

SPEAKERS



AITKEN, Stuart C.

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Dr. Stuart C. Aitken is Professor of Geography and June Burnett Chair at San Diego State University (SDSU). He also directs the Center for Interdisciplinary Studies of Young People and Space (ISYS) at SDSU. Stuart's research interests include critical social theory, qualitative methods, children, youth, families and communities. His recent books include 'The Ethnopoetics of Space and Transformation: Young People's Engagement, Activism and Aesthetics' (Ashgate 2014), 'The Fight to Stay Put' (Verlag 2013), 'Young People, Border Spaces and Revolutionary Imaginations' (Routledge 2011), 'Qualitative Geographies' (Sage 2010), and 'The Awkward Spaces of Fathering' (Ashgate 2009). Stuart has published over 200 papers in academic journals and edited book collections. He is past co-editor of the journals, 'The Professional Geographer' and 'Children's Geographies: Advancing Interdisciplinary Understanding of Younger People's Lives'. Stuart has worked for the United Nations on issues of children's rights, migration and dislocation.



CHENEY, Kristen

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Trained as an anthropologist, Kristen Cheney now teaches Children and Youth Studies for the International Institute of Social Studies, a graduate development studies institute in The Hague, Netherlands. Dr. Cheney's research has focused on children's survival strategies amidst difficult circumstances, mainly in Eastern and Southern Africa. Her first book, *Pillars of the Nation: Child Citizens and Ugandan National Development* (2007), looks broadly at the social intersections of childhood and nationhood in international development. Her forthcoming book, *Crying for Our Elders: African Orphanhood in the Age of HIV/AIDS*, draws on youth participatory ethnographic research with orphans and vulnerable children (OVC) to examine issues of social exclusion, policy, and protection for children affected by HIV/AIDS. Dr. Cheney has participated in research, consultancy, and capacity-building projects in Africa, Europe, and the Middle East on issues from children's rights to youth sexual and reproductive health. Her work takes an explicitly child-centered approach that considers how children experience and respond to the various hegemonic institutional and structural elements of global and local development practices.



DE NUTTE, Leen

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Leen obtained her master's degree in Educational Sciences (option Special Education) at Ghent University in 2013. She wrote her qualitative dissertation on attachment among war-affected adolescents who attended

services at the Gulu Mental Health Unit in Northern Uganda. Also, she did her internship at CCVS-Uganda, a community mental health outreach centre in Lira, Uganda. Since 2014, she works at the Department of Social Work & Social Pedagogy, Ghent University, where she's writing a PhD on upbringing in a context of prolonged collective violence in Kitgum, Northern Uganda. She is also supervising the activities of CCVS-Uganda.



DERLUYN, Ilse

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Ilse Derluyn obtained her PhD in Pedagogical Sciences at Ghent University (Belgium) and is currently affiliated as lecturer to the Department of Social Work and Social Pedagogy, Ghent University, where she teaches courses in migration and refugee studies. Ilse is also heading the interdisciplinary Centre for the Social Study of Migration and Refugees (CESSMIR) at Ghent University, and co-director of the Centre for Children in Vulnerable Situations (CCVS), an interuniversity cooperation. Ilse's main research topics concern the psychosocial well-being of migrant and refugee children, child soldiers, unaccompanied minors, war-affected children and victims of trafficking.



DE ROOVER, Jakob

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Jakob De Roover is an assistant professor at the Department of Comparative Science of Cultures, Ghent University, Belgium. His research focuses on the comparative study of politics, secularism, and religion in Europe and India. It is part of a larger research programme developed by S. N. Balagangadhara, called 'Vergelijkende Cultuurwetenschap' in Dutch ('Comparative Science of Cultures' in English), which aims to decolonise the social sciences and humanities.



DE VISSCHER, Sven

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Dr. Sven De Visscher is lecturer and researcher in the field of social pedagogy and social work at University College Ghent. He holds a PhD degree in educational sciences (2008). His PhD research focussed on the social pedagogical meaning of the neighbourhood for children. His current research interests include child friendly and age friendly cities; processes of community development in close relation to social work, adult education and community arts practices within the urban context; youth work and youth policy. He is also connected to a local leisure center for disadvantaged youth in the city of Ghent.



DUROJAYE, Ebenezer

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Ebenezer Durojaye is Associate Professor of Law and Head of the Socioeconomic Rights Project at the Dullah Omar Institute, University of the Western Cape, South Africa. His research interests include human rights issues raised by access to HIV/AIDS treatment, the intersection between gender inequality and HIV/AIDS response in Africa, women's health and adolescents' sexual and reproductive rights in Africa. He has written widely on these issues in international journals. He is the co-editor of *Strengthening the Protection of Sexual and Reproductive Health through Human Rights in the African Region* (PULP, 2014). He is one of the Independent Experts of the African Commission on Human and Peoples' Rights Committee on the Protection of the Rights of People Living with HIV (PLHIV) and those at Risk, Vulnerable to and Affected by HIV.



GORDON, David

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Prof. Dave Gordon currently holds the posts of Professor of Social Justice and Director of the Townsend Centre for International Poverty Research at the University of Bristol. He has an international reputation for research into issues of poverty and social justice and has written and edited over a hundred books, papers and reports on these subjects. He was a member of various expert groups, amongst others at the United Nations and the EU, worked as an advisor for organisations like WHO and UNICEF and advised governments all over the world on child and youth poverty issues.



HOFFMAN, Simon

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Dr. Simon Hoffman joined Swansea University in 2006. Prior to that, he worked in legal practice (since 1997) and in the NGO sector (1986-96). His current research is on human rights, with a focus on economic and social rights, and children's rights, especially how these are implemented and given effect in political devolution and multi-level governance. He is interested in structures and processes that embed human rights through the functions of regional and local government, and public welfare institutions. The objective of his work is public engagement and impact (outcome and change). Since 2012, he has been Co-director of the Wales Observatory on Human Rights of Children and Young People. In addition, he is Programme Director for the LLM Human Rights (Human Rights and Contemporary Challenges), and MLaw Human Rights at Swansea University.



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Lydia Namatende is doctoral candidate, fellow of BOF, based at the Center for Research on Culture and Gender in the Department of Languages and Cultures of Ghent University, Belgium. She is an assistant lecturer at Uganda Martyrs University, Nkozi. Her research is about “Studying Teachers' Lives: Tellings Stories with and about Female Teacher Educators' Gendered Lived Experiences in Uganda.”



PATHAN, Sufiya

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Dr. Sufiya Pathan is Assistant Professor at SDM P.G College, Ujire in Karnataka, India. She comes from a background of English Literature and Cultural Studies and is currently a researcher within the research programme of the Comparative Science of Cultures.



TISDALL, Kay

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Kay Tisdall is Professor of Childhood Policy at the University of Edinburgh and Co-Director of the Centre for Research on Families and Relationships. She has an in-depth interest in children and young people's participation, based on her practical policy work supporting children and young people to have an impact on decision-making and her academic research. She has published widely on the topic, including the collaborative book 'Children and Young People's Participation and Its Transformative Potential: Learning from across countries'. For further information, see her profile at http://www.sps.ed.ac.uk/staff/social_policy/tisdall_kay.



VAN BUYTEN, Kristien

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Kristien Van Buyten has a background in Law and Criminology and has extensive work experience in human rights, child rights and child protection in academic settings, NGOs as well as UN. Ms Van Buyten started her career at the International Centre for Children's Rights at Ghent University, where she worked from 2003 until 2005. Afterwards, she built up several years of field experience on topics such as (child) migration and trafficking, the reintegration of child soldiers, and child labour in rural Tanzania, Mali, Burundi and eastern DRC. From June 2010 until June 2013, Ms Van Buyten was associate human rights officer at the Regional Office for West Africa of the Office of the UN High Commissioner for Human Rights (OHCHR), based in Dakar, Senegal. Since August 2013, she is the regional child protection advisor for West Africa for Terre des hommes

foundation. The main focus of her work is on the protection of children on the move, economic exploitation of children and child protection system strengthening. Ms Van Buyten is currently based in Cotonou, Benin.



VERSMESSE, Indra

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Indra Versmesse studies at the University of Ghent and obtained a Masters in Social Work (2011) and a Masters in Conflict and Development (2013).

For this last Masters dissertation, she did fieldwork in a South African township where she examined how young people give meaning to the many, often violent protests for better public services in their neighbourhood.

Since October 2013, she is working as a PhD student at the department of Education, Culture and Society, Faculty of Psychology and Educational Sciences, KU Leuven. In her doctoral research, she focusses on the role of education as part of humanitarian aid. In this she will look at how refugees themselves give meaning to education and how these practices intervene in their dealing with traumatic experiences of violence, conflict and encampment. She conducts fieldwork in refugee camps in western Uganda.