

# Study guide

## Implementing the UN Convention on the Rights of the Child

First cycle, 15 credits, Full time studies

Course code: UB113F

Autumn semester, 2015

August 31- October 31, 2015

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### **Department of Child and Youth Studies**

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## Welcome!

Hello everyone and a big welcome to the course, “Implementing the UN Convention on the rights of the child”. In this study guide you will find all the information about the course, including a breakdown of the schedule, literature lists, grading criteria, information about course assessment along with other details of a practical nature.

All courses at the Child and Youth Studies department have their own course website, where you will find all the information you need regarding the course; as e.g. the course syllabus, schedule, course literature and study guide. You can find the course web site here: [www.buv.su.se/UB113F](http://www.buv.su.se/UB113F)

This course will also be using Mondo as a means of collective communication. On registering onto the course, you will be able to log onto the Mondo course site (<http://mondo.su.se>) with your university username and password, browsing for the course code. It could take up to 24 hours after the web registration for MONDO to become accessible.

The international office at Stockholm University arranges a special orientation programme the week between August 24 and August 28. For more info, please visit <http://www.su.se/english/study/student-services/2.324>

The Orientation Programme for international students is designed to provide you with practical advice on a wide range of subjects, such as e-mail accounts, opening a bank account, student health care, Swedish language courses, the Student union activities. It also aims to provide you with the opportunity to meet new people and settle into your life here. <http://www.su.se/english/study/exchange-students/exchange-news/orientation-day-spring-semester-2013-1.103664>

The course starts on **Wednesday September 2, 14-16 in room 101**, at the Department of Child and Youth Studies. **Address:** Frescati hagväg 20. The students that you will meet in the course come from our partner universities around the world, Swedish and international students, who have signed up for this course individually as so-called Free Movers, as well as Teacher students at Stockholm University.

The course you are taking is **an integrated full-time course for ten weeks of study**. The course is taught by a team of lecturers: Ingrid Engdahl, Maria Borgström, Kim Ringmar Sylwander and Sandra Karlsson. The weekly content is theme-based.

## Registration for the course

**For domestic students only**, it is possible to register online for the course.:

In order to register online you will need to have a university account. You can activate your account by following this link: <https://aktivera.su.se/>

**Web registration is open from August 13 until August 20.** Please note: if you do not register in time you will lose your place. If you have any trouble with the registration you need to contact the course administrator (see contact information below), before the end of the registration period – or else you risk giving up your place. Please follow the instructions below:

- Go to [www.mitt.su.se](http://www.mitt.su.se)
- Select “My studies”.
- On the left hand side of the page, go to “Course registration”.
- Tick the box next to the designated course (identifiable by the course code UB113F) and click on select.
- Click on the “Register” button to confirm. You are now registered

**For international students**, to register for the course you are required to attend the first scheduled session for the course. If for whatever reason you miss the first session of the course, please contact the administrator by email to state that you still intend to participate.

## Attendance

Students are expected to be present in class during lectures and seminars. Seminars that introduce themes (1, 2, 7, 11) literature seminars (5, 9, 15, 16), and group presentations (6, 10, 17) are mandatory. Absences must be compensated, and students who miss a class shall contact the lecturer in charge for a make-up assignment.

The course literature is shown for each week. A star (\*) indicates that the referred literature is available through the Library at Stockholm University, on-line access and sometime also in a printed edition. Some of these references are also put directly on the Mondo course site. Optional and additional literature may be chosen by students and teachers in collaboration.

The reference system recommended in the course follows the American Psychological Association APA, including page numbers, and there is a manual available in Engdahl & Sandqvist, (2012), *Writing a Thesis*.\*

## Additional information

Other important information about being a student at Stockholm can be found at the following web site: <http://www.su.se/english>

We advise you to take some time to **read the International Handbook**, especially pages 17-28, about rules, regulations and services for you as a student at Stockholm University:

<http://www.su.se/english/study/student-services/handbook-for-international-and-exchange-students-1.1627>

## Extra-curricular activity: International Café

Exchange students and local students at the Teacher Education Departments are most welcome to a series of international cafés.

The cafés are informal seminars where you listen to a presentation and then get the opportunity to reflect and discuss together with other local and international students. At the cafés there will also be some tea/coffee and a light snack.

### Preliminary schedule:

September 14 17-19

**International café 1:** *Minor Field Study presentations. Students share their experiences from collecting data in developing countries for their thesis work.*

September 30 16.15-17.45

**International café 2:** *Informal seminar together with the Global School on global perspectives, development and learning.*

November 11 16-17.30

**International café 3:** *Representatives from the Children's Ombudsman in Uppsala presents their work with youth participation and exchange programs.*

### Sign up

To participate you will need to sign up since the places are limited - an invitation where you can sign up will be posted on the study platform MONDO or sent to you by email by your international coordinator. The invite will be sent to you 2-3 weeks prior to the event.

### Questions

Please contact international coordinator Malin Håkansson at [international@buvsu.se](mailto:international@buvsu.se)

## Intended Learning Outcomes

After having completed the course, a student is expected to be able to

- critically describe and discuss concepts, terms, definitions and debates concerning childhoods and issues related to the living conditions of children and young people in a wider geographical, historic and cultural context,
- critically discuss children's possibilities to participate in everyday life and within society and
- critically describe and discuss the UN Convention on the rights of the child.

## Teaching and Learning Activities

The teaching and learning in the course are theme based. There are three themes in the course and for each theme there will be lectures, seminars, individual readings, group assignments and oral and written presentations. The course literature is first assigned to different themes, but will then be used throughout the course. More articles and other texts may be added.

Most lectures and seminars are scheduled on Monday afternoons and Thursday mornings, but there are classes scheduled also during other days. Please look at the Schedule for time and place. Group assignments and individual reading are often scheduled Wednesdays, but also on other days.

### The three themes are:

- 1) Introduction to the study of childhood, culture and globalization
- 2) Threats and adversities in the light of globalization and the UN Convention on the rights of the child (UNCRC)
- 3) Children, society and education

Students will work actively during the course in the following ways:

### Group activities

- interview each other and present each other in the class,
- discuss course literature before literature seminars, taking turns and making sure that everyone has the opportunity to start a strand of discussion,
- perform short investigations in Sweden or on the Internet about questions linked to children, culture, and the UN CRC, that have originated from the readings and the seminars.

### Course literature

- read specified articles and chapters, and while reading making notes of things that are 1) interesting, 2) difficult and 3) questionable, with comments on why these parts are noted,
- meet with other students and discuss the 1-3 notes and comments,
- bring notes, comments and group discussions to literature seminars and actively engage in the discussions.

### Lectures and seminars

- read the appointed literature in advance,
- participate and contribute to the seminars by raising your thoughts and opinions,
- present the result from the theme-based assignments in seminars for all students, preferably in various ways, using different methods.

### Writing

- hand in reviews of certain texts or articles,
- present the result from the theme-based assignments as written group or individual reports,
- write an individual paper as an individual examination of the course.

# Schedule

There is an up-dated schedule on the course web site [www.buv.su.se/UB113F](http://www.buv.su.se/UB113F)

## Week 36

### Session 1. Welcome Lecture: Ingrid Engdahl

An informal introduction to the course, where students will be given an opportunity to be introduced to each other and to the lecturers.

*Literature:*

The Study guide.

*Group task for session 2:*

Welcome to Sweden. What is different? What is amazing? What is global?

## Theme One: Introduction to the study of childhood, culture and globalization

*Literature theme 1:*

Kehily, M. J. (Ed.). (2013). *Understanding childhood: A cross disciplinary approach* (2 ed.). Bristol: Policy Press. (Chapters 2 and 3)

*Optional Country Report to the UN Committee on the Rights of the Child*

*The African Charter on the Rights and Welfare of the Child.\** (Mondo)

*The UN Convention on the Rights of the Child\** (see Mondo).

Wyness, M. (2011). *Childhood and society: An introduction to the sociology of childhood* (2 ed.). New York: Palgrave MacMillan . (Chapters 1-3 and 10)

### Session 2. Introduction Lecture: Key Concepts: Children, Culture and Globalisation. (Ingrid Engdahl)

Being a student at BUV/SU. Introduction of Group assignment 1.

*Group assignment 1: UNCRC*

- The students in each group decide what country to study and read the country reports from this country to the UN Committee on the CRC and the Committee's Concluding Observations, responding to the country.
- Each member of the group shall be prepared to present the country and interesting findings from the reports and observations during session 6, first across the study groups, then also in the whole class.
- Eac group shall also hand in a written group report about the findings about the chosen country and of the study process on Session 6 1-2 pages).

*Literature:*

Kehily, M. J. (Ed.). (2013). *Understanding childhood: A cross disciplinary approach* (2 ed.). Bristol: Policy Press. (Chapters 2 and 3)

Wyness, M. (2011). *Childhood and society: An introduction to the sociology of childhood* (2 ed.). New York: Palgrave MacMillan . (Chapters 1-3)

## Week 37

### Session 3. Human rights and the UNCRC: (Kim Ringmar Sylwander)

*Literature:*

*The UN Convention on the Rights of the Child\** (see Mondo).

Wyness, M. (2011). *Childhood and society: An introduction to the sociology of childhood* (2 ed.). New York: Palgrave MacMillan . (Chapter 10)

### **Stockholm University Library**

After session 3, students are advised to take the on-line course about the Stockholm University Library, which is available through this link:

<http://www.sub.su.se/home/courses/self-study-courses/>.

After taking the on-line course, students shall visit the library and make sure you know how to borrow literature and find relevant articles.

### **Session 4. UNCRC in an international perspective** (Kim Ringmar Sylwander)

*The African Charter on the Rights and Welfare of the Child.\** (Mondo)

*Additional literature:*

Optional Country Report to the UN Committee on the Rights of the Child

Sweden's fifth periodic report to the UN Committee on the Rights of the Child 2007-2012

<http://www.government.se/reports/2012/08/swedens-fifth-periodic-report-to-the-un-committee-on-the-rights-of-the-child-on-the-implementation-of-the-convention-on-the-rights-of-the-child-2007-2012/>

CRC/C/SWE/CO/4 (2015). Concluding observations: Sweden. <http://www.allmannabarnhuset.se/wp-content/uploads/2014/06/Barnr%C3%A4ttskommitt%C3%A9ns-rekommendationer-2015.pdf>

### **Week 38**

### **Session 5. Literature Seminar.** (Kim Ringmar Sylwander)

*Literature:*

The texts for theme 1

### **Session 6. First Group Task Presentation (EX01).** (Kim Ringmar Sylwander)

## **Theme Two: Threats and adversities in Light of Globalization and the UNCRC.**

*Literature FOR THEME 2:*

de Block, L., & Buckingham, D. (2007). *Global children, global media: Migration, media and childhood*. Basingstoke: Palgrave Macmillan. (Chapters 1-2)

Jenks, C. (2010). *Childhood*. London: Routledge. (Chapter X.)

Kehily, M. J. (Ed.). (2013). *Understanding childhood: A cross disciplinary approach* (2 ed.). Bristol: Policy Press. (Chapters 1 and 4)

Wyness, M. (2011). *Childhood and society: An introduction to the sociology of childhood* (2 ed.). New York: Palgrave MacMillan . (Chapter 5.)

### **Session 7. Lecture on Threats and Adversities** (Introductory lecture, NN)

Introduction of Group assignment 2.

*Group assignment 2: Analysing a situation/incident*

- Students in each study group identify and choose a recent incident/observation involving children and youth
- Describe the incident/observation and analyse it with the help of the UNCRC and important course concepts
- Prepare a group presentation (10 minutes) of your findings for session 10 and a written documentation (2-4 pages) about your findings and the study process to be handed in during session 10.
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*Literature:*

Kehily, M. J. (Ed.). (2013). *Understanding childhood: A cross disciplinary approach* (2 ed.). Bristol: Policy Press. (Chapters 1 and 4).

Wyness, M. (2011). *Childhood and society: An introduction to the sociology of childhood* (2 ed.). New York: Palgrave MacMillan . (Chapter 5.)

### **Week 39**

#### **Session 8. Lecture on Child participation** (Maria Borgström)

*Literature:*

de Block, L., & Buckingham, D. (2007). *Global children, global media: Migration, media and childhood*. Basingstoke: Palgrave Macmillan. (Chapters 3-4)

Jenks, C. (2010). *Childhood*. London: Routledge. (Chapter X.)

#### **Session 9. Literature Seminar** (Maria Borgström)

*Literature:*

The texts for Theme 2

### **Week 40**

#### **Session 10. Group presentations (EX01)** (Maria Borgström)

### **Theme Three: Children, Society and Education**

*Literature in theme 3:*

Engdahl, I., & Ärlemalm-Hagsér, E. (2014). Education for sustainability in Swedish preschools: Stepping forward or out-of-step? In J. Davis & S. Elliott (Eds.), *Research in early childhood education for sustainability: International perspectives and provocations* (pp. 208-224). London: Routledge. (17 pp.)\*

Mohme, G. (2014). Imagined adulthood under transition: Somali-Swedish girls' life-planning in a late modernity context. *Gender and Education*, 26, 432-447. (16 pp.)

*National curricula* (Available online)

*National reports to the UNCRC in Geneva*, with General recommendations from the Committee. (Optional country, available online).

Sterling, S. (2014). Separate tracks or real synergy? Achieving closer relationship between Education and SD, post 2015. *Journal of Education for Sustainable Development*, 8(2), 91-112. (22 pp.)\*

UNICEF. *The state of the world's children*. (Optional annual report). (Available on-line)

Wyness, M. (2011). *Childhood and society: An introduction to the sociology of childhood* (2 ed.). New York: Palgrave MacMillan. (Chapter 7-9.)

#### **Session 11. Children and Education: Introduction lecture.** (Ingrid Engdahl)

Planning for Study Visits and examination EX02. Introduction of Individual assignment (EX03).

*EX02 Written group report from study visits, 4 cr*

Students will visit Swedish preschools, schools and/or organisations and do a comparison between the curricula from different countries and the UNCRC. Written instructions will be handed out during session 11 and the comparisons shall be presented, discussed and a short report (around 5 pages) shall be handed in during session 17.

*Literature:*

Engdahl, I., & Ärlemalm-Hagsér, E. (2014). Education for sustainability in Swedish preschools: Stepping forward or out-of-step? In J. Davis & S. Elliott (Eds.), *Research in early childhood education for sustainability: International perspectives and provocations* (pp. 208-224). London: Routledge. (17 pp.)\*

Sterling, S. (2014). Separate tracks or real synergy? Achieving closer relationship between Education and SD, post 2015. *Journal of Education for Sustainable Development*, 8(2), 91-112.\*

#### **Week 41**

**Session 12. Lecture:** Child Participation, Politics and Citizenship Issues. (Ingrid Engdahl)

*Literature:*

Wyness, M. (2011). *Childhood and society: An introduction to the sociology of childhood* (2 ed.). New York: Palgrave MacMillan. (Chapter 7-9.)

**Session 13. Preschools and Schools in Sweden** (Sandra Karlsson)

Mentoring about Study Visits

*Additional literature:* Swedish National Agency for Education: A presentation  
<http://www.skolverket.se/publikationer?id=2492>

*National curriculum for the preschool* <http://www.skolverket.se/publikationer?id=2704>

*National curriculum for the compulsory class, preschool class and recreation centre 2011* <http://www.skolverket.se/publikationer?id=2687>

*National curriculum for the upper secondary school* <http://www.skolverket.se/publikationer?id=2975>

#### **Week 42**

**Session 14. Education, Globalisation and Citizenship** (Sandra Karlsson)

*Literature:*

Mohme, G. (2014). Imagined adulthood under transition: Somali-Swedish girls' life-planning in a late modernity context. *Gender and Education*, 26, 432-447. (16 pp.)

UNICEF. *The state of the world's children*. (Optional annual report). (Available on-line)

**Session 15. Lecture. Literature Seminar** (Sandra Karlsson)

*Literature:*

Based on the literature in Theme 3 and on experiences from different countries, students prepare to participate in discussions about:

- UNCRC Articles 29, 30 and 31. Should school be compulsory? If so, between what ages?
- UNCRC Articles 29, 31 and 32: How do you look upon children and work?

#### **Week 43**

**Session 16. Discussion Forum: Comparative analysis of school curricula and UNCRC** (EX02). (Sandra Karlsson)

**Session 17. Literature Seminar on key concepts during the course.** (Maria Borgström)

Q & A about the individual assignment (EX03), see page 9.

*Literature:*

The texts for Themes 1-3.

#### **Week 44**

**Writing the Final course paper (EX03)**

The course will also be examined by an individual paper. Students may discuss their drafts with each other during the week, thus supporting the learning process and the writing. However, the course paper is an individual assignment.



Please note, the department follows the APA reference system (see *Writing a Thesis* link on the course web page), and in this assignment, all references shall include page numbers.

**Deadline for the course paper is Monday, November 2 at 9 am to be uploaded on Mondo.**

Please, also read the information about Examination on page 11.

## Examination

### Attendance

Seminars that introduce themes (1, 2, 7, 11) literature seminars (5, 9, 15, 16), and group presentations (6, 10, 17) are mandatory. Absences must be compensated, and students who miss a class shall contact the lecturer in charge for a make-up assignment.

### Plagiarism and regulations for disciplinary matters

As a student you have to be conscientious about clearly accounting for the material used in the texts that are submitted for examination. To use other people's expressions or ideas without stating where they are from is plagiarism. To translate and/or change some words in someone else's text and present it as one's own is obviously also a form of plagiarism. The teachers in the course may use the web-based tool Turnitin to check your text for plagiarism.

Plagiarism is considered to be cheating and if discovered in an exam or paper, the exam or paper will immediately be failed and disciplinary measures may be taken. Any student who is caught cheating or disrupting academic activities can be suspended from lectures and exams for a period of up to six months. The Vice-Chancellor or the Disciplinary Council decides whether the student is to be subject to any disciplinary measures.

### Formative assessment

The lecturers will give feedback on the oral and written work.

#### *Oral presentation*

- Being able to present the project in a clear way / where all participants contribute
- Being able to refer to course literature and to answer questions
- Participating in discussions about advantages/disadvantages of the project

#### *Written individual assignment*

The text will be commented on the following aspects:

- Presentation of the topic and coherence between the different parts,
- Connection to previous research, lectures, seminars and to course literature,
- Language, references.

### Summative assessment

The course will be examined by three different tasks that will be graded with Pass or Fail (EX01, EX02) and with a scale between A-F (EX03).

#### **EX01 Oral group report, 3,5 cr**

Students will work in groups with Group assignment 1 and 2. Written instructions will be handed out during sessions 2 and 7. The assignments are to be presented and discussed during sessions 6 and 10. A written documentation shall be handed in at the same time.

#### **EX02 Written group report from study visits, 4 cr**

Students will visit Swedish preschools, schools and/or organisations and do a comparison between the curricula from different countries and the UNCRC. Written instructions will be handed out during session 11 and the comparisons shall be presented, discussed and a short report (around 5 pages) shall be handed in during session 17.

#### **EX03 Individual paper, 7,5 cr**

Your learning will be assessed through an individual final course paper. Instructions will be given during session 12. The paper should have a coherent structure, including a short introduction that clearly sets out the aims and questions guiding your paper.

The paper shall use the issues studied during Assignment 2 as a starting point, and each student will have the opportunity to individually develop and deepen the topic. The aims and questions should be informed by the overall content of the course, with special consideration given to the UNCRC. You can select certain aspects of the course that were of particular interest to you, and explore these particular issues in greater depth.

You should ensure that the paper includes a conclusion, in which the major points are recapitulated.

The paper should be max. 10 A4 pages long, including a front page and a complete reference list. In assessing the final course paper, great importance will be given to correct reference use, and that citations are short and followed by page reference. **Plagiarism is not accepted in any form.**

Use type face Times New Roman, size 12, 1.5 spacing. The paper should be uploaded on Mondo not later than **Monday, November 2, 9 am.**

## Grade for the whole course

To get a grade for the whole course, all examinations must be finished with at least the grades G or E and all tasks presented in this Study guide as well as all make-up assignments must be fulfilled. The grade for the whole course is based on the grade of EX03.

## Re-examination and Fail

A student who has received a grade of E or higher may not take a re-examination for a higher grade. In addition, a registered passing grade may not be altered to Fail.

A student who receives the grade Fx once has the possibility of complementing the exam within two weeks after receiving the grade. If improvements are not done in the time allotted, the student is required to retake the examination.

A student who has received the grade of F, Fx or U twice on a given examination and by the same examiner may apply and be granted a new examiner. The application should be addressed to the director of studies.

There are two exam opportunities offered for all examinations during the relevant semester. The next opportunity will take place in March 2016. Students who want to re-take the examination shall contact the course administrator before February 28, 2016.

## Assessment criteria

### EX01 Group work

**G. Pass:** The student presents group work for discussion during seminars and hands in group documentation. The work should be well aligned with the course content with references to literature. All group members shall participate as active partners in the group. **U. Fail:** The student has not finished or presented the group work adequately.

### EX02 Written group report from study visits

**G. Pass:** The student presents the comparisons about schools and curricula for discussion during a seminar and hands in a short paper (around 5 pages). The work should be well aligned with the course content with references to literature. All group members shall participate as active partners in the group.

**U. Fail:** The student has not handed in or presented the comparison adequately.

### EX03 Individual paper

**A. Excellent.** The area of knowledge is systematically described and with a critical analysis. The course literature and the UNCRC are used in a structured way in a critical analysis expose issues and problems. The essay is well written and coherent with a consequent use of a reference system.

**B. Very Good.** The area of knowledge is systematically presented and critically analysed with relevant course concepts, especially with links to relevant articles in the CRC. The essay is well written and coherent with a consequent use of a reference system.

**C. Good.** The area of knowledge is described, analysed and discussed with relevant course concepts, especially with links to relevant articles in the CRC. The essay is coherent with a consequent use of a reference system.

**D. Satisfactory.** The area of knowledge is described and discussed with help of relevant course concepts. The essay is coherent, and follows a reference system.

**E. Adequate.** The area of knowledge is described and discussed with help of course concepts and discussed. The essay is structured and follows a reference system.

**Fx. Insufficient.** The essay has one or several shortcomings, but the shortcomings are regarded possible to be attended to within two weeks. Shortcomings include: the area of knowledge, references to course literature, the paper does not show adequate command of the English language, and/or does not have a satisfactory reference system.

**F. Fail.** As Fx, but the shortcomings are regarded too extensive to be attended to. The student must hand in a new text.

## Evaluation

Students are invited to participate in discussions about the course and are free to bring up suggestions for changes during the course. An on-line evaluation form will be distributed to all students at the end of the course.

## Course Literature

de Block, L., & Buckingham, D. (2007). *Global children, global media: Migration, media and childhood*. Basingstoke: Palgrave Macmillan. (140 pp.)

Engdahl, I., & Årlemalm-Hagsér, E. (2014). Education for sustainability in Swedish preschools: Stepping forward or out-of-step? In J. Davis & S. Elliott (Eds.), *Research in early childhood education for sustainability: International perspectives and provocations* (pp. 208-224). London: Routledge. (17 pp.)\*

Jenks, C. (2005). *Childhood* (2 ed.). London: Routledge. (Optional part; 60 pp.)

Kehily, M. J. (Ed.). (2013). *Understanding childhood: A cross disciplinary approach* (2 ed.). Bristol: Policy Press. (150 pp.) This book replaces the book by Woodhead & Montgomery, that is out of stock.

Mohme, G. (2014). Imagined adulthood under transition: Somali-Swedish girls' life-planning in a late modernity context. *Gender and Education*, 26, 432-447. (16 pp.)\*

Sterling, S. (2014). Separate tracks or real synergy? Achieving closer relationship between Education and SD, post 2015. *Journal of Education for Sustainable Development*, 8(2), 91-112. (22 pp.)\*

~~Woodhead, M., & Montgomery, H. (Eds.). (2003). *Understanding childhood: An interdisciplinary approach*. Milton Keynes: John Wiley & Sons; Open University. (150 pp.) Out of stock.~~

Wyness, M. (2011). *Childhood and society. An Introduction to the sociology of childhood*. New York: Palgrave MacMillan. (200 pp.)

United Nations. (1989). *The UN convention on the rights of the child*. New York: United Nations. (Available online)\*

## References

Engdahl, I., & Sandqvist, K. (2012). *Writing a thesis: A guide for scientific reports*. Stockholm: Stockholm University. (10 pp.)\*

*National curricula* (Available online)\*

*National reports to the UNCRC in Geneva*, with General recommendations from the Committee. (Optional country, available online)\*

*The Gothenburg recommendations on education for sustainable development.* (2008). (55 pp.)  
(Available online)\*  
UNICEF. *The state of the world's children.* (Optional annual report). (Available on-line)\*