CERES ADDENDUM TO 18 MONTH REPORT
(please read in conjunction with the 18 month report)

November 2013 – March 2014

http://www.ceres.education.ed.ac.uk
## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Current Research/Knowledge Exchange Themes:</td>
<td></td>
</tr>
<tr>
<td>Presentations and Knowledge Exchange</td>
<td>4</td>
</tr>
<tr>
<td>Public Engagement Events</td>
<td>5</td>
</tr>
<tr>
<td>Grants obtained</td>
<td>6</td>
</tr>
<tr>
<td>Publications and CERES Briefings</td>
<td>7</td>
</tr>
<tr>
<td>Consultancies, CPD and External Engagement</td>
<td>8</td>
</tr>
<tr>
<td>MSc Social Justice and Community Action</td>
<td>9</td>
</tr>
<tr>
<td>Visiting Scholars/Doctoral students</td>
<td>10</td>
</tr>
</tbody>
</table>
INTRODUCTION

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, fulfill 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.

Addendum Report
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)

Presentations and Knowledge Exchange


Scottish Universities Insight Institute
Children's Rights, Social Justice and Social Identities in Scotland:
Intersections in research, policy and practice (2013-2014)

Seminar 1

All lecture presentations from Seminar 1 are now available at http://www.ceres.education.ed.ac.uk/video-and-audio/

Seminar 2

CERES co-sponsored Public Engagement events

Grants obtained

CERES Co-Director Yvonne Foley in partnership with Colleagues from the School of Education (Dr Charles Anderson and Dr Pauline Sangster) and the University of Reading (Professor Viv Edwards and Professor Naz Rassool), have been successful in a bid for funding to The Bell Foundation for £3,000.

This will help to fund a pilot study that aims to give EAL learners a voice in shaping and informing their learning opportunities and experiences and to identify ways in which their perceptions can be used to improve their learning experiences within UK schooling. The project will also investigate how the differing national policies in England and Scotland are enacted at the level of the secondary school, the department and the classroom in relation to individual learners. This project began in January 2014.
Publications


Sara Diane Stewart’s masters study has been published as a CERES briefing in February 2014. CERES Director Akwugo Emejulu supervised Sara.

This briefing paper examines sectarianism and the gendered, social construction of ethno-Christian groups in Scotland. The paper explores the silence and invisibility of different women’s experiences of sectarianism and argue that the hegemonic masculinity of sectarianism tends to frame this social issue within public, male-dominated spheres such as football. As a result, the study finds that these masculine narratives seem to have impacted the female participants’ ability to articulate and accept the positionality of women in relation to sectarianism. The findings also point towards the gendered role of women as loyal protectors of identity in policing, maintaining and reproducing the sectarianized boundaries of ethno-Christian groups.

The briefing can be read at [CERES Briefing No. 3](#)
Consultancies, CPD and External Engagement

In February 2014 Andy Hancock visited the National Institute of Education, Nanyang Technological University as a consultant to a research project examining Chinese children's biliteracy development in Singapore. The invitation from Professor Xiaolan Curdt-Christiansen also involved teaching on the Postgraduate Primary Teacher Education programme.

Yvonne Foley continues to work with the Scottish Centre for School Administration to provide CPD to Scottish teachers on Mainstreaming EAL into learning and teaching. One session was provided in November 2013 and another is planned for July 2014.

Yvonne Foley was appointed Chair of the UK National Association for Language Development in the Curriculum (NALDIC)

Rowena Arshad was recognised as an inspirational woman by the University of Edinburgh and was included in the Inspiring Women, Inspiring Change photographic exhibition of influential women in the organization. The University commissioned the exhibition as part of work towards International Women’s Day 2014. The exhibition took place from 8 – 31 March and was exhibited at the Old College Quad and at the Visitor Centre. Rowena was also nominated by the College of Humanities and Social Science as a mentor to the Leadership Foundation for Higher Education Aurora programme.

Akwugo Emejulu has been invited to be part of the editorial board of the journal Scottish Affairs
MSc Social Justice and Community Action

CERES Director Akwugo Emejulu has developed a new masters distance education programme MSc Social Justice and Community Action. Pete Allison, fellow Co-Director has assisted to take this forward in his capacity as Depute Director of Postgraduate Studies.

The MSc in Social Justice and Community Action is a new part-time and fully online masters programme designed to equip learners with the knowledge and practical skills to help them make positive social change.

This programme is the flagship teaching initiative of the University of Edinburgh’s Global Justice Academy, a multi-disciplinary network of academics and research centres committed to global justice concerns.

Visiting Scholars/Doctoral students

Professor Christine Helot, University of Strasbourg, visited CERES in March as part of an ERASMUS Teacher Exchange with Andy Hancock. Christine taught on the PGDE (Primary) programme and gave a guest lecture to the students entitled 'Reading Children's Books in Different Languages: Creating Spaces for Multilingual Literacy'.

Ibtihal Ramadan began her doctoral studies with CERES in January 2014. Ibtihal has a Principal Careers Development Scholarship (PCDS) and is attached to CERES for the duration of that scholarship. She is supervised by Dr Rowena Arshad (CERES Director) and Daphne Loads (IAD). Her thesis looks at the ‘Experiences of Muslim academics in Higher Education in the UK.’