



Europa-Universität
Flensburg



ZeBUSS
Zentrum für Bildungs-, Unterrichts-,
Schul- und Sozialisationsforschung

**International Conference of the Europa-University Flensburg (Germany)
and the University of Education, Winneba (Ghana) on**

Images of childhood and future: cross-cultural perspectives



29 June – 1 July 2017 at the Europa-University Flensburg, Germany

Programme

Day 1: Thursday, 29 June 2017

Location: Dänische Zentralbibliothek für Südschleswig (Central Danish Library), Norderstr. 59, Flensburg

17.00-18.00 Registration & Meet and Greet

18.00-21.00 **Vernissage:**

Zukunft im Bild. Jetzt – Hier und Dort

Exhibition of German, Ghanaian and Danish children's and youth's photographs and drawings about their future

Greeting

Henning Brüggemann (Mayor Flensburg)

Introductory statement by the curator of the exhibition

Richard Schindler (Freie Landesakademie Kunst, Germany)

Panel discussion:

"Science meets Art: Different perspectives on children's drawings and photographs?"

The Artist **Richard Schindler** in discussion with

Andrea Kleeborg-Niepage (Europa-University Flensburg)

Sandra Rademacher (Europa-University Flensburg)

Emmanuel Tamanja (University of Education Winneba, Ghana)

Gabriele Wopfner (Kirchlich-Pädagogische Hochschule Innsbruck, Austria)

Moderation:

Kathrin Fischer (Europa-University Flensburg)

Day 2: Friday, 30. June 2017

Location: Europa-University Flensburg, Building "Helsinki" (HEL), Room 065

08.00-09.15	Registration and Meet and Greet
09.15-09.30	Welcome by the organizers
09.30-10.30	Opening Keynote Yaw Oforu-Kusi (Ghana): <i>Researching children and young people in developing countries - an African perspective</i>
10.30-11.00	Coffee Break
11.00-13.00	Thematic Panel: Childhood, Culture and the Future I – African Perspectives <u>Chairs: Andrea Kleeberg-Niepage (Germany) & Kweku Esia-Donkoh (Ghana)</u> 11.00-11.30 Vivian N. A. Acquaye (Ghana): <i>Young but not clueless; exploring children's perception of a better future through creative writing</i> 11.30-12.00 Ina Gankam Tambo (Germany): <i>"Ambivalent Today for a better Future?!" Methodological reflections in exploring Child Domestic Workers' perceptions of today and visions of their future</i> 12.00-12.30 Emma Sarah Eshun (Ghana): <i>It's Fashionable: Children's perceptions of the influence of language use on Social Media Networks on their Academic language.</i> 12.30-13.00 Kweku Esia-Donkoh (Ghana): <i>Childhood and Study Habits: Perceptions of the Present and the Future</i>
13.00-14.00	Lunch break
14.00-15.00	Invited Keynote Gabriele Wopfner (Austria): <i>A „Seeing View“ on Children's and Young People's Drawings – the Documentary Method as a Methodological and Methodical Approach to Cross-Cultural Studies</i>
15.00-15.30	Coffee Break
15.30-17.00	Thematic Panel: Visual Data in Childhood Studies: Perspectives and Potentials I <u>Chairs: Maja S. Maier (Germany) & Emmanuel M. J. Tamanja (Ghana)</u> 15.30-16.00 Christos Varvantakis (UK): <i>Children's maps in ethnographic research: Projections, Reflections, Transgressions</i> 16.00-16.30 Sophia Becke (Germany): <i>A photo-based approach to attachment during middle childhood across cultures</i> 16.30-17.00 Michael Tressat & Sandra Rademacher (Germany): <i>Portraits as future perspectives. A comparison between German and Ghanaian photographs.</i>

Day 3: Saturday, 01. July 2017

Location: Europa-University Flensburg, Building "Helsinki" (HEL), Room 065

09.00-0930	Meet & Greet
09.30-10.30	Invited Keynote Oddbjørg Skjær Ulvik (Norway): <i>Risk discourses on childhood in the Global North</i>
10.30-11.00	Coffee Break
11.00-13.00	Thematic Panel: Childhood, Culture and the future II – Multicultural perspectives <u>Chairs: Vivian N. A. Acquaye (Ghana) & Oddbjørg Skjær Ulvik (Norway)</u> 11.00-11.30 Ulrike Auge (Germany): <i>"Glimpses of Hope in the Shadow of War" - Adolescence in Afghanistan</i> 11.30-12.00 Nina Helene Andersen (Norway): <i>Children's narratives about everyday life and imagined future. Methodological deliberations on a narrative approach to studying social inequality and children's participation</i> 12.00-12.30 Kawthar El-Qasem (Germany): <i>Images as intergenerational gift. Palestinian Oral transmission as cultural technique of visualization</i> 12.30-13.00 Ahmad Diponegoro & Mujidin Tumukmin (Indonesia): <i>Positive religious Experiences, and Quality of Life of Indonesian children Placed in Foster Care: An Exploratory Study</i>
13.00-14.00	Lunch Break
14.00-15.30	Thematic Panel: Visual Data in Childhood Studies: Perspectives and Potentials II <u>Chairs: Emma Sarah Eshun (Ghana) & Gabriele Wopfner (Austria)</u> 14.00-14.30 Emmanuel Tamanja (Ghana): <i>Images of the future: visions and expectations of children in orphanages in Ghana</i> 14.30-15.00 Andrea Kleeberg-Niepage (Germany): <i>Children's and young people's drawings: Reliable data in cross-cultural studies?</i> 15.00-15.30 Mujidin Tumukmin & Ahmad Diponegoro (Indonesia): <i>Children's drawings of their occupational preferences reveal their spiritual values. A preliminary study in Indonesia.</i>
15.30-16.00	Coffee Break
16.00-16.30	Closing Remarks

Day 2: Friday, 30. June 2017

Opening Keynote

Researching children and young people in developing countries - an African perspective

Yaw Ofosu-Kusi, University of Education, Winneba, Ghana

The 'paradigm shift' (Ennew and Swart-Kruger, 2003: 1) in our understanding of children and childhood and by extension, young people, about their capacity to shape their lives and that of their societies is an important clarion call in Africa because, according to UNICEF (2012), at an estimated average population growth rate of 2.1% from 2010 to 2030, Africa's population will be largely predominated by children and young people for many years. This enjoins us to take seriously their views and efforts to shape circumstances and exercise some control over their lives, considering the existential challenges many are confronted with. It further raises important questions about how we engage them in various social and economic settings.

However any engagement with children essentially ends in the development discourse. Everything in Africa reduces to development and changes for a standard of living that most people have never known to exist or minimally experienced. A primary focus on research on children is an analysis and interpretation of the current situation and the inherent drive for change for the betterment of the lot of children.

The main concern here is one of methods and, in particular, with the production of children's voices in different forms of research in Africa and what that might mean for an understanding of children.

Day 2: Friday, 30. June 2017

Thematic Panel:

Childhood, Culture and the Future I – African Perspectives

Chairs: Andrea Kleeberg-Niepage (Germany) & Kwaku Esia-Donkoh (Ghana)

Young but not clueless:

exploring children's perception of a better future through creative writing

Vivian N. A. Acquaye, University of Education, Winneba, Ghana

Most stories written for and about children were by adults who try to portray children's views, aspirations, fears and sentiments. Although based on their childhood experiences, and therefore worth telling, contemporary research shows significant differences between children's thoughts and actions and those of adults. Thus, effective research on children, which might lead to stories or construction of theories, must involve them. In line with this thinking, this study sought to explore children's perception of a better future in childhood through their creative writing. One school was selected and children between 12 and 15 years were selected to write the stories positioning themselves as protagonists. The best twenty were subjected to close reading and text analysis, with particular attention to their presentation of details on incidences, characters, conflicts and resolutions. Those details focused more on time spent in school while their minimal time at home focused mostly on things they lacked. They presented themselves as hardworking, hopeful, brilliant and successful. They emphasised conflicts between their parents and siblings more than between their friends who gave solace when conditions at home became unbearable. Their resolutions portrayed their "antagonists" as finally accepting them for who they were. It could be deduced from the stories that children have a good appreciation of their dependency and for that reason wish for a good relationship with their parents exemplified in the provision of their needs. Nevertheless, they want as much space as possible in decision making.

"Ambivalent today for a better future?!" Methodological reflections in exploring child domestic workers' perceptions of today and visions of their future

Ina Gankam Tambo, Ruhr-University Bochum, Germany

The research project on child domestic workers in Nigeria was designed within the scope of Childhood Studies (CS) and International and Comparative Education (ICE). In this, the conditions of socialisation and the measures of intervention were investigated. However, this oral presentation focuses on the methodological approaches of the study and discusses the question: *Why should and how could CS and ICE be combined to explore cross-cultural research on childhoods in the global south?*

Child-centred, ethnographic research approaches enable the exploration of the children's *own* perceptions of their working and living conditions as well as *their own* perceptions of

possible measures of intervention. Multidimensional approaches, which are particularly set forth in ICE, analyse interpretations of child-related policy making. Furthermore, effects of political, economic, ecological, social and cultural processes are examined with respect to national, international and transnational dimensions. The results can be triangulated and enable to illuminate the blind spots left, if only one discipline was followed.

Research on child domestic workers demands overcoming national biases in cross-cultural research of varieties of childhoods. The case studies illustrate that answers to interventional measures to improve their living and working circumstances, are not always unequivocal, but might appear ambivalent, instead. These children are regarded a highly vulnerable group. They migrated from rural areas to work and live in households in Nigeria's urban spaces, hoping for a better future in terms of better education, chances to upward social mobility and inclusion in modern urban life. However, most of them are confronted with child rights violations and various forms of maltreatments at their workplace. Hence, this approach might contribute to a better understanding of these children.

It's fashionable: Children's perceptions of the influence of language use on social media networks on their academic language.

Emma Sarah Eshun, University of Education, Winneba, Ghana

Social media networks have gained prominence in the wake of the 21st century, and they are now the *de facto* global means of communication and information delivery using the internet and mobile devices. One of the most important characteristics of this novelty is the fascinating transformation in the language component of communication, particularly, the novel communicative symbols including vowel-free words, for example 'txtng' (Crystal, 2008). The social media communication in its extensive and varied reach is destabilizing the strength in children's use of Standard English in the academic discourse. This study sought to explore children's perceptions of the influence of social media language on their academic language. Three schools were selected from three districts. 60 Children between the ages of 12 and 17 were selected for the study. Interviews and questionnaire were the main instruments for data collection. Findings showed that although the participants were from different backgrounds, they identified the same lexical orthographic creations as a means by which they communicate on social media. Also, children view social media language (SML) as a language used purposely on social media and thus sound fashionable. Interestingly, they revealed that the risk discourse rate vis a vis academic language is negligible. It was also found out that, in spite of its supposedly negative influence on their future academic language, their experiences with social media will enhance their cognitive development, build their self-confidence, and shape their social identity. Conclusions drawn from this study indicate that children may either not be aware of the long term effects of the use of language deviations on their standard English or they are intentionally refusing to acknowledge the dangers these unconventionalities may pose on their academic language (Mingle and Adams, 2015).

Childhood and Study Habits: Perceptions of the Present and the Future
Kweku Esia-Donkoh, University of Education, Winneba, Ghana

Based on Bakare's (1977) study habit theory, this study investigated the perception of children in public basic schools in Ekumfi District in the Central Region of Ghana on their study habits considering the present (nature and challenges) and the expectations for the future. The descriptive survey design in the form of mixed methods was used. Through stratified random sampling technique 380 children were obtained for the quantitative aspect of the study while ten children were conveniently sampled for the qualitative aspect. Data were collected using a questionnaire and a semi-structured interview guide. Quantitative analysis was done by using descriptive statistics (mean, standard deviation) while qualitative data was analysed using a thematic approach. It was revealed that the dominant study habit practiced by the children was examination-related, followed by homework and assignment, concentration, reading and note-taking, and time management. Inability to recollect information learnt, poor reading ability, poor spelling, high text/examination anxiety, studying many subjects at a time, and lack of parental support were identified as some of the challenges the children faced in their studies. The children were of the view that the following aspects would help improve their study habits: regular symposia on strategies (including time management) to learn effectively, remedial lessons by teachers on reading skills, and bye-laws by the School Management Committee (SMC) and Parent Teacher Associations (PTAs) to monitor and prevent children from loitering and watching videos at night. It is thus recommended that guidance and counselling programmes in public basic schools in the district should be strengthened by the Ghana Education Service (GES) so that children would be counselled on the need to develop effective and appropriate study habits. In-service training should be organized by GES for teachers to adopt teaching techniques that suit the children's study habits.

Key words: childhood, perceptions, study habits, nature, challenges, future strategies

Day 2: Friday, 30. June 2017

Invited Keynote

A „Seeing View“ on Children’s and Young People’s Drawings – the Documentary Method as a Methodological and Methodical Approach to Cross-Cultural Studies

Gabriele Wopfner, Kirchlich Pädagogische Hochschule Innsbruck, Austria

Some general remarks concerning the methodological background of the Documentary Method - the Praxeological Science of Knowledge - open the presentation and lead to methodological and methodical reflections on how to reconstruct the modi operandi of children’s and young people’s images of the future through their drawings. The challenge of understanding and interpreting foreign realities of both a younger generation on the one hand and a foreign culture on the other hand will be discussed. The practice of documentary interpretation of pictures is demonstrated using a drawing of a young girl’s struggle to find her identity. The fact that the cross cultural study in question deals with a data of more than 100 drawings leads to further methodical and methodological reflections on how to differentiate the multidimensionality of the conjunctive spaces of experience in order to create typifications.

Day 2: Friday, 30. June 2017

Thematic Panel: Visual Data in Childhood Studies: Perspectives and Potentials I

Chairs: Maja S. Maier (Germany) & Emmanuel M. J. Tamanja (Ghana)

Children's maps in ethno-graphic research: projections, reflections, transgressions

Christos Varvantakis, University of Sussex, UK

What can children's maps of their neighbourhoods tell us about children's perceptions of, and relationships to, the public sphere? This presentation discusses transgressive, reflective and imaginative aspects of children's cartography and considers these as politically-laden gestures which relate to negotiations around public space access and power relations. I will draw on data from the ERC funded Connectors Study, a longitudinal comparative ethnography with children and their families in Athens, London, and Hyderabad, which investigates the relationship between childhood and public life. Within the course of the ethnographic fieldwork we have employed a wide range of creative methods, such as, e.g., walking, map-making, and photography, in order to explore children's everyday lives and perceptions and experiences of their urban realities. In this presentation I will discuss aspects of children's map-making by drawing on a case-study from Athens in order to explore the analytical potential that such a methodological tool provides, and under this light I will briefly consider examples from the London and Hyderabad sample. I will be discussing how children's map-making may be both a tool to access children's views on their experience of their urban surroundings, as well as a medium to be employed for the critical projection of desires and critiques with respect to children's relationship to their lives beyond the domestic and private spheres.

A photo-based approach to attachment in middle childhood across cultures

Sophia Becke, Goethe University Frankfurt, Germany

Attachment research constitutes one of the most fundamental areas of childhood research in psychology. Yet, the attachment discourse widely lacks a cross-cultural examination both theoretically and methodologically, mostly focusing on Eurocentric concepts of attachment and family structures (Keller 2016). These limitations however can be overcome by a trans-disciplinary approach, integrating child-centered anthropology into psychological research (Weisner 2005; Montgomery 2009).

In order to assess the children's own point of view across cultural and age-based gaps, we selected Photo Elicitations Interviews to investigate who children consider to be their attachment figures and how a feeling of security is established in a specific ecocultural context. This method enables children to independently express their own attachment representations. Two samples of children during middle childhood in both a German middle-class setting and an Agrarian Cameroonian clan (N=20) were assessed to investigate and compare the influences of the overall developmental setting on children's concepts of attachment.

Our results demonstrate that children's constructional patterns and selections reflect overall cultural themes and ecological conditions of their surroundings.

We discuss how ethnographic methods offer creative techniques that could be inspiring additions to the spectrum of psychological assessment and how child-centered approaches strengthen children's agency as experts of their development in childhood research. We also reflect on the relevance of cross-cultural research for the future of attachment theory.

Portraits as future perspectives.

A comparison between German and Ghanaian photographs

Michael Tressat & Sandra Rademacher, Europa-University Flensburg, Germany

Day 3: Saturday, 01. July 2017

Invited Keynote

Risk discourses on childhood in the Global North

(Oddbjørg Skjær Ulvik , Oslo and Akershus University College of Applied Sciences, Norway)

Contemporary organizations of childhood in the Global North is increasingly informed by risk discourses. That means that care practices are accounted for as prevention of an anticipated 'risk' in the near or distant future. 'Risks' may be related to children's bodies, health or development. Risk' constructions may be regarded as political tools, legitimizing certain kinds of childhood policies and practices (Burke & Duncan, 2015). Risk discourses imply a temporality dimension by privileging future over here and now (Qvortrup, 2009). The discursive formation of 'risk', the conception of care practices primarily in terms of their long term effects, may affect children's everyday life here and now. The significance of 'risk' is contextually embedded, and mirrors the actual society's belief systems (Douglas, 1992). In the minority developed world, 'risk' constructions are widely claimed to be scientifically based. Risk perspectives are called for in research programmes, and research may thus be regarded as producers of 'risk' constructions. Rather than being neutral and evidence based, 'risk' constructions may be seen and explored as situated, as well as classed, gendered and ethnized (Ulvik, 2017). Risk discourses actualize empirical, epistemological and ethical questions, which will be discussed. The discussion will be exemplified by a case; regulations of food practices in Norwegian kindergartens.

Day 3: Saturday, 01. July 2017

Thematic Panel: Childhood, Culture and the future II – Multicultural perspectives

Chairs: Vivian N. A. Acquaye (Ghana) & Oddbjørg Skjær Ulvik (Norway)

“Glimpses of Hope in the Shadow of War” - Adolescence in Afghanistan

Ulrike Auge, International Psychoanalytic University Berlin, Germany

In this contribution, I reflect how the search of identity in adolescence is influenced by cultural and social contexts. My consideration is based on 27 qualitative interviews with young people from Afghanistan. The interviews were conducted as part of the research project ‘Glimpses of Hope in the Shadow of War’. The aim of the project was an empirical investigation of the consequences of traumatic experiences and collective violence on the identity, agency and imagination of society for youngsters in Afghanistan. Referring to the material, I will work out the coping strategies that are developed by the interview partners to deal with their ambivalent and precarious living conditions. At this point, it becomes clear that the Afghan youth overcome their search for identity with other strategies as western developmental psychology suggests.

The following coping strategies have resulted from my analysis: 1) the imagination of a peaceful and self-determined future, 2) the hope of education, 3) religious beliefs, and 4) coping with adolescence through identification instead of rebellion. This thesis implies that youngsters solve the tasks of adolescence through identifying themselves with the cultural norms and values rather than revolting against them. From a western perspective, adolescence means cutting off family ties. This process goes hand in hand with a phase of intense narcissism and the desire to find one’s own principles and aims in life. The interviews, however, draw another picture of the coming-of-age motif. Young people prioritize the cultural narrative of respect and responsibility. They identify themselves with the ideal image of a good, brave, and wise person. In the context of war, civil conflicts, and corruption in Afghan society, this appears to be an important psychosocial resource.

Children’s narratives about everyday life and imagined future. Methodological deliberations on a narrative approach to studying social inequality and children’s participation

Nina Helene Andersen, Oslo University College of Applied Science, Norway

The capital of Norway is a class-divided and ethnically divided city. Previous studies on children’s living conditions in Oslo have shown that social inequality is affecting children’s participation in everyday life, and their views of future possibilities. Children are to various degrees met by cultural expectations to have plans and aspirations for the future. Personal narratives are based on experiences of the past and present, and shape ideas and expectations of what is possible and not in the future, - ideas that might also play a part in children’s everyday life in the present, and in their moves towards the future. My project is based on the need for further exploration of children's subjective meaning making as social partici-

pants, as it appears in their stories, and in light of their social reality as participants in a complex cultural and discursive landscape.

In this paper I discuss the early stages of the project, from a theoretical and methodological point of view. I ask how the use of a constructionist, narrative research methodology with children from different socioeconomic environments in Oslo, can be fruitful to explore social participation in children's imagined futures and everyday life. The opportunities and challenges in this project's design are discussed by reflecting on two methods, both invited narratives from 12-year-old children attending their last year of primary school. The first method is a written prospective narrative about "One day in my life when I am 30 years old". The second method is a life mode interview about "Yesterday: one day in my life now". I will compare these methods and discuss what kind of knowledge this methodology can provide when researching social inequality and participation amongst children.

Images as intergenerational gift
Palestinian Oral transmission as cultural technique of visualization
Kawthar El-Qasem, Bauhaus University Weimar, Germany

What if everyday life is interrupted abruptly and massive loss occurs? What if the frame of everyday life is violently changed? In case of flight, displacement or ethnic cleansing loss immediately impacts the concerned individuals' and communities' access to images. Photographs as materialised images as well as the vision of their usual environment can no longer be acquired. Hence, the intertwined processes of internalisation and externalisation are fundamentally affected.

Which strategies do marginalized communities develop to provide access to those lost images? And what significance do these images have for dealing with the present and thinking a future?

For almost seventy years Palestinians have been exposed to processes of deculturalisation that cause deformation of what they consider to be their own culture as well as acceleration of social fragmentation and weakening the individual and the collective. Consequently, pursuing common goals becomes difficult and thinking a future is fundamentally impaired. Massive loss divests them of reference points for their own culture and identity in the past and the present. For them, deculturalisation manifests in disruptions on the performative scale and is perceived as intervention and obstruction on the acquisitional scale that results in vulnerable circumstances for raising future generations.

However, researching Palestinian Oral History among Palestinian refugees in Jordan, the Westbank and Israel, oral transmission turns out to be a cultural technique of visualization. Reproduced, created and processed through oral accounts, (tilted) images of childhood and future, of the outer and the inner vision and their interplay become pivotal for providing future generations with relevant objects of acquisition.

This paper presents the results of a Grounded Theory Study that reconstructs the practice of Palestinian Orality and discovers the strategy of inversion as Modus Operandi of Palestinian oral transmission.

Positive religious Experiences, and Quality of Life of Indonesian children Placed in Foster Care: An Exploratory Study

**Ahmad Muhammad Diponegoro & Mujidin Tumukmin,
Ahmad Dahlan University Yogyakarta Indonesia**

In Indonesia, little research has been conducted regarding exposure to positive religious experiences, mental health, and quality of life (QoL) among foster children. This study examined the association between positive religious experiences and mental health, and QoL in Indonesian foster children relative to age-matched Indonesian family children. Data were obtained from 33 Indonesian foster children and 33 Indonesian children ages 6 to 17 years living in family homes. Standardized self- and proxy-report measures were used. Foster children reported more positive religious experiences than controls in terms of gratitude and forgiveness and both emotional and physical well-being. Children living in foster care had a significantly higher rate of social connectedness and family connectedness, displayed greater behavioral and emotional well-being, and reported a higher QoL.

Indonesian foster children endured more positive character that enhance mental health and QoL than age-matched peers living with their families. These findings have implications for out-of-home care services in Yogyakarta Indonesia, highlighting the need to implement not only appropriate religious-focused treatments but also appropriate prevention strategies.

Keywords: positive religious experiences, foster children, mental health, quality of life

Day 3: Saturday, 01. July 2017

Thematic Panel: Visual Data in Childhood Studies: Perspectives and Potentials II

Chairs: Emma Sarah Eshun (Ghana) & Gabriele Wopfner (Austria)

Images of the future: visions and expectations of children in orphanages in Ghana

Emmanuel M. J. Tamanja, University of Education, Winneba, Ghana

The demise or incapacitation of parents has debilitating indelible effects on children and their aspirations for a meaningful life. In Ghana and other African countries where the family network and support systems are weakening, due mainly to urbanisation and ineffectiveness of state institutions, children's dreams are shattered due to family raptures such as death, imbecility and incapacitation of a parent. Orphanages and foster homes play important roles in mitigating such effects on children and rekindle their hopes for a brighter future. This study is mainly qualitative and explores the aspirations of children through images in Effutu Municipality of Ghana. Using a combination of interviews and drawings of 18 children in orphanages and foster homes about their future, the study found that children are very optimistic with varying levels of expectations, and engaged in active learning when provided the opportunity to achieve their dreams. These expectations include pursuing education to the university level, pursuing prestigious professions, aspiring to top management positions at future places of work and entrepreneurship. The study concludes that children disadvantaged by destructive life course events need support to realise their dreams. It recommends strengthening and resourcing state institutions, individuals and private sector actors providing such services to disadvantaged children to ensure that all children in Ghana have access to education to realise their dreams.

Keywords: orphan; children; images; aspiration; family rapture; foster home

Children's and young people's drawings: Reliable data in cross-cultural studies?

Andrea Kleeberg-Niepage , Europa-University Flensburg, Germany

In research with children and youth, the question of how to obtain data that is not only adequate to receive children's perspective but that is also valid in the sense of allowing the researcher to generate theoretical ideas about childhood or adolescence, has been discussed for decades. Especially the issue of methods mainly based on the use of language, such as interviews or group discussions, has been raised when very young children or cultural comparative studies are concerned.

So, in our cross-cultural research on children's and young people's images of the future in Ghana and Germany, these questions naturally came up as well. One solution, at least at first sight, seemed to collect visual data such as drawings or photographs that only need minimal

verbal instructions and especially in the case of drawings connects to everyday activities of children in both cultures.

At second sight, new questions arise when it comes to the analysis of such data. Which methods are useful and which methodological frameworks do they bring along? And, what can be the insights out of such kind of analyses in reference to childhood and adolescence in Ghana and Germany?

By an exemplary analysis I am going to show the potentials of reconstructive analyses of children's drawings for cross-cultural research on childhood and youth.

Children's drawings of their occupational preferences reveal their spiritual values.

A preliminary study in Indonesia

Mujidin Tumukmin & Ahmad Muhammad Diponegoro

Ahmad Dahlan University Yogyakarta Indonesia

This study explores the occupational preferences of 18 children's drawings between the age of 7 and 12 years at a religious evening school which does not give the children the drawing lesson. The children are also studying in elementary school during morning hours. All of the children are living in urban Yogyakarta, Indonesia.

The children were asked to make a drawing of 'what they would like to be when they grow up'. The qualitative analysis of the data revealed that several pictures confirmed the findings made in previous studies. Similar to the previous findings, gender affects the choice of gender-typed occupations, as indicated by the boys' more frequent choice of 'traditionally masculine occupations' and so did the girls. Several data did not confirm the findings made in the previous studies. For example, the educational background of the father did not affect children's stereotyped choices. The new finding was that religious values influenced the children's drawings. For example, the uniforms and dresses in the drawings represent some religious values in the children's community.

Keywords: occupational choice, gender roles, religious value