

Call for Papers for [Children & Society](#) Special Issue (December 2022)

## **Children and Young People's Perspectives on and Experiences of COVID-19 in Global Contexts**

The COVID-19 pandemic is profoundly affecting the lives of children around the globe. In most countries worldwide, schools and childcare programmes have been closed as an emergency measure to prevent spreading of the infection. COVID-19 has re-set boundaries and spaces of formal education by bringing it directly into homes and shifting the responsibility for learning to parents and caregivers. Whilst home has become a more visible quasi-public space in the time of the pandemic, little is known about how it has been experienced by children who are confined to their homes. Even less visible in scholarship concerning children and young people's experiences of and perspectives on COVID-19 are those from children living in contexts other than mainstream notions of 'home' and from socially disadvantaged backgrounds. In addition to social and mental health issues caused to children due to lockdowns and constraints with learning (Cowie & Myers, 2021), there is a high proportion of children worldwide who live in difficult circumstances such as poverty, lack of food, water, sanitation or hygiene, violence and abuse, special needs, conflicts, and refugees and migration (UNICEF, 2020).

Set against the current context, this special issue aims to examine the challenges facing children and their families across a range of different social and cultural contexts. Specifically, we seek papers that have captured the voices and experiences of children from marginalised groups, with a focus on equality, diversity, inclusion and social justice from global perspectives. We foreground the co-production of knowledge with children to understand their experiences from their perspectives. We are keen to receive abstracts for studies that realise young people's participation in research, whilst protecting their rights.

### **We have five guiding aims for this special issue:**

1. To understand how children and young people experience the pandemic in various aspects of their life (e.g. childcare, education, health, digital space, etc.);
2. To (re)theorize global childhoods from children and young people's own perspectives in the time of and post COVID-19;
3. To empower children and young people as co-constructors of knowledge through innovative methodological approaches in circumstances of crisis;
4. To discuss whether and how children and young people's voices are enabled or constrained by adults in a global pandemic context;
5. To situate children and young people's voices in their diverse socio-cultural contexts globally.

We welcome contributions from scholars in different academic disciplines who are interested in better understanding the social justice implications of COVID-19. We seek **papers that**

engage with and focus on children and young people's own perspectives and experiences of the current context. We especially welcome **contributions from underrepresented contexts** on this topic.

**Submitting an abstract for this special issue:**

- Abstracts of no more than 500 words, authors, and affiliations should be sent to [kate.hoskins@brunel.ac.uk](mailto:kate.hoskins@brunel.ac.uk) no later than **15<sup>th</sup> March 2021**;
- Notification of acceptance and invitation to submit full manuscripts will be no later than 31<sup>st</sup> March 2021;
- Full papers (no more than 8,000 words) should be submitted for peer review by 30<sup>th</sup> September 2021. For author guidelines see: <https://onlinelibrary.wiley.com/page/journal/10990860/homepage/forauthors.html>

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