CERES REPORT

April 2012 – October 2013

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VISION

The main objective of the Centre for Education for Racial Equality in Scotland (CERES) is to contribute to the processes that enable people to be treated with respect, fulfil their potential and have equitable experiences by:

- Progressing and embedding issues of social justice, rights and anti-discriminatory practice in society and its institutions
- Working with education policy makers, practitioners, children/young people, families and communities to contribute towards participation and self-emancipation.

The Centre draws its expertise from a range of people who have promoted equity and challenged discrimination in various ways in Scotland and beyond.

HISTORY

CERES was set up 1991 with small-scale funding from the former Scottish Office. CERES’s key role at that point was to support Scottish local authorities in the development and implementation of multicultural and anti-racist education. CERES also provided advice to government, other public bodies such as the former Commission for Racial Equality and then the Equality and Human Rights Commission as well as the Third Sector and individuals from the black and minority ethnic communities. In 1999, with devolution, CERES worked closely with the Scottish Government to develop a more strategic approach to embedding race equality in Scottish school education.

PRESENT

The Centre today is an interdisciplinary research centre dedicated to the study of equality and anti-discrimination at all stages of education as well as in broader aspects of political and social life. Centre staff adopt an intersectional approach to their understandings of the nature of inequality by exploring how ‘race’, ethnicity, gender, class, faith, sexuality and disability influence the life chances of individuals and groups.

CENTRE ACTIVITIES

The Centre carries out a range of activities. These activities occur in various contexts and include:

- Undertaking research and development
- Offering a consultancy service on equality and diversity issues particularly in areas related to race equality
- Producing books, briefings, journal articles, training materials
- Organising seminars, conferences and forums
- Analysing and commentating on local/national/international policy and legislative development and disseminating examples of innovative approaches
- Providing advice to policy makers, practitioners and the public
THE CERES TEAM

The Centre has a flat structure with seven co-directors all of whom are staff from the School of Education. The Directors are allocated 35 hours per year each as contribution to their work of managing the Centre. Centre co-directors are:

Dr Rowena Arshad OBE is Head of the Moray House School of Education. Her professional background is in community education. Rowena was awarded the OBE in 2001 for services to race equality and an Honorary Doctorate in Education in 2010 for services to gender equality by Edinburgh’s Napier University. Her doctoral thesis was on Scottish teacher activism in the area of equality and anti-discrimination. Her current research is an AHRC funded project looking at the everyday geopolitics of black and minority ethnic young people in Scotland. She is on the editorial board for the Journal of Race Equality Teaching.

Dr Akwugo Emejulu is a lecturer in Community Education. Before entering academia, she worked in progressive politics in both the United States and the United Kingdom. Her research interests include exploring gender and racial inequalities in a comparative perspective and examining political identity and agency within the micro-politics of community development and community organising. Her current research focuses on how the economic crisis and government austerity measures in the UK and France influence minority women’s political behaviour.

Dr Maria Dasli lectures in the area of Languages and Intercultural Studies. Her research, which is informed from the disciplines of sociology and anthropology, focuses on socio-political education and the development of critical intercultural language pedagogies. She is Membership Secretary and Treasurer of the International Association for Languages and Intercultural Communication (IALIC) and also sits on the Linguistics Research Committee at the Centre for Global NonKilling (CGNK) in the USA. She regularly reviews for three international journals: Language and Intercultural Communication; Pedagogy, Culture and Society and Business Management List. She is a fellow of the Higher Education Academy (FHEA).

Dr Pete Allison is the depute director of Post Graduate Studies in the Moray House School of Education and is based in the Institute for Sport, Physical Education and Health Sciences. His main interest is in values and experiential learning with a particular focus on learning through intensive residential experiences such as wilderness expeditions. His research includes work for Scottish National Parks, Sail Training International and the British Schools Exploring Society.
Theoretically Pete has ongoing interest in the work of Aristotle, Charles Taylor, John Dewey and Kurt Hahn. In 2012 Pete went to Oman to co lead a Connecting Cultures course for UNESCO in the Wahabi Sands Desert. Pete returns to Oman in 2014.

**Dr Yvonne Foley** is a lecturer working largely on the School’s TESOL Masters. She will soon take up the role of Depute Head of the Institute of Education, Teaching and Leadership. Yvonne worked for many years as an English language teacher in Taiwan and the UK. Before returning to Scotland, she was Director of Studies within an international school system in Taiwan. She is currently a member of NALDIC (National Association of Language Development Across the Curriculum) and IATEFL (International Association in Teaching English as a Foreign Language) and a reviewer for the International Journal Language Assessment Quarterly. Yvonne was the winner of the Endsleigh (2011) Overall High Performer Teaching Award at the University of Edinburgh.

**Dr Kristina Konstantoni** is the Director of the BA Childhood Practice, a Lecturer in Childhood Studies in the Moray House School of Education and an Associate of the Centre for Research in Education, Inclusion and Diversity (CREID) based in the Institute for Education, Community & Society. As a sociologist her PhD was on the topic of ‘Young Children’s Perceptions and Constructions of Social Identities and Social Implications: Promoting Social Justice in Early Childhood’. Her main research interests are in Identities, Equity, Social Justice and Children’s Rights and Participation, and how these are taken forward in Educational Practice by engaging and listening closely to young children, parents/cares and practitioners. She is also interested in the links between social policy (particularly Educational), research, theory and practice relative to Social Justice and Equity.

**Dr Andy Hancock** was a teacher and local government officer before moving into higher education. He is Depute Head of the Institute of Education, Teaching and Leadership. His interest areas are the social context and bi-lingualism of school pupils. His recent research focused on bi-lingual education comparing literacy experiences of Chinese children in and outside school.

**Centre Administrator**

**Jo Law** came to the centre from the ESRC Genomics Forum where she was employed as an Administrator and PA to the Director for seven years. She has a wide experience of organising conferences and high level events, managing research grants and providing administration support.
CERES ASSOCIATES

CERES has associates (both internal and external) which the Centre collaborates with regularly on research projects and grant applications.

**Alison Closs** was a senior lecturer in the School of Education until her retirement in 2004. Since then she was worked as a freelance educational consultant, primarily with government and non-governmental organisations in the Western Balkans (emergent countries of former Yugoslavia, Albania and Turkey) in which she has had long-term interests. Her interest, research and teaching throughout her career has been focused on ensuring the educational entitlements of children at potential risk of marginalisation in, or exclusion from, school and on inclusive approaches to teaching and learning.

**Dr Susan Gair** is Senior Lecturer within the Faculty of Arts, Education and Social Sciences at James Cook University, Australia. She is a social work scholar with more than two decades of recognised teaching, research, writing and practice in her discipline. Her research, practice, teaching and community service have focused on the advancement of social justice and reconciliation, and improved social policy and social work practice. Her key areas of research have been adoption practice, and working respectfully with Aboriginal and Torres Strait Islander peoples. Her additional research and teaching interests include recognition of prior learning (RPL), promoting empathy for improved social work practice, and advancing writing skills in her profession and in the community. She offered leadership to the professional body the Australian Association of Social Workers.

**Dr Vicki Gunn** is Director of the Learning and Teaching Centre at the University of Glasgow. She has a particular interest in how equality and diversity issues are addressed and mainstreamed in Higher Education learning environments and church history in queer theology.

**Professor Peter Hopkins** is Postgraduate Director of Research for the School of Geography, Politics and Sociology. His research interests include geographies of race, ethnicity and religion, young people’s geographies and the intersections between masculinities, ethnicities and place. He is an editorial board member of Children’s Geographies and Contemporary Islam and is one of the Book Review Editors for Gender, Place and Culture.

**Marlies Kustatscher** is a doctoral researcher in the School of Health in Social Science at the University of Edinburgh. Her research explores how ethnicity, gender and social class intersect in young children’s social identities and relationships in the context of a culturally diverse primary school. She has a particular interest in doing research with children and young people, social identities and intersectionality, and institutional ethnography.
**Professor Constant Leung** is Professor of Educational Linguistics in the Centre for Language Discourse and Communication, Department of Education and Professional Studies at King’s College London. He also serves as Deputy Head of Department. He was the founding chair of the National Association for Language Development in the Curriculum (NALDIC), a national subject association for teachers of English as an Additional Language in UK. His research interests include additional/second language curriculum, language assessment, language policy, and teacher professional development. He is Associate Editor for *Language Assessment Quarterly* and Editor of Research Issues for *TESOL Quarterly*.

**Dr Philomena de Lima** is the Director of the Centre for Remote and Rural Studies, University of Highlands and Islands. Her research interests include equalities and social justice issues with a particular focus on a range of groups in rural communities and cross-national comparisons. She has applied her interests in the following areas: demographic changes, migration and labour market strategies, ethnicity and belonging, poverty and environmental impacts and responses to changes.

**Professor Alison Phipps** is Professor of Languages and Intercultural Studies, and Co-Convener of Glasgow Refugee, Asylum and Migration Network (GRAMNET) at the University of Glasgow where she teaches languages, Religious Studies, Anthropology and Intercultural Education. Her research interests focus on languages and intercultural studies, with a particular critical concern for the different ways in which people learn to live and communicate together by stepping outside comfortable or familiar contexts. Her work is interdisciplinary and draws on the resources of social and cultural anthropology, theatre and cultural studies, theology, law, modern languages and education. Professor Phipps is also a Senior Advisor to the British Council and to the World Council of Churches on intercultural learning.

**Rosemarie McIlwhan** is lecturer in law with the Open University. Rosemarie is the discrimination law editor of the Scottish Human Rights Law Group and has written and lectured on a range of human rights subjects including the interplay between equality and human rights, asylum, children’s rights and mental health. In addition to her work with the Open University, Rosemarie is an Associate at the University of Edinburgh where she lecturers on human rights and equality. Rosemarie is also a member of the Scottish Solicitors Discipline Tribunal and a Fellow of the Royal Society of Arts.

**Dr Gurchathen Sanghera** is Pro-Dean (Undergraduate) for the Faculty of Arts and a lecturer at the School of International Relations, University of St Andrews. His research includes the ‘politics’ of race and ethnicity in contemporary Britain, particularly post- 9/11 and 7/7: the theory and politics of racism, racial equality, multiculturalism and secularism; ethnic identities, national identities and the ‘second generation’; the politics of being Muslim in the West; social capital, cultural capital and mobility; and media constructions and depictions of minority ethnic and religious groups.
DOCTORAL STUDENTS

Ania Byerley – PhD
(1st supervisor Prof Sheila Riddell; 2nd supervisor Dr Rowena Arshad)
Thesis focus: Scottish primary school teacher perspectives on multicultural and anti-racist education

Patricia Cacho – PhD
(Co-supervisors: Dr Rowena Arshad and Dr Akwugo Emejulu)
Thesis focus: Life ambitions of black and minority ethnic young people in rural Scotland

Martina Coccia – PhD (based in the School of Health and Social Sciences)
(1st supervisor: Dr Jo Williams, Co-supervisors: Prof Matthias Schwannauer and Dr Rowena Arshad)
Thesis focus: Young black and minority ethnic carers living in Scotland: towards a resilience framework

Emilia Georgiou – PhD
(co-supervisors: Dr Lorna Hamilton and Dr Rowena Arshad)
Thesis focus: Intercultural education in Cyprus

William Kerr – PhD (based in the School of Social and Political Science)
(1st supervisor: Dr Annis May Timpson; 2nd supervisor Dr Maria Dasli)
Thesis focus: Cross-cultural Education and Autonomy Formation in Nunavut and Cape York

Agnieszka Kwiatkowska – PhD
(1st supervisor: Dr Evelyn McGregor; 2nd supervisor Dr Andy Hancock)
Thesis focus: The relationship between migrant parents' attitudes and their children's acquisition of Polish and English in Scotland

Christine Makuve – EdD
(Co-supervisors: Dr Rowena Arshad and Dr Akwugo Emejulu)
Thesis focus: Zimbabwean, Zinglish, English or none of the above? The existential reality of identity for first generation teenagers of Zimbabwean heritage living in England

Hoda Mobasseri – PhD
(Co-supervisors: Dr Rowena Arshad and Dr Akwugo Emejulu)
Thesis focus: 'Muslim feminism and Muslim women's negotiations of public and private spaces'

Ibtihal Ramadan – PhD (awarded a Principal Career Development Scholarship)
Commencing January 2014
(Co-supervisors: Dr Rowena Arshad and Dr Daphne Loads (IAD))
Thesis focus: The experiences of Muslim academics in UK Universities
Charles Silvane – PhD  
(Co-supervisors: Dr Pete Allison and Professor Carolin Kreber)  
Thesis focus: Values-Based Approaches to Quality Teaching in Swaziland Schools

Sumera Umrani – PhD  
(1st supervisor: Lorna Hamilton; 2nd supervisor Dr Maria Dasli)  
Thesis focus: Outcomes of English Language Teaching and Learning in Pakistan: A Case Study of University of Sindh

Other doctoral students wishing to be associated with CERES

Laura Mitchell is a Bicentennial Fellow in the School of Education.

Geetha Marcus (ESRC/Scottish Government funded studentship)  
Thesis focus: From the Margins to the Centre: The Educational Experiences of Gypsy and Traveller Girls in Scottish Schools
CERES INTERNS/STUDENT PLACEMENTS

CERES hosted four interns/student placements in the past eighteen months.

Laura Alexichick from the University of Indiana. Laura worked on the topic of reverse culture shock and cultural awareness. Laura was on internship with CERES for May and June 2013.

Christiana Fizet from the Ontario Institute of Education, Toronto undertook a month long placement with CERES in May 2013. Her dissertation was on discursive and everyday forms of racism and anti-racist pedagogy. While on placement, Christiana interviewed teachers in their probationary year on their understanding and views of social justice and equity issues.

Aike Broens from the Rotterdam University of Applied Sciences. Aike had a 10 week placement with CERES from November 2012 to January 2013. In that time she studied the views of primary school teachers in Edinburgh and Rotterdam on multicultural and anti-racist education. Aike presented her findings at the CERES International Conference in June 2013.

Katy Johnston a history graduate from the University of Edinburgh spent six months as an intern with CERES. Her interests were in race identity and in particular the experiences of West Indians in wartime Britain. She assisted with literature searches but also interviews on black activism in Scotland and Connecting Cultures.

A new internship begins on October 2013 with Pamela Andrade (University of Sao Paulo) who will be exploring Critical Pedagogy and Intercultural Communication. The internship will be for six months.
CURRENT RESEARCH AND KNOWLEDGE EXCHANGE THEMES

The Centre’s work currently covers five areas:

A. Connecting Cultures (led by Pete Allison and Maria Dasli)
B. Everyday Geopolitics of Black and Minority Ethnic Young People in Scotland (led by Rowena Arshad)
C. Impact of Austerity on Minority Ethnic Women in Scotland and France (led by Akwugo Emejulu)
D. Children’s Rights, Social Justice and Social Identities in Scotland (led by Kristina Konstantoni)
E. Bilingualism and discourses in education in relation to learners with English as an additional language (led by Yvonne Foley and Andy Hancock)

A: Connecting Cultures

Against a backdrop of accelerating globalisation, large-scale migrations and terrorist threats, stimulated by the absence of constructive dialogue between European and Arab countries, there has been in recent years a significant growth in the number of study and residence abroad programmes which seek to improve intercultural relations. Qualitative studies have explored the learning processes of participants within the context of their sojourn, and offer a range of evaluations on an optimistic to a pessimistic continuum of the potential such programmes have to undermine negative stereotypes, lessen negative action tendencies and foster cross-cultural understanding.

Roberts (2003)\(^1\), for instance, examines actions taken to address what she calls ‘deep culture learning’, by considering possibilities for using ethnographic approaches for the development of intercultural competence. Dasli (2012)\(^2\), on the other hand, examines what she conceives of as the failure of pedagogues to utilise appropriate models of intercultural pedagogy in ‘year abroad’ sojourns. Allison et al. (2011)\(^3\) have examined the returning process from such experiences in relation to literature on reverse culture shock and considered the value of such experiences in impacting on individual values. There has, however, been less attention paid to how notions of intercultural dialogue inform the design and delivery of such programmes.

Taking ‘Connecting Cultures’ – a study and residence abroad programme endorsed by UNESCO, and identified as one of the world’s leading civil society initiatives by the UNAOC – as a starting point, this project will explore notions of intercultural dialogue so as to better understand the defining pedagogic characteristics of such cross-cultural education initiatives. In order to do so, the following tentative research questions

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are addressed:

1) What is intercultural dialogue?
2) How is it different from other types of cross-cultural discourse?
3) What are its aims, possible effects, and theoretical groundings?

The focus of this work originated from CERES Director Pete Allison’s work in leading a connecting cultures course in Oman in January 2012. Since then work has been undertaken to try and develop the area of research. In 2012 an intern undertook some initial literature searching work and in spring 2013 a visitor from Indiana University undertook some further desk based research work primarily concentrating on aspects of culture shock, reverse culture shock and associated literature. In spring / summer of 2012 Allison and Dasli co-supervised three MSc dissertations in the area of Connecting Cultures.

Dasli and Allison were successful in obtaining seed corn funding from the School of Education to enable them to work with a research assistant to undertake some further theoretical work which will be undertaken in autumn 2013.

Allison and Dasli submitted a proposal to ESRC for funding which was rated in the top 10 however this proposal was not funded. It is intended to apply again in 2013 /14.

Allison returns to Oman in February 2014 to continue discussions with the founder of connecting cultures and director of Outward Bound Oman where the programme is currently based. Connecting Cultures are keen to sign a Memorandum of Understanding with CERES and the University of Edinburgh.

The challenges facing this area of work is the conceptualising of the context of the work within the extant literature which sits between, to varying degrees, literatures on peace education, anti-racism, experiential learning, adventure education and cross cultural education, sociology, psychology, social anthropology, ethics and values education.

B: Everyday Geopolitics of Black and Minority Ethnic Young People in Scotland

This study takes place across a number of sites in Scotland and focuses on: (a) patterns of Islamophobia and (b) everyday geopolitics among young people from diverse ethnic and religious backgrounds.

In focusing upon ‘everyday geopolitics’, we are interested in the ways in which international, national, state and local political issues shape, and are shaped by, people’s everyday lives in different contexts. We are therefore interested in the everyday lived experiences of place, politics and identities and the intersection of these multiple aspects on life experience and life chances.

A recent report by the British Council (2010), Perceptions of Muslims in Scotland, found that 65% of respondents in a survey of over 1000 ‘non-Muslim’ respondents indicated some degree of favourability towards Muslims. The majority of ‘non-Muslim’ young
people in the study believed that Muslims in Scotland are well integrated. This differentiated from similar studies conducted in the UK. Muslims and ‘non-Muslims’ in the study view integration in Scotland as ‘easier’ than in England, in the main due to lower settlement numbers and to Scottish people having less fear of terrorist attacks.

Particular features of ‘Scottishness’, such as friendliness, sociability and having a welcoming disposition, were also cited as factors assisting integration. Although in Scotland – as in England – there are familiar catalogues of racism, religious intolerance and social exclusion, there are unique aspects to the Scottish context that provide an important framework for the proposed research:

- the history of migration to Scotland differs from that of the rest of the UK
- the diversity and distribution of black and minority ethnic populations and religious communities are also a point of contrast
- specific attention is rarely given to events in Scotland
- it would appear that Scotland has been successful in providing a context in which those who look or believe differently feel more accepted

The project argues that it is not possible to transplant existing discourses about Islamophobia in England onto the Scottish context, and so research requires a specifically Scottish focus. The notion of ‘multicultural nationalism’ is seen as a particular achievement of Scotland in the post-devolution era. In what ways does Scottish nationalism secure a sense of being Scottish which does not appear to be dependent on ‘Othering’? If these studies are accurate, are young people from diverse ethnic and religious backgrounds in Scotland more able to successfully negotiate their socio-cultural aspirations in the public sphere? If so, what are the characteristics or lessons that could then be transferred to other parts of the UK and beyond?

This project focuses on groups who may often be the targets of Islamophobia. To date there has been little if any research on this topic in Scotland or the impact of geopolitical events on the religious and cultural identities of young people in the UK.

The groups the project will consult are outlined below; however, inevitably some young people will belong to more than one of these groups:

1. South Asian religious young people
2. Asylum-seekers and refugees
3. Eastern European migrants
4. International students
5. Muslims
C: Impact of Austerity on Minority Ethnic Women in Scotland and France

This British Academy funded project will explore the challenges and opportunities of grassroots activism in times of austerity in the UK and France. Working with four non-governmental organisation networks in the UK and France, the project will explore how these organisations mobilise against the challenges facing minority women as well as how these women are organising within NGOs in the context of the economic crisis. Understanding the influence of austerity measures on activism for gender and racial justice will the study hopes generate valuable insights into the ‘views from below’ in relation to austerity and fill an important knowledge gap in terms of understanding the political behaviour of minority women in public spaces in what are considered to be ‘opposite’ contexts in their treatment of diversity.

A briefing paper was produced on findings to date and this is available on the CERES website. The briefing paper examines the rise of the idea and practices associated with ‘enterprise’ within the third sectors in Scotland, England and France. In our pilot project exploring the challenges facing non-governmental organisations (NGOs) during the current economic crisis and subsequent austerity, we found that the logic of free market relations had penetrated and embedded itself into the rationale and practices of the third sector in these three countries. Principles of competition, the accumulation of assets and the commodification of services and products offered by NGOs had either been imposed onto individual organisations by the local or national state or organisations had actively adopted these ideas in order to survive austerity.

Questions remain about what these free market principles embedded within the NGO sector mean for the most marginalised groups in France and the UK—minority women. We suggest that the ability for minority women to articulate and take action on complex social justice claims within the sector is under threat because these claims may well be silenced and/or ignored due to the prevailing enterprise logic of the sector.

D: Children’s Rights, Social Justice and Social Identities in Scotland

In the context of the current social and economic climate as well as debates regarding Scotland’s future post-2014, issues around identity and social justice come to the fore of political, theoretical and practical discussions. Issues concerning children and young people are at the heart of this debate, confronting researchers, practitioners and policy makers with challenges of how to address social inequalities and promote social justice for present and future generations.

Children and young people’s identities and inequalities are complex: a growing field of interdisciplinary research in the UK and beyond recognises that categories such as ethnicity, ‘race’, gender, social class, disability, sexuality and age intersect in intricate ways, shaping children’s social identities and impacting on their everyday life experiences. The way that identities and inequalities intersect has been framed in theory and research through the concept of ‘intersectionality’.
Intersectional perspectives recognise the heterogeneity of different groups and examine how certain groups are silenced from and marginalised by dominant political debates. Although intersectionality has been central in generating fruitful debates in social and political theory, its implications for the fields of children’s rights and childhood/family research and for policy and practice, in Scotland and beyond, have yet to be explored.

The key objectives of this project are to:

▪ create meaningful knowledge exchange opportunities between children and young people, practitioners, policy makers and researchers from the interdisciplinary areas of children’s rights, social justice, social identities, childhood/family studies and intersectionality
▪ generate new knowledge and identify priorities for action by creating a new network for interdisciplinary and cross-sector exchange and collaboration, bringing together early career and established experts in the fields, for addressing children and young people’s inequalities in research, policy and practice
▪ disseminate innovative research, policy and practice
▪ firmly put children and young people’s inequalities on the agenda in research, policy and practice

The first seminar in December 2013 will explore the concept of intersectionality and debate its meaning and purposes for understanding childhood identities and inequalities.

E: Bilingualism and discourses in education in relation to learners with English as an additional language

In excess of a million students in UK schools speak languages in addition to English; these numbers have more than doubled since 1997. The latest Census 2011 show that over 180 languages are used daily in Scotland.

Researchers are now paying attention to the teaching and learning of English as an Additional Language (EAL), focusing, for instance, on policy, integration, linguistic diversity, teacher and learner identities and teacher education programmes. There are however important gaps which CERES together with colleagues such as Professor Viv Edwards, University of Reading and Professor Constant Leung, Kings College are exploring. In particular, works seeking to prioritise the exploration of EAL students’ own accounts of their experiences have been conspicuously absent or silent. There will be a focus on secondary schooling given most studies have been within the primary sector. It is envisaged future work would seek a comparative dimension – Scotland and England which would enable researchers to investigate the effects of the very different educational policies operating in the two settings on teacher practice and pupil perceptions.

In this area CERES wishes to research and produce data:
▪ to give EAL pupils a voice in shaping and informing their learning experiences and opportunities
▪ to challenge homogeneous representations of ‘the EAL learner’ by developing a more differentiated picture of the histories, knowledge, conceptions and
expectations that such learners bring to their engagement with schooling in the UK

- to identify ways in which EAL pupil perceptions can be used to improve their language learning experiences
- to inform how best to prepare aspiring teachers for the reality of increasingly diverse classrooms has challenged teacher educators in recent years

Previous research conducted by Andy Hancock has examined student teachers’ knowledge and understandings of issues related to linguistic diversity after participating in a ‘camera safari’ to capture the environmental print (Linguistic Landscapes) on display in Edinburgh at the beginning of their PGDE (primary) programme (refer to Hancock, 2012 below). Building on this study a collaborative research project has been instigated with Professor Wilson McLeod and Dr Guy Puzey at Celtic and Scottish Studies (School of Literatures, languages and Cultures). This research will use the Linguistic Landscapes of Edinburgh as a stimulus to explore students teachers’ knowledge and understandings of the status and position of the diverse languages of Scotland that help shape schools.
RESEARCH/KNOWLEDGE EXCHANGE OUTPUTS AND AWARDS

CERES Briefings

Briefing 1:
‘Voices from the British Studies Classroom’ – a briefing paper by Dr Maria Dasli. The briefing paper explores the culture learning processes of international students attending a credit-bearing British Studies module in part completion of a foundation/access programme in the UK. It draws on three sets of in-depth student interviews and 15 classroom observations used to triangulate findings to reveal that the module presents partial representations of Britishness through discussion of factual information that neglects the affective dimension of learning. From this, students are seen to construct generalisations about the host culture which the module fails to address despite claims to the development of intercultural competence.

Briefing 2:
'Between Scylla and Charybdis: Enterprise and Austerity as a Double Hazard for Non-Governmental Organisations in France and the UK? – a briefing paper by Dr Akwugo Emefulu and Dr Leah Bassel (University of Leicester).

The briefing paper examines the rise of the idea and practices associated with ‘enterprise’ within the third sectors in Scotland, England and France. In our pilot project exploring the challenges facing non-governmental organizations (NGOs) during the current economic crisis and subsequent austerity, we found that the logic of free market relations had penetrated and embedded itself into the rationale and practices of the third sector in these three countries. Principles of competition, the accumulation of assets and the commodification of services and products offered by NGOs had either been imposed onto individual organisations by the local or national state or organisations had actively adopted these ideas in order to survive austerity. Questions remain about what these free market principles embedded within the NGO sector mean for the most marginalised groups in France and the UK—minority women. We suggest that the ability for minority women to articulate and take action on complex social justice claims within the sector is under threat because these claims may well be silenced and/or ignored due to the prevailing enterprise logic of the sector.

Knowledge Exchange seminars

Yvonne Foley in partnership with the National Association of Language Development in the Curriculum (NALDIC) hosted a joint seminar on ‘The Distinctiveness of English as an Additional Language (EAL) Teaching and Learning: Towards an EAL Pedagogy’. This seminar held on 5th March 2013 explored the background to current thinking in the field of EAL and the implications of this for EAL teaching in schools. The seminar was oversubscribed as teachers from across Scotland signed up to update their knowledge of this area.
In partnership with the Scottish Centre for Studies in School Administration (SCSSA), Yvonne Foley delivered a knowledge exchange seminar on 4th December 2012 on Creative Approaches to Literacy (Secondary). This over subscribed and popular seminar is being repeated in November 2013.

Akwugo Emejulu and Leah Bassel (University of Leicester) hosted a Knowledge Exchange event entitled: Whose Crisis Counts? Minority Women, Austerity and Solidarity in France and the UK? in June 2013 which brought together 35 participants from the third sector, local and national government and academia to explore and debate the differing ways in which the current economic crisis and austerity are being experienced in France and the UK. Drawing on the findings to date from the Minority Women’s Activism in Tough Times project, the event examined the ways in which the third sector in each country is being reshaped by the crisis and considered the impact these transformations are having on those in the most precarious position—minority and migrant women.

Attracting International Students: Equitable Services and Support, Campus Cohesion and Community Engagement
Rowena Arshad led two seminars for those working in support services in UK HEIs. The first seminar sponsored by the Equality Challenge Unit was held in the University of Edinburgh in May 2012 and with representation from all HEIs in Scotland and representation from HEIs in the UK. The second seminar held in August 2012 was a specific seminar for senior management at the University of Strathclyde.

Book publication

Social Justice Re-examined: dilemmas and solutions for the classroom teacher
Trentham Books (2012).

“\nIn my capacity as Chair of the Institute of Education’s Publications Sub-Board I received this week a copy of your Social Justice Re-examined. I wanted to say how much I enjoyed reading it. You have done a great job to assemble such a complementary group of authors.”

Michael Reiss, Professor of Science Education at the Institute of Education, January 2013

“. brave attempt to bring together social theory and what happens in the classroom marks a step forward in Scottish educational thinking. - Alex Wood, former Headteacher
The Herald, November 2012

This book is on the recommended reading list of the education and childhood practice programmes in the School but also in programmes in other institutions in Scotland and
England. It is also a recommended text for a Masters level course at Kings College, London.

CERES Director Rowena Arshad co-edited this book with Terry Wrigley and Lynne Pratt. CERES Directors Akwugo Emejulu, Yvonne Foley and Andy Hancock contributed chapters to this book.

**Research and Knowledge Exchange Awards**

Akwugo Emejulu was successful in attracting a grant (£7,250) from the Coalition for Racial Equality and Rights (CRER) as Co-Investigator to study ‘Ethnicity, Recession and Austerity in Glasgow. This piece of work was conducted with Dr Filip Sosenko (PI) and Dr Gina Netto (co-I), Heriot Watt University and Dr Leah Bassel (co-I), University of Leicester. The project ran from March to June 2013. This participatory research project explored the experiences of poverty and changing incomes among minority ethnic groups in the context of the economic crisis and austerity in Glasgow. The report from the study called: 'In It Together: Perceptions on Ethnicity, Recession and Austerity in Three Glasgow Communities' is published on the CRER website. [http://www.crer.org.uk/Publications/inittogether.pdf](http://www.crer.org.uk/Publications/inittogether.pdf)

Rowena Arshad (co-I) in partnership with CERES Associates Prof Peter Hopkins (PI), University of Newcastle and Dr Gurchathen Sanghera (co-I), University of St Andrews were awarded a three-year project by the Arts and Humanities Research Council (AHRC) to study the everyday geopolitics of young minority ethnic people in Scotland. Dr Katherine Botterill has been appointed as the Postdoctoral Research Fellow. The project will run from March 2013 to February 2016. The award was for £452,062. The study is interested in exploring a number of issues relating to young people’s experiences of discrimination, the ways in which they are, or are not, mistaken for being Muslim (and so experience Islamophobia as a result), and their perceptions about everyday geopolitics (a term the study team are using to refer to the ways in which international, national, state and local political issues shape, and are shaped by, people’s everyday lives in different contexts). The research will be conducted across urban, suburban and rural Scotland. A Project Advisory Group has been set up with key stakeholders such as Young Scot, Scottish Refugee Council, National Union of Students (Scotland), the office of Scotland’s Commissioner for Children and Young People, the Alaweed Centre, University of Edinburgh, Sikh Sanjog, Centre for Remote and Rural Studies as well as young people, youth workers and youth work academics. [http://research.ncl.ac.uk/youngpeople/](http://research.ncl.ac.uk/youngpeople/)

Akwugo Emejulu has commenced her British Academy Small Grant (£9,387 from 2013-2015) to further develop her work on the economic crisis, government austeristy and the impact on minority ethnic groups. This work is being done jointly with Dr Leah Bassell (University of Leicester).

Kristina Konstantoni (PI) and Akwugo Emejulu (co-I) working with CERES Associate Marlies Kustatcher and colleagues Professor Geri Smyth and Dr Daniella Sime, University of Strathclyde, Sheila Hamilton, Scotland’s Commissioner for Children and Young People, Professor John Davis (University of Edinburgh), Dr Alison Hosie,
Scottish Human Rights Commissioner were awarded a grant from the Scottish Universities Insight Institute. The grant was for £20,000. More information can be found on the CERES website but also on the Scottish Universities Insight Institute.

http://www.scottishinsight.ac.uk/Programmes/Programmes201314/ChildrensRights.aspx

Rowena Arshad and Akwugo Emejulu received seedcorn funding from the School of Education Research and Knowledge Exchange Office on the topic of ‘Black/visible minority ethnic grassroots-based activism in Scotland: a case study of one Edinburgh based community project.’ This small-scale research project examined the role of black activism as represented in the closed grassroots agency Community Organisation for Racial Equality (CORE). CORE was a black–led anti-racist project based in one of the poorest neighbourhoods in Edinburgh, Pilton. CORE, in spite of being a community-based organisation, appeared to have a disproportionate impact on the politics and policy-making of anti-racism at the local and national levels in Scotland. The surprising and unfortunate nature of its closure presented an important opportunity to explore the changing nature of anti-racist activism in Scotland from CORE’s inception in the 1980s to its closure in 2012. This scoping study will assist preparation for a larger grant or book proposal. The grant was for £1000.

Maria Dasli and Pete Allison also received seedcorn funding form the School of Education Research and Knowledge Exchange Office. The grant is being used to employ a research assistant Sumera Umrani to prepare the literature review towards a larger grant on the topic of ‘Re-imagining intercultural dialogue through ‘Connecting Cultures’. The grant was for £1000.

Andy Hancock received seedcorn funding from the School of Education Research and Knowledge Exchange Office to conduct a pilot study to examine the academic language proficiency (reading and writing for academic purposes) of Chinese children with English as an additional language (EAL) compared to monolingual speakers of English in primary schools in Scotland. This was done in collaboration with Professor Xiaolan Curdt-Christiansen and Dr. Guangwei Hu of Nanyang Technological University (Singapore) and Professor Richard Anderson, Director of the Centre for the Study of Reading at the University of Illinois (USA). The study offers potential to develop further relationships and research bids with the two institutions and Beijing Normal University (China). The grant was for £1000.
Global Justice Academy and Distance Education Initiative

CERES is a member of the University’s Global Justice Academy. CERES Director Akwugo Emejulu represents the Centre at the Academy.

Akwugo Emejulu was successful in obtaining a Distance Education Initiative grant to develop an MSc in Social Justice. The programme is aimed at students with any relevant background in education, politics, social policy or sociology keen to acquire in-depth knowledge of community practices to promote social justice.

The programme would be suitable for community-based practitioners, social policy professionals, social researchers and community activists interested in the relationship between community and social justice.

This is the first programme to be affiliated to the Global Justice Academy. The target is to start recruiting for January 2015.
Black History Month at the University of Edinburgh

CERES has contributed to the Edinburgh University Students’ Association events in Black History Month at the University of Edinburgh. CERES Co-Director Dr Rowena Arshad provided the inaugural Black History Month lecture entitled ‘Journeys of Emancipation and Achievement’ to members of the public, students and staff on 24th October 2013.

CERES organized the launch of award winning Guardian journalist Gary Younge’s book ‘The Speech’. Over 220 tickets were issued for the evening to members of the public, students and staff. Gary Younge's talk was recorded and can be viewed on the CERES website.

Martin Luther King... 50 years on

Book launch – the Centre for Education for Racial Equality in Scotland (CERES), Moray House School of Education has invited Guardian writer Gary Younge to launch his book The Speech in Moray House on Monday October 14th at 6.30pm.

Martin Luther King Jr delivered his powerful “I Have a Dream” speech on August 28, 1963.

Fifty years later, the speech endures as a defining moment in the civil rights movement. It continues to be heralded as a beacon in the ongoing struggle for racial equality. Gary suggests that King’s most famous speech has been widely misunderstood.

Come and hear Gary talk about the book. The event is free but places are limited so please book. The event will be held in Godfrey Thomson Hall 6.30 -8pm. To book, see: https://ceresevents.eventbrite.co.uk/?ref=estw
Over three days CERES welcomed more than 110 delegates from across sixteen countries covering four continents to debate and discuss race, racism and anti-racism in different national contexts.

This international conference aimed to put ‘race’ back on the agenda in education and community theory and practice.

Over recent years, practitioners and academics interested in the operations of ‘race’, racism and anti-racism have had to negotiate various disabling discourses in policy, politics and practice. From the backlash against ‘failed’ multiculturalism in Europe, to the marginalisation of ‘race’ in inclusive education to a shift in preference for discussing culture and ethnicity rather than racism, it seems that ‘race’ and ‘challenging racism’ has been silenced from broader discussions about educational inclusion and social justice.

This conference brought together academics, policy makers and practitioners from around the globe to critically debate and share practice experiences about ‘race’, racism and anti-racism in different national contexts.

There were five Conference streams

**Stream 1: Teacher education and liberatory pedagogies**
Are teacher education programmes ‘fit for purpose’ for an increasingly super diverse pupil population? What is the pedagogic position on ‘race’ related matters? This stream seeks contributions from those engaged in research and/or delivery in teacher education programmes who have sought to disinvest from any pedagogy of silence or containment on ‘race’. This stream is particularly interested in exploring how liberatory and critical pedagogic approaches have been used in mainstream curricula within teacher education programmes.

**Stream 2: Anti-racist community activism**
As mainstream politicians in Europe and the United States have shifted to the right on issues about ‘race’, multiculturalism and diversity, this appears to have legitimised and emboldened xenophobic and nativist far-right groups. This stream explores how local groups are organising for anti-racism and against racism. This stream seeks traditional academic papers and activist narratives about theorising and practicing anti-racism at the grassroots.

**Stream 3: Recognising and dismantling everyday racism**
Understanding and combating ‘everyday racism’ is not necessarily about directly confronting racists but naming and recognising the lived experiences of racial oppression and displacing the subtle cues of racism that are interwoven into routine and ordinary meanings and practices in our social world. This stream seeks contributions
from educators and community practitioners who have sought to integrate the idea of everyday racism into their teaching and practice and develop strategies for creating anti-racist social and educational spaces.

**Stream 4: Language, power and identity**
The increasing number of children and young people in schools who inhabit multilingual worlds has given rise to the notion of multiple identities. These fluid and transformative identities, which are socially and culturally constructed, problematize traditional constructs of ‘race’. At the same time the terminology of ‘race’ and ‘racism’ informs our understandings of structural inequalities and academic underachievement in schools. This stream seeks papers that examine the different and overlapping discourses in education which surround learners with English as an additional language.

**Stream 5: Constructing new ‘race’ theories**
How helpful is foregrounding or privileging ‘race’ over other social identities and experiences? This stream seeks to explore the status of ‘race’ in relation to recent theoretical developments such as intersectionality and explore the tensions and dilemmas of considering ‘race’ in isolation or in concert with class, gender, disability, sexuality, ethnicity and religion.

**Keynote Speakers included:**
Gary Younge, Columnist for The Guardian and The Nation
Professor David Gillborn, Professor of Critical Race Studies and Editor-in-Chief, Race Ethnicity and Education
Professor Philomena Essed, Antioch University, USA
Professor Geri Smyth, University of Strathclyde, UK

Keynote presentations were recorded and are available on the CERES website.

Dr Susan Gair, James Cook University, Australia has joined as CERES Associate after attending the conference. The feedback was highly favourable with calls for another such international conference. The next conference is being organized for June 2015.
Publications


http://www.ecu.ac.uk/publications/attracting-international-students


Dasli, M. (2012). Voices from the British Studies Classroom. CERES Briefing Number 1. (ISSN 2051-3674)

Emejulu, A and Bassel, L (2012) have produced the second CERES Briefing which reports on the current findings of their cross-national comparative research project, 'Minority Women in Tough Times'. It is entitled: 'Between Scylla and Charybdis: Enterprise and Austerity as a Double Hazard for Non-Governmental Organisations in France and the UK?.

Emejulu, A. (2013) 'Searching for the State and the Market in American Community Development: Reflections on Editing Community Development in the Steel City', Community Development Journal, 48(1): 158-162. This article has been reprinted in Concept: The Journal of Contemporary Community Education Practice Theory 4(1) Spring 2013


Hancock, A. (Accepted) Language education policy in multilingual Scotland: opportunities, imbalances and debates. *Language Planning and Language Problems*

Hancock, A. (forthcoming) Language Policy, Provision and Practice in Scottish Schools In C. Brock (ed) *Education in the UK* London: Bloomsbury


Presentations

Arshad, R (2013) Inaugural Black History Month lecture for the University of Edinburgh ‘From Emancipation to Achievement?’ October 2013


Arshad, R (2012) Productive and inclusive pedagogies: making this a reality in our academic roles. Keynote address for the HEAcademy conference, Inclusivity in the classroom, Queen Margaret University. 13th September 2012. This resulted in a video interview now located on the HEAcademy site. http://www.heacademy.ac.uk/resources/detail/inclusion/EandD_building_inclusivity_videos


Ten Years After 9/11, ESRC Seminar Series, University of Warwick, 7th-8th March 2013


Foley, Y (2013) Examining Teachers’ Beliefs about the Reading Literacy Needs of EAL Pupils in Multilingual Classrooms’. BAAL Conference, Heriot-Watt University, September, 2013


Hancock, A (2013) The place of EAL in Scottish language education policy. SATEAL National Conference 9 March 2013 (Keynote presentation)


Konstantoni, K (2012) Thinking through diversity: lessons from children’s relationships within early years settings. 4th International Conference: Celebrating Childhood Diversity. 9th -11th July 2012, Centre for the Study of Childhood and Youth, University of Sheffield