This paper responds to a recent concern on what contemporary social science debates Childhood Studies could engage with more. Amongst Childhood scholars, globalization and Global Childhoods have been recognized as such major debates where there is a need for novel approaches. For example, Childhood Studies has been critiqued of having been too preoccupied with minority world children (e.g. Smith & Greene, 2014).

In recent years, the tensions between nationalist and cosmopolitan ideals have become increasingly political and urgent on a global scale (Cuomo, 2011; Castles, 2014) as migration and movement of people have taken new forms and routes. In 2015, an increasing number of European Union countries consider the new ‘asylum seeking crisis’ as one of the most difficult problems that has led to revisions in common European asylum system (European Commission, 2015). It is thus proposed that Childhood Studies as a paradigm could reflect such new, perhaps unforeseen developments more. It is especially suggested that the distinction between ‘colonial’ and ‘post-colonial’ may no longer be the key paradigms in terms of ‘world citizenship’ when it comes to contemporary ‘world order’.

Keywords: Global childhoods, European, colonial, post-colonial, critical