

BRIGHTER FUTURE:

Towards the holistic well-being of children and adolescents in care or adopted in educational institutions

According to the UN Convention on the Rights of the Child (1989), children and adolescents who, for whatever reason, are temporarily or permanently unable to live with their families of origin are entitled to special protection and assistance from the State in which they live. The protection system has a duty to assess each case and provide an appropriate transitional alternative care solution, either in a foster family or in residential care. And, in cases where return to the family of origin is not possible, through adoption or another permanent care solution.

The Council of Europe estimates that around 1.5 million children live in some form of alternative care. Like other children, school should be a welcoming and safe place, helping them to minimise the possible negative impact of any adverse experiences they may have had, so that they can develop to their full potential. However, research on their school experiences shows that this is not always the case.

The EU-funded BRIGHTER FUTURE project was launched three years ago to identify what challenges their school inclusion posed and what strategies

Editors:

Beatriz San Román,
Irene Salvo and Silvina Monteros

Authors of this issue:

BRIGHTER FUTURE team

Images:

Álvaro Sobrino

Coordination:

Victòria Badia

Subscription and contact:

gr.afin@uab.cat

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Universitat Autònoma de Barcelona

and practices could improve it, in order to provide education professionals with effective tools and strategies. Seven organisations from four different European countries have joined forces to contrast the results of previous research with the accumulated knowledge of young people in care, foster and adoptive families and professionals working in both the care and education systems, identifying not only the most frequent challenges, but also effective practices and strategies to address them. Although all the entities involved in the project have extensive experience in working with children and adolescents under different forms of protection, the project team was built with a logic of complementarity, so that the different teams provided specialised training in different fields. Thus, the Italian partners, the University of Verona and the City of Turin, contributed extensive work with children growing up in foster or residential care. The UK partner PAC-UK, which was originally set up as a post-adoption centre to support adoptees and their families, has extensive experience in developing programmes in schools to raise awareness of early adversity. The

Dutch partners, the University of Groningen and the Pharos Foundation, stand out for their ongoing work with refugee families and minors who migrated without parental accompaniment. Finally, from Spain, the AFIN Research Group of the Universitat Autònoma de Barcelona and CORA, the federation of adoption and foster care associations, contributed their experience in these fields.

In this article we present some of the results and resources of the project, the outputs of which are available [on the project website](#).

Problematic schooling or a poorly prepared education system?

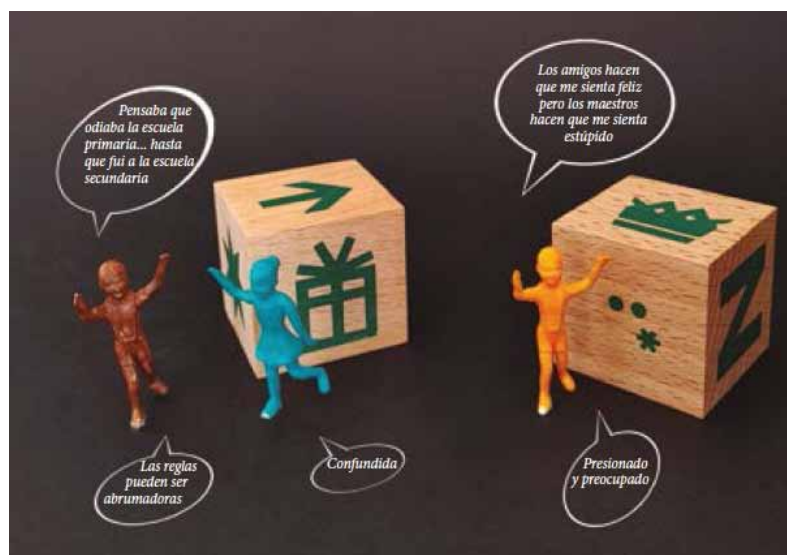
In addition to having experienced separation from their first parental figures, many of these children and adolescents have faced other forms of early adversity, such as abuse, neglect and institutionalisation. Understanding how adverse early life experiences can affect development is essential for teachers, as it enables them to develop practices that are sensitive to the multiplicity and variety of needs of students, particularly vulnerable groups. For example, those who have not



had secure, predictable and consistent attachment figures in their care often internalise the idea that others cannot be trusted and that the world is not a safe place. In response to disorganised and neglectful care, reactions such as passivity, anxiety, fear or excessive attachment to compliance with rules emerge. In the absence of adult figures to help them meet their basic and instrumental needs, these children have had to take the reins to do it themselves and resolve their own difficulties. When they enter the school system, the strategies and resources they have learned to survive may

be (mis)interpreted as “problem behaviours”. Similarly, when they have developmental and learning gaps due to the difficult circumstances they have experienced, it may be impossible for them to meet the expectations of adults, who assume that the problem is one of motivation or discipline. Nuria, a foster mother of a twelve-year-old girl, puts it vividly as follows: “We don’t play the lottery in December, but in September. We pray for a good teacher, because that would mean a quiet year. But that rarely happens.

Like everyone else, these children and adolescents have learned how to act and have forged their expectations and ways of relating based on their previous experiences. When adults are not trained to adequately interpret their behaviours and needs, their behaviours and reactions are often misinterpreted and identified as ‘disruptive’ and therefore deserving of sanction. It is not uncommon for this to lead to a spiral of helplessness on both sides: children feel unable to comply with what is expected of them and, on the other hand, adults despair that neither scolding, rewards nor punishments get them to behave as they are supposed to.



Regardless of what happened when they were younger, all children or adolescents have the right to a quality education that effectively responds to their diverse needs in a responsive, respectful and supportive manner. Without specific training, understanding their reactions and needs can be difficult, some-

times leading to misleading “labels” and insensitive practices. In the same vein, research repeatedly shows that children and adolescents who are adopted or living in foster care have higher rates of difficulties in school, with higher dropout rates and are more likely to be bullied or feel isolated in schools. Similarly, some traditional educational strategies or well-meaning comments that do not take into account the diversity of life experiences and personal circumstances can be discriminatory, exclusionary or inappropriate. Therefore, recognising the needs that are expressed through actions and focusing on the relational rather than the correction of unwanted behaviours allows for a substantial change in addressing difficulties. It also allows children and young people to feel that school is a welcoming and safe place where they can recover from the negative impact of difficult experiences and develop their full potential.

Towards a welfare-centred approach

Framing child development from an ecological perspective allows us to broaden and better understand what we are talk-

ing about when we refer to early adversity. The ecological theory of human development, developed by Urie Bronfenbrenner, allows us to understand how the development and well-being of children and adolescents are influenced by multiple factors embedded in various subsystems, some of which are external to the spaces they inhabit. It also helps to conceptualise early adversity not as something definitive and irreparable, but as an experience that can be overcome if there are protective factors in the system of which the child or adolescent is a part. Thus, for example, experiencing early adversity is different when there are (or are not) adult figures who provide sensitive responses, when there are (or are not) public or educational policies that facilitate the repair and overcoming of possible effects.

In recent years, school policies committed to equity have moved away from the centrality of discipline towards the wellbeing paradigm, which has been a key pillar in the development of the BRIGHTER FUTURE project. Understanding wellbeing as the cornerstone of a well-functioning educational community





means recognising that acquiring new competences is an extremely difficult challenge for those who feel insecure, excluded or isolated. Therefore, prioritising well-being and emotional security implies working from a different paradigm, in which diversity is no longer a problem to be managed but is placed at the centre of educational life.

Thus, the interviews and focus groups conducted throughout the project in Italy, the Netherlands, the UK and Spain allowed us to deepen our knowledge and reflection not only on the discomfort produced by normative systems that establish equal demands and expectations for all people regardless of their life situations, but also on the identification of concrete practices capable of reversing the situation. When asking young people who had grown up in residential care, for example, a recurrent aspect they identified as a turning point in their school experiences was the appearance of a reference person at school or high school who “saw” them, in the sense of relating to them as people beyond the dimension of being a student. These people were not always part of the teaching staff,

but were sometimes school workers carrying out other tasks. As one educator who spoke at the conference organised by BRIGHTER FUTURE at the University of Valladolid pointed out, sometimes “he who has a carer has a treasure”.

When most interactions with their teachers revolve around their difficulty in following the rules, they are likely to feel powerless and under constant stress. Highlighting their efforts and achievements gives them a different perspective on themselves. All people find it easier to motivate themselves when it is possible to enjoy the feeling of self-efficacy from time to time, so recognising their achievements or improvements (even if they are still far from the final goal) is often a condition of possibility for them to feel good at school or college. Children and adolescents also benefit from being allowed to have responsibilities, such as in peer tutoring, cooperative learning, assignment of tasks in classroom routines or playing a specific role in school activities. In these situations they can show different facets of their personality, both to themselves and to their peers, subverting the vulnerable

and incapable image with which they are often perceived.

It should be noted that, within this wellbeing paradigm, identifying and addressing the distress experienced by teachers is also of critical importance. When working with individuals who have experienced various forms of early ad-

versity, it is not uncommon for feelings of frustration to surface. When we invest time, effort and creativity in trying to build a positive relationship with a child or adolescent who is constantly rejecting us, for example, we may well feel a sense of failure and anger. It is necessary to understand that each other's emotions can be intense in difficult contexts, and to identify and address this discomfort in order to maintain a positive attitude and adapt to the situation.

Diversity-sensitive practices

Understanding how early adverse experiences can affect human functioning is essential for members of an educational community, especially teachers, as it enables them to develop practices that are sensitive to the multiplicity and variety of learners' needs, particularly those of particularly vulnerable groups. It also enables them to correctly frame and interpret their behaviour and reactions in the school environment. It is key, for example, to bear in mind that for those who have experienced change and transitions these may be particularly stressful and difficult times, or that what they express





as apparently aggressive behaviour may be a difficulty –or a request for help– in coping with a particular situation. This allows for modulating flexible responses that address underlying needs.

Alongside this, a trauma-sensitive approach to diversity requires a careful review of the language used by different members of an educational setting to talk about children's experiences, replacing negatively charged terms that may label children's behaviour with terms that reflect their situations in a descriptive, neutral or positive way, and creating opportunities for pupils to learn to understand and speak from this perspective. Sometimes acronyms or technical terms have pejorative connotations that dehumanise fostered or adopted children, and their use contributes to making invisible the diversity of individual situations and the vulnerabilities that affect them. This is the case in Spain of the so-called "ME-NAs" (unaccompanied foreign minors), but also of the AMV ("Alleenstaande Minderjarige Vreemdelingen", the equivalent in the Netherlands), the MSNA ("Minori Stranieri Non Accompagnati") in Italy or the LAC ("Looked After Children") in the

United Kingdom.

Promoting the inclusion in schools and colleges of students who, like society in general, are diverse and assuming their differences as a factor that brings richness to the educational community requires paying attention to the different categories that converge in their social identities: socio-economic status, gender, race, (dis)abilities, etc. A first basic recommendation is to review and update the books and materials used in schools so that they reflect the plurality of experiences and situations. Teaching materials are sometimes limited to the narrative of Western culture, so critically examining them allows one to see what voices and contexts are absent. Developing a culturally inclusive curriculum ensures that the contributions of different cultures are not erased or undervalued. This can be done by incorporating readings and activities that showcase the different cultural backgrounds represented in the classroom, fostering intercultural friendships in classroom management strategies and promoting a culture of mutual care. It can also be positive to encourage students to share their stories

and to relate their cultural experiences to the topics being worked on in class in a sensitive and caring way. For example, transnational adoptees may know little about their country of origin or feel very uncomfortable when it is assumed that they identify with their culture. Similarly, some immigrant children or adolescents (including those who arrived unaccompanied) may feel uncomfortable being singled out as belonging to a 'different' culture, when they are struggling to fit in. When in doubt, asking them beforehand and creating a space for trust and dialogue is always a safe way forward.

BRIGHTER FUTURE products

The products developed by the BRIGHTER FUTURE project are available for free and open access [on the BRIGHTER FUTURE website](#). Among them, the handbook "[From protection to inclusion: a handbook for teachers on children in alternative care and adopted children](#)" provides information, food for thought and practical resources to promote inclusive and sensitive education, so that all pupils, regardless of their life path or family circumstances, feel welcomed on an equal foot-

ing. On the other hand, the training module "Transforming the school" contains six complete didactic units, accompanied by Power Point presentations that combine more theoretical parts with participatory exercises to facilitate the acquisition of competences that equip teachers with a sensitive and informed approach capable of recognising and including the diversity of needs and experiences in their professional practice.

The BRIGHTER FUTURE team is currently working on a virtual library of short documents focusing on specific topics related to the schooling of foster and adopted children and adolescents, from how to manage hypersexualised behaviour in the classroom (common in children who have been sexually abused) to how to respond to questions from peers on issues such as the causes of a particular child's adoption. Like the other products of the project, it will be available in all project languages (English, Italian, Dutch and Spanish) in open access for free consultation and download.



Congreso
BRIGHTER FUTURE
Final Conference

Transformando la escuela

Santiago de Compostela
9 y 10 de febrero 2023



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BRIGHTER FUTURE
Innovative tools for developing full
potential after early adversity

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BRIGHTER FUTURE FINAL CONFERENCE Transforming schools

The final conference of the BRIGHTER FUTURE project will be held on 9 and 10 February 2023 at the Faculty of Psychology of the University of Santiago de Compostela, with the aim of presenting and discussing with professionals and experts the results of the project BRIGHTER FUTURE: Innovative tools for developing full potential after early adversity.

On the afternoon of Friday, 10 February, three free simultaneous workshops will take place with a duration of 90 minutes and a maximum of 20 participants per workshop. Registration for both the conference and the workshops is free of charge, but advance registration is required.

Simultaneous translation (English-Spanish-English) will be provided.

Further information and registration

PROGRAM

Thursday 9 February

09:00

Registration

09:30

Opening session

10:00

BRIGHTER FUTURE: School as a space for resilience

Beatriz San Román

Autonomous University of Barcelona

For three years, the international team of the BRIGHTER FUTURE project has been working to identify the challenges faced in the schooling of children and adolescents who have suffered various forms of early adversity and who live or have lived in state care. In this session, the results and materials developed by the project are presented, including a training module for education professionals and an online library of information and resources.

11:00**Working with the school as a community to improve student learning and wellbeing****Anna de Haan and Marjolein Keij****Pharos Foundation (Utrecht, The Netherlands)**

Working with the school as a community means that all parts of the school work effectively as an organisation and in this way contribute to the well-being of everyone in the school. Essential elements of this approach are the importance of socio-emotional aspects, the early identification of challenges (including those related to the well-being of teaching staff) and the definition of appropriate solutions, as well as collaboration not only with families but also with professionals and organisations in the local community. It is about making the school a place where differences are accepted and celebrated.

12:00**Coffee break****12:30****Welcoming children with diverse family belongings at school****Federica de Cordova and Chiara Sità****University of Verona (Italy)**

For children who have experienced early adversity and complex family and residential trajectories, school can be a welcoming and protective environment, but it can also become a context of loneliness and obstacles, putting full participation and learning at risk. School staff can promote well-being in the school environment by working on some key aspects such as paying attention to language and its uses in the classroom, attending to children's relationships, promoting care for their personal histories or establishing collaborative relationships between teachers and caregivers.

15:30**Roundtable: Contrasting Perspectives on the Education System**

This roundtable brings together the perspectives of different actors on the responses of the education system to children and adolescents living in state care, whether in foster families or residential centres, as well as those who have been adopted. Participants are still to be confirmed.

16:30**Contributions to an inclusive school from partnership and professional practice****Chus Vázquez and Águeda Ruibal****Education Commission of Manaia, Asociación Galega de Adopción e Acollemento**

From the dual perspective as teachers and as members of the Education Commission of Manaia, the speakers reflect on the collaboration between families and schools to provide a space for growth and well-being for those who have suffered adverse situations in the early years of life.

17:30**Coffee break****18:00****FAS at school (working title)****Carmen Villar****Manaia, Asociación Galega de Adopción e Acollemento**

Friday 10 February

09:00**How to develop informed and affirming care for queer young people****Mónica López López****University of Groningen (The Netherlands)**

Based on the knowledge originated in the Audre (Netherlands) and Firmus (Cantabria, Spain) projects, this presentation aims to explore how LGTBIQA+ young people in the protection system could benefit more from the social support of their peers or teachers than from their family, as well as the positive impact that activism can have on their mental health and well-being. During the presentation, we will reflect on how to implement the accumulated knowledge to make foster care systems more supportive and affirming.

10:00**The Family Programme, an innovative experience****Antón Mouriz and Sergio Puga****Manaia, Asociación Galega de Adopción e Acollemento/ Faiben Fundación de Apoio á Infancia e ao Benestar****10:30****Back to the origins: encounters and misunderstandings in intercountry adoptions****Chandra Kala Clemente Martínez****Autonomous University of Barcelona**

Searches for origins in intercountry adoptions have gained a certain presence in the debates in adoptive communities and in society at large. Such searches, which include not only new information but also new relationships, bring with them doubts,

uncertainties and changes. This session will present experiences of adoptees who have searched for their origins and what the encounters and misunderstandings have meant during the process.

11:00

Early adversity and learning processes

Ana M^a Linares Alonso

CORA/ Catholic University of Avila

Early childhood is a critical time of development both structurally and emotionally. Early adverse experiences marked by prenatal exposure to toxic substances combined with adverse emotional experiences with caregivers who do not guarantee the physical and/or emotional integrity of the child generate significant neurological damage with direct and relevant consequences on learning processes. Knowing about these types of injuries as well as their manifestations in the classroom will allow teachers to understand each student and deploy different tools to facilitate a more comprehensive and inclusive educational environment.

12:00

Coffee break

12:30

Young refugees: lived experiences and self-perception of Syrian children in the Netherlands.

Abduhalim Albakkor

University of Groningen (The Netherlands)

Over the past ten years, the Netherlands has witnessed an increase in the number of migrants from Syria. Their experiences with the country are marked by lengthy asylum procedures, followed by longer waiting periods for accommodation. As a result, refugees spend a long time in camps and

face additional difficulties in accessing services and/or entering the labour market in professions that match their level of skills and education. This presentation focuses on understanding the impact of young migrants' experiences on their well-being and sense of belonging and the mechanisms through which they create a supportive social network that fosters a sense of belonging.

13:30

Mapping the past to shape the future: what I have learned in 37 and a half years in the child and adolescent protection system

Leo Wieldraaijer-Vincent

Cornerstones Youth Care

Leo Wieldraaijer-Vincent has been involved with the protection system for almost forty years, first as a person under guardianship and then as a professional. In this session he will present the key learnings accumulated in this time.

Workshops

16:00 -17:30

Not without us: How to promote the participation of children and adolescents

Aida Urrea-Monclús

University of Lleida

The importance of giving children and adolescents a voice and taking them into account is increasingly recognised. However, this participation is sometimes limited by the lack of strategies on the part of adults to involve them. In this workshop we will learn about experiences in which children and adolescents are active agents in their own lives and we will put some participatory strategies into practice.

The child's story at school

Federica de Cordova and Chiara Sità

University of Verona (Italy)

How can teachers and school staff take care of creating a welcoming environment for children who have experienced early adversity? During this session, we will explore and discuss strategies and tools based on a case study that will allow us to understand how the educational context can promote care for the child's personal history, foster peer relationships and build meaningful relationships with caregivers.

* This workshop will be delivered in English and Spanish.

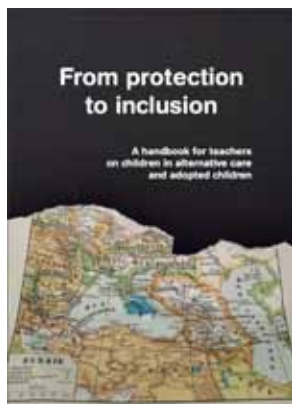
Intersectionality and educational equity

Gaby Martínez

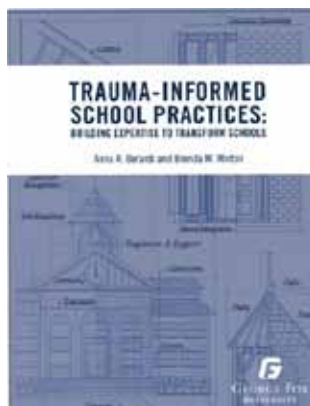
University of Groningen (The Netherlands)

In order to guarantee equal opportunities, it is important to bear in mind that the identity of children and adolescents is not defined by a single characteristic. Elements such as class, ethnicity, race, sexual orientation, gender identity or (dis)ability combine. This workshop reflects on the ways in which these elements are intersected by power dynamics that affect their experiences in intertwined ways, rather than as separate systems of oppression, with the aim of developing inclusive educational practices from an intersectional perspective.

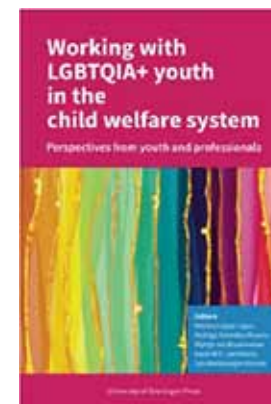
FURTHER READING



San Román, B. (ed.) (2021)
From protection to inclusion: A handbook for teachers on children in alternative care and adopted children
 Bellaterra: Universitat Autònoma de Barcelona



Berardi, A. and Morton, B. (2019)
Trauma-informed school practices: building expertise to transform schools
 Newberg, OR: George Fox University Library

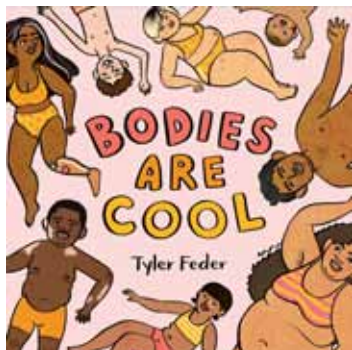


López López, M. et al. (eds.) (2021)
Working with LGBTQIA+ youth in the child welfare system: Perspectives from youth and professionals
 Groningen: University of Groningen Press

Developed in the context of the European BRIGHTER FUTURE project, this handbook provides systematised information and practical strategies for creating a welcoming environment for all children in school, regardless of their life paths and family experiences. Written in a concise and easy-to-read form, it provides information for recognising and responding to the effects of early adversity, with practical recommendations aimed at making the school a resilient space from which to overcome the potential negative impact of difficult experiences at an early age, avoiding stigmatisation and the use of misleading labels.

Designed as a textbook, this volume reflects on the need to improve the education system's response to pupils who have experienced early trauma or adversity. Combining theory, policy, current school issues and practical ideas, it offers opportunities for reflection, including aspects often omitted from other textbooks, such as the contextual factors and systemic pressures that influence the prevalence of trauma, as well as the role of educator identity. It includes practical strategies on how to transform our learning communities in response to the devastating impact of stress and trauma. The use of case studies serves to deepen and better understand the need for an ecological approach and an intersectional perspective in schools.

Written through an ongoing exchange between LGBTQIA+ youth, researchers, practitioners and foster families, this book offers a valuable tool for improving practices with LGBTQIA+ youth on personal, organisational and policy levels. LGBTQIA+ youth need meaningful connections with people in their communities to heal, learn and be authentically themselves. Those working in the child protection system have a crucial role in creating these connections and cultivating supportive environments, free from additional trauma, where LGBTQIA+ youth can feel valued and loved.



Tyler Feder, T. (2022)
Bodies Are Cool
New York: Dial Books
for Young Readers

This story is perfect for those who like to read aloud. It shows us the diversity of bodies in a way we haven't seen before in children's stories: you will see scars, stretch marks, skin marks, eyes with patches, wheelchairs, people of all colours... In its pages you will find scenes of everyday life full of details, where bodies of all shapes and sizes appear, just like in real life. It contains a positive look at every body, challenging the narrative of picture books in which we often see only white, European, able-bodied, slim bodies within the most accepted standards of beauty.

FURTHER VIEWING



Venegas, S. (2018)
***Nuestra vida como niños
refugiados en Europa***
Spain, 15 min

Silvia Venegas' short film, which won the Goya Award for Best Documentary Short Film in 2020, has as its central objective to know, listen and tell the stories of refugee children arriving in Europe: the story of a generation of refugee children and young people trying to find their place in Europe and of those who never found it. *Nuestra vida como niños refugiados en Europa* [Our Lives as Refugee Children in Europe] offers the first-person accounts of children and young people of different nationalities living in a permanent waiting situation in Greece and Sweden. These are the stories of a generation who have been forced to leave their homes and their childhoods to find a safe place to live and rebuild their lives in peace. (FILMAFFINITY).



Serrano, R. (2019)
Así crecen los enanos
[Documentary]
Spain, 93 min

In Spain, the protection system has developed a whole series of measures aimed at protecting children at risk through their guardianship in specialized centers. However, it is worth asking: to what extent are these systems efficient, what is the real effect of this guardianship on the life of a child, does he or she manage to have a childhood similar to that of his or her peers, does he or she manage to integrate socially, to what extent is he or she prepared for it, how is the crisis affecting the projects that helped them to integrate into society, and how does he or she face, in practice, his or her adult life, and how does he or she face his or her adult life? The aim of *Así crecen los enanos* is to provide answers to these questions from the mouths of those involved in them, from those who were once children under guardianship, to the professionals who work with them and various specialists in the field.



Lavanderos, F.
and Vergara, G. (2000)
Este año no hay cosecha
[Documentary]
Chile, 60 min

Este año no hay cosecha [This year there is no harvest] penetrates the daily life of a group of children living on the streets to discover, through the story and experience of its protagonists, the hidden Latin American marginality of a neoliberal city like Santiago de Chile. The camera becomes one more person living together in the family life, born out of the close friendships with which the street children survive. (FILMAFFINITY).



Chbosky, S. (dir.) (2017)
Wonder
USA, 113 min

Auggie is a ten-year-old boy who lives in Brooklyn with his mother, Isabel, father, Nate, older sister, Via, and dog, Daisy. He was born with a rare facial deformity, "mandibulofacial dysostosis", and has undergone twenty-seven operations to be able to see, smell, speak and hear. Now he faces a key moment in his life: going to school. He will soon learn that people can be cruel and insensitive, but he will also meet other people who will enrich his life.



Fingscheidt, N. (2021)
The unforgivable
United Kingdom, 113 min

After being released from prison after serving time for a violent crime, Ruth Slater tries to locate her little sister, who was five years old at the time and was given up for adoption to a family. During the twenty years she was in prison, she never heard from her. The search will not be easy, not least because the judge has issued a permanent restraining order against her sister.

AFIN NEWS

Meeting of research groups at UNPaz

On 7 November, Diana Marre, from AFIN, participated in a Meeting of Research Groups at the National University of José



Clemente Paz, Argentina, invited by Dr. Cristina Bettanín from the research group Identidad en Redes to comment on the following papers shared by colleagues from various Argentinean universities and research institutions, as results of research related to "La Construcción de las Identidades. Searches, activisms and reparations":

- *Reflections on the types of academic productions on the right to Identity*, by Identidad en Redes.
- *Points of (dis)encounter between institutions and gender diversity in neglected territories*, by the Trans Population Group.
- *Forensic statistics; new tools in the field of the search for missing persons*, by Franco Maresca.

Grants from the National Women's Institute

The National Women's Institute has approved funding for two projects to be developed by the AFIN Group:

- "Gender in memory: sexuality, reproduction and upbringing in 20th century authoritarian regimes in Ibero-America", directed by Dr. Chandra Kala Clemente, postdoctoral researcher at AFIN, endowed with 25,000 euros, aims to gain access to the experiences of women, sexual diversities and other groups subalternised under authoritarian regimes and their exclusion in the construction and recovery of memory and in official history. To this end, a series of symposia and podcasts will be held, as well as an interactive web platform.
- "Eggs, bodies and markets: donation, fostering and reproductive origins in Spain from a transversal gender perspective", directed by Dr. Anna Molas Closas, Juan de la Cierva-Training- researcher at AFIN, funded with 24,599.91 euros, proposes to carry out activities to transfer scientific knowledge to society through eight podcasts and a documentary on the reproductive market in Spain with special attention to contemporary debates on egg donation.

Childhood and adoption: a socio-cultural perspective

At the end of November, the publishing house Síntesis presented the book *Infancia y adopción: una perspectiva sociocultural*, written by Ma José Rodríguez Jaume, Beatriz San Román and Diana Marre. The volume focuses on adoption and foster care in Spain.



The volume focuses on adoption and foster care in Spain, two measures of the child protection system that have not only undergone a profound process of transformation in all areas in recent decades, but have also acquired visibility, relevance and social notoriety, especially since 2004, when Spain became the second country in the world with the highest number of international adoptions. Its chapters offer a social and cultural approach to adoption that invites us to rethink the figures of child protection from the diversity with which contemporary societies embrace family life.

The table of contents and a sample chapter can be consulted [at this link](#).