

Special Issue Proposal

Provisional title.

Beyond education: what role can schools play in the support and protection of children in extreme settings?

Names, titles, affiliations and contact information (including email information) of all the proposed guest editors.

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Short title of special issue (max. 23 characters incl. spaces):

Beyond education

Overview

What role can schools play in supporting children beyond their traditional roles in teaching and learning? Increasingly, policy makers are pointing to schools as potential support systems for children rendered vulnerable by shocks including poverty, natural disasters, wars, inter-group conflict and discrimination, HIV/AIDS and other health challenges. These are all situations which may impede significant adults from playing an optimal role in children's socialization, pastoral support and social protection.

The education system has the largest single institutional network and body of skilled people who interact with children in any country. This makes schools uniquely placed as a potential source of care and support for vulnerable children. Schools are normally geared around knowledge, teaching and learning, however, and it has been difficult to extend this tradition and explore the potential of schools to help children in difficult circumstances cope with hardship. This is particularly the case in developing country contexts, but also in marginalized communities in more affluent countries, where alternative support networks are often overstretched and limited.

Against this background, a growing number of social commentators, UN documents and government policies advocate for schools to include components of care and support for orphaned and vulnerable children. Calls have been made for educational reform that moves away from a conventional view of schooling and to thinking creatively to develop new ways of seeing education.

To develop this call, there is a need for both a systematic and consolidated evidence base, and a set of tailored theoretical frameworks, to advance research, debate and policy-making around different ways schools and teachers can benefit children in difficult circumstances. This special issue proposes to advance these challenges by examining, theoretically and empirically, the potential of schools and teachers to safeguard the needs of children in difficult circumstances. It will take an interdisciplinary approach, bringing together experts in a wide range of fields including social psychology, anthropology, geography, sociology, education and development studies. It will seek to report on the experiences of children, teachers and schools across six continents, in post-conflict settings and in areas affected by chronic poverty, health threats, racism and other forms of social intolerance.

***Note:** Whilst the guest editors welcome contributions regarding the role of schools in the pastoral care and social protection of children affected by specific health challenges (e.g. AIDS or malaria), it will not include material on the role of schools in the provision of health education (e.g. for HIV-prevention). These areas are already well covered, and align with the traditional roles of schools in imparting information. We seek to shift attention towards pastoral care and social protection.*

Academic rationale (contribution of the issue to the development of the field, etc.)

Special Issue rationale (why a special issue as opposed to papers for normal issues of the journal?)

Current research tends to take the form of piecemeal small scale studies of one off programmes in schools or of single groups of school-based actors (e.g. teachers), and

is often atheoretical. We hope the special issue will contribute to (i) a more holistic account of how best to facilitate an 'ethic of care' in schools and surrounding communities; and (ii) a series of multi-disciplinary theoretical frameworks for research in this area.

We hope that the comparative perspective generated by contributors working (a) across countries; (b) on a range of social problems; and (b) across disciplines will provide us with a substantial and comprehensive body of material to form the basis of an agenda-setting guest editors Introduction. We will also invite a leading academic in this field to write an afterword commenting on the cumulative impact of the volume. All contributors will be invited to workshop their papers at a meeting at the London School of Economics and Political Science (LSE) in late September to optimize opportunities for synergy.

Any special circumstances (conference, major research project, festschrift, etc.).

The authors are currently involved in a large-scale study of the role of schools in social protection of vulnerable children in Zimbabwe. It was in doing the literature review for this work that we realized the need for the proposed special issue. We have done several special issues in the recent years, and have developed a model where we hold a two day small meeting at the LSE, where we invite contributors to present drafts of their papers – for extensive discussion and feedback from participants. We are able to get a room booking at the LSE for such a meeting on 9th and 10th September 2013.

Editorial experience

Campbell and Skovdal have published extensively in the international peer reviewed academic literature. They have also had good experience of producing special issues (using the LSE workshop model) in recent years. These have included special editions of

- HEALTH AND PLACE (2012) (IR = 2.8)
- TRANSCULTURAL PSYCHIATRY (2012) (IR = 0.9)

- AIDS CARE (2010) (IR = 1.6)
- AFRICAN JOURNAL OF AIDS RESEARCH (2012) (IR= 0.5)
- CHILDREN AND YOUTH SERVICES REVIEW (forthcoming, December 2013) (IR = 1.27)
- JOURNAL OF HEALTH PSYCHOLOGY (forthcoming, Jan 2014) (IR = 1.2).

Links to the Introductions of some of these special issues are as follows:

1. Campbell, C., Cornish, F., Skovdal, M. (Guest Editors) (2012) Local pain, global prescriptions? Using scale to analyse the globalisation of the HIV/AIDS response. *Health and Place* 18(3):447-452. Guest Editors Introduction. OPEN ACCESS. <http://www.sciencedirect.com/science/article/pii/S1353829211002036>
2. Campbell, C, Cornish, F (2010) Towards a 'fourth generation' of approaches to HIV/AIDS management: Creating contexts for effective community mobilization. *AIDS Care*. 22(S2): 1569-1579. Guest Editors Introduction Open access: <http://eprints.lse.ac.uk/32179> (IR = 1.684)
3. Campbell, C, Burgess, R (Guest editors) (2012) Communities and the Movement for Global Mental Health. *Transcultural Psychiatry*. 49 (3-4): 379-538. Guest Editors Introduction. Open Access. <http://tps.sagepub.com/content/49/3-4.toc>
4. Skovdal, M., Daniel, M (Guest editors) (2012) "Resilience and Coping strategies of HIV-affected children in sub-Saharan Africa" Special Issue in *African Journal of AIDS Research* 11(3):153-293. Guest Editors Introduction. OPEN ACCESS. <http://www.tandfonline.com/toc/raar20/11/3>

Number of expected papers to be published in this Special Issue

12-15.

If known, a list of the potential authors plus topics; if not known, the steps to be used to identify such a list.

To be recruited by guest editors, and through call for papers on journal website.