Establishing Child Centred Practice in a Changing World, Part B
Emerald Studies in Child Centred Practice

Series Editor: Sam Frankel, King’s University College, Western University, Canada; EquippingKids.org

Emerald Studies in Child Centred Practice: Voice, Collaboration and Change seeks to reposition the place of childhood studies as a discipline, highlighting its social value. This series explores the application of theories from childhood studies in practice. It highlights the place, purpose and power of these theories to inform practice and seeks to shape a child centred approach across the settings within which children live and experience their everyday lives – schools, families the legal and care system. Uniquely, books in the series will not only draw on academic insight but also include the perspectives of both practitioners and children. The series makes the case for the need for a shared dialogue as a foundation for re-imagining practice.

This series offers a new and valuable dimension to childhood studies with relevance for how wider society comes to engage with it. Indeed, it offers a chance for childhood studies to increase its presence in society – to demonstrate how an awareness of children’s agency and the constructed nature of society can positively influence discourse and debate – with the hope that this can increasingly shape policy and practice and add value to children’s everyday experiences. Proposals are welcome for the series that align to this goal and help us to develop and grow childhood studies. The series is particularly keen to explore multi-faceted aspects of children’s lives, such as schooling, home lives, children’s rights, child protection, activism, and more.
To those children and young people who are inspiring how we do research.
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List of Contributors

Cecilia Aguiar                   Instituto Universitário de Lisboa (Iscte), CIS, Portugal
Patricia Rodriguez Aguirre      Universidad Siglo 21, Argentina
Olayinka Akanale                University of Ibadan, Nigeria
Macholi Chris Benard            Child and Youth Advisory Board, Uganda
Jimena Cuba Blanco              Independent Researcher, Spain
Walt Burkard                    Children’s Rights Attorney, USA
PARTICIPA Consortium            PARTICIPA Erasmus+ Consortium, Europe
Nadine Correia                  Instituto Universitário de Lisboa (Iscte), CIS, Portugal
Alexandra-Maria Dan             Child and Youth Advisory Board, Romania
Anas Darouichi                  Child and Youth Advisory Board, Morocco
Sam Frankel                     King’s University College, Western University, Canada
Gabrielle Gooch                 Independent Researcher, UK
Joanna Hume                     Northumbria University, UK
Paulina Jara- Osorio            Loughborough University, UK
Susan Kay-Flowers               Liverpool John Moores University, UK
David Littlefair                Northumbria University, UK
Joana Campos Louçã             Independent Researcher, Portugal
Cristina Mesquita               Instituto Politécnico de Bragança, Portugal
Kirstin Mulholland              Northumbria University, UK
Daniel Nester                   University of Central Lancashire, UK
Ewajesu Okewumi                 University of Edinburgh, UK
Rossana Perez-del-Agula         The Open University, UK
Iliana Pujols                   Connecticut Justice Alliance, USA
Fengling Tang                   University of Roehampton, UK
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It is exciting to see how methods of research increasingly reflect the value of children’s voice, and it is through a participative process that the data that support many of these chapters are produced. It is therefore, with regard to all those who took part in the research on which these chapters are based that we share our thanks, and hope this forms part of an ongoing ambition for children, practitioners and academics to be part of conversations focused on advancing child-centred practice.

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