstract:** The article presents the evaluation of two Johannesburg sites of 'Growing Up in Cities', a project that involves children in documenting and improving their urban environments, with respect to the effect of project participation. Participating children and their parents were surveyed or interviewed regarding the project's value and effect on the children. In addition, the children were measured on scales of self-esteem, locus of control and self-efficacy, and compared with control groups. The results of the evaluation are summarized, and claims about the value of children's participation in community development are critically reviewed.

**81. GROVER, Sonja**

Why Won't They Listen to Us? On Giving Power and Voice to Children Participating in Social Research  
*Childhood. A Global Journal of Child Research*, Vol. 11, No. 1, February 2004, p. 81-93

**Abstract:** This article discusses the need for authentic social research with children given the fact that increasingly such research is being relied on to inform social policy which profoundly affects the lives of children. Authentic research is operationalized in this article as that research which gives power and voice to child research participants and which provides insights into their subjective world. Such research allows the children to a degree to be 'subject' or 'collaborator' in the research process rather than simply study 'object'. Giving power and voice to children in the research context involves issues of research methodology and opportunities to contribute to research agendas and ethics guidelines such that the need and right to be heard is better met. Empathetic understanding in research with children as a byproduct of combining quantitative approaches with the phenomenological perspective is also discussed.

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/FOREIGN AID/ /AFRICA/ /SOUTH AFRICA/ /UGANDA/ /ZAMBIA/ /AIDS PATIENTS/  
Call No.: \*\*\* 15.04.02/GUE/12694*

**83. GUEU, Denis**

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Thèse, Doctorat unique, Sociologie criminelle, Université de Cocody, UFR Criminologie

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/MENDICITE/ /MARGINALITE JUVENILE/ /COTE D'IVOIRE/ /ABIDJAN/ /ADJAME/  
Call No.: \*\*\* 02.04.02/GUE/13178*

**84. GUEYE BA, Cina**

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Dakar: Université Gaston Berger de Saint-Louis, 2005-2006.- 149 p.  
Mémoire, DEA, Université Gaston Berger de Saint-Louis, UFR de lettres et sciences humaines, Section de sociologie

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/SENEGAL/ /DAKAR/ /YEUMBEUL/  
Call No.: \*\*\* 14.02.02/GUE/14530*

**85. GUEYE, Mouhamet Fary**

Analyse des actions ayant influencé les résultats scolaires des orphelins et enfants vulnérables dans le cadre de la prise en charge : cas de ONG Jamra  
Dakar: Ecole Nationale en Economie Appliquée, 2010.- ix-90 p.  
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/VIH/ /SIDA/ /AIDE EN MATIERE D'EDUCATION/ /SENEGAL/ /ONG JAMRA/ /PERFORMANCE  
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Call No.: \*\*\* 02.05.03/GUE/15508*

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/PSYCHOLOGIE SOCIALE/ /CLASSES SOCIALES/ /SOCIOLOGIE ECONOMIQUE/ /SOCIOLOGIE  
POLITIQUE/ /SOCIOLOGIE DES CIVILISATIONS/ /PSYCHOLOGIE COLLECTIVE/  
Call No.: \*\*\* 05.01.01/GUR/15600*

**87. HAMMARBERG, Thomas**

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**88. HANDA, Sudhanshu; DEVEREUX, Stephen; WEBB, Douglas, Ed.**

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(Routledge Studies in Development Economics, No. 86)  
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CONDITIONS//SCHOOLING//CHILD LABOUR//GRANTS//SOCIAL JUSTICE//AFRICA/ /VULNERABLE  
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Call No.: \*\*\* 02.05.03/HAN/15485

**89. HANSON, Karl; NIEUWENHUYS, Olga, Ed.**

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ISBN: 978-1-107-03151-7  
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ISBN: 1-85383-019-4

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/SANITATION//DRAINAGE//DOMESTIC WASTES//DISEASE VECTORS//HOUSE DESIGN/*

Call No.: \*\*\* 14.04.01/HAR/08321

**91. HARPER, Caroline; MARCUS, Rachel; MOORE, Karen (Recommended)**

Enduring Poverty and the Conditions of Childhood: Life Course and Intergenerational  
Poverty Transmissions  
*World Development*, 2003, Vol. 31, No. 3, March 2003, p. 535-554

**Abstract:** In this paper, we explore the conditions of childhood that can lead to poverty throughout the life course and affect transfers of poverty to the next generation. The largely inconclusive evidence base surrounding life course and intergenerational poverty transmission is reviewed before a discussion of the key social processes and contexts that impact on childhood, life course and intergenerational poverty. Prioritized issues--nutrition, childcare and guidance, education, child work, and aspirations and attitudes--are explored within the context of UNICEF's basic framework of survival, protection, development and participation. The paper concludes with an analysis of elements of the wider environment, critical to enabling action in childhood to break poverty cycles.

**92. HASHIM, Iman; THORSEN, Dorte**

Child Migration in Africa  
Uppsala: The Nordic Africa Institute, 2011. – x-150 p.  
(Africa Now)  
ISBN: 978-1-84813-456-0

*/CHILDREN/ /MIGRATION/ /SOCIAL CONDITIONS/ /CROSS CULTURAL ANALYSIS/ /AFRICA/ /WEST AFRICA/ /BURKINA FASO/ /GHANA/ /CHILD MIGRATION/ /SOCIAL NETWORKS/*  
Call No.: \*\*\* 14.02.02/HAS/15469

**93. HASHIM, Imam**

Independent Child Migration and Education in Ghana  
*Development and Change*, Vol. 38, No. 5, 2007, p. 911-931

**Abstract:** Drawing on interviews with young migrants who have moved from rural, farming households in northeastern Ghana to rural and urban households in central and southern Ghana, this article explores the interconnections between children's migration and children's access to formal and non-formal education. In contrast to the positive light in which education is usually presented, the findings of the research suggest a more ambiguous and complex picture, and illuminate both positive and negative aspects of the linkages between education and children's independent migration.

**94. HELVE, Helena; HOLM, Gunilla, Ed.**

Contemporary Youth Research: Local Expressions and Global Connections  
Aldershot: Ashgate, 2005. - xv-223 p.  
ISBN: 0-7546-4161-9

*/YOUTH/ /RESEARCH/ /GLOBALIZATION/ /EDUCATION/ /TECHNOLOGY/ /LABOUR/ /CULTURE/ /CULTURAL IDENTITY/ /YOUTH STUDIES/*  
Call No.: \*\*\* 14.02.02/HEL/14450

**95. HELVE, Helena; WALLACE, Claire, Ed.**

Youth, Citizenship and Empowerment  
Aldershot: Ashgate, 2001. - xvii-327 p.  
ISBN: 0-7546-1646-0

*/YOUTH/ /NATIONALITY/ /MARGINALITY/ /SOCIAL CONDITIONS/ /VIOLENCE/ /SEXUAL ABUSE/ /GLOBALIZATION/ /CHILDHOOD/ /STREET CHILDREN/ /CHILD LABOUR/ /CIVIL SOCIETY/ /POLITICS/ /LOCAL DEVELOPMENT/ /EUROPE/ /SLOVAKIA/ /SOUTH AFRICA/ /UKRAINE/*  
Call No.: \*\*\* 14.02.02/HEL/13063

**96. HOCHART, Françoise; ROUSSEL, Annick**

L'Hôpital face à l'enfance maltraitée : une passerelle entre coups et réparation  
Paris: Karthala, 1997.- 278 p.  
ISBN: 2-86537-737-7

*/HOPITAUX/ /MAUVAIS TRAITEMENTS ENVERS LES ENFANTS/ /HOSPITALISATION/ /THERAPIE/ /SOINS MEDICAUX/ /SERVICES DE PRISE EN CHARGE DES ENFANTS/ /PROTECTION DE L'ENFANCE/ /PRISE EN CHARGE DES ENFANTS/*  
Call No.: \*\*\* 02.05.02/HOC/12845

**97. HODAN, Florence**

Enfants dans le commerce du sexe. Etat des lieux, état d'urgence  
Paris : L'Harmattan, 2005.- 168 p.  
(Questions contemporaines)  
ISBN : 2-7475-9975-2  
(New acquisition / Nouvelle acquisition)

**98. HONWANA, Alcinda; DE BOECK, Filip**

Makers and Breakers: Children and Youth in Postcolonial Africa  
Dakar: CODESRIA, 2005. – xii-244 p.

ISBN: 0-85255-434-6

*/CHILDREN/ /YOUTH/ /STREET CHILDREN/ /CIVIL WAR/ /AFRICA/ /POSTCOLONIAL/*  
Call No.: \*\*\* 14.02.02/HON/13218

**99. HUNT, Paul**

Children's Rights in West Africa: the case of the Gambia's Almudos  
*Human Rights Quarterly*, Vol. 15, No. 3, August 1993, p. 499-532

*/CHILDREN'S RIGHTS/ /INTERNATIONAL LAW/ /WEST AFRICA/ /GAMBIA/*

**100. HUNGERLAND, Beatrice; LIEBEL, Manfred; MILNE, Brian; WIBSTUTZ, Anne**

Working to be Someone: Child Focused Research and Practice with Working Children  
London, 2007.- 268 p.

ISBN: 978-1-84310-523-7

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Call No.: \*\*\* 13.09.02/HUN/14637

**101. INTERNATIONAL BUREAU OF CHILDREN'S RIGHTS, Québec**

Making Children's Rights Work in North Africa: Country Profiles on Algeria, Egypt, Libya, Morocco and Tunisia

Québec: International Bureau for Children's Rights, 2007. – 212 p.

*/CHILDREN'S RIGHTS/ /CONVENTIONS/ /CASE STUDIES/ /NORTH AFRICA/ /ALGERIA/ /EGYPT/ /LIBYA/ /MOROCCO/ /TUNISIA/*  
Call No.: \*\*\* 04.02.01/INT/13814

**102. ILO. International Programme on the Elimination of Child Labour, Geneva**

Unbearable to the Human Heart: Child Trafficking and Action to Eliminate it

Geneva: ILO, 2002. - xiii-94 p.

ISBN: 92-2-113088-6

*/CHILD ABUSE/ /CHILD LABOUR/ /CHILDREN'S RIGHTS/ /ILO/ - /CHILD TRAFFIC/ /CHILD EXPLOITATION/*  
Call No.: \*\*\* 02.04.02/ILO/13580

**103. INTERNATIONAL BUREAU OF CHILDREN'S RIGHTS, Québec**

Making Children's Rights Work in North Africa: Country Profiles on Algeria, Egypt, Libya, Morocco and Tunisia

Québec: International Bureau for Children's Rights, 2007.- 212 p.

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**104. INTERNATIONAL COMMISSION OF JURISTS, Geneva**

Rights of the Child: Report of a Training Programme in Asia

Geneva: International Commission of Jurists, September 1993.- 373 p.

ISBN: 92-9037-084-X

*/CHILDREN'S RIGHTS/ /NON-GOVERNMENTAL ORGANIZATIONS/ /UNICEF/ /UNESCO/ /ILO/ /HUMAN RIGHTS/ /CONVENTIONS/ /ASIA/*  
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**105. JAMES, Allison ; JENKS, Chris ; PROUT, Alan**

Theorizing Childhood  
Cambridge: Polity Press, 1998.- 247 p.  
ISBN: 978-0-7456-1565-3

*/CHILDHOOD/ /SOCIOLOGY/ /SOCIETY/ /SPACE/ /CULTURE/ /CHILD LABOUR/*  
Call No.: \*\*\* 14.02.02/JAM/15484

**106. JAMES, Allison; PROUT, Alan, Ed.**

Constructing and Reconstructing Childhood: Contemporary Issues in the Sociological Study of Childhood  
2<sup>nd</sup> Ed.  
London: Routledge Taylor and Francis Group, 1997.- xvii-260 p.  
ISBN: 978-0-7507-0596-7

*/CHILDHOOD/ /SOCIOLOGICAL ANALYSIS/ /PSYCHOLOGY/ /SOCIAL SCIENCES/ /STREET CHILDREN/ /SEXUAL ABUSE/*  
Call No.: \*\*\* 14.02.02/JAM/15466

**107. JAMES, Allison ; PROUT, Alan**

Re-presenting Childhood : Time and Transition in the Study of Childhood  
In: *Constructing and Reconstructing Childhood: Contemporary Issues in the Sociological Study of Childhood/* Ed. by Allison James and Allan Prout  
2<sup>nd</sup> Ed.  
London: Routledge, 1997. – p. 230-250  
ISBN: 978-0-7507-0596-7

**108. JANS, Marc**

Children as Citizens. Towards a Contemporary Notion of Child Participation  
*Childhood. A Global Journal of Child Research*, Vol. 11, No. 1, February 2004, p. 27-44  
**Abstract:** Due to changing social conditions active citizenship becomes a dynamic process rather than a standard, clear-cut set of rights and responsibilities. Furthermore, childhood presents itself more and more as an ambivalent social phenomenon. On the one hand, children are seen as autonomous individuals, on the other hand, as objects of protection. Nevertheless, today children can be seen as active citizens. Their ability to learn and play allows them to give active meaning to their environment. Accepting playful and ambivalent forms of citizenship, child participation presents itself no longer as an utopia, but as a fact.

**109. JENKS, Chris**

Childhood  
2<sup>nd</sup> Ed.  
London: Routledge, 2005. – xiii-173 p.  
ISBN: 978-0-415-34167-7

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Call No.: \*\*\* 14.02.02/JEN/15479

**110. JENSEN, Steffen**

Gangs, Politics and Dignity in Cape Town  
Oxford: James Currey, 2008. - xi-212 p.

ISBN: 978-1-84701-103-9

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/GANGS/ /CAPE TOWN/

Call No.: \*\*\* 02.04.02/JEN/14616

**111. JOHNSON, Victoria; IVAN-SMITH, Edda; GORDON, Gill; PRIDMORE, Pat;  
SCOTT, Patta, Ed.**

Stepping forward: Children and Young people's Participation in the Development Process  
London: Intermediate Technology Publications, 1998. - xx-332 p.  
ISBN: 1-85339-448-3

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/PARTICIPATORY RESEARCH/ /PARTICIPATION IN DEVELOPMENT/ /PARTICIPATIVE APPROACHES/

Call No.: \*\*\* 14.02.02/JOH/13377

**112. JONES, Nicola; SUMNER, Andy**

Child Poverty, Evidence and Policy: Mainstreaming Children in International Development  
Bristol: The Policy Press, 2011. - xii-251 p.  
ISBN: 978-1-84742-445-7

/CHILDREN/ /POVERTY/ /CHILD WELFARE/ /AFRICA/ /ASIA/ /LATIN AMERICA/ /INTERNATIONAL  
DEVELOPMENT/

Call No.: \*\*\* 14.02.02/JON/15482

**113. KAMGA, Larissa Kojoué**

Politiques publiques et orphelins du sida : la prise en charge confrontée à la multi sectorialité  
Bordeaux: Université de Bordeaux, 2009.- 127 p.  
Mémoire, Master, Sciences politiques, sociologie du politique et de l'action publique,  
Université de Bordeaux, Institut d'Etudes Politiques de Bordeaux

/SIDA/ /ENFANTS/ /ORPHELINS/ /PROTECTION DE L'ENFANCE/ /POLITIQUE GOUVERNEMENTALE/  
/AFRIQUE/ /CAMEROUN/

Call No.: \*\*\* 15.04.02/KAM/14575

**114. KAOUKJI, Dwan; M'JID, Najat, Ed**

Children's Services in the Developing World  
Surrey: Ashgate, 2009. -xxvii-383 p.  
(The Library of Essays in Child Welfare and Development)  
ISBN: 978-0-7546-2779-1

/CHILD WELFARE/ /CHILDREN/ /CHILD DEVELOPMENT/ /SOCIAL SERVICES/ /CHILD CARE SERVICES/  
/WAR/ /DISEASES/ /DISASTERS/ /POVERTY/ /MATERNAL AND CHILD HEALTH/ /CHILD LABOUR/  
/CHILD ABUSE/ /DEVELOPING COUNTRIES/

Call No.: \*\*\* 02.05.03/KAO/15476

**115. KASEKE, Edwin (Recommended)**

Social Security in Zimbabwe  
*Journal of Social Development in Africa*, Vol. 3, No.1, 1988, p. 5-19

**Abstract:** Zimbabwe does not have a comprehensive social security scheme. The schemes that are in operation, namely old age pensions, war victims compensation, workers compensation and public assistance, are specific to defined target groups. These 'target groups' form a small percentage of the entire population and thus the majority of the population remains uncovered by any social security scheme. Of the above schemes, public

assistance is the main social security instrument. However, the government does not have the financial base to sustain this programme. Public assistance is in fact seen as a means of propelling destitute individuals towards self-reliance. However, weaknesses within the public assistance programme, including lack of adequate resources, effective exclusion of the real poor, lengthy application procedure, low level of awards, and the bias against the rural population, render the scheme ineffective in realizing its objectives. The need for a comprehensive social security system in Zimbabwe, covering all categories of the population, cannot be overemphasized. (ASC Abstract)

**116. KEHILY, Mary Jane, Ed.**

An Introduction to Childhood Studies  
2<sup>nd</sup> Ed.

Berkshire: Open University Press, 2009. - x-232 p.  
ISBN: 978 0 335 22870 6

*/CHILDHOOD/ /CHILDREN'S RIGHTS/ /SEXUALITY/ /MASS MEDIA/ /HISTORICAL ANALYSIS/  
/CULTURAL IDENTITY/ /CULTURAL ENVIRONMENT/*

Call No.: \*\*\* 14.02.02/KEH/14647

**117. KI-ZERBO, Joseph**

Regards sur la société africaine

Dakar: Panafrika, 2008.- 175 p.

ISBN: 978-2-912717-31-3

*/SOCIETE/ /CIVILISATION/ /HISTOIRE/ /FEMMES/ /ENFANTS/ /CONDITIONS DE VIE/ /GROUPES  
ETHNIQUES/ /NATION/ /DEMOCRATIE/ /SOCIETE CIVILE/ /AFRIQUE/*

Call No.: \*\*\* 05.01.01/KIZ/14522

**118. KIBWENGE EL-ESU, François**

Les enfants-sorciers en Afrique : perspectives théologiques

Paris: L'Harmattan, 2008.- 231 p.

(Eglises d'Afrique)

ISBN: 978-2-296-05444-8

*/CROYANCE/ /ENFANTS/ /ENFANTS DES RUES/ /CHRISTIANISME/ /AFRIQUE/ /SORCELLERIE/  
/ENFANTS SORCIERS/ /EXCLUSION/*

Call No.: \*\*\* 05.03.02/KIB/15438

**119. KIELLAND, Anne; TOVO, Maurizia**

Children at Work: Child Labor Practices in Africa

Boulder: Lynne Rienner Publishers, 2006.- xi-191 p.

*/CHILD LABOUR/ /CHILD WELFARE/ /CHILDREN'S RIGHTS/ /APPRENTICESHIP/ /LABOUR MARKET/  
/AGRICULTURE/ /TRADE/ /PROSTITUTION/ /CHILD ABUSE/ /STREET CHILDREN/ /SOCIAL  
CONDITIONS/ /AFRICA/ /CHILD SOLDIER/*

Call No.: \*\*\* 13.09.02/KIE/14951

**120. KING, Maylene Shung; SEPTEMBER, Rose; OKATCHA, Frederick Moses;  
CARDOSO, Carlos, Ed.**

Child Research in Africa

Dakar: CODESRIA, 2009. - 97 p.

(CODESRIA Monograph Series)

ISBN: 978-2-86978-262-4

*/CHILDREN/ /RESEARCH/ /AFRICA/ /CHILD RESEARCH/*

Call No.: \*\*\* 14.02.02/KIN/14595

**121. KNUTSSON, Karl Eric**

Children and the Future: Worthy Causes or Worthy Citizens?

*Development: Journal of the Society International Development*, No. 1, 1996, p.12-17

*/CHILDREN/ /CHILDHOOD/ CHILD DEVELOPMENT/ /CHILD CARE/ /UN SYSTEM/ /ECONOMIC AND SOCIAL DEVELOPMENT/ /UNICEF/*

**122. KOUDOU, Kessié, Raymond**

Education et développement moral de l'enfant et de l'adolescent africains : pour ne pas en faire des délinquants

Paris : L'Harmattan, 1996. -231 p.

(Espaces interculturels)

ISBN 2-7384-4727-9

*/EDUCATION/ /DEVELOPPEMENT DE L'ENFANT/ /ENFANTS/ /ADOLESCENTS/ /SOCIALISATION/ /DELINQUANCE JUVENILE/ /AFRIQUE/ /DEVELOPPEMENT MORAL/ /PRATIQUES EDUCATIVES/ /VALEURS MORALES/*

Call No.: \*\*\* 06.02.01/KOU/15433

**123. KOUDOU, Kessié Raymond**

Pratiques éducatives et développement moral : une étude psychogénétique et différentielle de l'appropriation des valeurs et de l'estime de soi chez l'enfant et l'adolescent de 6 à 16 ans

Toulouse: Université de Toulouse, Le Mirail, Décembre 1990, Tome 1.- 241 p.

Thèse, Doctorat d'Etat, Psychopédagogie, Université de Toulouse. Le Mirail, U.F.R. des Sciences du Comportement et de l'Education

*/COMPORTEMENT/ /ENFANTS/ /ADOLESCENTS/ /PSYCHOLOGIE SOCIALE/ /PSYCHOLOGIE/ /EDUCATION/ /VALEURS CULTURELLES/ /MILIEU SOCIAL/ /MILIEU SCOLAIRE/ /MILIEU FAMILIAL/ /COTE D'IVOIRE/*

Call No.: \*\*\* 05.03.02/KOU/02604

**124. KOUDOU, Kessié Raymond**

Pratiques éducatives et développement moral : une étude psychogénétique et différentielle de l'appropriation des valeurs et de l'estime de soi chez l'enfant et l'adolescent de 6 à 16 ans

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Call No.: \*\*\* 05.03.02/KOU/02605

**125. KPENONHOUN, Césaire**

Les enfants réfugiés au Bénin

Cotonou: Université Nationale du Bénin, 1999.- v-147 p.

Mémoire, DEA, Droits de la Personne Humaine et Démocratie, Université Nationale du Bénin, Faculté des Sciences Juridiques, Economiques et Politiques, Chaire UNESCO des Droits de la Personne Humaine et de la Démocratie

*/DROITS DE L'ENFANT/ /REFUGIES/ /BENIN/*

Call No.: \*\*\* 04.02.01/KPE/12361

**126. LAGOUTTE, Stéphanie ; SVANEBERG, Nina, dir.**

Les droits de la femme et de l'enfant : réflexions africaines = Women and Children's Rights : African Views  
Paris: Karthala, 2011. - 384 p.  
ISBN 978-2-8111-0474-0  
(New acquisition / Nouvelle acquisition)

**127. LALLEMAND, Suzanne**

La circulation des enfants en société traditionnelle: prêt, don, échange  
Paris: L'Harmattan, 1993.- 224 p.  
(Collection Anthropologie - Connaissance des Hommes)  
ISBN: 2-7384-15-48-2

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Call No.: \*\*\* 14.02.04/LAL/07374*

**128. LAST, Murray**

Children and the Experience of Violence: Contrasting Cultures of Punishment in Northern Nigeria  
*Africa: Journal of the International African Institute*, Vol. 70, No. 3, 2000, p. 359-393

*/SANCTIONS PENALES/ /ENFANTS/ /ECOLES/ /NIGERIA/ /CHATIMENT CORPOREL/ /ECOLES CORANIQUES/ /NORD DU NIGERIA/*

**129. LEVY, André ; DELOUVEE, Sylvain**

Psychologie sociale : textes fondamentaux anglais et américains  
Nouv. éd.  
Paris : Dunod, 2010. - vi-405 p.  
(Psycho sup, Psychologie sociale)  
ISBN 978-2-10-053087-8

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/CHANGEMENT SOCIAL/ /SOCIALISATION/ /CONFLITS SOCIAUX/ /IDENTITE SOCIALE/  
/EPISTEMOLOGIE/  
Call No.: \*\*\* 05.01.01/LEV/15455*

**130. LEWIS, Ann; LINDSAY, Geoff, Ed.**

Researching Children's Perspectives  
Berkshire: Open University Press, 2000. – xv-239 p.  
ISBN: 0-335-20279-9

*/CHILDREN/ /RESEARCH/ /METHODOLOGY/ /CHILDREN'S RIGHTS/ /ETHICS/ /LAW/ /SOCIOLOGY/  
/PSYCHOLOGY/ /HEALTH/ /EDUCATION/  
Call No.: \*\*\* 14.02.02/LEW/15489*

**131. LIEBEL, Manfred ; ROBIN, Pierinne, SAADI, Iven**

Enfants, droits et citoyenneté. Faire émerger la perspective des enfants sur leurs droits  
Paris : L'Harmattan, 2010.- 259 p.  
(Logiques Juridiques)  
ISBN: 978-2-296-13625-0  
(New acquisition / Nouvelle acquisition)

**132. LIEBEL, Manfred**

Working Children as Social Subjects. The Contribution of Working Children's Organizations to Social Transformations

*Childhood. A Global Journal of Child Research*, Vol. 10, No. 3, 2003, p. 265-285

**Abstract:** The article focuses on the question of what significance the organizations of working children, which have sprung up in various regions of the Third World since the 1980s, have for processes of transformation in their societies. First, it looks at the common ground shared by the working children and their organizations in different countries. Second, it discusses what kind of social subject emerges from this discussion. Finally, the article asks what possible effects these organizations have on the children themselves or on the society around them.

**133. LUGALLA, Joe L.P.; KIBASSA, Colleta G., Ed.**

Poverty, Aids, and Street Children in East Africa

Lewiston: The Edwin Mellen Press, 2002. - xi-34 p.

(Studies in African Health and Medecine, Vol.10)

*/AIDS/ /STREET CHILDREN/ /POVERTY/ /PROSTITUTION/ /URBANIZATION/ /HIV/ /CHILD SURVIVAL/ /EAST AFRICA/ /KENYA/ /TANZANIA/ /UGANDA/ /SOUTH AFRICA/ /CHILDREN'S HEALTH/*

Call No.: \*\*\* 15.04.04/LUG/12709

**134. LUGALLA, Joe L.P.; KIBASSA, Colleta G.**

Urban Life and Street Children's Health: Childen's Accounts of Urban Hardships and Violence in Tanzania

Hamburg: LIT VERLAG Münster, 2003.- viii-158 p .

(African Studies, Vol.16)

ISBN: 3-8258-6690-4

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Call No.: \*\*\* 02.04.02/LUG/13746

**135. MACHEL, Graça**

The Impact of War on Children: A Review of Progress since the 1996 United Nations Report on the Impact of Armed Conflict on Children

London: Hurst and Company, 2001.- xv-230 p.

ISBN: 1-85065-485-9

*/WAR/ /CHILDREN/ /VICTIMS/ /AIDS/ /HIV/ /CHILD WELFARE/ /WOMEN/ /PEACE/ /MOZAMBIQUE/ /CHILD SOLDIERS/ /SEXUAL VIOLENCE/*

Call No.: \*\*\* 01.02.07/MAC/13261

**136. MARONE, Khady**

La mendicité

Dakar: Université Cheikh Anta Diop de Dakar, 2006.- 41 p.

Mémoire, Maîtrise, Sciences juridiques et politique. Droit des affaires, Université Cheikh

Anta Diop de Dakar, Faculté des sciences juridiques et politiques, Département de droit privé,

*/PAUVRETE/ /CONDITIONS DE VIE/ /ENFANTS DES RUES/ /URBANISATION/ /RELIGION/ /LEGISLATION/ /SENEGAL/ /MENDICITE/ /DAKAR/*

Call No.: \*\*\* 03.02.05/MAR/13705

**137. MARTIN, Christel**

La haine n'aura pas le dernier mot: Maggy, la femme aux 10 000 enfants  
Paris : A. Michel, 2005. - 217 p.  
ISBN 978-2-226-15858-1  
(New acquisition / Nouvelle acquisition)

**138. MARTINELLA, Bruno ; BOUJU, Jacky, dir.**

Sorcellerie et violence en Afrique  
Paris : Karthala, 2012. - 331 p.  
(Hommes et sociétés, ISSN 0290-6600)  
ISBN 978-2-8111-0760-4  
(New acquisition / Nouvelle acquisition)

**139. MAYALL, Berry**

Towards Sociology for Childhood: Thinking from Children's Lives  
Berkshire: Open University Press, 2002. – vi-217 p.  
ISBN: 0-335-20842-8

*/CHILDHOOD/ /CHILDREN/ /SOCIOLOGY/ /HUMAN RELATIONS/ /CHILD LABOUR/ /FAMILY/  
/PARENTS/ /ETHICS/ /GENERATIONS/ /GENDER RELATIONS/ /SOCIAL STATUS/ /CHILD-ADULT  
RELATIONS/  
Call No.: \*\*\* 14.02.02/MAY/15480*

**140. MAYOR, Frederico; DROIT, Roger-Pol, Ed**

Agir pour les droits de l'homme au XXI<sup>e</sup> siècle  
Paris: Editions Unesco, 1998.- 183 p.  
ISBN: 92-3-203553-7

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/VIOLENCE CONTRE LES FEMMES/ /DROITS DE L'ENFANT/  
Call No.: \*\*\* 04.02.01/MAY/12108*

**141. MBUYI MIZEKA, Alfred**

L'intelligence cognitive du jeune enfant d'Afrique noire  
Paris: L'Harmattan, 2001. – 356 p.  
(Collection Psycho-logiques)  
ISBN: 2-7475-1360-2

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/ECOLE/ /AFRIQUE/ /INTELLIGENCE COGNITIVE/ /AFRIQUE NOIRE/  
Call No.: \*\*\* 05.01.01/MBU/15499*

**142. MENOVA, Yordanka; KALOVA, Anelia; ANGELOVA, Julia**

Continuing Challenges to Human Rights and Peace  
ROUSSE: Pimatm&N, 1992.- 271 p..

*/HUMAN RIGHTS/ /CHILDREN'S RIGHTS/ /PEACE/ /FREEDOM/ /SAFETY/ /VIOLENCE/ /EDUCATION/  
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Call No.: \*\*\* 04.02.01/MEN/11034*

**143. MENSA-BONSU, Henrietta J.A.N.; DOWUONA-HAMMOND, Christine, Ed.**

The Rights of Child in Ghana: Perspectives  
Accra: Woeii Publishing Services, 1994. - xiv-122 p.

ISBN: 9964-978-19-7

*/CHILDREN'S RIGHTS/ /CHILD ABUSE/ /STREET CHILDREN/ /CHILD SURVIVAL/ /LEGAL PROTECTION/  
/CIVIL RIGHTS/ /CRIMINAL LEGISLATION/ /OBLIGATIONS OF THE CHILD/ /GHANA/  
Call No.: \*\*\* 04.02.01/MEN/09069*

**144. MIERS, Suzanne**

Slavery in the Twentieth Century: the Evolution of a Global Problem  
New York: Alta Mira Press, 2003.- xx-505 p.  
ISBN: 0-7591-0340-2

*/SLAVERY/ /HISTORY/ /FORCED LABOUR/ /MARRIAGE/ /PROSTITUTION/ /CHILD ABUSE/ /MIGRATION/  
/CONTRACT LABOUR/ /INTERNATIONAL RELATIONS/ /ANTISLAVERY MOVEMENTS/ /ABOLITION/  
/SLAVE TRADE/ /FORCED PROSTITUTION/ /FORCED MARRIAGE/  
Call No.: \*\*\* 05.03.05/MIE/12853*

**145. MORROW, Virginia**

Ethical Dilemmas in Research with Children and Young People about their Social  
Environments  
*Children's Geographies*, Vol. 6, No. 1, 2008, p. 49-61

**Abstract:** There has been a very welcome recent growth in research directly with and by children and young people, with a wide range of reporting children's own views and experiences. Research ethics has also recently been receiving a great deal of attention, and there are debates about the extent to which research with children differs from research with other groups. This paper draws on the author's experiences of empirical sociological research with 12-15-year-olds conducted in a deprived town in SE England in the late 1990s that explored children and young people's social networks and neighbourhoods, and the implications for their health and well-being (social capital). The paper focuses on some ethical dilemmas raised during the research, and concludes with a discussion of broader issues related to dissemination and the policy implications of research

**146. MOSCOVICI, Serge, Dir.**

Psychologie sociale  
Paris : Quadrige, 2003. - 618 p.  
(Collection Quadrige, Manuels)  
ISBN 978-2-13-053917-9

*/PSYCHOLOGIE SOCIALE/ /INDIVIDUS/ /GROUPES SOCIAUX/ /INNOVATIONS/ /COMMUNICATION DE  
MASSE/ /DISCRIMINATION RACIALE/ /PROBLEMES SOCIAUX/ /REPRESENTATIONS SOCIALES/  
Call No.: \*\*\* 05.01.01/MOS/15443*

**147. MOTSEMME, Nthabiseng**

Lived and Embodied Suffering and Healing amongst Mothers and Daughters in Chesterville  
Township, Kwazulu-Natal  
Pretoria: University of South Africa, March 2011.- xv-288 p.  
Thesis, PhD, Literature in Philosophy, Sociology, University of South Africa

*/MOTHERS/ /GIRLS/ /SURVIVAL STRATEGIES/ /LIVING CONDITIONS/ /FEMINISM/ /SOUTH AFRICA/  
/POPULAR CULTURE/ /SUFFURING/ /HEALING/ /CHESTERVILLE/ /KWAZULU-NATAL/  
Call No.: \*\*\* 14.02.04/MOT/15637*

**148. MUMAH, Solomon Juma**

Secondary Traumatic Stress among Young People Orphaned by Aids in Kenya: Prevalence  
Severity and Predictors  
Nairobi: Kenyatta University, March 2009.- xix-206p.

Thesis, PhD, Health Psychology, Kenyatta University

*/AIDS/ /YOUTH/ /ORPHANS/ /OCCUPATIONAL DISEASES/ /PSYCHOLOGICAL ASPECTS/ /KENYA/  
/STRESS/ /TRAUMA/*

Call No.: \*\*\* 15.04.02/MUM/14519

**149. NACIA, Baiole**

L'accès des enfants en situation d'handicap dans les établissements secondaires publics à Bissau, Guinée-Bissau

Dakar: Université Cheikh Anta Diop de Dakar, 2010.- 102 p.

Mémoire, Maîtrise, Université Cheikh Anta Diop de Dakar, Faculté des lettres et sciences humaines, Département de sociologie

*/ENFANTS HANDICAPES/ /ACCES A L'EDUCATION/ /ECOLES SECONDAIRES/ /ETABLISSEMENTS D'ENSEIGNEMENT/ /GUINEE-BISSAU/*

Call No.: \*\*\* 15.04.05/NAC/14968

**150. NATIONS UNIES. DROITS DE L'HOMME, Genève**

Les droits de l'enfant

Geneva: Nations Unies, Décembre 1990.- 35 p.

(Fiche d'Information des Droits de l'Homme, No. 10)

*/DROITS DE L'HOMME/ /ENFANTS/ /CONVENTIONS/ /DEVELOPPEMENT DE L'ENFANT/ /AIDE A L'ENFANCE/ /DROITS DE L'ENFANT/*

Call No.: \*\*\* 04.02.01/NAT/02837

**151. NDIAYE, Ibrahima**

Le consentement libre et éclairé du patient : le cas de l'enfant

Dakar: Université Cheikh Anta Diop de Dakar, 2007.- 76 p.

Mémoire, Master 2, Recherche droit de la santé, Université Cheikh Anta Diop de Dakar, Faculté des sciences juridiques et politiques, Département de droit privé

*/RECHERCHE BIOMEDICALE/ /ENFANTS/ /MALADES/ /PARENTS/ /RESPONSABILITE/ /DROITS DE L'ENFANT/ /PROTECTION DE L'ENFANCE/ /CONSENTEMENT/ /CONTRAT MEDICAL/ /PARTICIPATION DES PARENTS/*

Call No.: \*\*\* 15.04.06/NDI/14663

**152. NJODO, Luc**

Les enfants de la transition. Une génération en danger ?

Paris : L'Harmattan, 2011.- 261 p.

ISBN: 978-2-296-56122-9

(New acquisition / Nouvelle acquisition)

**153. NTAKIRUTIMANA, Niyiguha Vestine**

Faith Based Organizations Empowering Vulnerable Children, South Africa: Young Girls Who End Up in Shelters

Saarbrücken, Germany: VDM Verlag Dr. Müller, 2011. – viii-115 p.

ISBN : 978-3-639-32189-0

(New acquisition / Nouvelle acquisition)

**154. OECD, Paris**

Combating Child Labour: a Review of Policies

Paris: OECD, 2003. - 129 p.

ISBN: 92-64-10293-0

*/CHILD LABOUR/ /POVERTY/ /INTERNATIONAL ORGANIZATIONS/ /ECONOMIC CAUSES/ /ABOLITION OF CHILD LABOUR/*

Call No.: \*\*\* 13.09.02/OEC/12850

**155. OKWANY, Auma; NGUTUKU, Elizabeth; MUHANGI, Arthur**

The Role of Knowledge and Culture in Child Care in Africa: a Sociological Study of Several Ethnic Groups in Kenya and Uganda

Lewiston: The Edwin Mellen Press, 2011.- vii-154 p.

ISBN: 978-0-7734-1583-6

*/CHILD WELFARE/ /INDIGENOUS KNOWLEDGE/ /CHILD REARING/ /CHILD DEVELOPMENT/ /AFRICA/ /KENYA/ /UGANDA/*

Call No.: \*\*\* 02.05.03/OKW/15979

**156. PALAZZOLO, Jérôme; BEDWANI, Mariam; TASSIBA, Martine Esther**

Les exclus de la cité : regard anthropologique et psychopathologique sur les enfants des rues

Paris: Riveneuve Editions, 2008.- 141 p.

(Collection Rives africaines)

ISBN: 978-2-914214-53-7

*/ENFANTS DES RUES/ /PROTECTION DE L'ENFANCE/ /RISQUES SANITAIRES/ /USAGE DE STUPEFIANTS/ /MAUVAIS TRAITEMENTS ENVERS LES ENFANTS/ /EGYPTE/ /TOGO/ /TRAFIC D'ENFANTS/ /PSYCHOPATHOLOGIE/*

Call No.: \*\*\* 02.04.02/PAL/15463

**157. PERCY-SMITH, Barry; THOMAS, Nigel, Ed.**

A Handbook of Children and Young People's Participation: Perspectives from Theory and Practice

London; New York: Routledge, 2010. - xxii-378 p.

ISBN: 978-0-415-46852-7

(New acquisition / Nouvelle acquisition)

**158. PERRET-CLERMONT, Anne-Nelly**

La construction de l'intelligence dans l'interaction sociale

5<sup>ème</sup> éd. rév. et augm.

Bern: Peter Lang, 2000. - 305 p.

(Exploration, Série Recherches en sciences de l'éducation)

ISBN 3-906758-23-0

*/PSYCHOLOGIE SOCIALE/ /METHODES DE RECHERCHE/ /DEVELOPPEMENT SOGNITIF/ /INTERACTIONS SOCIALES/*

Call No.: \*\*\* 05.01.01/PER/15497

**159. PIROT, Bernard**

Enfants des rues d'Afrique Centrale : Douala et Kinshasa, de l'analyse à l'action

Paris: Karthala, 2004.- 197 p.

(Questions d'enfances )

ISBN: 2-84586-573-2

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Call No.: \*\*\* 02.04.02/PIR/13229

**160. POURTOIS, Jean-Pierre ; DESMET, Huguette, dir.**

La bienveillance en situation difficile. Comment soutenir des enfants et des adolescents vulnérables

Paris : L'Harmattan, 2006.- 277 p.

(Savoir et formation)

ISBN: 2-296-00788-0

(New acquisition / Nouvelle acquisition)

**161. POUYE, Mamadou**

L'éducation surveillée

Dakar: Université Cheikh Anta Diop de Dakar, 2008.- 39 p.

Mémoire, Maîtrise, Droit des affaires, Université Cheikh Anta Diop de Dakar, Faculté des sciences juridiques et politiques, Département de droit privé

*/SERVICES DE PRISE EN CHARGE DES ENFANTS/ /DELINQUANTS/ /PROTECTION DE L'ENFANCE/ /EDUCATION/ /FORMATION PROFESSIONNELLE/ /SENEGAL/ /REEDUCATION/ /REORIENTATION/*  
Call No.: \*\*\* 02.05.03/POU/14513

**162. POWELL, Mary Ann; SMITH, Anne B.**

Children's Participation Rights in Research

*Childhood. A Global Journal of Child Research*, Vol. 16, No. 1, February 2009, p. 124-142

**Abstract:** This article explores children's participation in research, from the perspectives of researchers who have conducted research with children. Researchers' reports, gained using an email interviewing method, suggest that children's participation rights are particularly compromised when the potential child participants are considered vulnerable and the topic of the research is regarded as sensitive. Such perceptions result in stringent gatekeeping procedures that prevent some children from participating in research. This article concludes that children should be viewed, not as vulnerable passive victims, but as social actors who can play a part in the decision to participate in research. Such a view would result in more careful attention to communicating effectively with children about research, and ensuring that they may have a more central role in decision-making about participation.

**163. PRIDMORE, Pat; STEPHENS, David**

Children as Partners for Health: a Critical review of the Child-to-Child Approach

London: Zed Books, 2000.- xiii-194 p.

ISBN: 1-85649-636-8

*/HEALTH EDUCATION/ /CHILDREN/ /HYGIENE/ /SCHOOLS/ /LEARNING/ /SCHOOL CHILDREN/ /HEALTH PROMOTION/*  
Call No.: \*\*\* 06.03.04/PRI/12735

**164. PROUT, Alan; JAMES, Allison**

A New Paradigm for the Sociology of Childhood ? Provenance, Promise and Problems

In: *Constructing and Reconstructing Childhood: Contemporary Issues in the Sociological Study of Childhood* / Ed. by Allison James and Allan Prout

Second Edition

London: Routledge, 1997. - p. 7-33

ISBN: 978-0-7507-0596-7

**165. PROUT, Alan**

The Future of Childhood: Towards the Interdisciplinary Study of Children  
London: Routledge, 2005. – ix-167 p.  
ISBN: 978-0-415-25675-9

/CHILDHOOD/ /CHILDREN/ /SOCIAL CONDITIONS/ /SOCIETY/

Call No.: \*\*\* 14.02.02/PRO/15487

**166. QVORTRUP, Jens**

Childhood in Post-Industrial World

*Development Journal of the Society for International Development*, 1996, p. 64 - 68

/CHILDHOOD/ /INDUSTRIAL SOCIETY/ /ECONOMIC CONDITIONS/ /SOCIAL CONDITIONS/ /POST-INDUSTRIAL SOCIETY/ /UNICEF/ /INSTITUTIONALIZATION/ /POPULATION GROWTH/ /IMPOVERISHMENT/

**167. QVORTRUP, Jens; BARDY, Marjatta; SGRITTA, Giovanni; WINTERSBERGER, Helmut (eds.)**

Childhood Matters: Social Theory, Practice and Politics

Aldershot: Avebury, 1994. - xiv-395p.

ISBN: 1-85628-856-0

/CHILDHOOD/ /CHILD LABOUR/ /STANDARD OF LIVING/ /HOUSEHOLD COMPOSITION/ /AGE GROUPS/ /FAMILY/ /SOCIOLOGICAL ANALYSIS/ /ECONOMIC ASPECTS/ /DEVELOPING COUNTRIES/ /GENDER RELATIONS/ /FEMINISM/

Call No.: \*\*\* 14.02.02/QVO/09157

**168. QVORTRUP, Jens, Ed.**

Studies in Modern Childhood: Society, Agency, Culture

New York: Palgrave Macmillan, 2005. – xii-294 p.

ISBN: 978-1-4039-3933-3

/CHILDHOOD/ /RESEARCH/ /SOCIETY/ /SOCIAL CONDITIONS/ /YOUTH/ /SEXUALITY/ /MEDIA/ /CHILD WELFARE/ /CHILD LABOUR/ /SOCIAL JUSTICE/ /CHILDREN'S RIGHTS/ /CULTURE/ /SOCIAL STRUCTURE/ /PEER CULTURE/ /TRANSGRESSION/

Call No.: \*\*\* 14.02.02/QVO/15478

**169. RICHTER, Linda M.; PANDAY, Saadhna**

Youth in Africa: Participation and Protection

*Africa Insight*, Vol. 37, No. 3, 2007, p. 291-307

**170. REYNOLDS, Pamela**

Children of Tribulation : the Needs to Heal and the Means to Heal War Trauma

*Africa : Journal of the International African Institute*, Vol. 60, No. 1, 1990, p.1-38

/CHILDREN/ /WAR/ /NATIONAL LIBERATION MOVEMENT/ /TRADITIONAL MEDICINE/ /HEALTH/ /EDUCATION/ /ZIMBABWE/

**171. REYNOLDS, Pamela**

Forming Identities. Conceptions of Pain and Children's Expressions of it in Southern Africa  
In: *Makers and Breakers: Children & Youth in Postcolonial Africa* / Edited by Alcinda Honwana; Filip De Boeck

Dakar: CODESRIA, 2005– p. 81-101

ISBN: 0-85255-434-6  
Call No.: \*\*\* 14.02.02/HON/13218

**172. ROBERTS, Benjamin**

Youth and Poverty Reduction Strategy Processes in sub-Saharan Africa  
*Africa Insight*, Vol. 37, no. 3, 2007, p. 432-453

**173. ROBSON, Elsbeth; PORTER, Gina; HAMPSHIRE, Kate; BOURDILLON, Michael**

‘Doing it Right?’: Working with Young Researchers in Malawi to Investigate Children, Transport and Mobility  
*Children’s Geographies*. Volume 7, Issue 4, November 2009, p. 467-480

**Abstract:** This paper explores involving children in Malawi in research about young people, mobility and transport, respecting their rights of participation, education, and protection from exploitation. The Malawi study forms one component of a research project taking place in three sub-Saharan African countries. A foundation of the larger project was the conviction that children are experts on their own lives; therefore seeking children’s views was essential, thus respecting the UNCRC. We also embraced an ethical approach, that ‘the best interests of the child shall be a primary consideration’. We reflect on challenges in putting ethical principles into practice in the inevitably messy real-world.

**174. RUTGERS, Catherine, Ed.**

Creating a World Fit for Children: Understanding the UN Convention on the Rights of the Child

New York: International Debate Education Association, 2011. – ix-277 p.

ISBN: 978-1-932716-82-5

(New acquisition / Nouvelle acquisition)

**175. RWOMIRE, Apollo, Ed.**

African Women and Children: Crisis and Response

Wesport: Praeger, 2001. - xxiii-267 p.

ISBN: 0-275-96218-0

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Call No.: \*\*\* 14.02.03/RWO/13768

**176. SABATES-WHEELER, Rachel; DEVEREUX, Stephen (Recommended)**

Social Protection for Transformation

*IDS Bulletin*, Vol. 38, No. 3, 2007 p. 23-28

**177. SALL, Astou**

La prise en charge des enfants handicapés mentaux traités à Keur Xaley, Centre national hospitalier universitaire de Fann

Dakar: Université Cheikh Anta Diop de Dakar, 2008.- 67 p.

Mémoire, DEA, Université Cheikh Anta Diop de Dakar, Faculté des lettres et sciences humaines, Département de sociologie

*/HANDICAPES MENTAUX/ /PSYCHIATRIE/ /SOINS MEDICAUX/ /HOPITAUX/ /SENEGAL/ - /COMPORTEMENT PARENTAL/*

Call No.: \*\*\* 15.04.05/SAL/14507

**178. SAVE THE CHILDREN, Bangkok**

How to Research the Physical and Emotional Punishment of Children: Resource Handbook  
Bangkok: The International Save the Children Alliance Southeast, East Asia and Pacific  
Region, 2004.- xiv-304 p.  
ISBN: 974-92428-6-6

*/CHILD ABUSE/ /CHILDREN/ /RESEARCH/ /SOCIAL RESEARCH/ /CHILDREN'S RIGHTS/ /CHILD  
PUNISHMENT/ /CORPORAL PUNISHMENT/*

Call No.: \*\*\* 02.04.02/SAV/13581

**179. SCHLEMMER, Bernard**

L'Enfant exploité : oppression, mise au travail, prolétarisation  
Paris: Karthala: ORSTOM, 1996.- 522 p.  
(Hommes et sociétés)  
ISBN: 2-86537-686-9

*/TRAVAIL DES ENFANTS/ /CONDITIONS SOCIALES/ /TRAVAIL A DOMICILE/ /PAUVRETE/ /INDE/  
/AFRIQUE/ /BRESIL/ /MEXIQUE/ /GHANA/ /CONGO/ /BURKINA FASO/ /COTE D'IVOIRE/ /ALGERIE/  
/COLOMBIE/ /FRANCE/ /TOGO/ /SENEGAL/ /SOCIETE CIVILE/ /ENFANTS EXPLOITES/*

Call No.: \*\*\* 13.09.02/SCH/12047

**180. SCHLEMMER, Bernard, Ed**

The Exploited Child  
London: ZED Books, 2000.- xi-338 p.  
ISBN: 1-85649-721-6

*/CHILD ABUSE/ /CHILD LABOUR/ /WORKING CONDITIONS/ /STREET CHILDREN/ /APPRENTICESHIP/  
/ASIA/ /LATIN AMERICA/ /AFRICA/ /EUROPE/ /CHILD EXPLOITATION/*

Call No.: \*\*\* 02.04.02/SCH/12854

**181. SCHEPER-HUGHES, Nancy; SARGENT, Carolyn, Ed.**

Small Wars: the Cultural Politics of Childhood  
Berkeley: University of California Press, 1998.- 429 p.  
ISBN: 978-0-520-20918-3

*/CHILDREN/ /CHILDHOOD/ /SOCIAL CONDITIONS/ /PARENTS/ /ABORTION/ /CHILD SURVIVAL/ /CHILD  
MORTALITY/ /HEALTH/ /VIOLENCE/ /CHILD ABUSE/ /STREET CHILDREN/ /INFANTICIDE/ /CHILD  
HEALTH/ /CULTURAL POLITICS/*

Call No.: \*\*\* 14.02.02/SCH/15483

**182. SERRA, Carlos**

Sur le carreau : une étude sur la précarité sociale dans trois villes du Mozambique  
Dakar: CODESRIA, 2005.- 85 p.  
(Série des monographies du CODESRIA)  
ISBN: 2-86978-167-9

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PHYSIQUES/ /HANDICAPES MENTAUX/ /PROSTITUTION/ /TRAFIC DE DROGUE/ /MOZAMBIQUE/  
/EXCLUSION SOCIALE/ /MENDICITE/ /EBOUEURS/ /MOZAMBIQUE/ /NAMPULA/ /BEIRA/ /MAPUTO/*

Call No.: \*\*\* 05.03.03/SER/12953

**183. SESAY, Amadu, Ed.**

Civil wars, Child Soldiers and Post Conflict Peace Building in West Africa  
Ibadan: College Press and Publishers Limited, 2003- x-225 p.

ISBN: 978-2194-27-1

*/CIVIL WAR/ /CHILDREN/ /PEACE/ /WEST AFRICA/ /LIBERIA/ /SIERRA LEONE/ /CHILD SOLDIERS/  
/POST WAR RECONSTRUCTION/  
Call No.: \*\*\* 01.02.07/SES/12903*

**184. SEVEDE-BARDEM, Isabelle**

Précarités juvéniles en milieu urbain africain, Ouagadougou : aujourd'hui, chacun se cherche  
Paris: L'Harmattan, 1997.- 255 p.  
ISBN: 2-7384-5965-X

*/JEUNESSE/ /JEUNESSE URBAINE/ /RELATIONS ENTRE LES SEXES/ /SEXUALITE/ /FEMMES/ /MARIAGE/  
/ABANDON DE LA SCOLARITE/ /TRAVAIL DES ENFANTS/ /ENFANTS DES RUES/ /PROSTITUTION/  
/MIGRATION/ /AFRIQUE/ /BURKINA FASO/ /OUAGADOUGOU/  
Call No.: \*\*\* 14.02.02/SEV/13298*

**185. SHEPLER, Susan**

Globalizing Child Soldiers in Sierra Leone  
In: *Youthscapes: the Popular, the National, the Global* / Ed. by Sunaina Maira and Elisabeth Soep  
Philadelphia: University of Pennsylvania Press, 2005. – p. 119-133  
ISBN: 0-8122-1896-5  
Call No.: \*\*\* 14.02.02/MAI/13394

**186. SIKAINGA, Ahmad A.; ALIDOU, Ousseina, Ed.**

Post conflict Reconstruction in Africa  
Trenton, Africa World Press, 2006. – vi-251 p.  
ISBN: 1-59221-412-6

*/CONFLICT RESOLUTION/ /CONCILIATION/ /ETHNICITY/ /WOMEN/ /CHILDREN/ /YOUTH/  
/DISARMAMENT/ /RESETTLEMENT/ /ECONOMIC RECONSTRUCTION/ /CASE STUDIES/ /AFRICA/  
/ETHIOPIA/ /SOMALIA/ /SIERRA LEONE/ /KENYA/ /NIGER/ /MOZAMBIQUE/ /SOUTH AFRICA/ /CONGO  
DR/ /POST WAR RECONSTRUCTION/ /ETNO-CULTURAL RECONSTRUCTION/ /POLITICAL  
RECONSTRUCTION/ /DEMOBILIZATION/  
Call No.: \*\*\* 01.02.07/SIK/15465*

**187. SINGHAL, Arvind; HOWARD, Sephen W., Ed**

The Children of Africa Confront Aids: from Vulnerability to Possibility  
Athens: Ohio University Press, 2003.- xvii-265p.  
(Ohio University Research in International Studies. Africa Series, No. 80)  
ISBN: 0-89680-232-9

*/AIDS/ /CHILDREN/ /ORPHANS/ /HIV/ /AFRICA/ /VULNERABILITY/  
Call No.: \*\*\* 15.04.02/SIN/14625*

**188. SKELTON, Tracey**

Research with Children and Young People: Exploring the Tensions between Ethics,  
Competence and Participation  
*Children's Geographies*, Vol. 6, No 1, 2008, p. 21-36

**Abstract:** This article offers a discussion of the ways in which institutional ethical frameworks can obstruct and obfuscate research with children and young people at the very same time as they attempt to protect these subjects of research. The article shows that key aspects of institutional ethical guidelines and regulations fly in the face of contemporary social studies of childhood, of which geography constitutes a significant part. The increasing recognition of the competence of children and young people combined with their right to participate, as

enshrined in the UN Convention on the Rights of the Child, has not yet been adequately integrated within institutional ethics frameworks. This places those conducting research with children and young people in an invidious position of trying to follow their political respect for the rights of their research participants at the same time as meeting the strictures of research practice defined by their institutional ethics committees. Examples of the author's own experience, plans for future research and actual research practice with young people will be used throughout to explore the tensions between ethics, competence and participation.

**189. SLOTH-NIELSEN, Julia, Ed.**

Children's Rights in Africa: A Legal Perspective  
London: Routledge, 2005.- x-352 p.  
ISBN 978-0-7546-4887-1

*/CHILDREN'S RIGHTS/ /LAW/ /LEGAL STATUS/ /CHILD WELFARE/ /LEGAL PROTECTION/ /VIOLENCE/ /HUNGER/ /REFUGEES/ /AIDS/ /CHILD LABOUR/ /AFRICA/ /CHILD SOLDIER/*

Call No.: \*\*\* 04.02.01/SLO/15492

**190. SMITH, Anne B., TAYLOR, Nicola J.; Ed.**

Children as Citizens? : International Voices  
Dunedin: Otago University Press, 2009. - 221 p.  
ISBN: 978-1-877-37262-9  
(New acquisition / Nouvelle acquisition)

**191. SMITH, Matt, Ed.**

Negotiating Boundaries and Borders: Qualitative Methodology and Development Research  
Amsterdam: Elsevier JAI, 2007. - ix-238 p.  
(Studies in Qualitative Methodology, Vol. 8)  
ISBN: 0-7623-1283-1

*/METHODOLOGY/ /DEVELOPMENT RESEARCH/ /STREET CHILDREN/ /BOUNDARIES/ /ETHICS/ /KNOWLEDGE/ /SPACE/ /RESEARCH/ /QUALITATIVE METHODOLOGY/*

Call No.: \*\*\* 18.03.01/SMI/15467

**192. SPECHT, Irma; VAN EMPEL, Carlien**

Enlargement: A Challenge for Social and Economic Reintegration: Targeting Ex-Combatants or all War-Affected People? The Liberian Experience  
Geneva: ILO, March 1998.- 53 p.

*/SOCIAL PROBLEMS/ /SOCIAL CONFLICTS/ /CIVIL WAR/ /SOCIAL INTEGRATION/ /REFUGEES/ /LIBERIA/ /POST-WAR PERIOD/ /CHILD SOLDIERS/ /ECONOMIC AND SOCIAL REINTEGRATION/ /EX-COMBATANTS/*

Call No.: \*\*\* 02.04.01/SPE/11155

**193. SSENYONJO, Manisuli, Ed.**

The African Regional Human Rights System 30 Years after the African Charter on Human and Peoples' Rights  
Leiden: BRILL, 2012. – xlv-583 p.  
(International Studies in Human Rights, Vol. 107)  
ISBN: 978-90-04-21814-7  
(New acquisition / Nouvelle acquisition)

**194. STEENKAMP, Anton J.**

The South African Constitution of 1993 and the Bill of Rights: an Evaluation in Light of International Human Rights Norms

*Human Rights Quarterly*, Vol. 17, No. 1, February 1995, p.101-126

*/HUMAN RIGHTS/ /INTERNATIONAL LAW/ /CIVIL RIGHTS/ /RELIGION/ /FREEDOM/ /FREEDOM OF SPEECH/ /FREEDOM OF ASSOCIATION/ /RIGHT TO WORK/ /ENVIRONMENT/ /CHILDREN'S RIGHTS/ /LANGUAGE/ /RIGHT TO CULTURE/ /RIGHT TO EDUCATION/ /CONSTITUTIONAL COURTS/ /SOUTH AFRICA/ /POLITICAL RIGHTS/*

**195. SY, Ousmane**

Etat des lieux de la prise en charge médicale, psychologique et juridique des enfants victimes d'abus sexuels reçus à l'unité de pédopsychiatrie (Ker Xaleyi) du centre hospitalier national universitaire de Fann

Dakar: Université Cheikh Anta Diop de Dakar, 2009.- 103 p.

Mémoire, Certificat d'Etudes Spéciales de Psychiatrie, Université Cheikh Anta Diop de Dakar, Faculté de médecine, de pharmacie et d'odontostomatologie

*/ABUS SEXUELS/ /SERVICES DE PRISE EN CHARGE DES ENFANTS/ /PROTECTION DE L'ENFANCE/ /PSYCHIATRIE/ /PSYCHOLOGIE/ /ASPECTS JURIDIQUES/*

Call No.: \*\*\* 02.04.02/SYO/14484

**196. SYLLA, Omar; GUEYE, Momar; COLLIGNON, René, Ed.**

Les mauvais traitements de mineurs : réalités, caractéristiques, enjeux, réponses. Actes du Séminaire international organisé par l'International Society for Prevention of Child Abuse and Neglect (ISPCAN) en collaboration avec l'Association Française d'Information et de Recherche sur l'Enfance Maltraitée (AFIREM)

Dakar: SPHMD, 1995. - 223 p.

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*/MAUVAIS TRAITEMENTS ENVERS LES ENFANTS/ /PROTECTION DE L'ENFANCE/ /PROPHYLAXIE/ /FAMILLE/ /ENFANTS DES RUES/ /EXCISION/ /DROITS DE L'ENFANT/ /DAARA/ /CONVENTION INTERNATIONALE DES NATIONS UNIES DES DROITS DE L'HOMME/ /CHARTRE AFRICAINE DES DROITS ET DU BIEN-ETRE DE L'ENFANT/*

Call No.: \*\*\* 02.04.02/SYL/12977

**197. TAFERE, Y.**

Understanding Children's Well-being and Transitions through the Life Course: A Case from Ethiopia

In: *Not Just a Victim: The Child as a Catalyst and Witness of Contemporary Africa* / Ed. by Sandra Evers J.T.M., Catrien Notermans, Erik van Ommering

Leiden: Brill, 2011.- vii-275 p.

(Afrika-Studiecentrum Series, Vol. 20)

ISBN: 978-90-04-20400-3

**198. TESSIER, Stéphane, Ed**

L'enfant des rues : contribution à une socio-anthropologie de l'enfant en grande difficulté dans l'espace urbain

Paris: L'Harmattan, 2005.- vi-474p.

(Collection Inter-National)

ISBN: 2-7475-7867-4

*/ENFANTS DES RUES/ /TRAVAIL DES ENFANTS/ /SANTE/ /SERVICES DE PRISE EN CHARGE DES ENFANTS/ /ORGANISATIONS NON-GOUVERNEMENTALES/ /MUSIQUE/ /MILIEU URBAIN/*

Call No.: \*\*\* 02.04.02/TES/13234

**199. THUKRAL, Enakshi Ganguly, Ed.**

Every Right for Every Child: Governance and Accountability  
London: Routledge, 2011. - xxvi-284 p.  
ISBN: 978-0-415-678377  
(New acquisition / Nouvelle acquisition)

**200. TIENDA, Marta; WILSON, William Julius, Ed.**

Youth in Cities: A Cross-National Perspective  
Cambridge: Cambridge University Press, 2002. - xii-288 p.  
ISBN: 0-521-00581-7

*/URBAN YOUTH/ /YOUNG WORKERS/ /CHILD LABOUR/ /SOCIAL CHANGE/ /SOCIAL JUSTICE/  
/VIOLENCE/ /PUBLIC HEALTH/ /CASE STUDIES/ /BRAZIL/ /JORDAN/ /SOUTH AFRICA/ /UGANDA/  
/UNITED STATES/*

Call No.: \*\*\* 14.04.03/TIE/14645

**201. TOULABOR, Comi M.**

Jeunes, Violence et Démocratisation au Togo  
*Afrique Contemporaine*, No. 180, Octobre-Décembre 1996, p. 116-125

*/VIOLENCE/ /DEMOCRATIE/ /JEUNESSE/ /PROBLEMES POLITIQUES/ /TOGO/ /VIOLENCE JUVENILE/*

**202. TOURE, Mariamou**

Les facteurs socio-économiques générateurs du phénomène d'abandon d'enfants en milieu urbain  
Ouagadougou: Université de Ouagadougou, Décembre 1993.- 124p.  
Mémoire, Maîtrise, Sociologie, Université de Ouagadougou, Faculté des Langues, des Lettres, des Arts, des Sciences Humaines et Sociales, Département de Sociologie

*/ENFANTS ABANDONNES/ /CONDITIONS ECONOMIQUES/ /CONDITIONS SOCIALES/ /CLASSES SOCIALES/  
/MILIEU URBAIN/ /BURKINA FASO/ /OUAGADOUGOU/*

Call No.: \*\*\* 02.04.02/TOU/07043

**203. TRUDELL, Barbara; KING, Kenneth; MCGRATH, Simon; NUGENT, Paul, Ed.**

Africa's Young Majority  
Edinburgh: Centre of African Studies, 2002. - iv-342 p.

*/YOUTH/ /AIDS/ /CIVIL WAR/ /RELIGION/ /MARGINALITY/ /STREET CHILDREN/ /LEISURE/ /CULTURE/  
/MUSIC/ /AFRICA/ /CHILD SOLDIER/*

Call No.: \*\*\* 14.02.02/TRU/13770

**204. TWUM-DANSO, Afua**

Situating Participatory Methodologies in Context: the Impact of Culture on Adult-Child Interactions in Research and other Projects  
*Children's Geographies*, Volume 7, Issue 4, November 2009, p. 379-389

**Abstract:** The United Nations Convention on the Rights of the Child marked a significant development in thinking about children and their rights. For the first time in the history of the United Nations, this treaty recognises children as autonomous individuals and holders of rights. As a result, numerous organisations and academic institutions have adopted a children's-rights approach in their work with children, which predominately foregrounds participatory approaches. However, questions remain about how effective such an approach is when undertaken with children in societies around the world. The aim of this paper is to situate participatory projects

undertaken with children in context – with a particular focus on the social and cultural features of a given society, namely Ghana, which was the first country to ratify the Convention in February 1990.

**205. UNESCO. Bureau international catholique de l'Enfance**

Dans la rue avec les enfants : programmes pour la réinsertion des enfants de la rue  
Paris: UNESCO, 1995.- 325 p.

(Jeunes Plus)

ISBN: 92-3-203096-9

*/ENFANTS DES RUES/ /REINSTALLATION/ /EDUCATION/ /TRAVAIL/*

Call No.: \*\*\* 02.04.02/UNE/12479

**206. UNICEF**

Protecting the World's Children: Impact of the Convention on the Rights of the Child in  
Diverse Legal Systems

Cambridge; Cambridge University Press; New York: UNICEF, 2007. – xiii-272 p.

ISBN: 978-0-521-87513-4

(New acquisition / Nouvelle acquisition)

**207. UNITED NATIONS, New York**

World Summit for Children: World Declaration on the Survival, Protection and Development  
of Children

*Development: Journal of the Society for International Development (SID)*, No. 3/4, 1990,  
p.174-177

*/CHILDREN/ /CHILD CARE/ /CHILD DEVELOPMENT/ /UN/ /CHILD SURVIVAL/*

**208. WESSELLS, Michael**

Child Soldiers: from Violence to Protection

Cambridge: Harward University Press, 2006. - xv-284 p.

ISBN: 978-0-674-02359-8

*/CHILDREN/ /MILITARY PERSONNEL/ /ARMED FORCES/ /GIRLS/ /RECRUITMENT/ /GUERRILLAS/  
/VIOLENCE/ /HEALTH HAZARDS/ /AIDS/ /HIV/ /CONCILIATION/ /CHILD WELFARE/ /INTERNATIONAL  
POLITICS/ /CHILD SOLDIER/*

Call No.: \*\*\* 14.02.02/WES/15470

**209. WESTON, Burns H., Ed**

Child Labor and Human Rights: Making Children Matter

Boulder: Lynne Rienner Publishers, 2005.- xxv-541p.

ISBN: 1-58826-349-5

*/CHILD LABOUR/ /HUMAN RIGHTS/ /CHILDREN'S RIGHTS/ /CASE STUDIES/ /TANZANIA/ /PHILIPINES/  
/BRAZIL/*

Call No.: \*\*\* 13.09.02/WES/14836

**210. YAMUREMYE, Désiré**

La réinsertion sociale des enfants soldats : la problématique de leur prise en charge morale,  
spirituelle et psycho-sociale au Burundi

*Congo-Afrique*, No. 416, Juin-Juillet-Août 2007, p. 455-466

**Part II / Partie II**  
**Electronic documents / Documents électroniques**

## Part II / Partie II : Electronic documents / Documents électroniques

### 1. ACHILIHU, Stephen Nmeragini

Do African Children have Rights? : A Comparative and Legal Analysis of the United Nations Convention on the Rights of the Child

Boca Raton: Universal Publishers, 2010. - 280 p.

ISBN: 1599428539 / ISBN: 9781599428536

Source:<http://www.bookpump.com/upb/pdf-b/9428539b.pdf>

File :Achilihu\_Stephan\_Nmeragini.pdf

### 2. ADESINA, Jimi O. (Recommended)

Social Policy in Sub-Saharan Africa: A Glance in the Rear-view Mirror

*International Journal of Social Welfare*, April 2009 Supplement, Vol. 18, p. S37-S51, 15 p.

**Abstract:** In this article we take a retrospective look at social policy in post-colonial sub-Saharan Africa and account for two distinct phases. The first phase, from 1960 to 1980, is the nationalist phase; the second, framed by the neoliberal policy regime, marked the last two decades of the 20th century. We argue that social policy in the nationalist phase played a transformative role – intrinsic and instrumental. Investment in education and healthcare, rather than social protection, was the key policy instrument. The weaknesses of the period included a growing authoritarianism and failure to transform the inherited colonial political economies. The retrenchment of the public realm under the neoliberal regime led to massive entitlement failure, and the crisis of citizenship and statehood. We argue for a return to a broader vision of social policy, underpinned by the ethos of democratic and socially inclusive development. [ABSTRACT FROM AUTHOR]

Source:<http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=c9c2d730-82fc-4112-a28e-f62e1e1c4c4c%40sessionmgr15&vid=12&hid=24>

File: ADESINA\_Jimi\_O.pdf

### 3. ADESINA, Jimi O. (Recommended)

Rethinking the Social Protection Paradigm: Social Policy in Africa's Development. Paper prepared for the conference Promoting Resilience through Social Protection in Sub-Saharan Africa organized by the European Union in Dakar, Senegal, 28-30 June, 22 p.

**Abstract:** The experience of sub-Saharan Africa with social development in the period between 1981 and 2005 has been grim, with an additional 176,1 million falling into severe poverty. Over the period, policy attention turned from a wider vision of social policy to narrow social protection concerns, with cash transfer (conditional and non-conditional) as the policy instrument of choice. This is what we refer to as the Social Protection Paradigm (SPP). The paper offers an assessment of the discourse, advocacy, and implementation modalities associated with the paradigm. The paradigm is the “social” side of the neo-liberal framework, rather than a departure from it. In the African context, it has been driven by aggressive “policy-merchandising” by donors whose funding strategies cover the full range of policymaking: project initiation, implementation, and evaluation. The result is a series of highly compromised claims as to the efficacy of the paradigm's policy instruments. Nothing in European social policy experiences or their normative underpinnings suggests that the policy instruments should be aggressively merchandised to African countries. The instruments represent a diminution of the development vision that underpinned a variety of successful social policy regimes that combined economic growth and poverty reduction. We offer an alternative vision of social policy encapsulated in the idea of Transformative Social Policy. Rather than the narrow vision of SPPs, we argue that social policy has multiple roles, including production, re-distribution, protection, reproduction, social cohesion or nation-building. Social policy, in the context of meeting Africa's development challenges, must embrace these multiple roles. Economic development, underpinned by transformative social policy, must combine growth with the structural transformation of the economy and social relations, underpinned by the norms of equality and social solidarity.

Source:<http://erd.eui.eu/media/BackgroundPapers/Adesina.pdf>

File: ADESINA\_Jimi\_O.pdf

### 4. AKELLO-AYEBARE, Grace

Wartime Children's Suffering and Quests for Therapy in Northern Uganda

Leiden: African Studies Centre, 2010. –xvi-248p.  
(African studies collection, ISSN 1876-018X; Vol. 25)  
ISBN 978-90-5448-095-2

Source:<https://openaccess.leidenuniv.nl/bitstream/handle/1887/15604/ASC-075287668-2755-01.pdf?sequence=2>

File : AKELLO-AYEBARE\_Grace.pdf

### 5. AITKEN, Stuart C.

Global Crises of Childhood: Rights, Justice and the Unchildlike Child  
*Area*, Vol. 33, No. 2, June, 2001, p. 119-127

**Abstract:** This paper traces how the notion of childhood changes as part of other social transformations. Globalization and the disillusion of public and private spheres are related to contemporary crises of childhood. Visible working children and child violence are highlighted as examples of unchildlike behaviour that suggests indeterminacy in the constitution of the global child. Issues of children's rights and new forms of justice are raised as potentially liberatory ways of viewing the crisis.

Source: <http://www.jstor.org/stable/20004143.pdf>

File: Aitken\_Stuart\_C.pdf

### 6. ALKIRE, Sabina

Subjective Quantitative Studies of Human Agency  
*Social Indicators Research*, Vol. 74, No. 1, January, 2005, p. 217-260

**Abstract:** Amartya Sen's writings have articulated the importance of human agency, and identified the need for information on agency freedom to inform our evaluation of social arrangements. Many approaches to poverty reduction stress the need for empowerment. This paper reviews subjective quantitative measures of human agency at the individual level. It introduces large-scale cross-cultural psychological studies of self-direction, of autonomy, of self-efficacy, and of self-determination. Such studies and approaches have largely developed along an independent academic path from economic development and poverty reduction literature yet may be quite significant in crafting appropriate indicator of individual empowerment or human agency. The purpose of this paper is to note avenues of collaborative enquiry that might be fruitful to develop.

Source: <http://www.jstor.org/stable/pdfplus/27522243.pdf>

File: Alkire\_Sabina.pdf

### 7. ANARFI, John ; GENT, Saskia; HASHIM, Iman; IVERSEN, Vegard; SUMAIYA, Khair; KWANKYE, Stephen; TAGOE, Cynthia Addoquaye; THORSEN, Dorte; WHITEHEAD, Ann

Voices of Child Migrants a better Understanding of how Life is  
Brighton: University of Sussex, Development Research Centre on Migration, Globalisation  
and Poverty, 2005. - 56 p.

Source:[http://www.migrationdrc.org/publications/other\\_publications/Voices\\_of\\_Children.pdf](http://www.migrationdrc.org/publications/other_publications/Voices_of_Children.pdf)

File : Anarfi\_John.pdf

### 8. ANKUT, Priscilla Yachat

The African Charter on the Rights and Welfare of the Child: Linking Principles with Practice  
Dakar: Open Society Initiative for West Africa (OSIWA), 2008. - 13 p.

Source:[http://www.osiwa.org/index.php/en/resource-center/other-documents/doc\\_download/17--the-african-charter-on-the-rights-and-welfare-of-the-child](http://www.osiwa.org/index.php/en/resource-center/other-documents/doc_download/17--the-african-charter-on-the-rights-and-welfare-of-the-child)

### 9. BALLETT, Jérôme; BHUKUTH, Augendra

Introduction : penser la société, penser l'enfance dans les pays en développement  
*Mondes en Développement*, Vol. 37, No. 146, 2009/2, p. 7-10

Source:<http://www.cairn.info/revue-mondes-en-developpement-2009-2-page-7.htm>

File: Ballet\_Jerome&Bhukuth\_Augendra.pdf

**10. BARRIENTOS, Armando ; DEJONG, Jocelyn (Recommended)**

Reducing Child Poverty with Cash Transfers: a Sure Thing?

*Development Policy Review*, Vol. 24, No. 5, 2006, p. 537-552

**Abstract:** Children are disproportionately represented among the income-poor, many suffer from severe deprivation, and their poverty and vulnerability have cumulative and long-term consequences. This article provides a comparative examination of the poverty-reduction effectiveness of cash transfer programmes targeting children, focusing on three types of such programmes: the Child Support Grant in South Africa, family allowances in transition countries, and targeted conditional cash transfer programme in Latin America and the Caribbean. It finds that, despite differences in design, cash transfer programmes targeting children in poor households are an effective way of reducing poverty.

**Source:** <http://onlinelibrary.wiley.com/doi/10.1111/j.1467-7679.2006.00346.x/pdf>

**File:** BARRIENTOS\_Armando & DEJONG\_Jocelyn.pdf

**11. BASSETT, Lucy; GIANNOZZI, Sara; POP, Lucian; DENA, Ringold (Recommended)**

Rules, Roles, and Controls: Governance in Social Protection with an Application to Social Assistance

Background Paper for the World Bank 2012–2022 Social Protection and Labor Strategy (Social Protection and Labor Discussion Paper, No. 1206)

Washington: World Bank, 2012. – 88 p.

**Abstract:** The paper develops an operational definition of governance that can be applied to social protection. The 2004 WDR accountability framework acts as a starting point, defining accountability in terms of a set of principal-agent relationships between policymakers, providers, and citizens. Applying this framework to social protection, the paper looks at three broad areas where the Bank is involved in governance in social protection: rules of the game, including clear criteria for entry and exit of programs; roles and responsibilities, including defining accountability relationships and incentive frameworks across levels of government and institutions involved in social protection; and controls and accountability measures, including the broad set of implementation mechanisms and procedures for ensuring that “the right benefit gets to the right person at the right time”. The paper applies this framework to social assistance policies and programs, reviews what is currently being done across the Bank in this area, and identifies future opportunities for clients and Bank engagement.

**Source:** <http://siteresources.worldbank.org/SOCIALPROTECTION/Resources/SP-Discussion-papers/430578-1331508552354/1206.pdf>

**File:** BASSETT\_Lucy.pdf

**12. BASSETT, L.; ADATTO, M. (Recommended)**

Social Protection to Support Vulnerable Children and Families: The Potential of Cash Transfers to Promote Education

*Health and Nutrition AIDS Care*, Vol. 21, No. 1, August 2009, p. 60-75

**Abstract:** Investing in social protection in sub-Saharan Africa has taken on a new urgency as HIV and AIDS interact with other drivers of poverty to simultaneously destabilise livelihoods systems and family and community safety nets. Cash transfer programmes already reach millions of people in South Africa, and in other countries in southern and East Africa plans are underway to reach tens and eventually hundreds of thousands more. Cash transfers worldwide have demonstrated large impacts on the education, health and nutrition of children. While the strongest evidence is from conditional cash transfer evaluations in Latin America and Asia, important results are emerging in the newer African programmes. Cash transfers can be implemented in conjunction with other services involving education, health, nutrition, social welfare and others, including those related to HIV and AIDS. HIV/ AIDS-affected families are diverse with respect to household structure, ability to work and access to assets, arguing for a mix of approaches, including food assistance and income-generation programmes. However, cash transfers appear to offer the best strategy for scaling up to a national system of social protection, by reaching families who are the most capacity constrained, in large numbers, relatively quickly. These are important considerations for communities hard-hit by HIV and AIDS, given the extent and nature of deprivation, the long term risk to human capital and the current political willingness to act.

**Source:** <http://dx.doi.org/10.1080/09540120903112351>

File: BASSETT\_L.&DATTO\_M.pdf

**13. BECKER, Jo; TATE, Tony; WHITMAN, Lois**

Stolen Children: Abduction and Recruitment in Northern Uganda

New York: Human Rights Watch, 2003. - 24 p.

(Human Rights Watch publications, A Sub-Saharan Africa; Vol. 15, No. 7, March, 2003)

Source:

<http://www.hrw.org/sites/default/files/reports/uganda0403.pdf>

File:BECKER\_Joe.pdf

**14. BENCOMO, Clarisa**

Charged with being Children: Egyptian Police Abuse of Children in Need of Protection

New York: Human Rights Watch, 2003. - 79 p.

(Human Rights Watch publications, E: The Middle East and North Africa; Vol. 15, No. 1, February, 2003)

Source:

<http://dspace.cigilibrary.org/jspui/bitstream/123456789/22485/1/Charged%20With%20Being%20Children%20Egyptian%20Police%20Abuse%20of%20Children%20in%20Need%20of%20Protection.pdf?1>

File: BENCOMO\_Clarisa.pdf

**15. BERNARD VAN LEER FOUNDATION, The Hague**

A Guide to General Comment 7: Implementing Child Rights in Early Childhood

The Hague: Bernard van Leer Foundation, 2006. – 208 p.

ISBN: 90-6195-089-9

**Abstract:** This purpose of this volume is to illuminate the drafting process that led to the publication of General Comment No. 7, on 'Implementing Child Rights in Early Childhood', by the United Nations Committee on the Rights of the Child. Following the Introduction, Section I describes the Day of General Discussion 2004 on 'Implementing Child Rights in Early Childhood'. Section II contains the text of General Comment No. 7, along with a brief analysis. Section III offers, in extracted form, the texts submitted by various organizations and other interested parties to the Committee during the Day of General Discussion; it is expected that these may assist the reader in acquiring a better understanding of the General Comment. Section IV provides texts that supply additional insights into the background to the General Comment. Section V reproduces the Convention on the Rights of the Child. Section VI, the final one, lists the members of the Committee on the Rights of the Child as of the 40th session, 12-30 September 2005, when General Comment No. 7 was adopted, as well as the members of the Committee as of the 37th session, 13 September–8 October 2004, during which the Day of General Discussion was held (17 September).

Source:

[http://www.bernardvanleer.org/a\\_guide\\_to\\_general\\_comment\\_7\\_implementing\\_child\\_rights\\_in\\_early\\_childhood](http://www.bernardvanleer.org/a_guide_to_general_comment_7_implementing_child_rights_in_early_childhood)

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**16. BERRY, Jo de**

Child Soldiers and the Convention on the Rights of the Child

*Annals of the American Academy of Political and Social Science*, Vol. 575, Children's Rights, May, 2001, p. 92-105

**Abstract:** This article considers Article 38 of the U. N. Convention on the Rights of the Child (CRC), which concerns the prevention of children's active participation in armed hostilities as soldiers. It is argued that if this article is to move from ratification to practical implementation there should be consideration of the contexts that influence the phenomenon of child soldiers. Two contexts are identified: the first is state crisis, and the second is local influences on children's participation in armed conflict. The influence of both of these on the phenomenon of child soldiers is shown in the case of young fighters in the Teso region of Uganda. At both levels, there are global processes that undermine application of the CRC. It is argued that effective implementation of the CRC will be successful when it is considered less as a global charter and more as needing to be based in knowledge about the realities that frame children's lives.

Source: <http://www.jstor.org/stable/pdfplus/1049182.pdf>

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**17. BRYANT, John H. (Recommended)**

Kenya's Cash Transfer Program: Protecting the Health and Human Rights of Orphans and Vulnerable Children

*Health and Human Rights: An International Journal*, Vol. 11, No. 2, 2009, p. 65-76, 12 p.

**Abstract:** In Kenya, as in other countries of sub-Saharan Africa heavily burdened by HIV/ AIDS, orphans and vulnerable children (OVC) face poverty and despair. There is an urgent need to provide a comprehensive response that supports families and communities in their efforts to care for children and safeguard their rights. The government of Kenya has established a cash transfer program that delivers financial and social support directly to the poorest households containing OVC, with special concern for those children with or affected by HIV/AIDS. The Kenyan effort builds on lessons drawn from research and program development on cash transfers in Latin America, Asia, and Africa, and the Kenyan program offers an opportunity to examine the challenges faced by Kenya, and its responses in the context of international experiences. This paper — based on observation of and interviews with key actors involved in the origins, development, evaluation, and continued strengthening of Kenya's cash transfer program and on the analysis of technical program documents obtained from those key actors — describes the Kenyan cash transfer program in light of human rights issues as they relate to children's health. It offers one example of how caring for society's most vulnerable members is a collective responsibility to be shared by a country's government, local citizens, and the international community. [ABSTRACT FROM AUTHOR]

Source: <http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=7ac41684-3b68-4f61-9039-52c22cf694b2%40sessionmgr13&vid=10&hid=1>

File: BRYANT\_ John\_H.pdf

**18. BURGESS, Thomas**

Introduction to Youth and Citizenship in East Africa

*Africa Today*, Vol. 51, No. 3, Spring, 2005, (Youth and Citizenship in East Africa) p. vii-xxiv

Source: <http://www.jstor.org/stable/pdfplus/4187665.pdf>

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**19. CAIRNS, Liam**

Investing in Children: Learning how to Promote the Rights of all Children

*Children & Society*, Vol. 15, No. 5, November 2001, p. 347-360

**Abstract:** Investing in Children is a County Durham initiative, which seeks to create opportunities for children and young people to become genuine participants in decision-making processes. This paper provides an inside account of how the initiative was developed. It describes how a model of practice has evolved through which young people have been able to achieve a measure of genuine participation, leading to real change in policy. The paper explores some of the issues which have frustrated the translation of the rhetoric of the United Nations Convention on the Rights of the Child into a reality recognised by young people in the United Kingdom. It is proposed that an approach based upon the universal rights of all children, pursuing an agenda identified by children and young people themselves, has more potential for political change than separate debates about the plight of particular groups of young people. The paper also suggests that participation (or more often consultation) is not an end in itself, but a means by which young people can achieve political change.

Source : <http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=12063791&site=ehost-live>

File: Cairns\_Liam.pdf

**20. CAMFIELD, Laura**

‘Stew Without Bread or Bread Without Stew’: Children’s Understandings of Poverty in Ethiopia

*Children & Society*, Vol. 24, Issue 4, July 2010, p. 271-281

**Abstract:** This paper explores children’s understandings of poverty, ill-being and well-being in Ethiopia using data collected through group exercises with children aged 5–6 and 11–13 participating in Young Lives, an international study of childhood poverty. In some respects the characteristics of poverty reported by children

resemble those reported by adults participating in similar exercises. However, the children's addition of appearance and clothing, and their explanations of the reasoning behind the importance of these indicators of well-being reflect growing inequalities in Ethiopia, where experiences of relative poverty and social exclusion are increasingly common. This evidence argues for broadening the focus of child poverty reduction to include the psychosocial costs of lacking the culturally specific resources required for full participation in society. The paper also illustrates ways in which poverty can be explored by asking about ill-being and that children as young as five years are able to address these themes through well-designed research methods.

**Source:** <http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=51126669&site=ehost-live>

**File:** Camfield\_Laura.pdf

## **21. CASAS, Ferran; FIGUER, Cristina; GONZÁLEZ, Mònica; MALO, Sara**

The Values Adolescents Aspire to, Their Well-being and the Values Parents Aspire to for Their Children

*Social Indicators Research*, Vol. 84, No. 3, December 2007, p. 271-290

**Abstract:** This paper presents a study of the relationship between the psychological well-being of Spanish adolescents from 12 to 16 years old and the values they aspire to for the future (N = 1,618). Adolescents' well-being is explored through (a) their satisfaction with 19 specific life domains, (b) the Personal Well-Being Index (Cummins, *Social Indicators Research*, 43, 307-334, 1998) and (c) an item on overall satisfaction with life. The values they aspire to are explored by means of a list of 23 personal qualities or values. Satisfaction domains and values aspired to have been grouped into dimensions using principal component analysis (PCA). Boys scored significantly higher on the materialistic values dimension and the capacities and knowledge related values dimension, while girls scored higher on the interpersonal relationship related values dimension. The youngest adolescents scored higher on materialistic values, while the oldest scored higher on interpersonal relationships related values. Such results are similar to those obtained in a previous study, using a shorter version of the lists of satisfaction domains and of values aspired to and a sample of 8,995 adolescents and 4,381 of their parents from five different countries. In both studies results suggest that values aspired to can be considered a well-being related construct. However, an important change appears in the latest Spanish sample: Family values no longer fit with the interpersonal relationships related values dimension in the PCA, and now function as a separate value dimension which shows no correlation with overall life satisfaction, the PWI, or life satisfaction domains with the exception of family satisfaction. Interestingly, family values have also changed their loading dimension in the PCA developed with the answers from a sample of parents about the values they aspire to for their own child's future (N = 723). Parents' responses were compared with those of their own child, with concordances observed in about half of the families, low discrepancies in about one third and high or very high discrepancies in about 20%. Although the results of this study have their limitations, they suggest support for the hypothesis that important changes in values aspired to may be taking place over a short period of time, consistent with the findings of changes in values in several countries (Inglehart, *Modernization and post modernization*).

**Source:** <http://www.jstor.org/stable/20734522.pdf>

**File:** Casas\_Ferran.pdf

## **22. CASE, Anne; HOSEGOOD, Victoria; LUND, Frances (Recommended)**

The Reach and Impact of Child Support Grants: Evidence from KwaZulu Natal  
*Development Southern Africa*, Vol. 22, No. 4, October 2005, p. 467-482

**Abstract:** This paper examines the reach and impact of the South African Child Support Grant, using longitudinal data collected through the Africa Centre for Health and Population Studies. The grant is being taken up for a third of all age-eligible resident children, and appears to be reaching those children living in the poorer households of the demographic surveillance area (DSA). Children who received the grant are significantly more likely to be enrolled in school in the years following grant receipt than are equally poor children of the same age. However, older brothers and sisters of grant recipients, when they were observed at younger ages, were less likely than other children to be enrolled in school – perhaps reflecting the greater poverty in grant-receiving households. Thus the grant appears to help overcome the impact of poverty on school enrolment.

**Source:** [http://www.princeton.edu/~accase/downloads/The\\_Reach\\_and\\_Impact\\_of\\_Child\\_Support\\_Grants.pdf](http://www.princeton.edu/~accase/downloads/The_Reach_and_Impact_of_Child_Support_Grants.pdf)

**File:** CASE\_Anne&HOSEGOOD\_Victoria&LUND\_Frances.pdf

**23. Centre de recherche Innocenti de l'Unicef, Bureau régional de l'Unicef pour l'Afrique de l'Ouest et du Centre**

La traite d'enfants en Afrique de l'Ouest: réponses politiques  
Florence : Fonds des Nations Unies pour l'enfance, 2002. - ix-30 p.  
ISBN 88-85401-84-8

**Source:**

<http://www.unicef-irc.org/publications/pdf/insight7f.pdf>

**File:** UNICEF\_La\_Traite\_des\_enfants.pdf

**24. CHOI, Soo-Hyang (Recommended)**

Bite off only as Much as You Can Chew: Gambia's Policy for Early Childhood Development  
Paris: UNESCO, 2006. – 2 p.

UNESCO Policy Brief on Early Childhood Development No. 34, September-October, 2006

**Source:** <http://unesdoc.unesco.org/images/0014/001470/147041e.pdf>

**File:** CHOI\_Soo-Hyang.pdf

**25. CLARK, Alison (Recommended)**

Ways of Seeing: Using the Mosaic Approach to Listen to Young Children's Perspectives  
In: *Beyond Listening: Children's Perspectives on Early Childhood Services* / Ed. by Alison Clark, P. Moss and A.T. Kjörholt

Bristol: Policy Press, 2005, p. 29-49

**Source:** [http://www.sagepub.com/upm-data/43997\\_9781446207529.pdf](http://www.sagepub.com/upm-data/43997_9781446207529.pdf)

**File:** Clark\_Alison.pdf

**26. COULTON, Claudia J.; KORBIN, Jill E.**

Indicators of Child Well-being through a Neighborhood Lens  
*Social Indicators Research*, Vol. 84, No. 3, December 2007, p. 349-361

**Abstract:** Adverse child outcomes tend to be concentrated in neighborhoods with constellations of adverse conditions and risk factors. This paper examines the challenges of developing meaningful and useful indicators of child well-being at the level of the neighborhood. Recent technological advances have made it more feasible for communities to develop neighborhood indicators, but there are a number of practical, conceptual and methodological challenges that are involved in this work. In this article, we discuss the potential usefulness of neighborhood indicators, several of the conceptual and methodological challenges and offer some illustrations of neighborhood indicators that are pertinent to the well-being of children. In addition to administrative data, we discuss indicators of child well-being rooted in both child and adult perceptions of neighborhood.

**Source:** <http://www.jstor.org/stable/20734525.pdf>

**File:** Coulton\_Claudia\_J&Korbin\_Jill\_E.pdf

**27. CRIVELLO, Gina; CAMFIELD, Laura; PORTER, Catherine**

Researching Children's Understandings of Poverty and Risk in Diverse Contexts  
*Children & Society*, Vol. 24, Issue 4, July 2010, p. 255-260

**Abstract:** The article discusses various reports published within the issue, including the study of children growing up in poverty in Ethiopia; the research on the corrosive effect of rising inequalities in children's identities; and the feature on how children have become social and economic actors despite the constraints in their marginality.

**Source:** <http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=51126671&site=ehost-live>

**File:** Crivello\_Gina&Camfield\_Laura&Porter\_Catherine.pdf

**28. DAVIS, Rebecca; MCCAFFERY, Jim; CONTICINI, Alessandro**

Strengthening Child Protection Systems in Sub-Saharan Africa

A Working Paper

Prepared by: Training Resources Group and Play Therapy Africa

For the: Inter-agency Group on Child Protection Systems in sub-Saharan Africa  
August 2012, 79 p.

Source: [http://www.unicef.org/wcaro/english/strengthening\\_child\\_protection\\_systems\\_in\\_sub-Saharan\\_Africa\\_-\\_August\\_2012\\_.pdf](http://www.unicef.org/wcaro/english/strengthening_child_protection_systems_in_sub-Saharan_Africa_-_August_2012_.pdf)

File: strengthening\_child\_protection\_systems\_in\_sub-Saharan\_Africa\_-\_August\_2012\_.pdf

### 29. DAVIS, John M.

Understanding the Meanings of Children: a Reflexive Process  
*Children & Society*, Vol. 12, No. 5, November 1998, p. 325-335

**Abstract:** This paper identifies a number of children's voices within qualitative academic writing. It suggests that researchers can discover a variety of children's voices by employing reflexive techniques to ensure that their interpretations are not influenced by their personal prejudice, or the ethics, tools, roles and theories of their professional paradigm. It concludes that those who work with children may be able to reinforce the theme of the UN Convention on Rights of the Child by employing this reflexive approach to enable them to attribute equal status to the views of all the children whom they encounter.

Source : <http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=12063628&site=ehost-live>

File: Davis\_John\_M.pdf

### 30. DE CONINCK, John; DRANI, Emily (Recommended)

Social Protection is Centuries Old! Culture and Social Protection for the Very Poor in  
Uganda: Evidence and Policy Implications

Manchester: Chronic Poverty Research Centre, March 2009. – 28 p.

(Chronic poverty working paper, No. 140)

ISBN: 978-1-906433-41-3

Source: [http://www.chronicpoverty.org/uploads/publication\\_files/WP140\\_deConinck-Drani.pdf](http://www.chronicpoverty.org/uploads/publication_files/WP140_deConinck-Drani.pdf)

File: DE\_CONINCK\_John&DRANI\_Emily.pdf

### 31. DENO, Myriam; MACLURE, Richard

Engaging the Voices of Girls in the Aftermath of Sierra Leone's Conflict: Experiences and  
Perspectives in a Culture of Violence

*Anthropologica*, Vol. 48, No. 1, War and Peace / La guerre et la paix, 2006, p.73-85

**Abstract:** Despite the protections provided to children under the UN Convention on the Rights of the Child, the issue of child soldiers has become a major global concern. More than 250 000 soldiers under the age of 18 are fighting in conflicts in over 40 countries around the world. During Sierra Leone's decade-long civil war, thousands of children were actively engaged as participants in armed struggle. While there is ample descriptive evidence of the conditions and factors underlying the rise of child soldiery in Sierra Leone and elsewhere in the developing world, most of the literature has portrayed this as a uniquely male phenomenon. Yet in Sierra Leone an estimated 30% of child soldiers in oppositional forces were girls. So far, however, there is a paucity of empirical information that distinguishes the experiences of these girls from those of boys. Drawing on in-depth interviews with 40 Sierra Leonean girls formerly in fighting forces, this paper traces girls' perspectives and experiences as victims, perpetrators and resisters of violence and armed conflict.

**Résumé :** Malgré la protection garantie aux enfants en vertu de la Convention relative aux droits de l'enfant de l'ONU, la question des enfants-soldats s'est érigée en une préoccupation majeure sur le plan international. Plus de 250 000 soldats de moins de 18 ans combattent en effet dans plus de 40 pays en crise. Durant la guerre civile sierra-léonaise qui a duré une décennie, des milliers d'enfants ont activement participé aux combats. Alors que les conditions et les facteurs sous-tendant la montée de ce phénomène en Sierra Leone et ailleurs dans les pays en développement sont largement documentés, la littérature a généralement fait état des enfants-soldats uniquement au masculin. Or, en Sierra Leone, on estime que 30% des enfants-soldats dans les forces de l'opposition était des filles. Il y a jusqu'à présent une carence de renseignements empiriques comparant les expériences de ces filles à celles des garçons. Résultat de profonds entretiens avec 40 filles qui combattaient en Sierra Leone, le présent article fait état des perceptions et des expériences de ces filles en tant que victimes, agentes et résistantes dans la violence du conflit armé.

Source : <http://www.jstor.org/stable/pdfplus/25605298.pdf>

File: Denov\_Myriam&MacLure\_Richard.pdf

**32. DEVEREUX, Stephen (Recommended)**

Social Protection Mechanisms in Southern Africa

Brighton, Sussex: IDS, June 2006. – 56 p.

Source: [http://www.ids.ac.uk/files/RHVP\\_Review\\_of\\_SP\\_Report.pdf](http://www.ids.ac.uk/files/RHVP_Review_of_SP_Report.pdf)

File: DEVEREUX\_Stephen\_Social Protection mechanisms in Southern Africa.pdf

**33. DEVEREUX, Stephen, et al., (Recommended)**

Making Cash Count: Lessons from Cash Transfer Schemes in East and Southern Africa for Supporting the Most Vulnerable Children and Households

London: HelpAge International; Save the Children UK; Brighton: Institute for Development Studies, 2005. – 76 p.

Source: <http://www.ids.ac.uk/files/MakingCashCountfinal.pdf>

File: DEVEREUX\_Stephen\_Making Cash Count.pdf

**34. DEVEREUX, Stephen; LWANGA NTALE, Charles; SABATES-WHEELER, Rachel (Recommended)**

Social Protection in Uganda: Study to Inform the Development of a Framework for Social Protection in the Context of the Poverty Eradication Action Plan. Phase I Report: Vulnerability Assessment and Review of Initiatives, October 2002 / Prepared for the Social Protection Task Force

14 p.

Source: [http://www.ids.ac.uk/files/UgandaCh1\\_2.pdf](http://www.ids.ac.uk/files/UgandaCh1_2.pdf)

File: UgandaCh1\_2.pdf

**35. DEVEREUX, S., et al., (Recommended)**

Social Protection in Africa: Where Next?

Brighton: IDS, 2010, 9 p.

File: Devereux\_Stephen\_SocialProtectioninAfricaWhereNext.pdf

Source: <http://www.ids.ac.uk/files/dmfile/SocialProtectioninAfricaWhereNext.pdf>

**36. DEVEREUX, Stephen; SABATES-WHEELER, Rachel (Recommended)**

Transformative Social Protection

Brighton: University of Sussex, Institute of Development Studies, October 2004. – 36 p.  
(IDS Working Paper 232)

ISBN 1 85864 844 0

**Abstract:** Social protection describes all public and private initiatives that provide income or consumption transfers to the poor, protect the vulnerable against livelihood risks, and enhance the social status and rights of the marginalised; with the overall objective of reducing the economic and social vulnerability of poor, vulnerable and marginalised groups. This paper argues against the popular perception of social protection as “social welfare programmes for poor countries”, consisting of costly targeted transfers to economically inactive or vulnerable groups. It also challenges the limited ambition of social protection policy in practice, which has moved little from its origins in the “social safety nets” discourse of the 1980s, and aims to provide “economic protection” against livelihood shocks, rather than “social protection” as broadly defined here. Instead, we argue that social protection can be affordable; it should extend to all of the population; it can contribute to the Millennium Development Goal of poverty reduction; and it can empower marginalised people and be socially “transformative”.

Source: [http://www.unicef.org/socialpolicy/files/Transformative\\_Social\\_Protection.pdf](http://www.unicef.org/socialpolicy/files/Transformative_Social_Protection.pdf)

File: DEVEREUX\_Stephen&SABATES-WHEELER\_Rachel.pdf

**37. DUMONT, Michelle ; MOSS, Ellen**

Influence de l’affectivité sur l’activité cognitive des enfants

*Enfance*, Tome 45, No.4,1995, p. 375-404

**Résumé :** Cette recension des écrits s'insère dans un courant de recherches qui traite de la construction sociale de l'intelligence. Malgré l'abondance des travaux des quinze dernières années nous connaissons mal le rôle que pourrait jouer la qualité d'une relation sur l'activité cognitive des participants ainsi que sur les modalités d'interaction observées autour d'une tâche de résolution de problèmes. Etant donné la nouveauté de cette problématique, nous introduirons ce domaine en présentant les mécanismes de régulation sociale cognitive typiques des relations apparemment « neutres » puis nous identifierons les modalités d'interaction ainsi que les capacités cognitives susceptibles d'être - affectées par la proximité ou la distance socio-affective partagée entre deux personnes. Le degré de proximité interpersonnelle sera examiné ici à partir de relations hautement significatives dans le développement soit l'attachement mère-enfant durant la petite et la moyenne enfance ainsi que l'amitié entre pairs durant les années d'école.

**Abstract:** In this literature review, the social construction of intelligence is examined. In spite of the strong empirical investigations in this field over the last fifteen years, the effect of the quality of a relationship on participants' cognition is still unknown, as are the interactive modalities of problem solving. A review of the typical mechanisms of the cognitive social regulation of « neutral » relationships will be presented first, followed by a description of the interactive modalities likely to be affected by the shared socio-affective proximity or distance between two persons. The degree of interpersonal proximity will be examined for highly significant relationships, that is, the mother-child attachment during the first and the middle of the infancy and friendships between peers during the school years.

**Source:**[http://www.persee.fr/web/revues/home/prescript/article/enfan\\_0013-7545\\_1992\\_num\\_45\\_4\\_2032](http://www.persee.fr/web/revues/home/prescript/article/enfan_0013-7545_1992_num_45_4_2032)

**File:** Dumont\_Michelle&Moss\_Ellen.pdf

### **38. ENGLE, Patrice L.**

National Plans of Action for Orphans and Vulnerable Children in Sub-Saharan Africa: Where Are the Youngest Children?

The Hague, Netherlands: Bernard van Leer Foundation, 2008. – vii-70 p.

(Working papers in early childhood development, 50)

ISBN: 9789061951070 / ISBN: 9061951070

**Source:**

[http://www.bernardvanleer.org/National\\_plans\\_of\\_action\\_for\\_orphans\\_and\\_vulnerable\\_children\\_in\\_sub-Saharan\\_Africa\\_Where\\_are\\_the\\_youngest\\_children](http://www.bernardvanleer.org/National_plans_of_action_for_orphans_and_vulnerable_children_in_sub-Saharan_Africa_Where_are_the_youngest_children)

**File:**ENGLE\_Patrice.pdf

### **39. FATTORE, Toby; MASON, Jan; WATSON, Elizabeth**

Children's Conceptualisation(s) of Their Well-Being

*Social Indicators Research*, Vol. 80, No. 1, January, 200, p. 5-29

**Abstract:** This paper describes the process and some findings of a collaborative project between the New South Wales Commission for Children and Young People and researchers at the Social Justice and Social Change Research Centre, at the University of Western Sydney. The project was designed to inform the Commission in implementing its legislative mandate to develop a set of well-being indicators to monitor children's well-being over time. Placing children centrally as research participants was fundamental to the methodological approach of the project in which children's understandings of what contributes to their well-being were explored through qualitative methods. We discuss the epistemological and methodological approaches used in the project, in the context of other, earlier research towards the development of children's well-being indicators. Some of the early findings from the collaborative project are outlined and an example given of the way in which knowledge produced by a research approach which places children centrally, differs from and is similar to knowledge produced by more traditional child social indicator research. The paper ends with a discussion of some of the implications and challenges posed by reflecting on the research process and early findings from the research.

**Source:**<http://www.jstor.org/stable/27734524>

**File:** Fattore\_Toby&Mason\_Jan&Watson\_Elizabeth.pdf

### **40. FERNANDO, Jude L.**

Children's Rights: Beyond the Impasse

**Source:** Annals of the American Academy of Political and Social Science

*Children's Rights*, Vol. 575, May, 2001, p. 8-24

Source: <http://www.jstor.org/stable/1049177.pdf>

File: Fernando\_Jude\_L.pdf

**41. FOSTER, Geoff (Recommended)**

Safety Nets for Children Affected By HIV/Aids in Southern Africa: Chapter 4

In: *A Generation at Risk? HIV/Aids, Vulnerable Children and Security in Southern Africa* /

Robyn Pharoah, Linda Richter, Beverly Killian

Institute of Security Studies, 2004. – p. 73-101

(Monograph No. 109)

Source: <http://dspace.cigilibrary.org/jspui/bitstream/123456789/31449/1/Mono109.pdf?1>

File: PHAROAH\_Robyn&RICHTER\_Linda&KILLIAN\_Beverly.pdf

**42. GARCIA, Marito; PENCE, Alan R.; EVANS, Judith L. (Recommended)**

Africa's Future, Africa's Challenge: Early Childhood Care and Development in Sub-Saharan Africa

Washington: World Bank, 2008. – 558 p.

(Directions in Development. Human Development)

ISBN: 9780821368862

Source: [http://www-](http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2008/03/05/000333038_20080305054902/Rendered/PDF/427000PUB0Afr1sclosed0Feb025020081.pdf)

[wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2008/03/05/000333038\\_20080305054902/Rendered/PDF/427000PUB0Afr1sclosed0Feb025020081.pdf](http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2008/03/05/000333038_20080305054902/Rendered/PDF/427000PUB0Afr1sclosed0Feb025020081.pdf)

File : GARCIA\_Marito.pdf

**43. GATOBU, Patrick Kirera (Recommended)**

Implications of Cash Transfer Programmes for Social Relations: Kenya's Cash Transfer for Orphans and Vulnerable Children (CT-OVC)

The Hague: Erasmus University of Rotterdam, International Institute of Social Studies, December, 2012. - viii-57 p.

Master of Arts, Development Studies, Public Policy and Management (PPM), Erasmus University of Rotterdam, International Institute of Social Studies, Graduate School of Development Studies

**Abstract:** With the perceived failure of economic growth to tackle persistent income inequality and poverty around the world, social protection has increasingly become a preferred complementary model for addressing these challenges. Cash transfer programmes are therefore an essential constituent of social policy and seen as an important mechanism to tackle poverty, vulnerability and social exclusion. However, the multi-dimensionality of cash transfer programme impacts beyond direct economic and material benefits is under appreciated. Drawing on document analysis and qualitative field research, this study considers the impacts of Kenya's Cash Transfer for Orphans and Vulnerable Children (CT-OVC) programme on social relations. While the programme has resulted in social capital gains within beneficiary communities, it has also had perverse effects that have simultaneously engendered threats to social cohesion. The negative outcomes are largely seen to emanate from programme processes, particularly the small percentage of households targeted. Ultimately the study highlights the necessity for directing focus towards a comprehensive social protection system with a universal orientation to maximise benefits of transfer programmes. Meanwhile, there is need to expand the evaluative space to take cognizance of the range of impacts engendered by such programmes, including relational outcomes.

Source: <http://thesis.eur.nl/pub/13070/>

File:GATOBU\_Patrick\_Kirera.pdf

**44. HAGEN-ZANKER, Jessica; HOLMES, Rebecca (Recommended)**

Social Protection in Nigeria Synthesis report

London: Overseas Development Institute, February 2012. – 54 p.

Source: <http://www.odi.org.uk/sites/odi.org.uk/files/odi-assets/publications-opinion-files/7583.pdf>

File: HAGEN-ZANKER\_Jessica&HOLMES\_Rebecca.pdf

**45. HAVERMANS, Jos; BALCH, Jeff**

African-European Parliamentary Consultation on Children Orphaned and Made Vulnerable by Aids in Africa: Reprioritising International Agendas, Cape Town, South Africa, 23-24 September 2004

Amsterdam: AWEPA, 2005. – 80 p.

ISBN: 9072458001 / ISBN: 9789072458001

Source:

<http://documents.wfp.org/stellent/groups/public/documents/newsroom/wfp076492.pdf>

File: HAVERMANS\_Jos\_BALCH\_Jeff.pdf

**46. HOLMES, R; BRAUNHOLTZ-SPEIGHT, T.**

Strengthening Social Protection for Children in West and Central Africa

London: Overseas Development Institute; Dakar: UNICEF West and Central Africa Regional Office, 2009. – 56 p.

Source: [http://www.unicef.org/wcaro/wcaro\\_UNICEF\\_ODI\\_1\\_Strengthening\\_Social\\_Protection.pdf](http://www.unicef.org/wcaro/wcaro_UNICEF_ODI_1_Strengthening_Social_Protection.pdf)

File: wcaro\_UNICEF\_ODI\_1\_Strengthening\_Social\_Protection.pdf

**47. HOLMES, Rebecca; JONES, Nicolas (Recommended)**

How to Design and Implement Gender-Sensitive Social Protection Programmes: A Toolkit.

London: ODI, October 2010. –68 p.

Source: <http://www.odi.org.uk/sites/odi.org.uk/files/odi-assets/publications-opinion-files/6262.pdf>

File: HOLMES\_Rebecca&JONES\_Nicolas\_How to Design.pdf

**48. HOLMES, Rebecca; JONES, Nicola (Recommended)**

Putting the Social Back into Social Protection: A Framework for Understanding the Linkages between Economic and Social Risks for Poverty Reduction

London: Overseas Development Institute, August 2009. –12 p.

(Background Note)

Source: <http://www.odi.org.uk/sites/odi.org.uk/files/odi-assets/publications-opinion-files/4289.pdf>

File: HOLMES\_Rebecca&JONES\_Nicola.pdf

**49. JAMES, Allison; JAMES, Adrian L.**

Childhood: Toward a Theory of Continuity and Change

*Annals of the American Academy of Political and Social Science*, Vol. 575, Children's Rights, May, 2001, p. 25-37

**Abstract:** The socially constructed character of childhood is, by now, recognized as an important factor in shaping children's everyday experiences. It is no longer possible to see childhood simply as a common and universal biological phase in the life course. However, at the same time, it is being increasingly recognized that although acknowledgment of the social and cultural diversity of children's lives is important, there remain many things that children do share as occupants of the conceptual space of childhood. Although contemporary sociological theorizing about childhood has highlighted this tension, it has, as yet, offered few solutions. In this article, it is proposed that by examining the role of law and social policy over time from an interdisciplinary perspective, it is possible to account for both change and continuity in childhood as a structural space and, in turn, to see this as being the source of the diversities and commonalties that pattern children's everyday lives.

Source: <http://www.jstor.org/stable/1049178.pdf>

File: James\_Allison&James\_Adrian\_L.pdf

**50. JLICA (Joint Learning Initiative on Children and HIV/AIDS) (Recommended)**

Home Truths: Facing the facts on Children, AIDS, and Poverty. Final Report of the Joint Learning Initiative on Children and HIV/AIDS

Joint Learning Initiative on Children and HIV/AIDS (JLICA), 2009. – 84 p.

Source: [http://www.unicef.org/aids/files/JLICAFinalReport\\_Feb2009.pdf](http://www.unicef.org/aids/files/JLICAFinalReport_Feb2009.pdf)

File: JLICAFinalReport\_Feb2009.pdf

**51. JOHN, A. M, Ed. (Recommended)**

Understanding Multidimensional Child Poverty: Module 3  
New Delhi: UNICEF and Economic Research Foundation, 2011

Source: [http://promotingchildrights.org/web/pdf/Module\\_3.pdf](http://promotingchildrights.org/web/pdf/Module_3.pdf)

File: John\_A\_M\_Understanding\_Multidimensional\_Child\_Poverty.pdf

**52. JONES, Nicola; HOLMES, Rebecca (Recommended)**

Tackling Child vulnerabilities through Social Protection: Lessons from West and Central Africa. Background Note

London: Overseas Development Institute, July 2010. – 8 p.

Source: <http://www.odi.org.uk/sites/odi.org.uk/files/odi-assets/publications-opinion-files/6034.pdf>

File: JONES\_Nicola&HOLMES\_Rebecca.pdf

**53. KASENTE, Deborah; ASINGWIRE, Narathuis; BANUGIRE, Firimooni; KYOMUHENDO, Swizen (Recommended)**

Social Security Systems in Uganda

*Journal of Social Development in Africa*, Vol. 17, No. 2, July 2002, p. 157-183

**Abstract:** As a result of its recent disturbed history, Uganda has the most undeveloped formal social security systems and the least documented non-formal social security systems of the countries participating in this study. Through the use of qualitative research methods, it was observed that communities are providing the most useful response to the rising risks and vulnerabilities posed by poverty, unemployment, emergencies and inevitable life-cycle factors while the State has not provided social security at the community level. The following social security systems exist in Uganda: formal social security schemes targeting the employed, community groups that serve only group members, kinship-based solidarity groups that serve the extended family and village residents' mutual assistance groups, which are compulsory for all adults in the villages where they operate. These groups are currently the most widespread and effective of all, though they are plagued with poor management and a low capital base. The village-wide mutual assistance groups offer the potential for reaching most community members but operate in only one of the four districts visited. District Development Programmes offer a feasible entry point for beginning to address the lack of policy-led social security at community level.

Source:

<http://archive.lib.msu.edu/DMC/African%20Journals/pdfs/social%20development/vol17no2/jsda017002010.pdf>

File: KASENTE\_Deborah.pdf

**54. LANDIS, Robin C.**

Faire grandir la leur d'espoir: l'aide alimentaire comme moyen d'améliorer l'accès à l'éducation des orphelins et des autres enfants vulnérables d'Afrique subsaharienne

Rome: Programme alimentaire mondial, 2003. – 32 p.

(World Food Programme. Document hors série)

Source: [http://one.wfp.org/policies/introduction/other/documents/pdf/Widening%20the%20Window%20of%20Hope-OP15\\_Fra\\_new.pdf](http://one.wfp.org/policies/introduction/other/documents/pdf/Widening%20the%20Window%20of%20Hope-OP15_Fra_new.pdf)

File: LANDIS\_Robin\_C.pdf

**55. LANDIS, Robin**

Widening the 'Window of Hope': Using Food Aid to Improve Access to Education for Orphans and Other Vulnerable Children in Sub-Saharan Africa

Rome: World Food Programme, Strategy and Policy Division, 2004. – 36 p.

(Occasional papers, World Food Programme, 15)

Source:

[http://one.wfp.org/policies/introduction/other/documents/pdf/Window\\_Hope\\_Eng\\_03\\_11\\_14.pdf](http://one.wfp.org/policies/introduction/other/documents/pdf/Window_Hope_Eng_03_11_14.pdf)

File: LANDIS\_Robin.pdf

**56. LIBORIO, Renata Maria Coimbra ; UNGAR, Michael**

Children's Perspectives on their Economic Activity as a Pathway to Resilience  
*Children & Society*, Vol. 24, Issue 4, July 2010, p. 326-338

**Abstract:** When viewed in the context of children's physical, social, and economic ecologies, children's work has both contextually specific benefits and consequences. This paper examines children's experiences of their economic activity using a theory of resilience as a contextually and culturally embedded phenomenon [British Journal of Social Work, 38 (2008) 218]. Though there is evidence that child labour is a potential threat to children's well-being, some forms of children's work may function as potential sources of health-enhancing resources associated with resilience, resulting in positive psychosocial development. Working children can find through their working experiences positive sources of efficacy and cohesion, strong identity, feelings of well-being, positive relationships, and access to material and social capital.

**Source:** <http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=51126673&site=ehost-live>

**File:** Libório\_Renata\_Maria\_Coimbra&Ungar\_Michael.pdf

**57. MARFO, Kofi; BIERSTEKER, Linda; SAGNIA, Jenieri; KABIRU Margaret  
(Recommended)**

Grounding ECD in Community Development and Capacity Building: Responding to the Challenge of Meeting the Needs of Children Under 3 in Africa: Chapter 11

In: *Africa's Future, Africa's Challenges: Early Childhood Development in Sub Saharan Africa* / Ed. by Alan Pence, Marito Garcia, Alan Pence, and Judith L. Evans

Washington, DC: World Bank, 2008. – 558 p.

(Directions in Development. Human Development)

ISBN: 9780821368862

**Source:** [http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2008/03/05/000333038\\_20080305054902/Rendered/PDF/427000PUB0Afri1sclosed0Feb025020081.pdf](http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2008/03/05/000333038_20080305054902/Rendered/PDF/427000PUB0Afri1sclosed0Feb025020081.pdf)

**File :** GARCIA\_Marito.pdf

**58. MARFO, Kofi; PENCE, Alan R. (Recommended)**

Strengthening Africa's Contributions to Child Development Research. Overview and Ways Forward

Selected papers from an invitational conference resulting in an action plan and strategies to support capacity building for interdisciplinary research on children's development, health, and welfare in Africa

Society for Research in Child Development, 2009. - 75 p.

**Abstract:** The papers in this special section were initially prepared for an invitational conference funded by the Society for Research in Child Development (SRCD) and held in Victoria, Canada, in February 2009, with joint sponsorship by the University of Victoria's *Investigating Quality* project. In this lead article, we establish the rationale for focusing on Africa as part of the broader objective of advancing an inclusive global science of child development, provide a brief overview of the thrust of the other papers, describe two research capacity-building initiatives culminating from our strategic planning sessions, and conclude with reflections on conceptual and methodological considerations for advancing an African field.

**Source:** [http://web.uvic.ca/~eyrd/images/pdfs/cdp\\_2011.pdf](http://web.uvic.ca/~eyrd/images/pdfs/cdp_2011.pdf)

**File:** MARFO\_Kofi&PENCE\_Alan\_R.pdf

**59. MARSHALL, Jenni (Recommended)**

Children and Poverty - Some Questions Answered CHIP Briefing 1, 2003. – 4 p.

**Abstract:** This short paper explores the meaning of childhood poverty through examining its causes and identifying groups vulnerable to extreme poverty. This accessible paper demystifies terms and definitions and also highlights the importance of specific policy measures to adequately address the devastating effects of poverty suffered by children and young people.

**Source:** <http://www.childhoodpoverty.org/index.php?action=documentfeed/doctype=pdf/id=46/>

File:MARSHALL\_Jenni.pdf

**60. MARSHALL, Jenni ; OFEI-ABOAGYE, Esther**

Donors and Childhood Poverty in sub-Saharan Africa: Approaches and Aid Mechanisms in Ghana and Tanzania

London: Childhood Poverty Research and Policy Centre, 2004.-viii-85 p.

(CHIP report; 12)

ISBN: 1904922120

Source:<http://www.eldis.org/go/topics&id=16692&type=Document#.UfZg7hXLTIU>

File: JENNI\_Marshall\_OFEI-ABOAGYE\_Esther.pdf

**61. MINUJIN, Alberto; ENRIQUE, Delamonica; DAVIDZIUK, Alejandra;  
GONZALEZ, Edward D. (Recommended)**

The Definition of Child Poverty: a Discussion of Concepts and Measurements

*Environment and Urbanization*, Vol. 18, No. 2, October, p.481- 500

**Abstract:** This paper presents and discusses different concepts of child poverty, alternative definitions of children living in poverty, and measurement efforts in this regard. It addresses such questions as: who are the children living in poverty? Is the issue of children living in poverty recognized by and incorporated into anti-poverty strategies? Have governments, civil society organizations and international organizations identified and adopted policies to reduce child poverty? And is the situation of girls living in poverty taken into account? Several organizations have recently adopted human rights-based approaches to defining children living in poverty, and these definitions are included here. In general, however, the assessment finds that there is a lack of consideration of children's issues in the debate on poverty. The lack of visibility has negative implications for anti-poverty strategies, which seldom consider that children and their rights are central to their design and implementation. In this paper, we argue that the lack of conceptualization and debate on the specificities of child poverty has enormous consequences for policy and, vice versa, that the income generation and sectoral focus of poverty reduction policies discourages a holistic response to children and families.

Source: <http://eau.sagepub.com/content/18/2/481.full.pdf+html>

File:MINUJIN\_Alberto.pdf

**62. MISHRA, Vinod K.; BIGNAMI-VAN ASSCHE, Simona**

Orphans and Vulnerable Children in High HIV-Prevalence Countries in Sub-Sahara Africa

Calverton, Maryland: Marco International, 2008. xvii-92 p.

(DHS Analytical Studies, No. 15)

Source: <http://www.measuredhs.com/pubs/pdf/AS15/AS15.pdf>

File: MISHRA\_Vinod K&BIGNAMI-VAN ASSCHE\_Simona.pdf

**63. MORROW, Virginia; RICHARDS, Martin**

The Ethics of Social Research with Children: An Overview

*Children & Society*, Vol. 10, No. 2, June, 1996, p. 90-105

**Abstract:** This paper attempts to provide an overview of ethical issues related to social research with children. It sets the discussion in the context of current debates about researching children in the UK, and explores the extent to which children should be regarded as similar to, or different from, adults in social research, focusing on how children are positioned as vulnerable, incompetent and relatively powerless in society in general, and how this conceptualisation of children needs to be taken into account in social research. The paper concludes with some practical and methodological suggestions.

Source: <http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=14142597&site=ehost-live>

File: Morrow\_Virginia&Richards\_Martin.pdf

**64. MULONGO, Elisabeth Ngutuku (Recommended)**

Re-Imagining Development. Working within and Against the Meta-Narrative

*DevIssues*, Vol. 12, No.1, April 2010, p.7-8

Source:

[http://www.iss.nl/fileadmin/ASSETS/iss/Documents/DevISSues/DevISSues12\\_1\\_mar\\_10\\_web.pdf](http://www.iss.nl/fileadmin/ASSETS/iss/Documents/DevISSues/DevISSues12_1_mar_10_web.pdf)

File: DevISSues12\_1\_mar\_10\_web.pdf

**65. MULONGO, Elisabeth Mulewa Ngutuku (Recommended)**

Young Single Motherhood: Contested Notions of Motherhood and Sexuality in Policy Discourses / Programme Interventions

The Hague: Institute of Social Studies, 2006. – 64 p.

(Working Paper Series No. 436)

Source: <http://repub.eur.nl/res/pub/19183/wp423.pdf>

File: MULONGO\_Elisabeth\_Mulewa\_Ngutuku.pdf

**66. MURIUKI, Andrew M.**

Developing a Framework for Protection for the African Child: the Basic Rights

*Vulnerable Children & Youth Studies*, Vol. 3, No. 1, April 2008, p. 52-64

**Abstract:** Over the last 15 years, the Great Lakes Region in Africa has become characterized increasingly by small, internal armed conflicts. Many of these conflicts begin in one country but spill over to neighbouring countries as a result of their interwoven history, socio-economic conditions and cultural factors. Grounded in complex disagreements, these internal wars create a culture of sustained violence, putting children at high risk for abduction, rape and slavery, as well as recruitment into the military. All children, even those in areas of armed conflict, should have equal rights. This paper will consider the rights of children in the Great Lakes Region of Africa in light of United Nations laws on the rights of children and the responsibilities of the international community to ensure human rights for all citizens.

Source: <http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=8c7bc506-b63d-454f-a71c-2974dc446adb%40sessionmgr12&vid=17&hid=24>

File: MURIUKI\_Andrew\_M.pdf

**67. MUSOKE, M. (Recommended)**

Maternal Health Care in Rural Uganda: Leveraging Traditional Systems and Modern Knowledge Systems.

Washington, D.C: World Bank, January 2002. – 4 p.

(Indigenous Knowledge Notes, No. 40)

Source: [http://www-](http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2002/01/18/000094946_02010904093064/Rendered/PDF/multi0page.pdf)

[wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2002/01/18/000094946\\_02010904093064/Rendered/PDF/multi0page.pdf](http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2002/01/18/000094946_02010904093064/Rendered/PDF/multi0page.pdf)

File: Musoke\_M.pdf

**68. MYERS, Bryant L. (Recommended)**

Walking With the Poor: Principles of Transformational Development

Revised and Updated Edition

Maryknoll, New York: ORBIS Books, 1999. – 24 p.

ISBN: 978-1-57075-939-0

Source: <http://www.orbisbooks.com/chapters/978-1-57075-939-0.pdf>

File: MYERS\_Bryant\_L.pdf

**69. NAKIJOBA, Veronica**

Child Participation: Where are the Children's Voices in Research

Dakar, CODESRIA, 2009. - 23 p.

Conference: New Frontiers of Child and Youth Research in Africa, Douala, Cameroun, 25 – 26 August 2009

Source: [http://www.codesria.org/IMG/pdf/Veronica\\_Nakijoba\\_Uganda.pdf](http://www.codesria.org/IMG/pdf/Veronica_Nakijoba_Uganda.pdf)

File: Nakijoba\_Veronica.pdf

**70. NAKER, Dipak; MANN, Gillian; RAJANI, Rakesh**

The Gap between Rhetoric and Practice: Critical Perspectives on Children's Participation  
*Children, Youth & Environments*, Vol.17, No. 3, October 2007, p. 99-103

**Abstract:** The article discusses various studies published within the issue including one by Caroline Fanelli and colleagues that examine children's role in Zimbabwe's National Action Plan for Orphans and Other Vulnerable Children and another about an analysis on boys' and girls' participation in the development of the new Children's Bill in South Africa.

**Source :** <http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=31380653&site=ehost-live>

**File:** Naker\_Dipak&Mann\_Gillian&Rajani\_Rakech.pdf

**71. NGOKWEY, Ndolamb**

Children's Rights in the Central Africa Sub-Region: Poverty, Conflicts and HIV/AIDS as Context

*International Journal of Children's Rights*, Vol. 12, No; 3, September 2004, p. 183-216

**Abstract:** This article discusses the constraints to the realization of child rights, such as poverty, AIDS and HIV, and armed conflicts, in association with the Convention on the Rights of the Child (CRC) and the African Charter on the Rights and Welfare of the Child (ACRWC). The CRC, adopted in November 1989 by the General Assembly of the United Nations, came into force in September 1990, less than one year after its adoption. The ACRWC was adopted by the Organization of African Unity in 1990 and came into force only in 2000. While African enthusiasm in ratifying the CRC is commendable, it is striking that it took ten years for the ACRWC to come into force, given the difficulty in obtaining the 15 State ratifications required by Article 47 of the ACRWC. Fourteen years after the coming into force of the Convention on the Rights of the Child ratified by all countries of the Central African Sub-region, the results are sobering. One does not need to be particularly afro-pessimistic to note that, while some progress has been made, Africa in general and the Central Africa sub-region in particular have experienced either stagnation or reversals in trends when it comes to realizing the rights of children to survival, development, protection and participation and to meeting the needs of children.

**Source :** <http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=15715331&site=ehost-live>

**File:** Ngokwey\_Ndolamb.pdf

**72. NSAMENANG, A.B. (Recommended)**

Human Ontogenesis: An indigenous African View on Development and Intelligence

*International Journal of Psychology*, Vol. 41, No. 4, 2006, p. 293–297

**Abstract:** Views on development and intelligence mirror mainstream Euro-American ethnocentrism and are presented as being applicable to all of human diversity. In contrast, an African worldview visualizes phases of human cyclical ontogenesis of systematic socialization of responsible intelligence in participatory curricula that assign stage-appropriate developmental tasks. In these curricula, knowledge is not separated into discrete disciplines, but all strands of it are interwoven into a common tapestry, which is learned by children at different developmental stages, who participate in the cultural and economic life of the family and society. This line of thought permits the integration of diverse ethnocultural realities and disparate theoretical threads into a common conceptual system—social ontogenesis. A theory of social ontogenesis addresses how, throughout ontogeny, children are co-participants in social and cultural life. The theory anchors human development as partly determined by the social ecology in which the development occurs and by how the human being learns and develops. Its seminal concept is sociogenesis, defined as individual development that is perceived and explained as a function of social, not biological, factors. But social ontogenetic thinking does not exclude nature; it assumes that biology underpins social ontogenesis. The biological commonality that the human species shares in the genetic code plays out into a bewildering diversity of specific individuality across ecocultures. Thus, contextualist theorists stress how different ontogenetic pathways and intelligences are situated in the socio-ecological contexts and cultural systems in which children are nurtured. The empirical grounding of this theory is based on impressionistic data from the Nso people of Cameroon, with supportive evidence in other parts of Africa. The universality of social ontogenesis offers an innovative impetus to conceptualize and generate developmental knowledge that empowers. It is a learning paradigm that permits the study of human development in the context of children's engagement of cognition when they are participants in cultural communities. This can expand visions and databases beyond restrictive Eurocentric grids.

**Résumé:** Les points de vue sur le développement et l'intelligence reflètent l'ethnocentrisme euro-américain dominant et sont présentés comme étant applicables à toute la diversité humaine. En contrepartie, une vision du monde africaine se représente les phases de l'ontogenèse humaine cyclique de la socialisation systématique de l'intelligence responsable dans les programmes participatifs qui assignent des tâches appropriées aux stades de développement. Dans ces programmes, la connaissance n'est pas séparée en disciplines distinctes, mais tous ses enchaînements sont entrelacés dans une tapisserie commune. Cette dernière est apprise à des stades de développement différents par les enfants qui participent à la vie culturelle et économique de la famille et de la société. Cette ligne de pensée permet d'intégrer diverses réalités ethnoculturelles et des discours théoriques disparates dans un système conceptuel commun—l'ontogenèse sociale. Une théorie de l'ontogenèse sociale aborde la façon dont, à travers l'ontogénie, les enfants collaborent à la vie sociale et culturelle. La théorie s'enracine dans le développement humain comme étant partiellement déterminé par l'écologie sociale dans laquelle il apparaît et dans la façon dont l'être humain apprend et se développe. Son concept séminal fait référence à la sociogenèse, laquelle est définie comme le développement individuel qui est perçu et expliqué en fonction de facteurs sociaux et non biologiques. Mais la pensée ontogénétique sociale n'exclut pas la nature; elle suppose que la biologie sous-tend l'ontogenèse sociale. Les aspects biologiques communs partagés par l'espèce humaine dans le code génétique se manifestent dans une diversité déconcertante de l'individualité spécifique d'une culture à l'autre. Ainsi, les théoriciens contextualistes insistent sur la façon dont les trajectoires ontogénétiques différentes et les intelligences sont situées dans les contextes et les systèmes culturels dans lesquels les enfants sont éduqués. La base empirique de cette théorie est appuyée sur des données impressionnantes du peuple Nso du Cameroun, avec des appuis en provenance des autres parties d'Afrique. L'universalité de l'ontogenèse sociale offre un élan innovateur pour conceptualiser et générer une connaissance du développement qui prend de la puissance. Il s'agit d'un paradigme d'apprentissage qui permet l'étude du développement humain dans le contexte dans lequel les enfants s'engagent à la cognition en tant que participants dans les communautés culturelles. Ceci peut étendre les visions et les bases de données au-delà des grilles restrictives eurocentriques.

**Source:** <http://www.unige.ch/fapse/SSE/teachers/dasen/Nsamenang2006.pdf>

**File:** NSAMENANG\_A\_Bame.pdf

### **73. NYAMUKAPA, Hilton (Recommended)**

Cash Transfers and Human Development Outcomes: Tackling Child Poverty in Zimbabwe  
The Hague: International Institute of Social Studies, Erasmus University of Rotterdam,  
November 2011. – viii-52 p.

Master of Arts, Development Studies, Children and Youth Studies (CYS), Erasmus  
University of Rotterdam, International Institute of Social Studies, Graduate School of  
Development Studies,

**Abstract:** Child poverty is a phenomenon of concern in Zimbabwe. Exacerbated by an escalating population of orphans and other vulnerable children, child poverty has been a major blow to the development of children. Its effect manifests in deprivation of basic necessities among children. There are several efforts being made by the government and other independent civil bodies to improve the general welfare and development of children countrywide. Among the recent programmes to alleviate child poverty are the household income support interventions in form of Cash Transfers. This research paper is an inquiry into the effectiveness of cash transfers in improving children human development outcomes in the context of fighting child poverty in Zimbabwe. Access to food, health and education services is the dimensions of analysis. Two cash pilot projects are being focused on: the NAP 2 and the Manicaland OVC Pilot Cash Transfer Programmes. An analysis of the Information drawn from the programmes formulation and implementation documents together with semi-structured interviews from children and caregiver beneficiaries suggests the potential for income support to be instrumental in child poverty alleviation. However, there are inherent design and practical limitations to the approach. Coupled by socio-economic household resource allocation challenges, the amount of disbursements were generally smaller to cater for the often gendered and aged based requirements of children. This makes cash transfers inadequate to be used as a stand-alone intervention to improving the general welfare of children. A more comprehensive approach focusing more on the ends and flexible to use several means is required in order to have an impact on the development of children.

**Source:** <http://thesis.eur.nl/pub/10845/>

**File:** NYAMUKAPA\_Hilton.pdf

### **74. ODORA-HOPPERS, C. A. (Recommended)**

Cultural Diversity, Traditions and Modernities: Complexities and Opportunities in the 21st

century

In: *UNESCO World Report on Cultural Diversity*

Paris: UNESCO, 2008. – 420 p.

Source: <http://unesdoc.unesco.org/images/0018/001852/185202e.pdf>

File: Unesco\_World\_Report\_on\_Cultural\_Diversity.pdf

**75. ODORA-HOPPERS, Catherine (Recommended)**

Renegotiating Agency in Knowledge Production, Innovation, and Africa's Development in the Context of Triage Society

*Critical Literacy: Theories and Practices*, Vol. 4, No. 1, 2010, p. 78-94

**Abstract:** This paper seeks to re-examine the developmental challenges for Africa in the twenty-first century as the continent stands at cross-roads, with bitter memories of its colonial past, and a future she is destined to determine. It is a future in which knowledge has become a key transactional currency. The core argument in the paper is that what matters to Africa is not so much the hype around the knowledge economy or information society and some mad rush into it. Rather, the paper contends that the information revolution that has greater significance for Africa is not a revolution in technology, machinery, techniques, software, or speed, but a revolution in *concepts*, and thus *the way we think* about issues.

Source: <http://www.criticalliteracyjournal.org/>

File: ODORA-HOPPERS\_Catherine.pdf

**76. ODURO, Abena D. (Recommended)**

Formal and Informal Social Protection in sub-Saharan Africa, Final Report for European Report on Development, ERD. Background paper to the ERD

Paper prepared for the Workshop "Promoting Resilience through Social Protection in Sub-Saharan Africa" organised by the European Report on Development in Dakar, 28-30 June 2010, 24 p.

**Abstract:** This paper assesses developments in the provision of formal social protection in Africa. Formal social protection is defined to include actions taken by the public sector (alone or in conjunction with other parties such as non-governmental organisations and donors) and private sector arrangements that have legal backing. The focus of the discussion will be on the provision of formal social protection by the state. Social protection in many African countries is not new. The development of formal social protection in several of these countries can be delineated into three phases. The paper also considers what the effect of a scaling up of formal social protection will have on informal social protection arrangements. Informal social protection encompasses those arrangements and actions taken by an individual or by groups of individuals which are not guided by formal legal regulations, but which are not necessarily contravening these laws and regulations.

Source: <http://erd.eui.eu/media/BackgroundPapers/Oduro%20-%20FORMAL%20AND%20INFORMAL%20SOCIAL%20PROTECTION.pdf>

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**77. OKUMU, Mical Auma Eve**

How Do Cash Transfers Address the Multidimensionality of Child Poverty and Vulnerability in Kenya?

Rotterdam: Erasmus University Rotterdam, International Institute of Social Studies, Child and Youth Studies (CYS)

2010

Source: <http://thesis.eur.nl/pub/8662/>

File: OKUMU\_Mical\_Auma\_Eve\_Final\_Correct\_Thesis\_November\_2010.pdf

**78. PASGR (Partnership for African Social and Governance Research) (Recommended)**

Research Framework Paper: Features, Governance Characteristics and Policy Implications of Non State Social Protection in Africa, Nairobi 28 March 2012, 21 p.

Source: [http://www.gdn.int/admin/uploads/editor/files/2013Conf\\_Papers/PasgrSocialProtection\\_FrameworkPaper.pdf](http://www.gdn.int/admin/uploads/editor/files/2013Conf_Papers/PasgrSocialProtection_FrameworkPaper.pdf)

File: PasgrSocialProtection\_FrameworkPaper.pdf

**79. PENCE, Alan; NSAMENANG, Bame (Recommended)**

A Case for Early Childhood Development in Sub-Sahara Africa  
The Hague: Bernard van Leer Foundation, October 2008. – 68 p.  
(Working paper in Early Childhood Development, 51)

ISSN: 1383-7907

ISBN: 978-90-6195-109-4

Source: <http://files.eric.ed.gov/fulltext/ED522731.pdf>

File: PENCE\_Alan&NSAMENANG\_Bame.pdf

**80. PENN, Helen (Recommended)**

Early Childhood Education and Care in Southern Africa: A Perspective Report  
Reading Berkshire: CfBT Education Trust, December 2008. – 38 p.

**Abstract:** A report which explores policy and provision for early childhood education and care in six English speaking countries in Southern Africa, including Botswana, South Africa and Zimbabwe. The research discusses early childhood education and care in the region in relation to the socio economic profile of the region, and also considers the debate about donor aid in Southern Africa. The report finds that the six countries in Southern Africa have a high proportion of their populations aged under 15. Overall life expectancy is low, partly due to the HIV/AIDS epidemic which is a serious issue in these countries. The epidemic has led to a significant impact on health expenditure, and has also seriously affected family life. These factors place a number of demands on donor organisations or governments wishing to improve early childhood education and care services. Building up an accurate picture of early childhood education and care services in the six countries is difficult, due to a lack of monitoring data. However demand is thought to be high, especially in urban areas for migrant female workers.

**Source:**

[http://www.educationscotland.gov.uk/Images/Early%20Childhood%20Education%20and%20Care%20in%20Southern%20Africa\\_tcm4-541649.pdf](http://www.educationscotland.gov.uk/Images/Early%20Childhood%20Education%20and%20Care%20in%20Southern%20Africa_tcm4-541649.pdf)

File: PENN\_Helen.pdf

**81. PEPFAR (The U.S. President's Emergency Plan for AIDS Relief)**

Guidance for Orphans and Vulnerable Children Programming  
PEPFAR, July 2012. – 89 p.

Source: <http://www.pepfar.gov/documents/organization/195702.pdf>

File: PEPFAR.pdf

**82. PHAROAH, Robyn; RICHTER, Linda; KILLIAN, Beverly (Recommended)**

A Generation at Risk? HIV/Aids, Vulnerable Children and Security in Southern Africa.  
Institute of Security Studies, 2004. – 131 p.  
(Monograph No. 109)

**Abstract:** The aim of this monograph is to examine such assumptions by exploring both the context in which HIV/AIDS orphaning is occurring and the likely developmental implications of both HIV/AIDS and AIDS-related orphanhood. In so doing it seeks to better understand both what it means to be a child in Southern Africa and the factors affecting the interplay between HIV/AIDS, poverty and vulnerability."

Source: <http://dspace.cigilibrary.org/jspui/bitstream/123456789/31449/1/Mono109.pdf?1>

<http://www.africaportal.org/dspace/articles/generation-risk-hiv-aids-vulnerable-children-and-security-southern-africa>

File: PHAROAH\_Robyn&RICHTER\_Linda&KILLIAN\_Beverly.pdf

**83. PROCHNER, Larry; KABIRU, Margaret (Recommended)**

ECD in Africa: A Historical Perspective. Chapter 6

In: *Africa's Future, Africa's Challenges: Early Childhood Development in Sub Saharan Africa* / Ed by Alan Pence, Marito Garcia, Alan Pence and Judith L. Evans

Washington, DC: World Bank, 2008. – 558 p.  
(Directions in Development. Human Development)  
ISBN: 9780821368862

Source:[http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2008/03/05/000333038\\_20080305054902/Rendered/PDF/427000PUB0Afr1sclosed0Feb025020081.pdf](http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2008/03/05/000333038_20080305054902/Rendered/PDF/427000PUB0Afr1sclosed0Feb025020081.pdf)

File : GARCIA\_Marito.pdf

#### **84. RICHTER, Linda (Recommended)**

An Introduction to Family-centred Services for Children Affected by HIV and AIDS  
*Journal of the International AIDS Society*, Vol. 13, Suppl. 2, 2010, 6 p.

**Abstract:** Family-centred services in the context of HIV/AIDS acknowledge a broad view of a “family system” and ideally include comprehensive treatment and care, community agencies and coordinated case management. The importance of family-centred care for children affected by HIV/AIDS has been recognized for some time. There is a clear confluence of changing social realities and the needs of children in families affected by HIV and AIDS, but a change of paradigm in rendering services to children through families, in both high-prevalence and concentrated epidemic settings, has been slow to emerge. Despite a wide variety of model approaches, interventions, whether medical or psychosocial, still tend to target individuals rather than families. It has become clear that an individualistic approach to children affected by HIV and AIDS leads to confusion and misdirection of the global, national and local response. The almost exclusive focus on orphans, defined initially as a child who had lost one or both parents to AIDS, has occluded appreciation of the broader impact on children exposed to risk in other ways and the impact of the epidemic on families, communities and services for children. In addition, it led to narrowly focused, small-scale social welfare and case management approaches with little impact on government action, global and national policy, integration with health and education interventions, and increased funding. National social protection programmes that strengthen families are now established in several countries hard hit by AIDS, and large-scale pilots are underway in others. These efforts are supported by international and national development agencies, increasingly by governments and, more recently, by UNAIDS and the global AIDS community. There is no doubt that this is the beginning of a road and that there is still a long way to go, including basic research on families, family interventions, and effectiveness and costs of family-centred approaches. It is also clear that many of the institutions that are intended to serve families sometimes fail and frequently even combat non-traditional families.

Source: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2890970/pdf/1758-2652-13-S2-S1.pdf>

File:RICHTER\_Linda.pdf

#### **85. RICHTER, Linda M.; MORREL, Robert (Recommended)**

Chapter 8: Fathering: The Role of Men in Raising Children in Africa – Holding Up the Other Half of the Sky.

*In Africa's Future, Africa's Challenges: Early Childhood Development in Sub Saharan Africa*, / Ed. by Alan Pence, Marito Garcia, Alan Pence, and Judith L. Evans

Washington, DC: World Bank, 2008. – 558 p.  
(Directions in Development. Human Development)  
ISBN: 9780821368862

Source:[http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2008/03/05/000333038\\_20080305054902/Rendered/PDF/427000PUB0Afr1sclosed0Feb025020081.pdf](http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2008/03/05/000333038_20080305054902/Rendered/PDF/427000PUB0Afr1sclosed0Feb025020081.pdf)

File : GARCIA\_Marito.pdf

#### **86. RIDGE, Tess (Recommended)**

Living with Poverty: A Review of the Literature on Children's and Families' Experiences of Poverty

London: University of Bath, Centre for the Analysis of Social Policy, Department for Work and Pensions, 2009. – 110 p.

(Research Report No 594)  
ISBN: 978-1-84712-607-8

**Abstract:** This report presents the findings from an extensive review of recent research examining the views and experiences of low-income children and parents, covering topics such as housing, schools, neighborhoods, public services and family life. The author draws on evidence from in-depth interviews, focus groups, group work, case studies, participatory workshops and action research to describe the lived experience of contemporary poverty amongst children and parents in the UK.

**Source:**

<http://webarchive.nationalarchives.gov.uk/20130128102031/http://statistics.dwp.gov.uk/asd/asd5/rports2009-2010/rrep594.pdf>

**File:** RIDGE\_Tess.pdf

### **87. RUIZ-CASARES, Monica**

Between Adversity and Agency: Child and Youth-Headed Households in Namibia  
*Vulnerable Children & Youth Studies*, Vol. 4, Issue 3, September 2009, p. 238-248

**Abstract:** This paper analyses the reasons for the emergence and the living conditions of child- and youth-headed households (CHHs) in Namibia. In existence since the late 1990s, CHHs are still an infrequent living arrangement in the country, located generally in rural areas and headed by older siblings in their teens or early 20s. Ethnographic interviews with 33 CHHs revealed that children's own choice and family unavailability or unwillingness to foster are the main reasons for their emergence. The study also revealed functional CHHs, headed by non-orphans as a means to facilitate school access to children from remote rural areas. Whereas most children inherited kitchen utensils, clothes and small personal items, at least 42% of the children interviewed suffered property grabbing by (paternal) relatives. Two out of every three households experienced a decrease in income following the parental death, yet friends, neighbours and relatives still provide different kinds of assistance to children. The presence of an adult, even if very frail, seems to protect children from abuse and facilitate access to resources. Older siblings are generally the ones in charge of running the household as well as raising income. This they do through fetching water and wood, performing domestic work or cultivating for others; in the urban areas, children collect bottles and unload trucks. Some children manage their own business activities, such as plaiting hair, making and selling baskets, bricks or fatcooks (small fried cakes). Risk of dependency on outside assistance coexists with children's initiative and action. Schools' involvement remains crucial towards the identification of children's needs and the provision of support.

**Source:**<http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=46723151&site=ehost-live>

**File:** Ruiz-Casares\_Monica.pdf

### **88. RUPPEL, Oliver Christian, Ed.**

Children's Rights in Namibia

Windhoek: Macmillan Education Namibia, 2009. –xvi-435 p.

ISBN: 9789991608914 / ISBN: 9991608915

Also available online from Konrad Adenauer Foundation website

**Source:**<http://www.unam.na/faculties/law/documents/childrensrightsbook.pdf>

**File:** RUPPEL\_Oliver\_Christian.pdf

### **89. SAWADOGO, Natewinde**

The Professional Constructions of Childhood and Youth in Africa

Dakar, CODESRIA, 2009. - 22 p.

Conference: New Frontiers of Child and Youth Research in Africa, Douala, Cameroun, 25 – 26 August 2009

**Abstract:** This paper aims at contributing to the exploration of new areas of research on childhood and youth in Africa. The idea results from two previous academic researches.

The first was concerned with the processes through which sociological discourse on the professions in modern States has formed and transformed over time. In this case, it is found that in the modern States the role of the professions has been ambivalent, revolving around collectivity-orientation and self-interest. Yet, the scientific basis of their knowledge makes them the State's privileged mediators for social control. The second study took scientific knowledge, the basis of professional power, as its object. Almost all the different theoretical orientations reviewed, in the sociology of sciences, share the view about the socially constructed character of scientific knowledge. In relating these two perspectives, the questions of critical importance in future research might be: as objects of scientific knowledge, have African children and young people been subject to distinctive

constructions, which are sensitive to their historicity, by professionals of childhood and youth in Africa? Since the collectivity-orientation of professions cannot be taken for granted, how professions' own processes impact on the understanding of, and acting upon, childhood and youth in Africa?.

**Source:** [http://www.codesria.org/IMG/pdf/Natewinde\\_Sawadogo\\_Burkina.pdf](http://www.codesria.org/IMG/pdf/Natewinde_Sawadogo_Burkina.pdf)

**File:** Sawadogo\_Natewinde.pdf

**90. SCHUBERT, Bernd (Recommended)**

Child-Sensitive Social Protection in Zimbabwe

Harare: UNICEF Humanitarian Policy Group, May 2010. - 72 p.

**Abstract:** The study provides an analysis of the social protection needs of children, of other vulnerable groups and of the households in which they live. It assesses to what extent ongoing interventions meet social protection needs and gives recommendations on how to improve social protection.

**Source:** [http://www.unicef.org/zimbabwe/ZIM\\_resources\\_childsensitivesocprotection.pdf](http://www.unicef.org/zimbabwe/ZIM_resources_childsensitivesocprotection.pdf)

**File:** SCHUBERT\_Bernd.pdf

**91. SLATER, Rachel; MPHALE, Matseliso (Recommended)**

Cash Transfers, Gender and Generational Relations: Evidence from a Pilot Project in Lesotho

London: Overseas Development Institute, May 2008. – 32 p.

ISBN: 978 0 85003 882 8

**Source:** <http://www.odi.org.uk/sites/odi.org.uk/files/odi-assets/publications-opinion-files/2574.pdf>

**File:** SLATER\_Rachel&MPHALE\_Matseliso.pdf

**92. SLATER, Rachel; HOLMES, Rebecca; MCCORD, Anna (Recommended)**

Cash Transfers and Poverty Reduction in Low Income Countries in Sub-Saharan Africa:

Pragmatism or Wishful Thinking? Unpublished draft paper prepared for Chronic Poverty

Research Centre Conference 8-10 September 2010

London: Overseas Development Institute, July 2010. – 18 p.

**Abstract:** Many governments in low income African countries remain concerned that cash transfer programmes that are too generous or reach too many people will create dependency, welfare traps and distort the domestic labour market. They also fear the long-term fiscal liability that would be implied if cash transfer programmes were extended beyond a limited sub-section of the poor. These twin concerns relating to dependency and fiscal prudence mean that cash transfers are seen as acceptable and desirable in many LIC countries in sub-Saharan Africa only when they incorporate some combination of four elements: productivity-enhancing elements that ensure graduation; targeting of only a very small subsection of the poor; limited transfer value; or external funding. In many instances external funding for cash transfer programmes reflects donor priorities and results in the prioritization of households with limited labour capacity, the 'extreme' poor (i.e. the bottom 10%) and age cohort groups such as the elderly and children. The implications for large sectors of the population, notably the working-age and working poor, are sobering: they are excluded from most cash transfer programmes.

**Source:** [http://www.chronicpoverty.org/uploads/publication\\_files/slater\\_holmes\\_mccord\\_cash\\_transfers.pdf](http://www.chronicpoverty.org/uploads/publication_files/slater_holmes_mccord_cash_transfers.pdf)

**File:** SLATER\_Rachel&HOLMES\_Rebecca&MCCORD\_Anna.pdf

**93. SLATER, Rachel; MCCORD, Anna**

Social Protection, Rural Development and Food Security:

Issues paper on the role of social protection in rural development

London: Overseas Development Institute, September 2009. – 57 p.

**Source:** <http://www.odi.org.uk/sites/odi.org.uk/files/odi-assets/publications-opinion-files/5492.pdf>

**File:** SLATER\_Rachel&MCCORD\_Anna.pdf

**94. STAFFORD, Anne; LAYBOURN, Ann; HILL, Malcolm; WALKER, Moira**

'Having aSay': Children and Young People Talk about Consultation

*Children & Society*, Vol. 17, No. 5, November 2003, p. 361

**Abstract:** There has been a recent surge of interest in consulting children and young people about issues affecting them. Research in this area can in the main be said to have been motivated by adult agenda, with little

attempt to seek the views of children and young people themselves. This paper is based on what children have said about consultation. They were critical of some of the more widely used methods, largely because they saw them as unrepresentative. The main message from the research is that children want to be consulted if it is done properly, if it is about issues directly affecting them and if they see it as likely to yield results that are likely to benefit them or other young people.

**Source:** <http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=11427987&site=ehost-live>

**File:** Stafford\_Anne&LAYBOURN\_Ann.pdf

**95. STAUNTON, Irene**

Our Broken Dreams: Child Migration in Southern Africa

Maputo: Save the Children UK and Save the Children Norway; Harare: Weaver Press, 2008  
xviii-114 p.

ISBN 1-7792-2070-7 / ISBN 978-1-7792-2070-7

**Source:** [http://www.savethechildren.org.uk/en/docs/Our\\_Broken\\_Dreams\\_English\\_version.pdf](http://www.savethechildren.org.uk/en/docs/Our_Broken_Dreams_English_version.pdf)

**File:** Staunton\_Irene.pdf

**96. SUBBARAO, K., MATTIMORE, Angel; PLANGEMANN, Kathrin**

Social Protection of Africa's Orphans and Other Vulnerable Children: Issues and Good Practice Program Options

Washington: World Bank, Africa Region, 2001. – ix-43 p.

(Africa Region Human Development working paper series)

**Source:** [http://siteresources.worldbank.org/AFRICAEXT/Resources/African\\_Orphans.pdf](http://siteresources.worldbank.org/AFRICAEXT/Resources/African_Orphans.pdf)

**File:** SUBBARAO\_K MATTIMORE\_Angel PLANGEMANN\_Kathrin.pdf

**97. SUBBARAO, Kalanidhi ; COURY, Diane**

Reaching out to Africa's Orphans: A Framework for Public Action

Washington: World Bank, 2004. -xvi-164 p.

(Africa Region human development series)

ISBN 0-8213-5857-X

**Source:** <http://siteresources.worldbank.org/INTHIVAIDS/Resources/375798-1103037153392/ReachingOuttoAfricasOrphans.pdf>

**File:** SUBBARAO\_Kalanidhi&COURY\_Diane.pdf

**98. TAFERE, Yisak**

Children's Experiences and Perceptions of Poverty in Ethiopia

Oxford: Young Lives, Oxford Department of International Development (ODID), University of Oxford, 2012. – 36 p.

(Working Paper, 85)

ISBN: 978-1-904427-97-1

**Abstract:** This paper presents children's experiences and perceptions of poverty. It draws on survey and qualitative data from the Young Lives study of poor children in Ethiopia. Through group exercises, discussions and interviews, children and young people aged 13-17 collectively and individually provided their perceptions of the causes, indicators and consequences of poverty in their communities. They felt that they were more victims of the consequences of poverty while they rarely contributed to its causes. Their poverty experiences suggest the multidimensional, contextualised and intergenerational nature of child poverty.

The children and young people have also demonstrated their agency and resilience by providing their lived accounts and suggestions for tackling poverty and by practically contributing to family incomes. They identified what they believed to be the root causes of poverty and suggested what the Government, parents and children should do to reduce it. For example, they thought that child poverty could be addressed by changing some of the societal values that contribute to its perpetuation. The paper argues that children's lived experiences of poverty place them in an optimum position to provide us with strong evidence to advance our knowledge of childhood poverty and develop apt policies to reduce it. Through this argument, this paper aims to provide both theoretical and practical contributions.

**Source:** <http://www.younglives.org.uk/files/working-papers/wp85-childrens-experiences-and-perceptions-of->

[poverty-in-ethiopia](#)

File: TAFERE\_Yisak.pdf

**99. THOMAS, Philippa (Recommended)**

Ending Child Poverty and Securing Child Rights: The Role of Social Protection. A Briefing Paper

London, Plan International, 2005. – 20 p.

Source: [http://www.crin.org/docs/Plan\\_Ending\\_Child\\_Poverty.pdf](http://www.crin.org/docs/Plan_Ending_Child_Poverty.pdf)

File: THOMAS\_Philippa.pdf

**100. THOMSON, R.J.; POSEL, D.B. (Recommended)**

The Management of Risk by Burial Societies in South Africa

*South Africa Actuarial Journal*, Vol. 2, 2002. p. 83-128

**Abstract:** This paper explores the ways in which burial societies mitigate the risks associated with funerals that would otherwise devolve on the members of those societies, and on their families. It considers members' perceptions of the risks faced by the burial societies themselves. It explores the ways in which burial societies develop community and establish trust. It investigates the procedures that have been developed by burial societies, on the basis of the trust so established, for the management of their risks. Finally, it considers problems relating to the insurance of mortality risks in the burial society movement.

Source: <http://www.actuarialsociety.org.za/Portals/2/Documents/2002-SAAJ-RiskManagementBurialSocieties.pdf>

File : THOMSON\_R\_J&POSEL\_D\_B .pdf

**101. THOMAS, Nigel; O'KANE, Claire**

The Ethics of Participatory Research with Children

*Children & Society*, Vol. 12, No. 5, November 1998, p. 336-348

**Abstract:** This paper argues that ethical problems in research involving direct contact with children can be overcome by using a participatory approach. A study of children's participation in decisions when they are looked after is described in terms of how a view of the 'social child' (James, 1995) shaped the approach to establishing contact with children, the choice of topics and methods of communication which were used, and the way in which children were given opportunities to interpret the data for themselves. The paper concludes with the suggestion that a participatory approach can also assist with reliability and validity.

Source: <http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=12063629&site=ehost-live>

File: Thomas\_Nigel&O'Kane\_Claire.pdf

**102. UNICEF, New York**

Africa's Orphaned and Vulnerable Generations: Children Affected by AIDS

New York: United Nations Children's Fund, 2006. – vi-42 p.

ISBN: 9789280640359 / ISBN: 9280640356

Source: [http://www.unicef.org/publications/index\\_35645.html#](http://www.unicef.org/publications/index_35645.html#)

**103. UNITED NATIONS, Geneva**

Convention on the Rights of the Child

Geneva: United Nations, 1989. – 11 p.

Source: <http://www2.ohchr.org/english/law/pdf/crc.pdf>

File: UN\_Convention\_Rights\_Child.pdf

**104. UNITED STATES. CONGRESS HOUSE OF REPRESENTATIVES. Committee on International Relations**

AIDS Orphans and Vulnerable Children in Africa: Identifying the Best Practices for Care, Treatment, and Prevention: Hearing Before the Committee on International Relations, House of Representatives, One Hundred Seventh Congress, Second Session, April 17, 2002.

Washington: United States Government Printing Office, 2002. iii-86 p.  
(Serial No. 107-84)  
ISBN: 0160686431 / ISBN: 9780160686436

**Abstract:** The Committee met, pursuant to call, at 10:15 a.m. in Room 2172, Rayburn House Office Building, Hon. Henry Hyde presiding. Chairman HYDE. We will come to order. The AIDS pandemic continues to claim lives in sub-Saharan Africa, the epicenter of the scourge. Seventy percent of the AIDS cases exist there. Each day more than 5000 Africans are dying from the disease. Children are suffering profoundly. Approximately 6000 African children are getting infected each year with the HIV virus. They were infected through their mothers, either when they were born or when they were breast-fed. They have become orphans or otherwise vulnerable because their parents, either have fallen ill or died. These children rarely live past the age of 6 because they die from an AIDS-related illness or hunger. Some of these children are the head of their household at age 8, and others as young as 3 years old are left roaming the streets for survival. They suffer from psychological distress, economic hardship, forced withdrawal from school, malnutrition and the increased exposure to abuse. If they grow up at all, they grow up poor and uneducated and they face every kind of abuse imaginable. (excerpt)

**Source:** <http://www.ponline.org/node/237619>

### **105. UPRICHARD, Emma**

Children as 'Being and Becomings': Children, Childhood and Temporality  
*Children and Society*, Vol. 22, No. 4, July 2008, p. 303-313

**Abstract:** Notions of 'being' and 'becoming' are intrinsic to childhood research. Whilst the 'being' child is seen as a social actor actively constructing 'childhood', the 'becoming' child is seen as an 'adult in the making', lacking competencies of the 'adult' that he or she will 'become'. However, I argue that both approaches are in themselves problematic. Instead, theorising children as 'being and becomings' not only addresses the temporality of childhood that children themselves voice, but presents a conceptually realistic construction suitable to both childhood researchers and practitioners.

**Source:** <http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=32575886&site=ehost-live>

**File:** Uprichard\_Emma.pdf

### **106. UPRICHARD, Emma**

Questioning Research with Children: Discrepancy between Theory and Practice?  
*Children and Society*, Vol. 24, No. 1, January 2010, p 3-13

**Abstract:** This paper argues that current child and childhood research is problematical in as much as there is a discrepancy between theory and research practice. Although in theory, children are conceptualised as active agents in the social world, the type of research that children are typically involved in implies that children are competent, knowledgeable and affective only in terms of their own lives, their own spaces, their own childhoods. The implications of this discrepancy are discussed. The paper concludes that although research that contributes to a greater understanding of childhood experiences is important, it is equally important to involve children in research that goes beyond 'childhood'.

**Source:** <http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=45577201&site=ehost-live>

**File:** Uprichard\_Emma.pdf

### **107. VAN DIJK, Dana Adriana**

'Beyond their Age': Coping of Children and Young People in Child-Headed Households in South Africa

Leiden: African Studies Centre, 2008. – xiv-292 p.

(African studies collection, ISSN 1876-018X; 14)

**Abstract:** This study concentrates on the capacity of children and young people to cope in child-headed households in Port Elizabeth, South Africa. In contrast to the dominant view of these children as vulnerable and in need of protection and support by family and community members, this study focuses on the coping strategies of these youngsters and their access to support and its quality. It analyses coping from two approaches: the livelihood approach and the task model of coping. It assumes social assets or social capital to be fundamental for children and young people in child-headed households. The study further addresses the problematic of

conceptualizing child-headed households in the South African context. This new type of information provides valuable insights on how such households could be supported in a more effective way. [ASC Leiden abstract]

**Source:** [http://webdoc.uhn.ru.nl/mono/d/dijk\\_d\\_van/beyothag.pdf](http://webdoc.uhn.ru.nl/mono/d/dijk_d_van/beyothag.pdf)

**File:** Van\_Dijk\_Dana\_Adriana.pdf

**108. WEKESA, Alice Nelima (Recommended)**

Bending the Private-public Gender Norms: Negotiating Schooling for Young Mothers from Low-income Households in Kenya

The Hague: Erasmus University of Rotterdam, Institute of Social Studies, November 2010. – 56 p.

Masters of Arts, Development Studies, Women, Gender and Development (WGD), Erasmus University of Rotterdam, International Institute of Social Studies, Graduate School of Development Studies

**Abstract:** Despite gender equity concerns in education emerging as a key area of interventions and debates within the global justice arena, the educational needs of pregnant schoolgirls and student-mothers have received minimal attention. This research is an attempt to make visible the experiences of young mothers from a rural community in Kenya and their efforts to realise their right to education. By interrogating the policy environment that guides the education of student-mothers and their lived experiences at schools, households and neighbourhoods, this research unveils how material and discursive dimensions of gender relations interact with other factors such as insecure livelihoods to mitigate schooling for student-mothers. The research findings point to the positive agency and resilience of student-mothers and its potential to transform gendered ideologies that seek to confine motherhood to the private sphere as they participate in formal education as pregnant schoolgirls and mothers.

**Source:** <http://thesis.eur.nl/pub/8766/>

**File:** Wekesa\_Alice\_SB0605\_Final\_RP.pdf

**109. WHITEHEAD, Ann; HASHIM, Iman, M.; IVERSEN, VEGARD**

Child Migration, Child Agency and Inter-Generational Relations in Africa and South Asia, Brighton: Development Research Centre on Migration, Globalisation and Poverty, University of Sussex, December 2007. - 46 p.

(Working Paper T24)

**Source:** [http://www.migrationdrc.org/publications/working\\_papers/WP-T24.pdf](http://www.migrationdrc.org/publications/working_papers/WP-T24.pdf)

**File:** Whitehead\_Ann&Hashim\_Imam&Iversen\_Vegard.pdf

**110. WILKINSON-MAPOSA, Susan; FOWLER, Alan; OLIVER-EVANS, Ceri; MULENGA, Chao F.N. (Recommended)**

The Poor Philanthropist: How and why the Poor help each other

Cape Town: Graduate School of Business, University of Cape Town, 2005. – 149 p.

**Source:** [http://clpv.sanford.duke.edu/documents/Poor\\_philanthropist\\_screen.pdf](http://clpv.sanford.duke.edu/documents/Poor_philanthropist_screen.pdf)

**File:** WILKINSON-MAPOSA, Susan\_Poor\_Philanthropist.pdf

**111. WITTER, Sophie (Recommended)**

Breaking the Silence: Memory Books and Succession Planning-the experience of NACWOLA and Save the Children UK in Uganda

London: Save the Children, 2004. – 38 p.

**Abstract:** This report highlights the work of National Community of Women Living with HIV/AIDS (NACWOLA) in Uganda and Save the Children UK in supporting parents and children to develop memory work. Memory books are a unique strategy in supporting the development of children's ability to cope when one or more of their parents is living with HIV, through improving communication within the family and supporting greater planning for the future of children within the family and community. The report outlines the successes and challenges of memory books and succession planning in Uganda, looking at the impact of the project on families, and NACWOLA's organisational development.

**Source:** <http://v2.ovcsupport.net/libsys/Admin/d/DocumentHandler.ashx?id=680>

File: WITTER\_Sophie.pdf

**112. WITTER, Sophie ; BUKOKHE, Jenifer (Recommended)**

Children's Perceptions of Poverty, Participation, and Local Governance in Uganda  
*Development in Practice*, Vol. 14, No. 5, August, 2004, p. 645–59

**Abstract:** Children under the age of 18 years represent 62 percent of the poor in Uganda. To date, their perspective has not been incorporated in the many poverty analyses that have been conducted. The survey reported in this paper asked children between the ages of 10 and 14 years about their perceptions of poverty, and also about the effectiveness of local government in addressing issues of concern to them. The survey found that children have a different perspective on poverty from that of the adult key informants consulted in our sample; they have a positive view of their own potential role in mitigating poverty, and are highly critical of the current performance of local government.

**Source:** <http://www.tandfonline.com/doi/pdf/10.1080/0961452042000239797>

**File:** WITTER\_Sophie&BUKOKHE\_Jenifer.pdf

**113. ZIMMER-GEMBECK, Melanie J.; MORTIMER, Jeylan T.**

Adolescent Work, Vocational Development, and Education  
*Review of Educational Research*, Vol. 76, No. 4, Winter, 2006, p. 537-566

**Abstract:** This article examines the consequences of adolescents' employment experiences for vocational development and educational pursuits within varying historical and social contexts. Attention is directed to the changing social and cultural context for adolescent paid work, the balance of school and work, the influence of work experience on adolescent vocational development and educational/career achievement, and theoretical approaches that guide contemporary vocational development and career maturity studies. In light of current theories, research directions are suggested to enhance understanding of the influences of adolescent employment and work experiences on future educational pursuits and vocational pathways. School-based strategies and programs to promote adolescents' initiative, engagement, and vocational development also are considered.

**Source:** <http://www.jstor.org/stable/pdfplus/4124414.pdf>

**File:** Zimmer-Gembeck\_Melanie\_J.pdf

**Part III / Partie III :Annexes**  
**Call for applications / Appel à candidatures**

## Part III / Partie III : Annexes : Call for applications/Appel à candidatures



### 2013 Child and Youth Institute

Theme: **Social Protection and the Citizenship Rights of Vulnerable Children in Africa**

Date: 2 – 20 September, 2013

Venue: Dakar, Senegal

### CALL FOR APPLICATIONS

The Council for the Development of Social Science Research in Africa (CODESRIA) is pleased to announce its 2013 Child and Youth Institute that will be held for three (3) weeks, from 2 to 20 September 2013. The institute is one of the components of the Child and Youth Studies Programme and is aimed at strengthening the analytic capacities of young African researchers on issues affecting children and youth in Africa and elsewhere in the world. The institute is designed as an annual interdisciplinary forum in which participants can reflect together on a specific aspect of the conditions of children and youth, especially in Africa.

#### Objectives

The main objectives of the Child and Youth Institute are to:

1. encourage the sharing of experiences among researchers, civil society activists and policy makers from different disciplines, methodological and conceptual orientations and geographical/linguistic areas;
2. promote and enhance a culture of democratic values that allows to effectively identify issues facing children and youth on the African continent; and
3. foster the participation of scholars and researchers in discussions and debates on the processes of child and youth development in Africa.

#### Organization

The activities of all CODESRIA Institutes centre on presentations made by African researchers, resource persons from the continent and the Diaspora and participants whose applications for admission as laureates have been successful. The sessions are led by a scientific director who, with the support of resource persons, ensures that the laureates are exposed to a wide range of research and policy issues. Each laureate is required to prepare a research paper to be presented during the session. The revised versions of such papers will undergo a peer review to ensure that they meet the required standard for publication by CODESRIA. The CODESRIA Documentation and Information Centre (CODICE) will provide participants with a comprehensive bibliography on the theme of the institute. Access to a number of documentation centers in and around Dakar will also be facilitated. The CODESRIA Child and Youth Institute will be held in French and English through simultaneous translation.

#### Theme: Social Protection and the Citizenship Rights of Vulnerable Children in Africa

The theme for the 2013 edition of the Child and Youth Institute is **Social Protection and the Citizenship Rights of Vulnerable Children in Africa**. The institute seeks to bring together scholars to draw on and add to the growing theoretical and empirical evidence base on child poverty and vulnerability as well as the role-played by social protection in addressing vulnerability. The devastating effects of poverty, ill health, under nutrition and poor education affect the physical, emotional and cognitive development of millions of children in Africa who are overrepresented among the poor. Indeed while poverty denies opportunities to people of all ages, there are several key reasons for a child-focused approach in social protection. Firstly, children have a right to social protection and to have their interests pronounced in policy. Secondly, children are at a higher risk of poverty because they are not independent economic actors and rely on the distribution of resources within their households or communities. Child-focused poverty measures and studies are crucial to providing information about this distribution and its implications for responsive social protection. A related point highlighted in research is that poverty and social protection strategies based on household income or consumption are erroneously premised on equitable intra-household distribution. Scholarship should address these assumptions

that household or income measures are a suitable proxy for child vulnerability to poverty. Children also experience poverty in distinctly different ways from adults because poverty in childhood has immediate effects that impact on a child's wellbeing. These can be sustained into adulthood (life course poverty transmission) and also facilitate the transmission of disadvantage into the next generation (intergenerational transmission of poverty). Children are key actors who often make huge contributions to the economic and social lives of their households. Yet there is still far too little understanding of how children experience poverty and vulnerability and what impoverishment means to them, or how their perceptions and priorities interact with those of local communities and the agendas of local, national and international agencies.

The extent of generalized child vulnerability in Africa calls for evidence based social protection measures to address poverty among children, households and communities. Childhood is a social construct that is gendered and shaped by class, ethnicity and spatial location. Importantly, it is also a relational concept because of children's positioning in a web of power relations and discourses. Generational relations have however received marginal attention in most discussions of social protection but they are important for understanding notions of childhood underpinning social protection initiatives. Since children are constructed from above (by adults) there are various meanings attributed to childhood by different actors. Unarguably, these conceptions shape engagement and have varying consequences for young people within social institutions including social protection interventions. It is important for research to focus on generational and power relations with specific attention to unequal power relations and in conceptualization of needs of children who are the prime targets of these interventions, but whose voices are conspicuously missing in policy and practice. Childhood is also constructed from outside (based on euro-centric models) and scholarship has troubled the consequence of this construction particularly the emphasis of policy and research on children in Africa on 'exceptionalism' and 'crisis childhoods' and groups deemed 'needy' and 'deserving' including the moral panic around AIDS orphans. Disproportionate attention is then paid to 'rescuing' these special groupings or 'fixing' their 'emergency' situations rather than framing them within broader contexts that underlie and complicate childhood poverty and vulnerability and efforts to protect and promote the rights of all children.

The state has the ultimate responsibility for providing social protection for its citizens and non-state actors play an important role in strengthening state provisioning by assisting communities to demand this right from the state. The macro environment is the place where the state as the duty bearer is expected to create appropriate contexts for child development and anti-poverty action. A responsive policy framework recognizes the connections between a child's micro and macro environments and prioritizes and invests in the connections most important for child development. Researchers working within the civic driven change framework have raised interesting questions around the central role of communities and family networks within a child's microenvironment. They argue that in light of constrained government and market policies, civic-driven change remains the most significant safety net for vulnerable children even in contexts where shocks or extreme vulnerability have strained social capital. Indeed research shows the resilience of the informal and local based system of social protection for children. While some of these tested ways of child social protection have been integrated and strengthened, research shows that many state and non-state actors in social protection tend to marginalize and crowd out these initiatives. This is a major impediment to responsive social protection because it ignores the role of local knowledge systems and perspectives, which is critical for child protection and resilience building. More robust research is needed to unearth these indigenous social protection mechanisms and investigate how different actors are leveraging them in their interventions for more responsive social protection.

Social protection policy and research ought to recognize the diversity of childhood (of girls and boys, within a range of household structures, living alone with different issues arising in each age group and at key transition points from conception to through early childhood to schooling and out of school experiences). Research must continue to explore the link between child protection and social protection, to enhance synergies between social welfare and social protection programmes to address child vulnerability in a more integrated way. This is consistent with the recent advancing of Child-sensitive Social Protection policies which need to respond to: the multidimensionality of child poverty; changes over the course of childhood; the relational nature of child poverty; and children's lack of voice in social protection policy and practice.

Participants at this year's Institute are expected to take up these discussions and research issues for further scrutiny.

### **Coordination**

The 2013 Child and Youth Institute will be directed by Prof. Auma Okwany of Erasmus University Rotterdam (Netherlands). As Director of the Institute, Prof. Auma Okwany will:

**Institut sur l'enfance et la jeunesse, 2013**  
*Protection sociale et droits citoyens des enfants vulnérables en Afrique*

- Assist with the identification of resource persons who will lead discussions and debates during the institute;
- Participate in the selection of laureates;
- Design the course for the session, including specific sub-themes;
- Deliver a set of lectures and conduct a critical analysis of the papers presented by the resource persons and the laureates;
- Submit a written scientific report on the session.

In addition, Prof. Auma Okwany will (co) edit the revised versions of the papers presented by the resource persons and assess the papers presented by laureates during the Institute with a view to submitting them for publication by CODESRIA.

### **Resource Persons**

Lectures to be delivered at the Institute are supposed to offer laureates the opportunity to advance their reflections on the theme of the Institute. Resource persons should therefore be senior scholars or researchers in their mid-careers who have published extensively on the topic, and who have significant contributions to make to debates on it. They will be expected to produce lecture materials which will stimulate laureates to engage in discussions and debates around the lectures and the general body of literature available on the theme.

Once selected, resource persons must:

- Interact with the director of the institute and laureates to help the latter readjust their research questions and their methodological approach;
- Submit a copy of their course materials for reproduction and distribution to participants, not later than one week before they deliver their lectures;
- Deliver their lectures, participate in debates and comment on the research proposals of the laureates;
- Review and submit the revised version of their lecture notes or research papers for publication by CODESRIA not later than two months following their presentation at the Institute.

### **Laureates**

Candidates should be Masters or PhD students or scholars in their early careers with a proven capacity to conduct research on the theme of the Institute. Intellectuals active in the policy process and/or social movements and civil society organizations are also encouraged to apply. The number of places available for laureates of this Institute, to be selected across the entire African continent is fifteen (15). Non-African scholars who are able to raise funds for their participation may also apply for a limited number of places.

### **Methods of Application**

Applications for the position of **resource person** must include:

1. An application letter;
2. A curriculum vitae;
3. Two (2) published papers;
4. A proposal of not more than five (5) pages in length, outlining the issues to be covered in their **three (3) proposed lectures**, including one on methodological issues.

Applications for consideration as **laureates** must include:

1. An application letter;
2. A letter indicating institutional or organizational affiliation;

**Child and Youth Institute, 2013**  
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3. A curriculum vitae;
4. A research proposal of not more than ten (10) pages, in two copies, including a descriptive analysis of the work the applicant intends to undertake, an outline of the theoretical interest of the topic chosen by the applicant, and the relationship of the topic to the problematic and concerns of the theme of the 2013 Institute;
5. Two (2) reference letters from scholars or researchers known for their competence and expertise in the candidate's research area (geographic and disciplinary), including their names, addresses, telephone and/or fax numbers and email addresses.

**Application Deadline**

The deadline for the submission of applications is **Friday 24<sup>th</sup> June 2013**. Successful applicants will be notified not later than the **third week of July 2013**.

**Important Notice**

All selected applicants should imperatively carry out their field work, collect their data and draft papers for the Institute during the period from July to August 2013. The draft papers should be submitted to CODESRIA not later than **20<sup>th</sup> August, 2013**.

**Date and Venue**

The Institute will be held from **2 to 20 September, 2013** in Dakar, Senegal.

**Submission of Applications**

All applications or requests for additional information should be sent to:

**CODESRIA Child and Youth Institute**

Avenue Cheikh Anta Diop x Canal IV

BP 3304, CP 18524, Dakar, Senegal

Tel: (221) 33 825 98 21/22/23

Fax: (221) 33 824 12 89.

Email: [child.institute@codesria.sn](mailto:child.institute@codesria.sn)

Website: <http://www.codesria.org>

Twitter: <http://twitter.com/codesria>

Facebook: <http://www.facebook.com/pages/CODESRIA/181817969495>



### Institut sur l'Enfance et la Jeunesse 2013

Thème : **Protection sociale et droits citoyens des enfants vulnérables en Afrique**

Date : 2 – 20 septembre 2013

Lieu : Dakar, Sénégal

### APPEL A CANDIDATURES

Le Conseil pour le développement de la recherche en sciences sociales en Afrique (CODESRIA) a le plaisir d'annoncer la session 2013 de son Institut sur l'Enfance et la Jeunesse qui se déroulera pendant trois (3) semaines, du 02 au 20 septembre 2013. L'Institut est un des volets du Programme d'études sur l'Enfance et la Jeunesse et a pour objectif de renforcer les capacités analytiques des jeunes chercheurs africains sur les questions relatives à l'enfance et à la jeunesse en Afrique et ailleurs dans le monde. L'institut est conçu comme un forum interdisciplinaire annuel au cours duquel les participants peuvent réfléchir ensemble sur un aspect spécifique des conditions des enfants et des jeunes en Afrique.

### Objectifs

Les principaux objectifs de l'Institut sur l'Enfance et la Jeunesse sont les suivants :

1. encourager le partage d'expériences entre chercheurs, acteurs de la société civile et décideurs de différentes disciplines, orientations méthodologiques et conceptuelles, et provenant de zones géographiques/linguistiques différentes;
2. promouvoir et améliorer la culture de valeurs démocratiques qui permet d'identifier et d'aborder efficacement les problèmes auxquels les enfants et les jeunes sont confrontés sur le continent africain ;
3. encourager la participation des enseignants et des chercheurs dans les discussions et les débats portant sur les processus de développement des enfants et des jeunes en Afrique.

### Organisation

Les activités de tous les instituts du CODESRIA sont basées sur des présentations faites par des chercheurs africains, des personnes ressources du continent et de la diaspora ainsi que des participants dont les candidatures ont été sélectionnées. Les sessions sont dirigées par un directeur scientifique qui, avec le soutien de personnes ressources, s'assure qu'un large éventail de recherches et de questions politiques sont exposés aux lauréats. Chaque lauréat doit rédiger un article découlant d'un travail de recherche devant être présenté au cours de la session. La version révisée de l'article fera l'objet d'une évaluation par les pairs en vue d'une publication par le CODESRIA. Le Centre de documentation et d'information du CODESRIA (CODICE) mettra à la disposition des participants une bibliographie aussi complète que possible se rapportant au thème de l'institut. Les participants auront également la possibilité d'accéder à un certain nombre de centres de documentation situés à Dakar et dans ses environs. L'Institut sur l'Enfance et la Jeunesse du CODESRIA se tiendra en français et en anglais par le biais d'un système de traduction simultanée.

### Thème : Protection sociale et droits citoyens des enfants vulnérables en Afrique

Le thème de l'édition 2013 de l'Institut sur l'Enfance et la Jeunesse est « **la protection sociale et les droits citoyens des enfants vulnérables en Afrique** ». L'Institut vise à réunir des chercheurs pour enrichir la base de données théoriques et empiriques sur la pauvreté et la vulnérabilité des enfants, ainsi que le rôle de la protection sociale dans le traitement de la vulnérabilité. Les effets dévastateurs de la pauvreté, des problèmes de santé, de la malnutrition et du faible niveau d'éducation affectent le développement physique, affectif et cognitif de millions d'enfants en Afrique, des enfants qui sont surreprésentés parmi les pauvres. En fait, si la pauvreté prive les personnes de tous âges d'opportunités, plusieurs raisons essentielles militent pour une approche centrée sur la protection sociale de l'enfant. Premièrement, les enfants ont droit à la protection sociale et à ce que leurs intérêts soient pris en compte dans les politiques. Deuxièmement, les enfants sont les plus exposés au risque de pauvreté du fait qu'ils ne sont pas des acteurs économiques indépendants et qu'ils dépendent de la répartition des ressources au sein de leurs foyers ou de leurs communautés. Des mesures et des études sur la pauvreté axées sur

les enfants sont cruciales pour fournir des informations concernant cette répartition et ses implications pour une protection sociale sensible à leurs besoins et préoccupations. Un point connexe mis en exergue dans la recherche est que les stratégies de lutte contre la pauvreté et de protection sociale fondées sur le revenu ou la consommation des ménages reposent à tort sur l'hypothèse d'une répartition équitable au sein du foyer. La recherche devrait se pencher sur les hypothèses selon lesquelles les mesures du revenu des ménages sont une variable appropriée pour la vulnérabilité des enfants à la pauvreté. En outre, les enfants vivent la pauvreté très différemment des adultes, car la pauvreté vécue pendant l'enfance a des effets immédiats qui ont des répercussions sur le bien-être de l'enfant. Ces effets peuvent persister jusqu'à l'âge adulte (transmission de la pauvreté tout au long de la vie) et aussi faciliter la transmission des handicaps à la génération suivante (transmission intergénérationnelle de la pauvreté). Les enfants sont des acteurs clés qui apportent souvent d'importantes contributions à la vie économique et sociale de leur foyer. Or, on comprend encore beaucoup trop peu la façon dont les enfants sont confrontés à la pauvreté et à la vulnérabilité, et ce que l'appauvrissement signifie pour eux, ou comment leurs perceptions et leurs priorités interagissent avec celles des communautés locales et des programmes des organismes locaux, nationaux et internationaux.

L'ampleur de la vulnérabilité généralisée des enfants en Afrique appelle des mesures de protection sociale fondées sur des données probantes pour traiter la pauvreté chez les enfants, les ménages et les communautés. L'enfance est une construction sociale qui comporte une dimension de genre et qui est déterminée par la classe, l'appartenance ethnique et la localisation spatiale. C'est aussi, et il est important de le souligner, un concept relationnel du fait de la position des enfants dans un réseau de relations de pouvoir et de discours du pouvoir. Toutefois, les relations générationnelles n'ont guère retenu l'attention dans la plupart des discussions sur la protection sociale, mais elles sont importantes pour comprendre des notions de l'enfance qui sous-tendent les initiatives de protection sociale. Etant donné que les enfants sont construits d'en haut (par les adultes), diverses significations sont attribuées à l'enfance par des acteurs différents. Incontestablement, ces conceptions déterminent l'engagement et ont des conséquences variables pour les jeunes au niveau des institutions sociales, notamment les institutions de protection sociale. Il est important que la recherche soit centrée sur les relations générationnelles et de pouvoir, avec une attention particulière au déséquilibre des relations de pouvoir et à la conceptualisation des besoins des enfants qui, tout en étant les premières cibles de ces interventions de protection sociale, demeurent des voix manifestement absentes dans la politique comme dans la pratique. L'enfance est également construite du dehors (sur la base de modèles eurocentriques) et le savoir est venu bouleverser la conséquence de cette construction, en particulier l'accent mis par la politique et la recherche concernant les enfants en Afrique sur l'« exceptionnalisme » et les « enfances en situation de crise », et les groupes considérés comme étant « dans le besoin » et « méritants », y compris la panique morale engendrée par les orphelins du Sida. Ainsi, on accorde une attention disproportionnée aux efforts pour 'sauver' ces groupes spéciaux ou 'remédier' à leurs situations d'urgence, plutôt que de les encadrer dans des contextes plus larges qui sous-tendent et compliquent la pauvreté et la vulnérabilité des enfants et les efforts visant à protéger et à promouvoir les droits de tous les enfants.

L'Etat a l'ultime responsabilité d'offrir une protection sociale à ses citoyens, et les acteurs non étatiques jouent un rôle important dans le renforcement des prestations publiques en aidant les communautés à exiger ce droit de l'Etat. Le macro-environnement est le lieu où l'Etat en tant que responsable est tenu de créer des contextes appropriés pour le développement de l'enfant et pour les interventions visant à lutter contre la pauvreté. Un cadre d'action réactif reconnaît les connections entre les micro- et macro-environnements de l'enfant, et privilégie et investit dans celles considérées comme les plus importantes pour le développement de l'enfant. Les chercheurs qui travaillent dans le cadre du changement induit par les citoyens ont soulevé des questions intéressantes concernant le rôle central des communautés et des réseaux familiaux dans le microenvironnement d'un enfant. Ils soutiennent qu'au regard des contraintes liées aux politiques de l'Etat et du marché, le changement induit par les citoyens reste la mesure de protection la plus efficace pour les enfants vulnérables, même dans des contextes où les chocs ou la vulnérabilité extrême ont mis à rude épreuve le capital social. De fait, la recherche montre la résilience du système informel local de protection sociale des enfants. Alors que certaines de ces méthodes éprouvées de protection sociale des enfants ont été intégrées et renforcées, la recherche montre que de nombreux acteurs étatiques et non étatiques dans le domaine de la protection sociale ont tendance à marginaliser et à écarter ces initiatives. Cela constitue un obstacle majeur à la protection sociale réactive, en faisant fi du rôle des systèmes de connaissance et perspectives locaux qui est crucial pour la protection et le renforcement de la résilience des enfants. Il faut de la recherche plus solide pour découvrir ces mécanismes locaux de protection sociale et étudier comment différents acteurs les exploitent dans leurs interventions pour une protection sociale plus réactive.

La politique et la recherche en matière de protection sociale doivent reconnaître la diversité de l'enfance (des filles et des garçons, dans des structures familiales diversifiées, vivant seuls avec des problèmes différents qui se présentent dans chaque classe d'âge et à des points de transition clés de la conception qui va de la petite enfance

aux expériences de scolarisation et de déscolarisation). La recherche doit continuer à explorer le lien entre protection de l'enfance et protection sociale, pour renforcer les synergies entre les programmes de bien-être social et les programmes de protection sociale afin de traiter la vulnérabilité des enfants de façon plus intégrée. Cette approche est conforme à la récente proposition de politiques de protection sociale tenant compte des besoins des enfants, qui doivent répondre : au caractère multidimensionnel de la pauvreté des enfants ; aux changements qui surviennent tout au long de l'enfance ; à la nature relationnelle de la pauvreté des enfants ; et au fait que les enfants n'ont pas voix au chapitre dans la politique et la pratique en matière de protection sociale.

Les participants à l'Institut 2013 devront aborder ces discussions et thèmes de recherche pour une analyse plus approfondie.

#### **Coordination**

La session 2013 de l'Institut sur l'Enfance et la Jeunesse sera dirigée par Prof. Auma Okwany de l'Université Erasme de Rotterdam aux Pays-Bas. En tant que Directeur de l'Institut, Prof. Auma Okwany assurera les tâches suivantes:

- Aider à l'identification des personnes ressources chargées de faciliter les discussions et les débats durant l'institut;
- Participer à la sélection des lauréats;
- Concevoir le cours de la session, notamment les sous-thèmes spécifiques;
- Faire une série de présentations et mener une analyse critique des articles présentés par les personnes ressources et les lauréats;
- Rédiger et soumettre un rapport scientifique sur la session.

Le Directeur devra également (co)-éditer les versions révisées des articles présentés par les personnes ressources et évaluer les articles présentés par les lauréats lors de l'institut en vue de les soumettre pour une publication par le CODESRIA.

#### **Les personnes ressources**

Les exposés à présenter dans le cadre de l'Institut sont sensés offrir aux lauréats l'occasion d'approfondir leurs réflexions sur le thème de l'institut. Les personnes ressources doivent, par conséquent, être des universitaires confirmés ou des chercheurs en milieu de carrière qui ont beaucoup publié sur le sujet, et qui ont une contribution importante à apporter aux débats. Elles devront produire des supports écrits qui inciteront les lauréats à engager la discussion et le débat sur leurs exposés ainsi que toute la documentation disponible sur le thème.

Une fois sélectionnées, les personnes ressources doivent :

- Interagir avec le directeur de l'institut et les lauréats afin d'aider ces derniers à réajuster leurs questions de recherche et leur approche méthodologique;
- Soumettre un exemplaire de leurs supports de cours pour reproduction et distribution aux participants, au plus tard une semaine avant la présentation de leurs exposés;
- Présenter leurs exposés, participer aux débats et commenter les propositions de recherche et les articles des lauréats ;
- Revoir et soumettre la version révisée de leurs notes de cours ou de leurs articles de recherche pour publication par le CODESRIA au plus tard deux mois après leur présentation dans le cadre de l'institut.

#### **Les lauréats**

Les candidats doivent être des étudiants en maîtrise ou en thèse ou des universitaires en début de carrière, ayant une capacité avérée à faire de la recherche sur le thème de l'Institut. Les intellectuels actifs dans le processus politique et/ou les mouvements sociaux et les organisations de la société civile sont également encouragés à se porter candidats. Le nombre de places offertes par le CODESRIA pour chaque session est limité à quinze (15). Les chercheurs non africains qui peuvent financer leur participation peuvent également faire acte de candidature sous réserve des places disponibles.

#### **Les dossiers de candidatures**

Les dossiers de candidatures des **personnes-ressources** doivent comprendre:

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- Une demande de candidature;
- Un curriculum vitae;
- Deux (2) articles publiés;
- Une proposition de cinq (5) pages au maximum, décrivant les questions qui seront couvertes dans leurs **trois (3) exposés** dont un portant sur les questions de méthodologie.

Les dossiers de candidatures des **lauréats** doivent comprendre:

- Une demande de candidature;
- Une lettre attestant de l'affiliation institutionnelle ou organisationnelle;
- Un curriculum vitae;
- Une proposition de recherche de dix (10) pages au maximum en deux exemplaires, comprenant une analyse descriptive du travail que le candidat veut entreprendre, un résumé exposant l'intérêt théorique du thème choisi par le candidat, ainsi que les relations entre le sujet, la problématique et les centres d'intérêt pris en compte par le thème de l'Institut 2013;
- Deux (2) lettres de référence provenant d'universitaires ou de chercheurs connus pour leur compétence et leur expertise dans le domaine de recherche du candidat (du point de vue géographique et concernant la discipline), avec leurs noms, adresses, numéros de téléphone et/ou de fax et adresses électroniques.

#### **Date limite de soumission des candidatures**

La date limite de soumission des candidatures est fixée au **vendredi 24 juin 2013**. Les candidats sélectionnés seront informés du résultat de la sélection au plus tard dans la **troisième semaine du mois de juillet 2013**.

#### **Précision importante**

Tous les candidats sélectionnés devront impérativement procéder à la collecte de données sur le terrain et la rédaction d'articles pour l'Institut pendant la période allant de juillet à août 2013. Les propositions d'article devront être soumises au CODESRIA au plus tard le **20 août 2013**.

#### **Date et lieu de l'institut**

L'Institut se déroulera du **02 au 20 septembre 2013** à Dakar (Sénégal).

#### **Soumission des candidatures**

Toutes les candidatures ou demandes de renseignements complémentaires devront être envoyées à l'adresse suivante:

**Institut sur l'Enfance et la Jeunesse**  
**CODESRIA**  
**Avenue Cheikh Anta Diop x Canal IV**  
**BP 3304, CP 18524, Dakar, Sénégal.**  
Tél: (221) 33 825 98 21/22/23  
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Facebook : <http://www.facebook.com/pages/CODESRIA/181817969495>