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**Children's Rights, Social
Justice and Social
Identities in Scotland:
Intersections in Research,
Policy and Practice.
Knowledge Exchange
Seminar Series Report.**

December 2014

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1. Overview

a. Context of the seminar series

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 have 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 in which identities and inequalities intersect has been framed in theory and research through the concept of 'intersectionality'.

What is intersectionality?

For the purposes of this seminar series, we have defined intersectionality as 'the interaction between gender, race and other categories of difference... and the outcomes of these interactions in terms of power' (Davis 2008: 68). In other words, intersectionality is about understanding the different and unequal social and economic outcomes for particular groups based on interactions between 'race', class, gender, sexuality, disability, age and ethnicity. Embedded within the concept of intersectionality is the insistence on recognising the diversity of experiences among seemingly 'homogenous' groups and a critique of how the actions of social movements and policy makers oftentimes minimize the importance of differences within and between groups.

Intersectionality is not a new concept but is rooted in the liberation struggles of African American women since the 19th century (Crenshaw 1991; Hill Collins 2000; Yuval-Davis 2011; Bassel and Emejulu 2014). However, what is new is the way in which this concept has sparked popular discussions about equality and justice, particularly within feminist and anti-racist groups (for examples see: NPR 2013 and Channel 4 News 2013).

Intersectionality and childhood inequalities: Making the connections

A growing amount of research has focused on childhood identities and inequalities in Scotland and beyond (see e.g. Konstantoni 2011, 2012; Kustatscher 2014). Such research has contributed significantly to our understanding of the complexity of childhood identities in relation to gender and sexuality (Renold 2005), disability (Davis and Watson 2001; Tisdall 2012), ethnicity (Connolly 1998; Sime and Fox 2014 a, b), 'race' (Van Ausdale and Feagin 2001), class (Reay *et al.* 2011) and age (Mayall 2002; Hockey and James 2003). Even though

scholars are working on a diverse range of issues to do with children's identity work and inequalities, they do not necessarily use intersectionality as a framework for their work and differ considerably in the ways in which they explore issues of identities and inequalities. Consequently, there is a considerable theoretical and methodological gap in our understandings of how to use intersectionality to effectively explore and understand children's social identities and multiple inequalities. Our seminar series was designed to bridge this gap and support children, scholars and practitioners to use intersectionality as a resource for understanding their work and their everyday lives.



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.

Aims

The aims of the seminar series were:

- 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.
- To 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.
- To disseminate **innovative** research, policy and practice.
- To firmly put children and young people's inequalities on the **agenda in research, policy and practice**.

Outcomes

The outcomes of the seminar series were:

- a greater awareness of childhood inequalities and equitable practice
- a fuller understanding of the importance of intersectionality
- a critical appreciation of the connections between current policy, legislation and practice
- an understanding of ways of addressing childhood inequalities and promoting a fair society in policy and practice by identifying strengths, potential gaps and ways forward

b. Partnerships and participation

This seminar series was developed in partnership with colleagues from the University of Edinburgh, University of Strathclyde, Scotland's Commissioner for Children and Young People and the Scottish Human Rights Commission (see programme team on page 2).

In total, over 280 participants registered their interest across the four seminars (approximately 70-80 participants per seminar), of which 153 individuals registered to attend the seminars. We were delighted that this programme sparked interest across the globe, as it also attracted an international audience. For example, colleagues from the University of Malaga, University of Copenhagen, National University of Ireland and Memorial University, Newfoundland and Labrador, Canada, attended the seminar series or contacted us to show their appreciation and interest in this work.

Presentations from key experts in academia, policy and practice

This seminar programme aimed to share innovative research, policy and practice internationally and nationally. We were delighted to welcome a wide range of international speakers: Dr Kylie Smith (University of Melbourne); Harry Shier, (Centre for Children's Rights, Queen's University Belfast and CESESMA, San Ramón, Nicaragua); Professor Pat Dolan, (UNESCO Child and Family Research Centre, National University of Ireland, Galway) and Dr Richard Mitchell and Dr Shannon Moore (Brock University, Canada), who through their research findings shed light to intersectional childhood and youth identities and inequalities and issues around social justice. Our international presenters covered a range of ages (from very young children to older children and young people), and various settings and institutions (e.g. schools, family/community settings, work and others).

From the UK, we were equally pleased to welcome Dr Akwugo Emejulu (University of Edinburgh), Professor Peter Hopkins (Newcastle University), Professor Floya Anthias (University of East London and Roehampton), Dr Joan Forbes (University of Aberdeen) and Professor Gaby Weiner (University of Sussex), Prof Samantha Punch (University of Stirling), Dr Rowena Arshad (University of Edinburgh) and Professor Kay Tisdall (University of Edinburgh), who covered various aspects linked to intersectionality in relation to theory, methodology, research findings, policy and practical applications. Through these partnerships, we were able to learn from other disciplines that have a long tradition of intersectional work (like feminist work and political sociology) or academics who work with adults, and apply intersectionality to the field of childhood, allowing in this way for cross-disciplinary and intergenerational dialogue.

We particularly appreciated to be able to include and listen to presenters from the fields of policy and practice, who discussed the 'everyday' applications, gaps and dilemmas of applying intersectionality in policy and practice: Dr Alison Hosie (Scottish Human Rights Commission), Nico Juetten (Scotland's Commissioner for Children and Young People), Lesley Kelly (GUS Dissemination Officer, Centre for Research on Families and Relationships), Fiona McHardy (The Poverty Alliance) and Juliet Harris [Together (Scottish Alliance for Children's Rights)].

Collaborations with young people and NGOs

A central aspect of our seminar series was the involvement of children and young people through our collaborations with the following NGOs:

- **Children's Parliament:** children and young people shared findings from their project 'Me and Us', which explored individual and collective identities, cultural identity, heritage and sectarianism. The children and young people presented their views through presentations and visual art work. <http://www.childrensparliament.org.uk/me+us.html>
- **Article 12 in Scotland:** Young Gypsy Traveller Girls and their organisation presented and worked with the seminar delegates to share their experiences and views of using an intersectional approach while analysing the intersectional identities and inequalities that they face, for example in relation to education and the labour market. <http://www.article12.org/index.html>
- **LGBT Youth Scotland** and **Investing in Children** were invited to think about what the concept of intersectionality means for children and young people, and about its potential usefulness for understanding children and young people's lives:
 - LGBT Youth Scotland: Young people from LGBT Youth presented their experiences linked to sexuality, gender and the care system and challenged

participants to think about ways of improvement.
<https://www.lgbtyouth.org.uk/>

- Investing in Children: Young People from Investing in Children presented their own and other children and young people's views and experiences that they had collected through three 'Agenda days' (i.e. adult-free environments where the young people discussed the meaning and application of intersectionality). The young people delivered a presentation to the whole seminar group and additionally facilitated three workshops focused on:
 - Young People's Lives and Hearing Loss
 - Young People's Lives and the Care System
 - Young People's Lives and Social Class

<https://sites.google.com/site/investinginchildrencic/home>

We were keen to ensure a meaningful participation of children and young people at our seminars. Therefore, our collaboration involved a flexible participatory process and took time, including meetings, discussions, reflections, questions and follow-up meetings with the young people and staff members of the organisations. Some of the presentations built on existing work that the young people had been involved in, while others were invited to reflect on the themes of the seminar series in a way which was meaningful for them.

We were particularly delighted to receive good feedback from seminar delegates and from the young people themselves on this process, for example:

'Well done! The input from children and young people worked well – not tokenistic or putting on a "show"' (Participant from Seminar 4 in feedback sheet)

Many of the children and young people commented that it was a positive experience and expressed their desire to continue to work in collaboration (please see the section on follow-up activities).

2. Knowledge Exchange Programme

The seminar series involved four whole day seminars that combined presentations, group discussions and workshops.

Full details of each seminar programme and resources (presentation slides, audio and video podcasts) can be found at:

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

a. Seminar 1

Seminar 1 (2nd December 2013)

Intersecting Childhood Identities, Inequalities and Rights: Unpacking concepts and exploring implications

The first seminar introduced the concept of intersectionality and debated its meanings and purposes for understanding childhood identities and inequalities. It explored the different ways in which this framework can be put into practice by practitioners and policy makers. The seminar involved a combination of short presentations, group discussions and a plenary conversation.

Seminar 1 addressed the below **key questions**:

- What do we know about children's intersecting identities and inequalities in Scotland and beyond?
- How can intersectionality help us to understand overlapping and intersecting childhood identities, experiences and inequalities?
- What does the concept of intersectionality mean for working with children in policy and practice?

The seminar included presentations from:

- **Dr Kristina Konstantoni**, University of Edinburgh: 'Intersectionality and the relevance to childhood studies and practice'
- **Dr Akwugo Emejulu**, University of Edinburgh: 'Intersectionality: A short Introduction'
- **Dr Kylie Smith**, University of Melbourne: 'Using multiple theoretical lenses to explore childhood intersectional identities and (in)equalities?'

- **Dr Alison Hosie**, Scottish Human Rights Commission and Nico Juetten, Scotland's Commissioner for Children and Young People: 'A conversation between the Scottish Human Rights Commission and Scotland's Commissioner for Children and Young People'

b. Seminar 2

Seminar 2 (20th March 2014):

Children and young people's views on and experiences of intersecting identities and inequalities: facilitating participation and extending the dialogue

The second seminar was an opportunity to work directly with children and young people from three third sector organisations—Investing in Children, the Children's Parliament and LGBT Youth Scotland.

Children and young people shared their views on the intersectional dimensions of their identities and how intersectionality can help them understand and take action on their experiences of disadvantage, marginalisation and exclusion. This seminar involved presentations, small group discussions and artwork.

Seminar 2 addressed the below **key questions**:

- What are children and young people's perspectives on and experiences of intersecting identities and inequalities? What does it mean to live at the intersections and why do these matter?
- How do children and young people experience multiple and intersecting privileges, disadvantages and power? How can children and young people address this?
- How can we promote children and young people's participation in identifying, understanding and addressing these issues?

In addition to workshops facilitated by the young people, the seminar included presentations from:

- **Harry Shier**, Centre for Children's Rights, Queen's University Belfast and CESESMA, San Ramón, Nicaragua: 'Intersecting identities of children in Nicaragua – "We all work and we all go to school"'
- **Professor Pat Dolan**, UNESCO Child and Family Research Centre, National University of Ireland, Galway: 'Making Sense - Learning for Family Support from young people's views and experiences'

c. Seminar 3

Seminar 3 (23rd June 2014)

Intersecting childhood identities, inequalities and social justice: intersectionality, methods and research

The third seminar explored methodological challenges of developing effective research projects exploring intersecting identities and inequalities. Intersectionality is not linked to one methodology but there are a range of approaches through which it can be applied in research, from large data sets which draw attention to specific categories, to small-scale studies which explore lived experiences or narratives in particular contexts. The seminar involved a combination of keynote presentations, different choices of workshops and group discussions.

Seminar 3 addressed the below **key questions**:

- What research approaches do we need to explore complex and intersecting childhood identities and inequalities?
- What research approaches do we need to enable academic/practice/policy work to contribute to processes that promote social justice and equity?
- What methodological approaches do we need to adopt to ensure participatory processes that will ensure that children's views, particularly from marginalised groups, are not silenced?

The seminar included presentations from:

- **Professor Floya Anthias**, University of East London and Roehampton University: 'Using 'intersectionality': some issues of social analysis and research'
- **Professor Peter Hopkins**, Newcastle University: 'Researching intersectionality and locality'

It also included afternoon workshops from:

- **Dr Joan Forbes**, University of Aberdeen, and **Professor Gaby Weiner**, University of Sussex: 'Gender sensitive research in schools: insights and interventions on gender, social class, and economic intersections'
- **Lesley Kelly**, GUS Dissemination Officer, Centre for Research on Families and Relationships, University of Edinburgh: 'Growing Up in Scotland: the potential for exploring children's rights, social justice and intersectionality'

- **Fiona McHardy**, The Poverty Alliance: ‘Participatory Research and Intersectionality-Reflections from practice’
- **Dr Richard Mitchell** and **Dr Shannon Moore**, Brock University, Canada: ‘Rights-Based Restorative Praxis: De-Colonising Restorative Justice in Canadian Schools’

d. Seminar 4

Seminar 4 (2nd October 2014)

Intersectional childhoods: Practical applications across Practice, Policy and Research

Seminar 4 brought together the debates from the previous seminars in order to explore the practical applications of intersectionality in research design, policy formation and participatory practice with children and young people. Article 12 worked with the entire group to demonstrate how they use intersectionality to understand the everyday lives of young Gypsy/Traveler women.

Seminar 4 addressed the below **key questions**:

- What does an intersectional social justice approach look like in practice and policy?
- What are the dilemmas, gaps and ways forward while adopting an intersectional social justice approach?
- What changes can be made in policy and practice to effectively promote social justice for children and young people?
- Are there any specific policy/practical tips while adopting an intersectional approach?
- How can we find fruitful and sustainable ways of collaboration between research, policy and practice and ensure effective interagency/inter-professional work?

The seminar included presentations from:

- **Dr Rowena Arshad**, Centre for Education for Racial Equality in Scotland (CERES)/ Moray House School of Education, University of Edinburgh: ‘There is no such thing as a one-dimensional child or adult... let's do everyday intersectionality!’
- **Professor Kay Tisdall**, Centre for Research on Families and Relationships/ School of Social and Political Science, University of Edinburgh: ‘Silences in policy’

In addition, the seminar included three workshops on policy, research and practice:

- Policy workshop: **Juliet Harris**, Together (Scottish Alliance for Children’s Rights): ‘Using the UNCRC to consider intersectionality in policy and practice’
- Research workshop: **Professor Samantha Punch**, School of Applied Social Science, University of Stirling: ‘Food for thought and intersectionality: The opportunities and challenges of collaboration between research, policy and practice’
- Practice workshop: **Article 12 in Scotland**: ‘Google-self and the Young Gypsy/Travellers Lives project’

e. Feedback from participants

In every seminar participants’ views and feedback was gathered. Participants’ feedback was overwhelming positive; all four seminars, received overwhelming strongly agree and agree feedback scores relating to the seminar organization, the content, the information provided, the presentations and workshops, the catering and the venue.

‘... I just wanted to thank you for a superb seminar series! I have learned so much from these seminars. Thank you.’

Email from participant



‘Well done, you have created a very positive, collaborative environment.’

Seminar 2 participant

‘The ability to engage with not just academics but practitioners too – we need more of this!’

Seminar 4 participant



‘I was very impressed at the level of co-production inherent in the day, and the extent to which I felt it attempted to recognise the Article 3 and 12 rights of the children and young people present.’

Seminar 2 participant

'Excellent day. Thought-provoking, interesting and engaging.'

Seminar 3 participant



Which was the best bit of the day?

'Having time to work together with friends' Seminar 4 participant

'Good work! Don't stop here – I hope you take it forward and I look forward to attending more events on this very interesting topic!'

Seminar 4 participant

f. What we learned

1

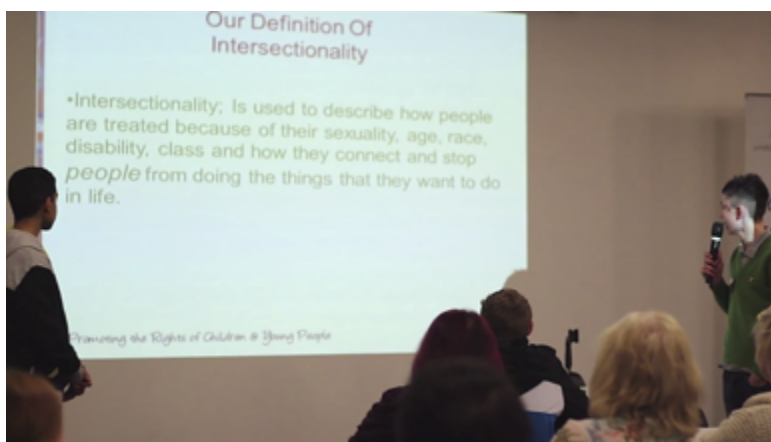
Intersectionality is a term with complex historical weight and meaning. In choosing to use this framework we are able to

- open up discussions about the nature of identities and inequalities, and the language we use to talk about them,
- question simplistic distinctions about different social groups, and
- draw attention to dynamics of power within and between groups and institutions.



2

Our discussions about intersectionality re-enforced our belief in children and young people as competent agents and experts on their own lives. Throughout our seminar series we witnessed how children and young people are able to use the term intersectionality in order to engage in complex discussions about their everyday lives and analyse what it is like, for example, to live with hearing loss, to be a LGBT young person in care or be marginalised due to social class and geography. These children and young people's narratives reveal the complex ways in which they construct their identities and experience particular inequalities.



'Intersectionality is used to describe how people are treated because of their sexuality, age, race, disability, class and how they connect and stop people from doing the things that they want to do in life'

Young People from Investing in Children (20th March 2014).

3

Our debates about intersectionality highlighted the importance of locality, mobility, time, place and space for understanding childhood intersecting identities and inequalities. In other words, where children and young people are, the historical moment in which they live and the public and private spaces they occupy are of central importance to understanding their complex experiences.



4

Despite landmark legislation and innovative policy and practice in relation to children and young people, significant gaps remain in recognising the complexity of children's and young people's experiences.

Overall, this seminar series has helped us to think about how intersectionality might be applied in a range of settings across research, policy and practice. One of our key recommendations for end user/policy communities is the importance of considering the below key questions for the practical application of intersectionality in their work:

Key questions for the practical application of intersectionality in your work:

- **Which 'children' count in the mainstream practices and campaigns in the children's rights field? Which children are left out and why?**
- **How do the dynamics of race/class/gender/sexuality/disability shape children's lives?**
- **How do these dynamics serve as resources for children?**
- **What kinds of alliances need to be built across different groups to effectively address children's intersectional inequalities?**

3. Main outputs and impact

a. Presentations, Audio and Video Podcasts

In order to support the wider knowledge exchange agenda, the below resources were made available and disseminated to the wider practice, research, academic and policy community:

- All presentation slides from our four seminars are available on the SUII website:

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

- Video podcasts were produced for all four seminars. These included key messages from each speaker, documentation of the workshop and reflections from participants. All video podcasts are available on the SUII website, the Centre for Education for Racial Equality in Scotland (CERES), and were disseminated to the specific lists. Also most of the key presentations are available as audio podcasts. Please see details below:

SEMINAR 1 - 2 December 2013: 'Intersecting Childhood Identities, Inequalities and Rights: Unpacking concepts and exploring implications'

Video Podcast: <http://vimeo.com/81648812>

Audio Podcasts:

Dr Kristina Konstantoni - Welcome and Introduction: <https://soundcloud.com/suii-seminar1/welcome>

Dr Akwugo Emejulu - Intersectionality: A short introduction: https://soundcloud.com/suii-seminar1/akwugo_emejulu

Dr Kylie Smith - Using multiple theoretical lenses to explore childhood intersectional identities and (in)equalities?: https://soundcloud.com/suii-seminar1/kylie_smith

Dr Alison Hosie - Afternoon Panel Presentation 1: https://soundcloud.com/suii-seminar1/alison_hosie

Nico Juetten - Afternoon Panel Presentation 2: https://soundcloud.com/suii-seminar1/nico_juetten

SEMINAR 2 - 20 March 2014: 'Children and young people's views on and experiences of intersecting identities and inequalities: facilitating participation and extending the dialogue'

Video Podcast: <http://vimeo.com/90330067>

Video Podcast with subtitles and sign language translation: <https://vimeo.com/96514164>

Audio Podcasts:

Harry Shier - Intersecting identities of children in Nicaragua? We all work and we all go to school?: <https://soundcloud.com/suii-2013-14-seminar-2/presentation-session-harry-shier>

Professor Pat Dolan - Making Sense-Learning for Family Support from young people's views and experiences: <https://soundcloud.com/suii-2013-14-seminar-2/presentation-session-professor-pat-dolan>

SEMINAR 3 - 23 June 2014: 'Intersecting childhood identities, inequalities and social justice: intersectionality, methods and research'

Video Podcast: <http://vimeo.com/99921014>

Audio Podcasts:

Professor Floya Anthias - <https://soundcloud.com/suii-2013-14-seminar-2/presentation-session-professor-floya-anthias>

Professor Peter Hopkins - <https://soundcloud.com/suii-2013-14-seminar-2/presentation-session-professor-peter-hopkins>

SEMINAR 4 - 2 October 2014: Intersectional Childhoods: Practical Applications across Practice, Policy and Research

Video Podcast: <http://vimeo.com/108952702>

b. Publications

A briefing summary of the whole seminar series was produced to further disseminate our seminar series to a wider audience. Please click here:

<http://www.scottishinsight.ac.uk/Portals/50/Childrens%20Rights/Seminar%20series%20briefing.pdf>

We are currently in the process of finalizing a book and special journal issue proposal, based on the seminar series. This will include papers from various presenters who were part of the seminar series (from academia, research, policy and practice).

c. Twitter account and JISC-mail list

- A Twitter account for the seminar series was created (**@Children_SUII**) for updates on intersectionality and children's rights. This was used to inform about the series throughout and will continue to be used as a social media presence for outputs and networks.
- In order to sustain the network of delegates and others interested in the themes of the seminar, in the UK and beyond, a JISC-mail list (**intersectional-childhoods-youths@jiscmail.ac.uk**) was created. This is intended to encourage debate and discussion about intersectionality and children's rights and will provide a forum for the network to keep connected and to plan for future work in this field.

d. Dissemination of resources

Our profile on the SUII websites includes key resources on the topic of intersectionality and children's rights:

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

All outputs were disseminated to a wide international audience from academia, research, policy, community and practice groups. A sample of the organizations and groups that we disseminated to is provided below:

- Aberdeen City Youth Council
- Aberdeen's Robert Gordon University
- Aberlour Child Care Trust
- Argyll and Bute Council
- Barnardo's Scotland
- British Sociological Association
- Centre for Children's Rights (Queen's University Belfast)
- Centre for Education for Racial Equality in Scotland (CERES)
- Centre for Excellence for Looked After Children In Scotland (CELCIS)
- Centre for Remote and Rural Studies University of the Highlands and Island
- Centre for Research on Families and Relationships (CRFR)
- CESESMA, San Ramón, Nicaragua
- CHILDREN 1ST
- Children in Scotland
- Children's Hearings Scotland
- Children's Parliament
- Children's Participation lists
- Children's Rights Erasmus Academic Network
- Children's Rights Information Network
- City of Edinburgh Council
- Cowgate Under 5's Nursery
- EAL (English as an Additional Language) Service
- Early Years Network
- Edinburgh Napier university
- Education Scotland
- European Sociological Association-sociology of children and childhood list
- Feminist academics
- Fife Council
- Glasgow City Council
- Global Justice Academy

- Heads of Childhood Practice Group
- Heriot-Watt University
- International Play Association: Promoting the Child's Right to Play
- Inverclyde Council
- Investing in Children
- Learning Network West
- LGBT Youth Scotland
- Newcastle University
- NSPCC Scotland
- Oxfam
- Poverty Alliance
- Qualification provider groups e.g. Childhood Practice Providers Group
- Rebound Self- Harm Support
- Save the Children
- Schools
- Scotland's Commissioner for Children and Young People
- Scottish Government
- Scottish Human Rights Commission
- Scottish Independent Advocacy Alliance
- Scottish Intersectionality Network
- Scottish Social Services Council
- Skills Development Scotland
- Social Policy Association
- Stirling Council Libraries
- Stirling University
- The Institute for Research and Innovation in Social Services (IRISS)
- Together (Scottish Alliance for Children's Rights) Newsletter
- UNA network: Global Learning initiative on children and ethnic diversity
- UNESCO Child and Family Research Centre
- University of Aberdeen
- University of Abertay
- University of Central Lancashire
- University of Dundee
- University of Edinburgh
- University of Newcastle, Australia
- University of Roehampton
- University of Stirling
- University of Strathclyde
- University of West Scotland
- West Dunbartonshire Community Health and Care Partnership

e. Teaching resources

Participants notified us that they have been using the video podcasts as part of their academic teaching. The above resources will also be integrated in the BA Childhood Practice degree, University of Edinburgh, which is aimed at practitioners and managers in early childhood education and care settings.

f. Informing childhood policy

Dr Kristina Konstantoni (Co-Investigator), University of Edinburgh, has been commissioned [with Bill Thomson (Principal Investigator), and Dr Mary Wingrave (Co-Investigator), University of Glasgow] by the Scottish Social Services Council to review the **Standard for Childhood practice (2014-2015)**. Initial discussions about the seminar series have taken place and how lessons learnt from this will be integrated in the revision of the Standard for Childhood Practice:

<http://www.sssc.uk.com/about-the-sssc/multimedia-library/publications/70-education-and-training/193-childhood-practice/1050-the-standards-for-childhood-practice>

g. Conference presentations and additional knowledge exchange events

Members of the programme team have held **presentations** about the seminar series at national and international conferences, such as

Konstantoni, K., and Kustatscher, M. (2014) *Intersecting identities and inequalities: a perspective from children and young people on their rights to non-discrimination*. 2nd International CREAN Conference, 4-5 December 2014, Lithuania.

Professor Smyth organised the following **Symposium** through the World Educational Research Symposium (WERA):

Symposium on Intersectionality in Research for Social Justice in Education

This symposium was organised by the WERA (World Educational Research Association) International Research Network, Intersectionality, Methodologies, and Knowledge Mobilization in Research for Social Justice in Education. It was presented both at the University of Strathclyde and at the SERA conference in Edinburgh in November 2014.

The papers and discussion were drawn from the work of founding network members and aimed to examine:

- how an intersectional lens can help to analyse complex data gathered in research related to social justice in education;

- what might be the range of appropriate methodologies to use in ethical research in social justice; and
- how the resultant findings can be transmitted in meaningful ways beyond academia.

The Symposium included the following papers:

Paper 1: Research with Linguistically Diverse Teachers - how does Intersectionality shed light on the analysis? (Geri Smyth, University of Strathclyde)

Paper 2: Research with Immigrant Youth – negotiation of appropriate methodologies with key-participants (Joke Dewilde, Hedmark University College, Norway)

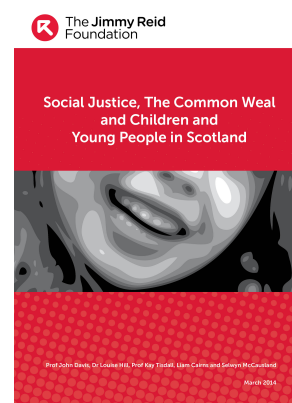
Paper 3: Research with Internationally Educated Teachers -- Intersectional approaches to advancing social justice in schools (Clea Schmidt, University of Manitoba, Canada)

Paper 4: Black Male Youth, Intersectionality and Opportunity in the City (McCready, University of Toronto, Canada)

Paper 5: Migrant children and access to services post-migration (Daniela Sime, University of Strathclyde)

Discussant: Antoinette Gagne (University of Toronto, Canada)

Professor John Davis, together with presenters and delegates of the seminar series (Dr Louise Hill, Professor Kay Tisdall, Liam Cairns and Selwyn McCausland) wrote a report on ‘Social Justice, The Common Weal and Children and Young People in Scotland’ for the Reid Foundation. The report provides a snapshot on the evidence and policies in relation to social justice for children and young people in Scotland and was widely disseminated (Davis et al., 2014, 2015).



Two further knowledge exchange seminars were organised in order to respond maximise dissemination purposes. These were organised in partnership with the **Centre for Research on Families and Relationships** (CRFR) and the **Centre for Education for Racial Equality in Scotland** (CERES). Please see details below:

Lunchtime seminar invitation

Exploring childhood identities and their relationship with equality and social justice



4 December 2013 • 1pm - 2pm
Paterson's Land 1.18
Moray House School of Education

Chair: Professor Kay Tisdall, Centre for Research on Families and Relationships.

Different theories provide different lenses through which to view childhood. How can we make use of multiple perspectives to understand the way children's identities are made up of cross-cutting categories such as race, culture, class, gender, and sexuality? How do these different ways of thinking about childhood help us think about inequalities and social justice? How might practice and policy use such knowledge to improve equality?

The talk will be followed by questions and discussion.

Dr Kylie Smith
University of Melbourne

Dr Kylie Smith is a researcher at the University of Melbourne, Australia. Her interests involve children's rights, early childhood and children's participation. She is particularly interested in how theory and practice can transform the classroom and community and how social justice curricula might look and affect spaces for children and adults to live and speak in.

This seminar is part of a knowledge exchange project on 'Children's Rights, Social Justice and Social Identities in Scotland: Intersections in Research, Policy and Practice', funded by the Scottish Universities Insights Institute.



For more information about this project follow [@Children_SUII](#) on Twitter or go to:
www.scottishinsight.ac.uk/Programmes/Programmes201314/ChildrensRights.aspx

Dr Richard Mitchell and Prof Shannon Moore, Brock University



Lunchtime seminar invitation:

Politics, Participation & Power Relations: Transdisciplinary Reflections

25 June 2014, 1-2 pm

Paterson's Land 1.19, Moray House School of Education

Dr Richard Mitchell

Department of Child & Youth Studies, Brock University, Canada

Chair: **Professor John Davis**, University of Edinburgh

Richard Mitchell presents an overview of his co-edited volume with Shannon Moore (Mitchell and Moore, 2012) comprised of ten contributions from collaborators in six nations on four continents as an alternative vision to both neo-liberal and neo-conservative versions of teaching democratic principles. The text was shaped by key qualitative findings from the authors' investigation of young people's experience of 'global citizenship' in a Canadian context. Findings revealed a comparative contrast between Nobel nominee Craig Kielburger's international NGO **Free the Children** and Guantánamo's **enfant terrible** Omar Khadr, both of whom received their education in Toronto-area schools. The presentation addresses questions put by Freirean¹ educators Giroux and Searls-Giroux² (2004: 16) on what it means to teach participatory citizenship in the moral and political life of a democracy. Building upon key empirical and theoretical resources drawn from contributors to the text two key arguments emerged. First, the ongoing implementation of the UN Convention on the Rights of the Child (UNCRC, 1989) offers untapped potentials in both majority and minority world settings for engagement in pedagogies of critical citizenship. Second, a transdisciplinary framework for understanding the UNCRC's movement throughout the global North and South offers a congruent epistemology for critical pedagogues in contrast to uni-disciplinary approaches framed solely by legal or educational discourses alone.

¹ Freire, P. (1970). **Pedagogy of the oppressed**. New York: Herder and Herder.

² Giroux, H. A., & Searls Giroux, S. (2004). **Take back higher education: Race, youth and the crisis of democracy in the post-civil rights era**. New York: Palgrave Macmillan.

Richard Mitchell is Associate Professor at the Dept. of Child & Youth Studies, Brock University, is a graduate of the University of Victoria in British Columbia, and completed his Ph.D in Sociology and Social Policy with Scotland's University of Stirling. In a previous career, Richard worked as a child and youth counsellor in British Columbia education, mental health and specialized foster-care for two decades. His research and consultancy focus upon international and transdisciplinary approaches to implementing the human rights of children and young people within institutional and community-based settings.

Shannon Moore is Director of the Centre for Women's and Gender Studies and Associate Professor at the Dept. of Child & Youth Studies at Brock University. Shannon holds a PhD in Counselling Psychology and her standpoint is shaped by critical pedagogy. Her scholarship integrates transdisciplinary thinking with an emphasis on community-based implementation of restorative practices as well as UN human rights and justice instruments. As a clinical counsellor, Shannon has practiced within educational, social service, mental health and correctional service contexts in Canada and the UK.

This seminar is part of a knowledge exchange project on 'Children's Rights, Social Justice and Social Identities in Scotland: Intersections in Research, Policy and Practice', funded by the Scottish Universities Insights Institute.



For more information about this project follow @Children_SUII on Twitter or go to: www.scottishinsight.ac.uk/Programmes/Programmes201314/ChildrensRights.aspx

h. Follow-up activities

Dissemination

The process of dissemination of outputs from the seminar series, as well as the continuation of networks and development of joint projects, is ongoing. In the next couple of months we are planning to:

- Publish an article in Children in Scotland Magazine (Initial agreement has been sought by current editor) - thus capitalizing on networks involved in day-to-day policy, as well as contributing to various blogs (e.g. CRFR blog)
- Contact with and presentation to the Cross Party group on Children and Young People at the Scottish Government
- On a European and international level: Prof Pat Dolan, UNESCO Chair and Director-joint founder and Director of the UNESCO Child and Family Research Centre, who was involved in the seminar series, had proposed that the seminar series discussions and outputs will inform:
 - the policy agenda for Eurochild, (which promotes the welfare and rights of children and young people in Europe (For more information regarding Eurochild please visit: <http://www.eurochild.org/en/who-we-are/what-we-do/index.html>)
 - the Global Network of Academics in UNESCO
 - the Social and Human Sciences Sector in UNESCO (Policy Action around the world) (see for further information <http://www.unesco.org/new/en/social-and-human-sciences/about-us/>)

The programme team will be in contact with Prof Pat Dolan to disseminate the outputs of the seminar series and discuss the above.

Collaborations with children & young people and organisations

Meetings were conducted with the NGO organisations (LGBT Youth, Article 12 and Investing in Children) that were involved in the seminar series to discuss next steps. We are keen to continue the dialogue and collaborations with the NGOs as well with the young people who were involved in the seminars. This was also a request in the evaluation forms:

‘Somehow feed back to C&YP about what comes out of the seminar series?’ (Seminar 4 Participant)

Through Investing in Children, a focus group was conducted with young people on their views about the series and ways forward. The young people suggested a range of concrete topics that they would be interested to collaborate on as potential follow up activities, such as:

- tackling unfairness and intersectional discrimination in educational settings,
- strengthening cohesion and rights in local communities, particularly in ‘diverse’ communities, and
- lowering the voting age to 12.

Further themes of importance to children and young people that arose through discussions with Article 12 and LGBT Youth were:

- transgender awareness and inclusion and challenging heteronormative practices in educational settings,
- promoting anti-discriminatory educational approaches,
- promoting young people’s access to education, the labour market and active citizenship.

The young people suggested the following ideas as possible collaborative projects in the future:

- Co-production of a report-briefing (based on their work for the seminar series and some of the themes above)
- Co-production of a video/film/animation/documentary linked to the theme of the seminar series and the themes above
- Conducting research with a focus on young gypsy travellers (Article 12) or linked to the themes above. Also consider the possibility of action research.
- More follow-up meetings with young people to learn about their interests, views and ideas about ways forward
- Organise a series of events where young people from across the different organisations can come together to learn from each other, work together and think about further steps and collaborations. The focus on impact and positive social change in their lives and the lives of other children and young people is paramount. The process could be documented so that it can be used as a way of working with young people in a collaborative and participatory way, with an aim to promote change in their lives.
- Involvement of young people and their organisations in University teaching e.g. BA Childhood Practice, PGDE, Community education etc. (workshops-to raise awareness of the above issues)

Future research

The above-described collaborations with NGOs and children & young people tie into the aim of the programme team to develop future research projects arising from this seminar series.

Members of the programme team are currently looking into possibilities for future funding to continue and expand the work of the series, particularly in relation to the identified gaps linked to the theme of the seminar series (intersectionality and childhood), with both stakeholders and participants involved in the series, as well as with additional individuals and organisations.

This seminar series encouraged participants to think about the concept of intersectionality, intersectional childhood identities and inequalities. For many of our practitioner and policy group participants (including academics) this was a rather new concept, particularly in relation to the specific term and its applicability in practice and policy. A need was identified to develop a working group in order to develop specific resources like guidelines documents/case studies/top tips policy and practice document based on intersectionality and childhood inequalities that can be used from practitioners and policy makers in the field. Further discussion and partnership will also need to be made with the Scottish Government, local authorities, community groups and children and young people to support this area of work.

4. Conclusion

This has been an exciting, innovative and collaborative knowledge exchange seminar series that has sparked discussion about intersecting childhood and youth identities and inequalities across research, policy and practice. The programme brought together practitioners, researchers, policy makers, academics across the globe, and children and young people. The programme engaged meaningfully with children and young people through various organizations to ensure that their views were at the core of this seminar series.

We would like to thank, for a fruitful knowledge exchange and continuous learning process, the presenters, participants, contributors, facilitators and scribes, the organisations that worked with us and specifically the young people, for sharing their experiences and views.

We are grateful to the Scottish Universities Insight Institute for funding this programme and specifically to Nicola Allan and Ann Logie for their administrative support. We would also like to thank Alan Brown for the design of the programmes, the briefing and the production of the podcasts.

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