Abstracts

Wednesday, 10 July 2013

PANEL 1: Contemporary: Participants, witnesses, victims (I)

Christine Balarezo and Marijke Breuning (University of North Texas, USA)

Enduring peace with children? Displaced populations, orphans, and civil war

Why do some civil wars end with enduring peace, while others erupt in vicious cycles of continued violence? There exists substantial research that considers various factors that determine civil war settlements and peace duration (Walter 1997; Hartzell et al. 2001; Hartzell and Hoddie 2003; Fortress 2004; Walter 2004; Bapat 2005; Roeder and Rothschild 2005; Mattes and Savun 2009). Yet, little research has examined the role internally displaced persons (IDPs) - particularly orphaned children among them - play in further destabilizing countries that experienced civil war, although some research suggests a link between orphan bulges and instability. We argue that countries with larger numbers of IDPs are also quite likely to have larger orphan populations, and the coincidence leads to further destabilization: rebel groups and traffickers can easily take advantage of these vulnerable populations by (forcibly) conscripting these (orphaned) children into war as soldiers, or trafficking them for other exploitative purposes. Hence, IDPs and orphan populations may yield a vicious cycle of conflict. This dynamic suggests that careful attention to the plight of IDPs and (orphaned) children may enhance the possibilities for a settlement of civil war that leads to a more durable peace.

Dr. Marijke Breuning, Professor and current Editor of the American Political Science Review, is an International Relations scholar who specializes in foreign policy analysis, and international political economy, particularly foreign aid. She has done considerable work
related to political psychology, constructivism, political development, and women’s issues. She has held major leadership positions in the foreign policy analysis sections of both APSA and ISA, and has served as Vice-President of ISA. In addition, she was editor of the *Journal of Political Science Education*, the journal of the APSA Political Science Education Section, published by Taylor and Francis/Routledge.

**Christine Balarezo** is a PhD Candidate in the Department of Political Science at the University of North Texas. She specializes in Comparative Politics, with an emphasis on human rights, human trafficking, exploitation of women and children, violence, civil war, and political economy, and a regional focus on Latin America. She is currently completing her dissertation, which examines the causal mechanisms that are at the root of trafficking in human beings.

**Esther Chelule (Egerton University, Kenya)**

**Children as victims, witnesses and participants in armed conflict: Our lost future humanity in Africa**

“Children are a heritage from the Lord” Psalm 127:3 but, they have been made to fight wars they never caused. It is estimated that there are up to 300,000 children are involved in more than 30 conflicts worldwide, two million children have been killed in conflict, over one million have been orphaned, over six million have been seriously injured or permanently disabled and over ten million have been left with serious psychological trauma, uprooted from their homes and communities, internally displaced or refugees, or separated from their parents and families, subjected to sexual abuse and exploitation. It is estimated that over the last 15 years 10,000 children have been abducted by the Lord’s Resistance Army (LRA) around Gulu in northern Uganda, alone. Child soldiers have executed innocent civilians, amputate, rape women, destroy property, among other horrific atrocities often high on marijuana or crack cocaine, especially in West Africa, Uganda and The Republic of Congo. This paper attempts to answer the following questions: - Why has it been difficult to fight rebels and those who use child soldiers in Africa? - What policies need to be revised in order to put an end to the shame of Africa? - Do child soldiers have a future? What kind of future do they have in Africa? - Does the world, including UN really care that our children are fighting the war they never caused?


**Obediah Dodo (Bindura University of Science Education, Zimbabwe)**
Children as victims, witnesses and participants in armed conflict: Case of Mashonaland Central Province, Zimbabwe

In 2008, Zimbabwe had its 7th General election in its 32 year old independence which was marked by extreme violence, lawlessness and political polarisation. Some regions experienced unprecedented levels of political intolerance and violence so much so that thousands of people were either maimed or killed. This discussion seeks to look at the level of children’s participation and or their victimisation during this era of political violence with specific focus on the province of Mashonaland Central. Mashonaland Central province has traditionally been one of the strong-holds of the ruling ZANU PF political party, which has however been infiltrated by the opposition MDC during the mid-2000 period. The nature of the political violence had been structured in a way whereby the youth members of ZANU PF party would identify and persecute all members and sympathisers of the opposition parties as a way of instilling fear and keeping them away from their polling stations. The gravity of polarisation and violence had reached alarming levels that even children had either joined in or watched their family members being tortured and persecuted. Following this conflict, the ‘Chibondo’ disused mine shaft mass grave was discovered in the same province. This paper is an extract from a research conducted on post-2008 political violence in Mashonaland Central province.

Obediah Dodo: Lecturer at Bindura University of Science Education in the area of Peace and Governance. I hold a master’s degree in Peace and Governance from Africa University and currently a Doctoral candidate. I have been an Intelligence Officer for 16 years with the Central Intelligence Organisation.

Stacey Hynd (University of Exeter, UK)


The emergence of child combatants is often taken as evidence of the depoliticization and criminalization of contemporary African conflict. However, ‘new war’ theories do not fully account for the origins, spread or international impact of the phenomenon. This paper argues that a rigorous historical contextualization of children in African conflicts, and a historized reading of the evidence upon which current claims are based, are necessary to developing a stronger understanding of child combatants in Africa. The first section uses extensive archival research to establish that whilst existing humanitarian and political narratives find the emergence of child combatants in Africa’s contemporary conflicts, children in fact played significant roles in criminal/political unrest, mass violence and war from 1950-80s but their involvement has been largely omitted from public histories of anti-colonial and liberation-era struggles, partly in response to new humanitarian narratives surrounding childhood. Shifting patterns of child combatant experience will be identified. The second section argues that the modern ‘child soldier’ phenomenon is only partly linked to empirical evidence, and owes much of its international impact to liberal humanitarianism and political discourses. The section’s empirical foundation is an analysis of humanitarian reports from c.1990-2000, including the Machel Report, contextualizing their shifting methodologies and representations of child combatants against international and African human rights/humanitarian formations and political discourses. Overall the paper historically locates
child combatants within the wider crises of (post-)colonial states, the ‘youth revolutions’ facing African societies, patterns of child labour and delinquency, as well as historical constructions of race and childhood in Africa.

Stacey Hynd gained her D.Phil in History from Oxford in 2008, lectured at Cambridge, and is now Lecturer in African History at Exeter. Her previous research has focused on African legal and criminal history, capital punishment, state violence, gender and juvenile delinquency. She is currently undertaking BA/Leverhulme-funded research on the history of child combatants in Africa.

PANEL 2: International rights, law and welfare (I)

Laurent Dutordoir (Office of the Special Representative for Children and Armed Conflict, USA)

Armed conflict, child perpetrators and accountability: A legal and moral dilemma

In the past two decades, thousands of children around the world have been drawn into conflict, and have been forced or enticed to join armed groups for a variety of reasons. During their association, they have been abused, beaten, exploited and pushed by commanders to commit criminal acts which may sometimes amount to war crimes. States and child protection actors have been challenged for years by this thin line between a child being a victim and a child being a perpetrator. This article will describe this “child perpetrator dilemma” from a moral and legal perspective. It will explore the accountability of children for acts committed during armed conflict while associated with armed groups, and where they should be placed in the spectrum between total impunity and criminal responsibility. States are increasingly arresting, detaining and/or prosecuting children, be it because they are perceived as a security risk, they are members of an armed group, they have participated in hostilities, or they have committed atrocity crimes. These children are often detained for long periods of time without being granted legal safeguards and kept in detention conditions which do not meet minimum standards. This article will discuss the minimum age of criminal responsibility, the legal defences of duress and necessity, the particularities of chain-of-command and the root causes of recruitment, and judicial safeguards. The article will also attempt to formulate a way forward by introducing more efficient and child-appropriate restorative alternatives to detention and prosecution, allowing children to come to terms with their past and focusing on their reintegration into society.

Laurent Dutordoir is working as an Associate Political Affairs Office with the Office of the Special Representative for Children and Armed Conflict since 2010. He is assigned to the program unit dealing with the Security Council and covering situations in Asia and the Middle East. Previously, Laurent Dutordoir worked for Belgian Red Cross in the field of restoring family links, missing persons, family reunification, voluntary return and international humanitarian law. He has studied literature and international relations at the Universities of Ghent and Antwerp in Belgium, and the Russian State University for Humanities in Moscow.
Hilly Moodrick-Even Khen (Sha'arei Mishpat College, Israel)

Juvenile justice in occupation regimes: Comparing procedures of detention and trial of children in the Coalition Provisional Authority administration in Iraq with those in the Israeli Military Government in the territories administered by Israel

This article discusses the unique juvenile justice system that is applied in occupation regimes, basing the analysis on the case studies of the Israeli occupation in the Occupied Palestinian Territories (OPT) and the former Coalition Provisional Authority administration in Iraq. It maintains that the changing nature of occupation regimes has such implications for the juvenile justice systems that demand more protections for the rights of children within these criminal systems. The protections can be awarded either through direct application of human rights law or by amending the specific laws that administer the occupied territories. The article first discusses the evolution of occupation regimes - from belligerent occupations to transformative occupations and from short term to long term occupations. It analyzes the question of how these transformations affect the legal means for realizing the obligations of the occupying power under Geneva and Hague laws, primarily the duty to ensure the safety and the daily life routine of the occupied population. It suggests that a mutual application of international humanitarian law and international human rights law in occupied territories serves best the objectives of the juvenile justice system in occupied territories. Lastly, it discusses the Juvenile Courts and legislation of the juvenile justice system in the OPT. It compares the recent developments in juvenile justice under this regime to the Coalition experience in Iraq. It proposes that the long term nature of the Israeli occupation in the West Bank territories demands that Israel keep and strengthen the reform in the juvenile justice system in the OPT and face the challenges still pitting it so that more human rights norms and standards will be applied.

Dr. Moodrick-Even Khen is a senior lecturer (since 2011) of public international law at Sha'arei Mishpat College, Israel. She obtained her LL.D. from the law faculty of the Hebrew University (2007). In the last years she has been engaged in an academic research of child terrorists and of women as victims of sexual crimes in armed conflicts. In June 2011, she was invited by the Special Representative of the UN Secretary General for Children and Armed Conflict to speak before states representatives in the UN offices on her research on child terrorists.

Joanna Nowakowska-Malusecka (University of Silesia, Katowice, Poland)

Child soldiers: Should they bear criminal responsibility for the most serious crimes committed during the armed conflict?

The creation of the international criminal tribunals and bringing to justice perpetrators of crimes where children are the most vulnerable victims, are necessary steps to advance child protection. But one of the most important and difficult question for the international community is the situation where a child is not a victim but a perpetrator. It may seem that a child who commit a crime under international or national law, even in the context of an armed conflict, becomes a juvenile offender and should be treated as such. But very often circumstances in which a child breaks the law in principle differ from circumstances when an adult does it. That is why it is very important to understand reasons why children commit
crimes during armed conflicts. From one side children are victims of many serious violations, from the other one they are perpetrators of such crimes too, including war crimes, crimes against humanity and genocide. In many communities affected by armed conflicts it is vital that everyone, even child soldiers should bear responsibility for their own activities. It is necessary for peace and reconciliation. But it also should be stressed that in many opinions, including UN organs’, child soldiers are victims in first instance and then criminals. Another problem is the age of criminal responsibility of children. So bearing in mind the needs and a sense of justice of people and communities affected by armed conflicts is it viable to accuse them before international tribunals or national courts or would it be more appropriate to use a different mechanism, such as truth commissions?

**Joanna Nowakowska-Malusecka**: Since 1998 – Assistant Professor at the Chair of Public International Law and European Law, Faculty of Law and Administration, University of Silesia, Poland. 1997-1998 – Correspondent to “Yearbook of International Humanitarian Law”. 2006 – Coach of the students’ team representing Faculty of Law and Administration of the University of Silesia at the Third Regional Friedrich Born International Humanitarian Law Competition in Lublana, Slovenia. 2006-2007 – Member of Judging Panel at the Friedrich Born International Humanitarian Law Essay Competition. Fields of a scientific research: international humanitarian law, human rights law and children rights in details and international criminal law, especially on the establishment and work of international criminal tribunals.

**Clara Ramírez-Barat and Virginie Ladisch (International Center for Transitional Justice, New York, USA)**

**Broadening the scope: Including children and youth in TJ processes**

Over the past years, children and youth have been increasingly included in TJ processes. Back in the 1990s the truth commissions of Guatemala and South Africa included in their final reports the way in which children had been affected by human rights abuses. Established in 2001, the Truth and Reconciliation Commission of Peru was the first commission ever to directly collect children statements. One step forward, the commissions of Timor Leste (2001), Sierra Leone (2002), Liberia (2006) and Kenya (2008), included children in their mandate and conducted public thematic hearings on the matter. Reparation programs from transitions in the Southern Cone provided benefits to children who lost their parents, a first step in recognizing the right of children to reparations. As TJ has moved from post-authoritarian to post-conflict settings, reparations approaches for children have been challenged to include a wider range of violations directly committed against them. In the case of criminal justice, although the victimization of children is still insufficiently documented and the proceedings are seldom children friendly, there have been some positive developments. Two landmark sentences for the crime of forced recruitment have been recently issued: on December 16, 2011, Fredy Rendón Herrera, alias “El Alemán,” was sentenced for illegally recruiting more than 300 minors in Colombia; while on March 14, 2012, in the first sentence ever of the ICC, Thomas Lubanga was found guilty for the crime of enlisting and conscripting children under the age of 15. Stressing their vulnerability, and thus being primarily perceived as victims, the constructive role that children and youth can play in transitional justice processes as members of a society that is putting behind mass atrocity and build democracy and peace has received less attention. Building on the CRC and
the notion of children and youth not only as victims but primarily as right holders, this paper will explore the ways in which children and youth inclusion in criminal justice, reparations programs, truth commissions and institutional reform measures, can further the ultimate goals of TJ interventions, notably to establish rule of law and respect for human rights.

**Clara Ramírez-Barat** is a senior associate for ICTJ’s Research Unit, where she was previously a Fulbright Research Fellow. Before joining ICTJ, she was a postdoctoral researcher at Spanish High Council of Research (CSIC), where she collaborated on a study about the Politics of Memory in the European Union commissioned by the European Commission. She obtained a Ph.D. in Political Philosophy at the University Carlos III of Madrid in 2007, with a thesis on transitional justice. She holds a B.A. in Humanities from the same university, an M.A. in Philosophy from Columbia University, and a graduate degree on Constitutional Law and Political Sciences from the Center of Political and Constitutional Studies of Spain. She was the recipient of several grants during her graduate studies and did research and field work in Oxford University, Cape Town, and New York. For the past ten years, her research has focused on different aspects of transitional justice, human rights, and democratic theory, and she has authored several publications in these topics. At ICTJ her most recent research has focused on outreach programs for transitional justice measures and the relationship between transitional justice and the socio-cultural sphere (including media, culture, and education).

**Virginie Ladisch** leads ICTJ’s work on children and youth, focusing on ways to meaningfully include them in transitional justice processes in Canada, Colombia, Côte d’Ivoire, the DRC, Kenya, Liberia, Myanmar, Nepal, and Tunisia. From the time she joined ICTJ in 2006 until 2009, Virginie worked as part of the Reparations Unit, and lead the Cyprus and Turkey country programs. Prior to joining ICTJ, Virginie conducted research on reconciliation in Cyprus, was the project coordinator at the Crimes of War Education Project, and served as an election monitor in Guatemala. In 2000, Virginie was awarded a Thomas J. Watson Fellowship for independent research, during which she carried out extensive fieldwork on truth commissions and reconciliation in South Africa and Guatemala. The results of her research on the challenges of reconciliation in Cyprus have been published in the *Journal of Public and International Affairs* and the *Cyprus Review*. Virginie holds an M.A. in International Affairs from the School of International and Public Affairs (SIPA) at Columbia University and a B.A. in Political Science from Haverford College.

**PANEL 3: Holocaust survivors**

**Antoine Burgard (Université Lyon 2, France / Université du Québec à Montréal, Canada)**

‘A new life in a new country’: Trajectories of Holocaust orphans to Canada, 1945-1952

From 1947 to 1952, 1116 Jewish orphans were sponsored by the Canadian Jewish Congress (CJC), the main structure of the Canadian Jewry, and were allowed to immigrate to Canada as part of the War Orphans Project. Based on an individual level, this study seeks to contribute to the understanding of post-war trajectories of Holocaust child-survivors, focusing on their individual paths, from DP camps to their foster families in Canada, which raises many questions on different scales. By providing some selective examples, this paper
has the ambition to highlight integration dynamics and to consider how it was possible, as orphans and young migrants, to overcome the trauma of their war experiences and, in this specific case, language and cultural barriers to start life anew. To understand their individual trajectories, it is also important to question the refugees and immigration policies of the countries those children were crossing and the work of the multiples organizations, such as the American Joint Distribution Committee (JDC) or the International Refugees Office (IRO), which accompanied them throughout their migrations and their harsh (re)learning of life.

After an History bachelor, a political sciences bachelor and a master in contemporary History about Holocaust orphans rescue projects in Belgium, Canada and France, Antoine Burgard is currently conducting the first year of his Ph.D. with Université Lumière Lyon 2 (France) and Université du Québec à Montréal (Canada), aside his involvement as a volunteer in various programs like the Holocaust working group of the oral history project Montreal Life stories or the European Holocaust Research Infrastructure (EHRI).

Beth B. Cohen (California State University, Northridge)

Restoring the rupture: Rescue and rehabilitation of child Holocaust survivors by the postwar orthodox world

Immediately after the Holocaust, many US Jewish organizations sought to help the few children who had miraculously survived. Several thousand of this remnant arrived in America through the efforts of agencies ranging from secular to religious. A 1948 article in The NY Times entitled “70 Refugee Orphans to Farm and Study on Million Dollar Estate in Westchester” described an unusual experiment reflecting the latter. The youths, it noted will “live, learn farming and handicrafts, and study the tenets of the Jewish faith.” The community, known as the Yeshiva Farm Settlement was the brainchild of Rabbi Weissmandl head of the prewar Nitra yeshiva. In 1946, he re-established the Nitra Yeshiva in New Jersey with surviving students from the original seminary. The rabbi envisioned a school where the refugees would study Torah by night and farm during the day. Other examples by orthodox organizations exist. Rescue Children, Inc. worked in Europe to locate Jewish children in gentile environments and move them to Jewish orphanages. From there, religious families in America often adopted them regardless of the children’s prewar background. How were children absorbed into an orthodox community in the United States? What do they recall of this experience? This paper will explore the experience of child survivors in the religious world. Orthodox groups brought the youngsters to America with the hopes of continuing European orthodox tradition that had been ruptured during the Holocaust. Synthesizing materials from organizations’ archives with the child survivors’ memories will shed light on these efforts and the perceptions of the children they sought to redeem.

Beth B. Cohen received her Ph.D. in Holocaust History from Clark University. In 2004 she was awarded a postdoctoral fellowship at the United States Holocaust Memorial Museum, which resulted in her book Case Closed: Holocaust Survivors in Postwar America (2007). Her recent publications include chapters in After the Holocaust: Challenging the Myth of Silence (Cesarani and Sundquist, 2011), We Are Here: New Research on Displaced Persons (Patt and Berkowitz, 2010) and K. Darian-Smith, Childhood, Culture, and Heritage. Valentine-Mitchell, (forthcoming 2012). From 2010-2012 she was Gold/Weinstein Visiting
Boaz Cohen (Western Galilee College and Shaanan College, Israel)

‘We didn't know what to do but no one knew better than us’: Young caretakers working with child survivors

This paper will focus on the people who worked with Holocaust survivor children in the immediate post-war period. It will show their concerns, deliberations and subsequent choices. These young caretakers in their early 20s, themselves Holocaust survivors or refugees, usually lacked pedagogical education or training. Yet, they felt that while they "did not know what to do, no one knew better than us". They too had lost most of their families, communities and pre-war social networks. But, instead of rebuilding their lives, they dedicated the immediate post war years to the child survivors. Some of them also took care to have the children's voice heard. They interviewed the children and recorded their testimonies, thus providing us with a unique insight into children's war experience but no less into the adult perception of such testimony. Any research on children is also a research on adults: the policies they formulated, the actions they took vis a vis the children, the way they perceived the children and interacted with them. The more adults we removed from the actual work with the children the more paperwork they produced and the more they are represented in the archives. The people who worked directly with the children produced, so it seems, much less written materials and are therefore much less represented there. The children themselves, obviously, are the least documented. Therefore, from the historiographical perspective, it is much easier to write about policies and bureaucratic or even political debates and actions then it is to write of the grassroots work with the children and of the children's experiences. This underlines the importance of research into this group of caretakers as it is at the interface between the survivor children and the adult community. Fortunately, several of these caretakers wrote their memoires and there is also some contemporary documentation. We are also aided by the fact that many of the children addressed the post war period in their memoires. This paper will examine the work of several such caretakers and will attempt at generalizing about this aspect of post war or post conflict work with children.

Dr. Boaz Cohen, historian, is the chair of the Holocaust Studies program of the Western Galilee College in Akko Israel and a lecturer in Jewish Studies at the Shaanan College in Haifa. His work focuses on the development of Holocaust memory and historiography in their social and cultural context and on Jewish and Israeli post-Holocaust society. He also researches the place of survivor children in post-war society and the adult interest In their testimonies. His book 'The Future Generations – How will they Know? The Emergence and Evolvement of Israeli Holocaust Research', has been published in Hebrew by Yad Vashem and is due to be published in English by Routledge this year as Israeli Holocaust Research: Birth and Evolution.

Suzanne D. Rutland (University of Sydney, Australia)

A distant sanctuary: Australia and child Holocaust survivors
Hitler’s assumption of power in 1933 created a refugee problem of unprecedented proportions. By 1938, with the Anschluss of Austria and Kristallnacht, parents were prepared to send their children away, even to distant Australia. In the late 1930s, the Australian Jewish Community initiated a number of different schemes, including the Rescue the Children’s Fund, the Jewish Welfare Guardian Scheme and the Gross Breesener Scheme. In 1943 a further appeal was organised by the community in the hope of rescuing Jewish orphans from the European inferno. Whilst significant funds were raised, the situation was such that it was not possible to bring children to Australia at that time. After the Holocaust, both the Save the Children’s Scheme and the Jewish Welfare Guardian Scheme sought to bring orphan Jewish children to Australia. Whilst Glenn Palmer and Dr Wolf Matsdorf have researched the pre-war schemes, less has been written about the story of Jewish child survivors and their sponsorship to Australia after the Holocaust. Drawing on research from the National Archives of Australia, the Jewish Welfare Societies and the Archives of the American Joint Distribution Committee, this paper seeks to fill this void. It will discuss the aims of the children and guardian schemes, both during and after the war; the difficulties these schemes experienced in locating suitable child candidates; co-operation with Union Ose; and the reception and care offered to those who arrived on these lucky shores. The paper will highlight the significant problems experienced by these child survivors and the resilience they displayed in creating new lives.

Suzanne D. Rutland (MA (Hons) PhD, Dip Ed, OAM) is Professor in the Department of Hebrew, Biblical & Jewish Studies, University of Sydney. Her area of specialization is Australian Jewish history, as well as writing on the Holocaust, Israel and Jewish education. Her latest books are *The Jews in Australia* (Cambridge University Press, 2005) and co-author with Sarah Rood of *Nationality Stateless: Destination Australia* (Melbourne: Jewish Museum of Australia and JDC, 2008).

**PANEL 4: Peace and reconciliation**

Chona R. Echavez (Afghanistan Research and Evaluation Unit (AREU), Kabul, Afghanistan)

When youth are heard and not only seen: Voices of youth in post-conflict Cambodia

This paper focuses on young people of Cambodia between the ages of 15 and 27 years. Youth can be considered peacebuilders or troublemakers. They represent the country’s future. Thus, bringing their perspective on peace and conflict issues as well as on how peace can be built not only gives an access to knowledge but also provided an inclusion of the ideas of the majority of the Cambodian population. Five provinces were covered, namely: Kandal, Ratanakiri, Battambang, Kampong Cham, and Takeo with a total of 157 (86 males and 71 females) participants in the Focus Group Discussions (FGDs). It uses the qualitative approach in research using FGD as the main tool. The paper explores the ways in which these young women and men imagine and define peace. It examines the youth aspirations for earning a living and the facilitating and hindering factors for them to attain what they want in life. The study finds that young people see peace as the absence of war but more than the physical manifestation of peace, most of them refer to the “inner peace” that comes from within. Peace for them is leading “normal” lives and meeting basic needs of the family and the opportunity to go to school. The varied exposure to development organization of young people influences
their conceptualization of their contribution to peace building as well as in identifying role models in life. Such exposure also influenced their aspirations in life. Poverty is seen as a main hindrance in attaining their life goals. Family support, right attitude, and hard work are the facilitating factors they identified that would make their dreams and aspirations in life possible. They do worry about what the future brings. Nevertheless, the youth in this study aim high and dream big.

Chona R. Echavez is a Sr. Researcher at the Afghanistan Research and Evaluation Unit (AREU), Kabul, Afghanistan. Before joining AREU in January 2010, Chona served as an Asia Fellow in Cambodia at the Centre for Peace and Conflict Studies, during which she looked into healing, dreams, aspirations and concepts of peace among Cambodian youth. She also worked as Senior Research Associate at the Research Institute for Mindanao Culture where she managed a research portfolio that included: population, health, peace and livelihood programs, considering gender as a cross-cutting issue. She is currently a member of the faculty of the in the Masters of Arts Major in Applied Conflict Transformation Studies, Pannasastra University, Phnom Penh, Cambodia. She has a Ph.D. in Demography from the Australian National University, Canberra, Australia. Her dissertation was on Women and Factory Work in Cagayan de Oro City, Philippines.

Sara Fieldston (Yale University, USA)

‘Rehabilitation through personal contact’: Child sponsorship programs in post-World War II Europe

“It is very good to have a mother,” French youngster Charles Rotnil wrote to Mrs. Victor J. Webb of New York in March 1946. Charles had lost his family at the hands of the Nazis. Mrs. Webb was one of scores of Americans who responded to calls from voluntary agencies to act as “foster parents” to orphaned children in Europe, a relationship of fictive kinship cultivated through the exchange of letters, parcels, and, ideally, love. Drawing on new archival research, this paper explores the efforts of American voluntary organizations to rehabilitate children overseas in the aftermath of World War II. Motivated by new understandings of child psychology that emerged during the war, many American organizations crafted personalized relief programs that matched European orphans like Charles Rotnil with American “foster parents.” Organizations argued that these child sponsorship programs would provide European children with the emotional security and familial love they needed to grow into well-adjusted adults and strong democratic citizens. But child sponsorship programs promised more than personal rehabilitation. World War II foreshadowed the changing nature of armed conflict. The atom bomb shattered the distinction between the homefront and the battle zone, making every citizen—adult and child alike—a central player in world affairs. Many saw “ adoption” programs as laying the foundations of international kinship that would prevent another world war. In the aftermath of World War II, children were both targets of new forms of therapeutic interventions and agents of international reconstruction.

Sara Fieldston is a Ph.D. Candidate in the History Department at Yale University. Her dissertation, “Bringing Up the World’s Boys and Girls: American Child Welfare Overseas, 1945-1979,” explores U.S. efforts to assist children abroad during the Cold War era. She is the recipient of the Mrs. Giles Whiting Dissertation Fellowship and the Society for Historians
Erica Hall (World Vision, UK)

Agents of change, healing, and peace: Engaging children and youth affected by conflict to rebuild their lives

In The Impacts of Armed Conflict on Children, Graça Machel stated: “Children are both our reason to struggle to eliminate the worst aspects of warfare, and our best hope for succeeding at it.” Children and youth constitute more than 50% of the populations of conflict-affected countries with over 1 billion children living in areas affected by armed conflict. Armed conflict leaves a lasting legacy on the lives of these children. The long-term impacts on children who have been victims, witnesses and participants to conflict require comprehensive efforts to rebuild their lives; not just to repair the damage done but as a longer-term investment in their future. The long-term impacts of conflict on children can in turn impact the stability of a country. Violence and conflict cycles can perpetuate across generations as a result of low aspirations, a lack of educational opportunities, the fear that conflict will return and a lack of understanding of how to build relationships of peace. Therefore, peace-building is central to rebuilding the lives of children affected by conflict. Children and youth offer the most powerful resource that countries in conflict have for achieving long-term reconciliation and reconstruction, thus preventing future conflict. This paper focuses on experiences of children in three conflict-affected countries, highlighting community-based efforts to protect children and build their resilience. In light of the changing nature of conflict, its aim is to identify promising practices in rebuilding children’s lives, with particular focus on the importance and potential of children as peace-builders in their communities.

Erica Hall is Senior Child Rights Policy Adviser at World Vision UK, where she leads work on children and armed conflict. She spearheaded the March 2012 Wilton Park conference Protecting children affected by armed conflict: advancing the agenda of the last 10 years. Erica’s previous experience includes work for UNICEF, UNDP and the OSCE. She has worked and conducted research on human rights issues in Bosnia Herzegovina, Rwanda, Democratic Republic of Congo and Uganda, amongst other countries. Erica holds a Juris Doctor degree with an Arthur Russell Morgan Fellow in Human Rights from the University of Cincinnati College of Law.

Jennifer Helgren (University of the Pacific, Stockton, CA, USA)

Youth, gender and post World War II reconciliations, 1945-1959

In 1948, an adolescent Japanese girl wrote to an American pen pal to introduce herself and her nation. Of Japan she wrote, “Perhaps you have heard of Japan…. [It] is famous for its cherry blossoms.” Certainly the girls, each of whom came of age during WWII, had been exposed to negative images of the enemy. The Japanese teen, with her reminder of flowers and tradition, refashioned Japan for her American audience. I examine such transnational sources to understand how peace is reconstituted following conflict, how gender and youth
(both images and individuals) are deployed to fashion formerly monstrous enemies as non-threatening, and the strengths and limitations of peace constructed along these lines. Girls served not only as symbols of the potential for future peace, but also they re-imagined enemies and articulated visions of their own nations (US girls projected an imaged that was both benign and imperialistic). Feminized and infantilized images of the conquered reassured US audiences but girls did not readily accept such images. My sources include archival documents of the People to People International, correspondence societies, and youth organizations such as Campfire Girls and Girl Scouts, and juvenile literature.

Jennifer Helgren is assistant professor of history at the University of the Pacific in Stockton California where she has been since 2006. She edited Girlhood: A Global History (Rutgers, 2010) with Colleen Vasconcellos and is the author of several articles on US girls’ cultures. Helgren earned her doctorate in US and women’s history at Claremont Graduate University in 2005. She is currently researching the international ethic in girls’ popular culture following World War II.

PANEL 5: Literature

Christopher Hogarth (University of South Australia, Adelaide, Australia)

‘Pity the poor children…’ African child war experience as an affective strategy in two African novels

The gruesome, horrifying situation surrounding the recruitment, experience and after-effects upon survivors of child soldiery in Africa have been increasingly represented in literature over the last two decades, fostering awareness of situations in African countries among people who often had previously paid little close attention to these travesties against humanity. Whilst literary authors can be thanked for bringing this situation to attention, they also inevitably can be seen as using the tragic stories of child war victims as a means of increasing or rekindling their own popularity. While Ahmadou Kourouma remained a fairly prominent Francophone African writer up to the publication of his novel Alla n’est pas obligé, this work, and its English translation was what gained him huge notoriety, both among the circle of African literary critics keen for African writers to “re-engage” with current events, and a much wider audience. An octogenarian living in France who had visited a few survivor camps, Kourouma could only reconstruct events using a controversially profane child narrator in a language that served his old writerly aim of mangling the French language. Yet Kourouma’s work contains some trademark uses of pathos almost guaranteed to draw in an audience, from the use of the naïve child’s viewpoint to the portrayal of caricatural victimizing monsters, to epideictic speeches attempting to guarantee the glory of everyday children, all with a focus on the difficulty of expression involved in speaking a language barely one’s own (on the part of the narrator) and the problems of filtering through such a story to the general public. Using Kourouma’s modern “classic” as a point of comparison, I focus on a new literary sensation from Australia, Majok Tulba’s recently released (July, 2012) Under the Darkening Sky. This widely acclaimed novel by a South Sudanese refugee who was in fact spared recruitment because of his height seems to have captured the imagination of many Antipodean readers, who are seeing a powerful influx of refugees from Tulba’s area of origin. While this novel clearly depicts the despicable use of class and ethnic-based rhetoric as a means of recruiting the naïve, Tulba’s work plays
strongly on stock affect-creating rhetorical tactics in its descriptions of graphic violence, suffering and a destruction of innocence. Coming in the wake of other works by debuting authors using a horror-filled “Africa” as a backdrop, Tulba’s work represents a strengthening current in African literature, of which I provide an analysis along with an investigation of implications for the production and reception of African literature globally.

Christopher Hogarth is Lecturer of French at the University of South Australia, Adelaide. He teaches all levels of French language and literature. He holds a PhD in Francophone and Italophone literature from Northwestern University (Chicago) and taught Comparative Literature for many years in the USA. His publications have focussed particularly on the literature of African migrants and its reception (often in France and Italy), as well as the general depiction of migration in Sub-Saharan Francophone literature.

Irina Kyulanova (University of Leicester, UK)

Constructing and resolving conflict in contemporary children's literature

The last twenty or so years have seen an increase of publications for young adults revisiting past wars and discussing ongoing wars, as well as fictional or potential future conflicts. This body of literature in English reveals an adult concept of contemporary adolescence according to which the knowledge of war has become a compulsory element in young people's process of maturation. My presentation will focus on a selection of books about current or very recent military conflicts taking place outside the West, as they carry a particular urgency about them: they respond almost immediately to a current political situation, and, with children's literature being a powerful ideological vehicle, they have the potential to immediately impact the way these conflicts are conceptualised in the West. By analysing Elizabeth Laird's A Little Piece of Ground, Bernard Ashley's Little Soldier and Jane Kurtz's The Storyteller's Beads, I will explore how these texts perform the complex process of cultural translation and make fictional children's war experiences comprehensible and relevant to their Western child readers, by linking them to local social issues such as gang warfare and bullying, and thus tying up the fictional protagonists' position to wars with the readers' ideological orientation as part of coming of age. Using as a theoretical perspective Mary Kaldor's study of new wars, I will examine the way in which the textual conventions of representing the figure of the enemy in young adult novels may be read as a strategy of challenging both the apparent remoteness of the described conflicts, and the identity politics on which they are based.

Irina Kyulanova is currently a PhD student at University of Leicester, where she is working on a comparative study of representations of war in contemporary young adult novels and memoirs. She has so far published part of her MA thesis from the VU Amsterdam as an article titled “From Soldiers to Children: Undoing the Rite of Passage in Ishmael Beah’s A Long Way Gone and Bernard Ashley’s Little Soldier” in Studies in the Novel, Vol. 42, 2010. She has also presented conference papers at the My Territory conference (University of Leicester, 2010), the Growing Up in Divided Societies conference (Queen’s University Belfast, 2010) and Children’s Literature and the Inner World (Roehampton University, 2012).
The decline of militant masculinity in novels on African child soldiers

Not only shifted the media and research focus towards child soldiers, especially in Africa, during the last decade, but at the same time grew the corpus of African/afro-diasporic novels dealing with that topic. In my paper I want to discuss three of these novels: *Johnny chien méchant* (Emmanuel Dongala), *Beasts of No Nation* (Uzodinma Iweala) and *Moses, Citizen & Me* (Delia Jarrett-Macauley). In all three novels the experiences of a boy soldier are shown, but the foci differ widely. *Johnny chien méchant* is not only told from the perspective of the 17 year old boy Johnny, but his view is always contested by the second narrator Laokolé, a girl on the flight. *Beasts of No Nation* tells the story of abduction and war through the eyes of the young boy Agu. *Moses, Citizen & Me* focuses more on the question of rehabilitation. I argue nonetheless that all these novels show how the concept of militant masculinity fails. The ambivalent figure of the child soldier – victim and offender at the same time – contradicts the representation of a war hero and therefor opens spaces to discuss different roles. In my paper I will analyze through which narrative devises and story arcs gender, and especially masculinity, is dealt with and how these novels offer insights which add to social and political analyses.

**Charlott Schönwetter**, Humboldt-Universität zu Berlin, Seminar für Afrikawissenschaften. I did my B.A. in Area Studies Asia/Africa and Gender Studies at the Humboldt University. I also hold a M.A. in African studies from the same university. My master thesis evolved around the topic of gender representation and negotiation in child soldier novels. Since June 2012 I am a research assistant at the Humboldt University.

**PANEL 6: Education (I)**

**Lukas Pairon** (University of Ghent, Belgium)

The impact of the study of music on young people in conflict: Practices in culture and development - A comparative study of the role of music in development projects, with a specific interest in music and conflict

This paper, which is presenting the outline of a PhD study (at University of Ghent, Belgium, www.psw.ugent.be/crg), starts from the question: What is the role and impact of structured music (education and practice) on the development of skills of dialogue and pacification, resilience and/or rehabilitation of young people in regions in conflict or just coming out of conflict. The study is not about music as an instrument to obtain peace, but about what music can do for young people living in a violent surrounding, or to young people having lived through a past of violence. It is also not a study about changing outer conditions, but about music as a potential instrument to construct and strengthen personal skills such as the capacity to listen, to dialogue, to make connections, to process complex realities, and to view reality as an interdependent whole. In general terms, it is a study about the question whether music can enhance the empowerment of young individuals. It questions the potential of music training and practice to make young people strong and non-violent, even if they live in a violent context. The study is primarily concerned with long-term and structured music education and practice, in contrast with music being used in punctual short-term occupational
or therapeutic interventions or workshops. The paper presents the cases, which will be studied in Gaza (Palestine) and in Kinshasa (DR Congo), and the methodology implemented. This project being a form of ‘applied’ research, defining and isolating good practices in the field of music education which lead to enhanced skills in dialogue and pacification amongst people, is considered to be an important aim.

**Lukas Pairon** obtained a master in educational science at the University of Paris VIII. He then worked shortly as a researcher in the field of adult education at Unesco in Paris and then at the Ministry of Culture of the French Community of Belgium. At the age of 27, he moved on to the performing arts field: artistic director of the contemporary performing arts program of the Flanders Festival, founder and director of Walpurgis (production house for contemporary opera), co-founder and first director of the famous contemporary music ensemble Ictus (www.ictus.be), and since 2005 also founder and director of Music Fund (www.musicfund.eu), which gives support to music schools in the Middle East and Africa through donations of music instruments and training of technicians able to repair instruments.

**Laura Tisdall (King's College, Cambridge, UK)**

‘I was much more sympathetic, knowing what they’d been through’: The Second World War and teachers’ changing conceptualisations of childhood in England, 1939-1945

The experience of the Second World War fundamentally altered teachers’ relationships with their pupils. Teachers evacuated with their classes suddenly found that children became more ‘human’ when they were responsible for their day-to-day welfare as well as their education, and shared emotional experiences such as air raids and concern for absent friends and family also altered their viewpoints. Ideas about child-centred education were prevalent in handbooks, journals and training colleges before 1939, but only put into practice on a nationwide scale after 1945; had this experience enabled teachers to accept these novel methods more easily? However, oral and written evidence from this period is equivocal. Psychological training enabled a deeper understanding of children and their emotions but could also be distancing, introducing the idea of a series of stages that a ‘normal’ child ought to pass through in the course of its development. Some teachers reacted against child-centred practice or continued to conceptualise children as different or other. In this paper, I will utilise material from Phil Gardner and Peter Cunningham’s Wartime Education Project at the Faculty of Education, Homerton College, an extensive collection of oral histories from teachers during this period on which little has been written so far. Ultimately, I will argue, the revolution in educational practice which was sparked by the Second World War was successful in the short term but damaging in the long term, leading to a backlash amongst teachers, educationalists and the general public that contributed to an increasingly pessimistic image of childhood.

**Laura Tisdall:** I am currently completing my PhD in History at King's College, Cambridge on teachers' changing conceptualisations of childhood in England and Wales, c.1931-c.1967. Papers I have given on my research so far include talks at the latest international conference of the Society for the Study of Childhood in the Past (September 2011), the 'Rethinking the History of Childhood Conference' at the University of Greenwich (January 2012), and the 'Visions and Visions of Childhood' Conference at Rutgers-Camden, New Jersey (May 2012). My article ‘‘That was what life in Bridgeburn had made her’’: reading the autobiographies of
children in institutional care in England, 1918-1946’ is pending publication in *Twentieth-Century British History* (subject to satisfactory revisions).

**Hanna K. Ulatowska (University of Texas at Dallas, USA)**

**Images of Auschwitz: Collective memory in youth art**

The presentation discusses the collective memory of Auschwitz as seen through the eyes of young Europeans and represented in their art. The art is presented at the International Fine Arts Competition held annually for the last 14 years in Tychy, Poland. The Competition is organized by Youth Community Center in Tychy under the patronage of the Ministry of National Education and the State Museum of Auschwitz-Birkenau. Participants include youth from several countries, Poland, Czech Republic, Ukraine, Hungary, Germany, and Italy. The jury, consisting of former prisoners of Auschwitz and visual artists, awards prizes and distinctions for best works which go to the post-competition exhibitions in other countries. The subject matter of the Competition depicts representations of martyrdom and death of prisoners from different countries, solidarity between prisoners, slave labor, and the fate of families deported to Auschwitz. The presentation discusses the themes and symbolic representation of the art, along with the differences and similarities in symbolic representation. The work of the art teachers who offer their supervision in preparing young people to take up the difficult subject is also discussed. The role of collective memory in documenting the history and building awareness of social injustice is contained in the name of the International Competition, 'People Doomed People to this Fate'.

**Hanna K. Ulatowska** Ph.D. is Professor of communication disorders and neurolinguistics, in the School of Behavioral and Brain Science, University of Texas at Dallas. Her area of expertise involves studies of language in normal and pathological aging, effects of culture and ethnicity on communication, and language and art as mental representation of experiences of survivors of concentration camps.

**PANEL 7: Contemporary: Participants, witnesses, victims (II)**

**Alexis Artaud de La Ferrière (University of Cambridge, UK)**

‘I will never forget those who burnt me’: The role of childhood witnesses in the Algerian struggle for independence, 1954-1962

A certain use of children’s voices has now become a familiar component of war reporting and peace advocacy. This use privileges the publication of children’s drawings, children’s oral descriptions of wartime trauma, and to a lesser extent children’s wartime writing. While such practices have the merit of publicising children’s experiences, it is also the case that the selection and distribution of these materials are often done with political intent. The present paper focuses on a historical case of this use of children’s voice. Because the Algerian War of Independence was a guerrilla combat, principally fought in and amongst centres of population, children were routinely exposed to its violence, and at times directly targeted by armed forces. The trauma and hardship suffered by Algerian children was something the
National Liberation Front (FLN) was keen to capitalise on for propaganda purposes through the publication of drawings and texts from childhood witnesses. Based on interviews with actors from the war period and on-site archival research conducted in 2011-2012, this paper investigates several documents produced by children and published by networks affiliated or sympathetic to the FLN during the war: a series of essays, a collection of drawings and a film narrated by children. As well as analysing the content of these documents, we look at how and where they were produced, through what conduits they were published, and the stated aims of political actors involved in their publication.

Alexis Artaud de La Ferrière is a PhD candidate at the University of Cambridge. His doctoral thesis examines the lives of schools during the Algerian War of Independence. His research interests include education policy in wartime, colonial education, and the development of education in post-independence Algeria, Morocco and Tunisia.

Łukasz Kamieński (Jagiellonian University, Krakow, Poland)

Intoxicating children into soldiers

The phenomenon of drugged child soldiers has been on the rise since the 1990s and has become endemic in particular in Africa, which is the world epicentre of child soldiering. Intoxication enables turning the underage recruits into highly effective, determined and formidable combatants. Globalization has accelerated not only the proliferation of small and light weapons (suitable for children) but also speeded up the spread of drugs making them easily available around the globe. For various but interlinked ends drugs (such as amphetamines, barbiturates, cocaine, gunpowder, khat, marihuana, pharmaceuticals, etc.) have been used in child armies around the world. This paper looks at four purposes of issuing drugs to junior soldiers: (1) for recruitment and training, (2) to enhance morale, bravery and cruelty, (3) as rewards for good fighting, (4) to make them addicted and thus dependent on a group. Intoxicants multiply all of the advantages of using child soldiers. For the very same reasons that kids have been exploited by armed groups they have recently became increasingly attractive for drug lords, gangs and drug cartels in Latin America, Mexico and Brazil in particular. The phenomenon of children fighting in gang wars and being paid with drugs further blurs the distinction between war and crime. Overall, children at arms pose a serious challenge to professional troops and when the adult soldiers have to face kid fighters in drug-induced mania they are yet even more ill-equipped to cope with the problem.

Łukasz Kamieński is an associate professor at the Faculty of International and Political Studies, Jagiellonian University, Krakow, Poland. He holds a PhD from the Jagiellonian University; M.Sc. in International Relations, London School of Economics and Political Science (2001), M.A. in political Science, Jagiellonian University (2000). His work concentrates on military technology and military transformation, the history and the future of war, military profession and strategy. He currently works on the project: “The Pharmacologisation of War: a History of Drugs and Combat”.

Nasrin Mosaffa (University of Tehran, Iran) and Alireza Shams Lahijani (University of Essex, UK)
Children and Iran - Iraq War

The Iran - Iraq war is the longest war of twentieth century that also affected children not only from September 1980 to August 1988 but they have suffered from its devastating and long lasting physical, mental, sociological and economic impacts. This paper will address issue of children both during and after the war. One perspective of analysing this war with regards to children is to explore their involvement in battles with investigating sociological, theological and political aspects of “Iran’s holy defense against Iraq” as the country was in a revolutionary era. The other perspective is children’s victimization that would be the main focus of this paper as there are thousands of children killed and injured during this war and a number of children were taken as Prisoners of War. The paper will conduct its study with regards to so called ‘war of the cities’ with missile attacks on Iranian cities, schools and hospitals that was first started with an attack on Dezful that killed estimated number of 800 children. Furthermore, about 300 children were killed and injured in attacks on schools in Behbahan, Borujerd and Miane. The analysis of children as witness and victims of Iran - Iraq war will continue with reviewing immediate effects of use of chemical weapons by Iraq and its impacts during years after the war. The paper will also recount stories of children PoWs. Discussing threats of remaining mines in western Iran and legacy of war for today’s children in Iran will be the final part of this article.

Dr Nasrin Mosaffa is Associate Professor of International Relations at University of Tehran. She served as Director of the Centre for Graduate International Studies (1997- 2010) and first Director of the Centre for Human Rights Studies. She carried out implementation of two joint projects of Islamic Republic of Iran and UNDP as National Project Director, the latest one titled ‘National Capacity Building for Human Rights Promotion and Greater Access to Justice’ with eight partners. A visiting professor at Nottingham and Oxford Universities, she researched ‘the impact of Iran - Iraq war on women and children and its consequences for Iran’s obligations in its ratification of the UN convention on the Rights of Persons with Disabilities’ in 2010 to 2011 when she was a visitor researcher at Essex Human Rights Centre. Dr. Mosaffa is the author of ten books and more than fifty scholarly articles. Recently, she published an article titled ‘ Does the Covenant on the Rights of the Child in Islam Provide Adequate Protection for. Children Affected by Armed Conflicts?’

Alireza Shams Lahijani is student of BA Politics & Law at University of Essex, interested in international peace and conflict and security studies. He was member of Global March’s Children Reference Group on Child Labour, member of Iranian NGO delegation to United Nations General Assembly Special Session on Children in 2002, member of advisory board of UNICEF in Iran and volunteer in United Nations Information Centre in Tehran.

Christine Ryan (University of Winchester, UK)

The dreams and realities of the Tunisian Revolution: Has the aftermath of the Tunisian Revolution served those who needed it most? A study into the lives of the street children of Tunisia

Since the Jan 2011 Revolution in Tunisia, organisations such as the Tunisian Association for the Defense of Children’s Rights and the Tunisian Association of Young Volunteers have reported a lax in child labour laws and a marked increase in street children due to the current
government not giving children priority. With governmental services limited to investigate children’s current situation and organizations such as UNICEF yet to update its own national statistics, this research intends to unravel exactly how the Revolution has affected street children and why it has caused this rise in the number of children on the street. The slight increase in freedom of speech following the Revolution creates an opportunity to discuss and research this topic. The ongoing research presented here involves testimonies from the field, which are being collected from a range of regions within Tunisia in order to present variations in children’s experience. The motivation for the Revolution is largely understood to have been a protest against economic hardship that the lowest socio-economic earners were and are still experiencing. Therefore, this research will highlight that although many changes have been promised by the current Tunisian government after the Revolution, these new policies have not reached some of the most desperate, such as street children. The testimonies presented will reveal the disassociation between the façade of the Revolutionary changes and the reality on the ground.

Dr Christine Ryan is a lecturer of Politics and Global Studies at the University of Winchester (UK). She completed her PhD in Politics from SOAS, University of London, with a research focus on Conflict Studies. She also holds a Masters in International Politics with a focus in Security Studies from the University of Manchester. Her current research interests are in the political voice and agency of children, veterans and civilians in relation to conflict and revolution. Her latest publication highlights these issues, Children of War: Child Soldiers as Victims and Participants in the Sudan Civil War (IB Tauris 2012).

PANEL 8: International rights, law and welfare (II)

Rigmor Argren (Save the Children, Sweden)

Humanitarian programming without discrimination: The right to non-discrimination in law and operations

The theoretical framework for this paper is the human rights law in practice, in this way the paper follows the scholastic approach of ‘law in practice’. In line with the conference theme of human rights, this paper provides a legal analysis of the right to non-discrimination, as it is framed in the Convention on the Rights of the Child. The legal analysis is complemented with two case studies on how Save the Children, an organisation with a strong focus on child rights programming, practically operationalises the right to non-discrimination in the humanitarian responses the organisation delivers globally. The case studies illustrate the different challenges that are linked to different humanitarian contexts in which humanitarian organizations seek to deliver their programmes, and to assist the children in need. One case study focuses on a humanitarian response in a natural disaster, and the other by contrast examines a response in the context of an armed conflict, thereby linking to the conference theme children as victims, witnesses and participants in armed conflict. By applying the right to non-discrimination as the analytical tool, this paper examines what perhaps is one of the most crucial challenges in a humanitarian response: How are beneficiaries selected? How do humanitarian organisations ensure that the most vulnerable children are reached? What minimum measures do NGO’s have to actively prevent discrimination of marginalized groups?
Dr Rigmor Argren is currently working as a Senior Humanitarian Advisor with Save the Children, Sweden. She has worked in the child protection sector, with field experience from humanitarian responses in countries such as Chad, Ethiopia, DRC and more recently the Horn of Africa response. Lately she has been focussing on the quality aspects of Save the Children's humanitarian responses. Having successfully completed her PhD thesis in international law, her academic research interest is in the field of human rights law, international humanitarian law, and State responsibility, with a particular interest in how to practically operationalise international legal standards.

Sarah M. Field (University College Cork, Ireland)

Imagining peace processes with children

The legal obligation to assure respect for children’s views may be viewed as the definitive respecter of dignity, the right of the rights, the equaliser. The right is of continuing applicability amid armed conflict including within decision-making towards peace agreements. Further, children are part of the silencing and transformation of conflict. They open space, in myriad ways, for their views to be heard: sometimes through political violence, other times through peaceful methods. Still, the evidence suggests the legal obligation to assure respect for children’s views within decision-making towards peace agreements remains unfulfilled. The objective of this paper is to contribute determinacy to the legal promise. Foremost illuminate the constituent elements of the right as expressed in article 12 of Convention on the Rights of the Child: (i) children’s rights to freely express their views (ii) influence the decision-making process and (iii) impact on the outcomes (commensurate with their age and maturity). The second objective is to locate the legal promise in juristic and actual context of decision-making towards peace agreements. The former locates the legal promise within the extra-ordinary juristic paradigm of transformative decision-making towards peace agreements. The latter locates the legal promise in actual context of the peace processes of South Africa and Northern Ireland: it assesses the legality of the decision or omission to assure – or not to assure – respect for children’s views and theorises why the legal promise was unfulfilled. The final objective is to invert these suppositions as to why into possibilities: specifically to re-imagine peace processes with children.

Sarah Field is a legal advocate with advanced expertise on international human rights law and applied experience informing and supporting the rights-based development of the rule of law at global level. Key human rights focuses include international law relating to equality, children and rights-based decision-making. Sarah has worked with varied international human rights organisations leading and coordinating legal advocacy projects: inter alia, the African Child Policy Forum (Addis Ababa, Ethiopia) and International Labour Office (HQ, Geneva; SRO, Bangkok and AO Lusaka). LL.B. (Trinity College, University of Dublin) and Ph.D. (University College Cork, Ireland). http://sarahmfield.com

Charles W. Greenbaum (Hebrew University of Jerusalem, Israel)
Psychological barriers to implementation of child protection in wartime: Lessons from the Israel-Palestine conflict

The vast majority of nations have formally adopted the UN Convention on the Rights of the Child (CRC) (1989). Together with the Geneva Convention the CRC is meant to guarantee the rights of children in the event of ethnic or national conflict, including the safeguarding of their welfare and equal treatment under the law. However, a serious problem exists in all international conflicts: in spite of the sympathy that children arouse, there is a relative lack of application and monitoring of the existing laws of child protection. This situation leads to violations of children's health and well-being and can result in death of the child. We propose a model based on psychological theory to account for the relatively poor implementation of children's rights in violent conflicts. We describe the application of three psychological perspectives to deal with the issue of lack of implementation: ecological theory of development; theories of ego defense, including dissonance theory; and social comparison theory. We suggest a hierarchy of interventions for changes in social policy that may be implemented to attain protection of rights of all children on all sides in ethnic or national conflicts. We describe ethical issues involved, and present a case analysis of an effective intervention by children's rights organizations in the Israel-Palestine conflict. We outline needed areas of research on prevention of abuse of children's rights in wartime, as well as methodological issues involved in such research.

Charles W. Greenbaum is James Marshall Emeritus Professor of Social Psychology at the Hebrew University of Jerusalem. He was born in Germany in 1934, lived in the United States from 1940 until 1963, when he received his Ph.D degree in social psychology from New York University. He has been a visiting professor at Duke University and Tufts University. His current research interests are: social development, the child at risk, and children’s rights in times of armed conflict (see C.W. Greenbaum, P, Veerman & N. Bacon (Eds.) (2006) Protection of Children During Armed Political Conflict: A Multidisciplinary Perspective. Antwerp: Intersentia).

PANEL 9: Film (I)

Eleanor Andrews (University of Wolverhampton, UK)

‘Spring will return’: Children at the heart of Roberto Rossellini’s Rome, Open City

Studies of Roberto Rossellini’s Rome, Open City (1945) generally focus on the Neo-Realist aspects of the film: the location shooting, the use of (some) non-professional actors, the documentary style of cinematography, the production problems at the tail end of the Second World War. Explorations of this film also include the roles of women and the representation of the Fascists and Nazis. It is undoubtedly an important historical document, yet the performance and function of the children, with their pivotal significance in the film, have not been the main focus of analysis. This paper seeks to redress the balance by demonstrating the key importance of the children in the history of Italy in the Second World War and afterwards, and in the narrative of this film. Employing notions concerning children in film suggested by Emma Wilson (2003), Vicky Lebeau (2008) and Karen Lury (2010), this article will argue that despite the overwhelming manifestation of tragedy in this work, the message which emerges has optimism at its base together with the hope that spring, both real and
metaphorical, will return for the sorely tried population of Rome. Comparisons will be made with the other two parts of Rossellini’s War Trilogy: *Paisan*, (1946), where post-war poverty and petty crime among children affects both Italian inhabitants of the city and their American liberators on the streets of Naples; and *Germany, Year Zero*, 1947, which examines the horrors of the aftermath of the Second World War for one small boy in the ruins of Berlin.

**Eleanor Andrews** is Senior Lecturer in Italian and Course Leader for Film Studies at the University of Wolverhampton, UK. She teaches European Cinema, in particular French Cinema from the Golden Age of the 1930s to the present day. Her PhD thesis topic was the use of narrative space in the films of Italian director Nanni Moretti and she is currently working on a book in that subject area. She has published on family life and authorship in Moretti’s films. Her other research interests include Italian Neo-Realism, the Spaghetti Western, the Holocaust in film and myth and fairy tales in film.

**Robert L. McLaughlin** (Illinois State University, USA)

**Children in Hollywood war films: The home front**

Films focusing on the home front confronted the problem that American life in wartime offered no clear place for children. With fathers going into the military, mothers entering the work force, and relocation weakening the support of the extended family, the traditional nuclear family was shattered. Many children lacked any kind of nurturing structure. Further, the presence of military bases and defense industries strained many communities’ infrastructures and social services. The combination of these two situations created a milieu in which the possibilities for unsupervised children to fall into delinquency or danger were rife. Such films as *Are These Our Parents?* (1944), *Faces in the Fog* (1944), and *Youth Runs Wild* (1944) depict the many social problems that develop for children in wartime. Another set of movies—including *Since You Went Away* (1944) and *Youth on Parade* (1942)—addresses the concerns of frustrated teenagers who feel they are too young to contribute to the war effort. Other films, including *My Pal Wolf* (1944) and *War Dogs* (1942), show children sacrificing their pets to the war.

**Robert L. McLaughlin** is Professor of English at Illinois State University. He is the co-author, with Sally E. Parry, of *We’ll Always Have the Movies: American Cinema during World War II* (Kentucky, 2006). He has published frequently on postmodern fiction and culture, especially the work of Thomas Pynchon. From 1993 to 2005 he edited the *Review of Contemporary Fiction*, and he is the editor of *Innovations: An Anthology of Modern and Contemporary Fiction* (Dalkey Archive, 1998). Currently, he is completing a book-length study of the musical plays of Stephen Sondheim and collaborating with Sally E. Parry on a study of U.S. theater during World War II.

**Sally E. Parry** (Illinois State University, USA)

**Children in Hollywood World War II films: The battle zones**
Sadly, films focusing on the European and Pacific Theaters demonstrate that children have a place in war, usually as victims who grab viewers’ sympathies and stir their emotions. But their significance goes beyond victimhood. In China (1943) an orphaned baby is seen by the schoolgirls who care for him as a symbol of the future, the new China that will arise after the war—democratic, industrialized, modern. His death at the hands of the Japanese represents an attack on that future. Films set in Europe—Journey for Margaret (1942), The Pied Piper (1942), and The North Star (1943)—similarly show children whose family structures have been exploded by the war gradually brought into new, ad hoc family arrangements that seek to nourish the children and the postwar future they represent.

Sally E. Parry is Associate Dean for Academic Programs and Student Affairs for the College of Arts and Sciences at Illinois State University. She has presented on World War II popular culture, primarily film and theater, at a variety of conferences, and is currently co-chair of the Armed Conflict section for the Popular Culture Association/American Culture Association. She is the co-author, with Robert L. McLaughlin, of We’ll Always Have the Movies: American Cinema During World War II (Kentucky, 2005).

PANEL 10: WW II: Coerced and forced labour

Wolfgang Form and Aoife Holmes-Rein (University of Marburg, Germany)

Children as victims in war crime trials after WWII

Towards the end of WWII there were in excess of 1.9 million female eastern (Soviet and Polish) forced labourers of childbearing age in Germany. In response to labour losses arising from pregnancy, the first institutional homes for forced labourers and their children were opened in 1943. Children were taken from their mothers as soon after birth as possible allowing the mother to continue to work uninterrupted. Our focus is on the Velpke and Rühen Baby Homes, where hundreds of children died as a result of poor hygiene, starvation and wilful neglect. Aoife Holmes-Rein will give a brief history of NS-German forced labour policy and examine the rational for establishing baby homes for the children of forced labourers and the conditions under which the children lived and died. Furthermore, she will explain how defence strategies developed over the course of the two trials. Wolfgang Form will examine the (fragmented) legal framework (IMT, Royal Warrant, CCL 10), which saw the perpetrators tried for war crimes and discuss why only UK courts dealt with such cases. Our research gives an insight into the prosecution of Nazi war criminals as well as the lives of forced labourers and their children in 1940s Germany. Moreover, we are drawing attention to the difficulties of trying minor functionaries for their part in committing war crimes. In examining a period of transitional justice academics can understand how legal precedents have served to shape subsequent legal procedure. Scrutinising historical cases contributes to developing strategies for prosecuting war criminals and protecting the most vulnerable people in conflict regions.

Wolfgang Form, 1959, (Dr. phil.) studied Political Science, Sociology, History and Public Law in Marburg. Doctoral degree: Political criminal justice during Nazi time in Germany; co-founded the Research and Documentation Center for War Crimes Trials (project co-ordinator), lecturer for political science and peace and conflict studies (University of Marburg); Member of the Austrian Research Center for Post-War Trials Advisory Board.
Aoife Holmes-Rein studied English and German at University College Dublin, Ireland, before completing an M.A. in Peace and Conflict Studies at Philipps-University-Marburg, Germany. Her research interests include transitional justice, translation versus interpretation of testimony in historical war crimes trials, and how the language used in war crimes trials correlates to the treatment of women as offenders/delinquents.

Regina Plasswilm (University of Dusseldorf, Germany)

Limits of the tellable: Reminiscence discourses of WW II - forced labourers of Eastern countries

"In my childhood I was an enemy of the people, then a traitor of the country. Then I did not speak out for 55 years. (...) "I have told the whole truth."

It has been established on the basis of narrative interviews with former Eastern European forced labourers that the testimony of the infantile deportees has not been considered to be equivalent to this of former adult forced labourers as it has been rated as narrated and not as lived experience and insofar as constructed. Consequently, these persons are still under considerable pressure for justification and explanation towards society. Often, the witnesses were trying to reconstruct and to understand the details that have marked them as a child in the German Empire, although many were no specific memories. While the adults left the labour camps in order to work, the starving children were abandoned there and were exposed to constant threat of death as they were of no economic value for the National Socialists. In addition to that, these victims are still ought to share a certain culture of remembrance which is not theirs because their memory is not subject to forced labour. In the foreground of their retrospective are camp experiences that are not linked to forced labour but to survival strategies, fear of death, hunger as well as to the camp community. In the camp community often other caregivers than the parents took over the role as protectors. In this abstract it is going to be presented which values and standards of the memory of forced labour are required by collective memory makers and which often are not coherent with the experiences of the infantile deportees. In contrast to the emotional memory, children have a rather shortly created so-called world and general knowledge. Scientists could prove that first memories usually come from the age period between three and four years, sometimes even earlier.

Dr. Regina Plasswilm, PhD, MA historian, finished her PhD in 2009 at the Departement of Historical Studies at the Heinrich-Heine-University Dusseldorf with the memory of the former forced labourers in World War II on a comparative perspective. Her research interests include the memory of children and childhood. She is currently working on a research on female forced labour in Western Europe. Considerable information can be expected from the results of this research, both for the former forced labourers in France and the Netherlands in
order to give this much-neglected group of victims a voice, as up to now this female forced labour experience is displaced in the public awareness in France and the Netherlands. So far there exist no narrative interviews from this victim group as women have not been considered as professionals in the value system of the Civil War and post-war society. In addition to her academic research and teaching, she has been put in charge of the organisation of the Jewish Cultural Festival in North Rhine-Westphalia in 2011 and 2015.

Raphaël Spina (University of Aix-Marseille, France)

Children of the French working in Nazi Germany: Forgotten fates.

During the Nazi Occupation, 250,000 French went voluntarily to work in Germany, sometimes taking their young children with them. These boys and girls discovered the exile, the poor working and living conditions in cosmopolite host camps, the allied bombings; there, some of them also sometimes went through their first sentimental and sexual experiences. Furthermore, thousands of babies were born in Germany from French female workers; some of them quickly died, others survived without ever knowing their French or German fathers’ identities. Then, from September 1942 to 1944, 600,000 French forced workers were drafted to Germany (Service du Travail Obligatoire, STO). Thousands of children had to grow up alone at home with their mothers. They psychologically suffered from the paternal absence; their material difficulties were worsened. Thousands even plunged into juvenile criminality. Others were punctually pressed by the Germans to denounce a father who had escaped from Germany. Some civilian organizations and the official commissariat led by the pro-Nazi Gaston Bruneton treated the children with material and social helps, often insufficient. In order to prevent popular discontent, the Vichy regime tried to prove it took care of these children, who were thus turned into a propaganda stake. Competitions of the best letter to the absent father were held. Big galas and parties were organized for them. Holidays were offered in beautiful cottages stolen from the Jews. However, only a minority of families was in this way gained to collaboration. The forced separations eventually led to numerous post-war divorces, and many childhoods ended into broken or recomposed families.

Raphaël Spina, student of the Ecole Normale Supérieure, Paris (2000-2005). Agrégé, History assistant, ENS Cachan, currently teaching history at the Institut Universitaire de Technology (department of communication and information) at the University of Aix-Marseille. Author of a PhD (supervisor: Olivier Wieviorka) : “La France et les Français devant le Service du Travail Obligatoire” – studying for the first time the STO [Compulsory Labor Draft] all over the country, under all its aspects. The Viva Voce examination of This PhD was passed on the 29th of June 2012 at the Ecole Normale Supérieure de Cachan, and was awarded the mention: “Très honorable” with the unanimous congratulations of the jury.

PANEL 11: Education in Imperial and NS Germany

Carolyn Kay (Trent University, Peterborough, Ontario, Canada)
“How I would like to enter the war!” War pedagogy and children’s love of the nation in the German elementary classroom, 1914-1918

My paper will consider how German middle-class and working-class children were shaped by war pedagogy from 1914 to 1918, such that they formed closer emotional bonds with their teachers and came to passionately embrace the nation and the war cause. Before the war, teachers and educational administrators did not promote the instruction of militant nationalism, but focused upon cultivating the hard-working and dutiful citizen; furthermore, the methods of teaching were traditional and thus emphasized rote learning and the authority of the instructor. Once the war began, however, this practice changed – particularly in the cities. Educational methods were brought into line with the demands of reformers who urged child-centered learning, and the subjects of study now included the war itself. Teachers directed students to write free compositions on the war (on such topics as “How I Would Like to Enter the War”), learn war songs and poems, and draw scenes of battles and soldiers. Boys and girls studied war maps, went on excursions, discussed newspaper accounts of battles, celebrated heroes like Hindenburg, and participated in volunteer activities to help the war. Even the physical environment of the classroom changed, from an empty drabness to rooms festooned with maps, photographs of airplanes, zeppelins, submarines, and drawings of battle. And thus the primary-school student found himself or herself actively engaging in learning and study about the war – usually with teachers who now embraced closer relationships with students, especially during the hard years (1915 onwards) of the war. The result was a new kind of emotional connection between teacher and student (especially as students lost fathers in the war), along with powerful nationalist indoctrination. This paper will thus address students’ intense emotions about the war, cultivated by teachers who adopted war pedagogy during this pivotal period in Germany’s history.

Carolyn Kay is a history professor at Trent University in Ontario, Canada. She received her Ph.D. from Yale University (under the direction of Peter Gay) in 1994, her M.Phil from Oxford University in 1983, and her B.A. from the University of Toronto in 1980. At Trent University Kay teaches courses on modern Germany, the Holocaust, the Third Reich, and episodes of terror in western history. Her publications include the book Art and the German Bourgeoisie (University of Toronto Press, 2002) and the article “How should we raise our son Benjamin? Advice Literature for Mothers in Early Twentieth-Century Germany,” in Dirk Schumann, ed., Raising Citizens in the „Century of the Child“. Schooling, Child Welfare, and Child Rearing in America and Central Europe in the Twentieth Century (Berghahn Books, 2010). She is currently at work on a project on the impact of World War One upon German children.

Dorothy Mas (Royal Holloway, University of London, UK)

Images of war and education in NAPOLA Anstaltsblätter, 1939-1945

Conceived as boarding schools for boys between the ages of ten and eighteen, the Nationalpolitische Erziehungsanstalten (NAPOLAs/NPEAs) were one of the main avenues through which the education of the future National Socialist leadership was to take place. The schools recruited youth which was to act as soldiers and guarantors of the longevity of the Reich. Only 35 such schools were founded. In the minds of the population and many adolescent boys, however, they became the desired passage to masculinity, prestige and
success. The outbreak of war in 1939 influenced and significantly altered everyday life at the schools and pupils’ experiences. Many NPEA pupils were sent to the front where they fought for Volk, Führer und Vaterland. Their experiences are recounted in the Anstaltsblätter (school newsletters) - chronological and thematic reflections on the most important school and state events. The proposed paper begins by reflecting on the legitimacy of newsletters and Feldpostbriefe in historical scholarship before utilizing them in order to explore perceptions of war and the value of NPEA education between 1939-1945, among both pupils and parents. It looks at the newsletters as a significant adhesive for maintaining and strengthening solidarity between parents, sons and alumni, and as a curious medium for coping with death and the strains of war. The newsletters represent an interesting avenue of probing the self-representation, promotion and consolidation of National Socialism via the schools, thereby situating the paper within the discourse of the Nazi Volksgemeinschaft.

Dorothy Mas: I am a PhD student at Royal Holloway University of London, working under the supervision of Profs. David Cesarani and Peter Longerich on the topic of Elite Schools in Nazi Germany. I have completed my M.A. at York University in Canada and have also studied at both the Ruprecht-Karls-Universität Heidelberg and the Technische Universität in Berlin. I also hold a Graduate Diploma from the Canadian Center for German and European Studies (CCGES). My research interests include: history of elites and elite education (19th-20th century); history of the Third Reich and the Holocaust and European Neo-Fascism.

Helen Roche (Lucy Cavendish College, Cambridge, UK)

Fight or flight? The fate of Nazi elite-school pupils during the collapse of the Third Reich

My paper would consider the experiences of one particular, rarely-discussed group of 'war children': former pupils of the Napolas, aka Nationalpolitische Erziehungsanstalten – a type of Nazi elite-school. During my doctoral research, I have conducted oral-history interviews and corresponded with 60-70 ex-pupils of these schools, as well as gaining access to many private collections of relevant documents and/or self-published recollections, which describe these former-pupils’ wartime experiences. Drawing upon this wealth of completely original material, my paper would explore the hardships and dilemmas which Napola-pupils (often as young as 12 or 13) faced as the Second World War drew to a close. Should they defend the Fatherland to the last, as the Inspector of the Napolas, August Heißmeyer, demanded? Or should they 'desert' and attempt to find their families before it was too late? What was it like to be a 16-year-old Fallschirmjäger behind Russian lines in May 1945? Many boys experienced extreme disillusionment when they realised that their teachers – who had conditioned them to accept military self-sacrifice as their ultimate goal – had no desire to die for Volk and Fatherland. For some former-pupils, discovery of their educational background led to internment in Soviet work-camps, even if they were under 16. My paper would also examine the ways in which ex-pupils have attempted to present this aspect of their pasts, both in contemporary documents such as diaries, and in more recent memoir-literature and recollections. Public attitudes have certainly influenced these former pupils’ self-presentation, and their personal narratives of victimhood.

Dr. Helen Roche is currently the Alice Tong Sze Research Fellow at Lucy Cavendish College, University of Cambridge, where she is examining the role of philhellenism on
politics and diplomacy in the Third Reich, as well as conducting further research into German elite education. A book based on her PhD thesis, entitled *Sparta's German Children: The Ideal of Ancient Sparta in the Royal Prussian Cadet Corps, 1818-1920, and in National Socialist elite schools (the Napolas), 1933-1945*, is published by the Classical Press of Wales. For more information on Helen's work and publications, see https://exchcas.unv.wlv.ac.uk/owa/redir.aspx?C=UvFRQl5Ps0-szMBKxcWp5gRnP6Dls8IHponUm3fljgEhg8KHcAeC1L9qGThMdPWspDYuk4M1ho.&URL=http%3a%2f%2fwww.helenroche.com.

PANEL 12: First World War

**Georgia Eglezou (University of Bournemouth, UK)**

**WW1 in the Ottoman Empire: Experiencing a genocide**

Genocide is a deeply traumatic experience for everyone who endured it and managed to survive it. According to Article II of the 1948 United Nations Genocide Convention genocide refers to any intentional act which aims to destroy “a national, ethnic, racial or religious group” such as the “killing of members of the group, causing serious bodily or mental harm to members of the group, deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part, imposing measures intended to prevent births within the group and forcibly transferring children of the group to another group”. The survivors of genocide suffer from chronic fear. They have difficulty in expressing their trauma and may suffer mental health problems caused by the loss of family, relatives and friends. In some cases they have to live with the terror and the trauma of having to continue their lives among the perpetrators of the genocide. The experience is even more traumatic when we are dealing with children. The present paper will focus on how two children, one Armenian and the other Pontic Greek experienced genocide during World War I in the declining Ottoman Empire, as they described it many years later; the first to her granddaughter and the second to her daughter. It will examine how the trauma of genocide affected the whole lives of the two children and their perception of the world. It will focus on how they dealt with the loss of their parents, bothers, sisters and other relatives, how they managed to survive without the family protection and care away from the place of origin. It will examine how their chronic fear and terror impinged on their lives and how they found the strength to express their trauma.

Dr **Georgia Eglezou** read History and Archaeology at the University of Athens in Greece and holds a PhD from the School of Historical Studies of the University of Birmingham in the UK. She is the writer of the book *The Greek Media in WW1 and its Aftermath: The Athenian Press and the Asia Minor Crisis*, London: Tauris, 2009. She has written articles on the history of Modern Greece and Britain and has presented her research in many international conferences.

**Petra Svoljšak (Slovenian Academy of Sciences and Arts / University of Nova Gorica, Slovenia)**
Slovenian children and the Great War

World War I brought in the lives of contemporaries a vast range experiences, some of them have been researched and have become a part of (Slovene) collective memory, the others have remained in the shadow of memory. One of them is certainly the thematic of the childhood in the Great War. Many Slovenes experienced the exile during the Great War and among them, the majority had been children. The paper would thus focus on aspects of childhood in Slovenian provinces, which had been marked by the vicinity of the frontline (Isonzo front), the Italian occupation and by the general situation in the Dual Monarchy: the refugee problem, life under the Italian occupation (special care of the occupiers towards children - education) and life on the home front. Children had been the greatest victim among the civilian population; they had suffered from starvation, epidemic diseases and other illnesses in the refugee camps, where special care had been taken of in health-care system and education. Education focused on psychological effects of war, to overcome apathy and to bring to children the mirage of normality. The experience of exile in Italy had been very different from those in the Austro-Hungarian refugee camps, and life under Italian occupation brought many novelties, which would be also analysed in the paper. The paper would try to explain in what ways the war affected the lives of Slovenian children and what could have been the “exclusive” experiences of Slovenian children during the Great War.

Petra Svoljšak is a research counsellor at the Milko Kos Historical Institute of the research Centre of the Slovenian Academy of Sciences and Arts and associate professor at the department of Cultural History of the University of Nova Gorica, where she teaches History of the wars of the 20th Century. She is the author of »Soča, the Sacred River. Italian Occupation of the Slovene Territory (1915 – 1917) (in Slovene) and several articles on the Slovenes and the First World War, the refugee problems during the War, on the demographic impact of the War and the memory of the First World War.

Julie Thorpe (University of Western Sydney, Australia)

Stitching war: Refugees in Austria-Hungary in the First World War

‘Being responsive to the traumatic experiences of others, notably of victims, implies not the appropriation of their experience but what I would call empathic unsettlement, which should have stylistic effects or, broadly, effects in writing which cannot be reduces to formulas or rules of method.’ (Dominick LaCapra, Writing History, Writing Trauma, p. 41)

This paper seeks to locate the experiences of refugee children in the Austro-Hungarian Empire during the First World War within broader social histories of gender, family and material culture while, at the same time, responding to their experiences of trauma through what Dominick LaCapra has termed the ‘empathic unsettlement’ of the narrator/historian. Histories of children and the family have emerged mainly from gender history and, therefore, tend to focus on maternalist and paternalist discourses of child welfare, education and family life. In Austria-Hungary paternalist images of the emperor were meant to inspire loyalty and love from the children of the empire, and provide solace to those children who had lost their parents in the war. The orphaned children of Archduke Franz Ferdinand and Archduchess Sophie were held up as role models for the rest of the fatherless and motherless children of the empire. For refugee children who had lost family and homes in the war, the refugee
camps and children’s homes were intended to make loyal citizens out of the empire’s children, who learnt to read and write German while also performing a range of (mostly unpaid) labour duties, such as assisting younger or sick family members, visits to hospitals and welfare agencies, translation and interpretation, clerical work, and various handicrafts based on regional and gendered traditions. My paper will reconstruct stories of refugee children through the mediated testimonies of adult relatives, welfare agents, refugee activists and journalists. I will also provide my own ‘middle voice’ in responding to the stitched testimonies of refugee girls. The colours, patterns, symbols, initials and images stitched on fabric invite the role of a secondary witness to respond, not by appropriation of wartime trauma, but unsettling the historian’s own voice in writing histories of displacement.

Julie Thorpe is an Australian Research Council Postdoctoral Fellow at the Institute for Culture and Society at the University of Western Sydney. Her first book, Pan-Germanism and the Austrofascist State, 1933-38, was published by Manchester University Press in 2011.