GEA BIOS

KEYNOTE

Bidisha is a writer, critic and broadcaster and 2013 International Reporting Project Fellow, working with the Gates Foundation and Johns Hopkins University to cover international development issues. She specialises in the arts, social justice and international affairs, contributing regularly to or presenting Front Row, Saturday Review, Heart and Soul, Woman's Hour, The Strand and Night Waves for BBC radio 3, radio 4 and the World Service. She has written for most of the major UK broadsheets, including weekly columns in The Independent and the Guardian, and judged prizes including the Orange Prize, the John Llewellyn Rhys Prize, the Polari Prize, the Somerset Maugham and the Comment awards. Bidisha is the author of two novels, a travelogue from Venice and a reportage from the Middle East. In May 2014 she will release her fifth book, Asylum and Exile: Hidden Voices of London, based on her outreach work with migrants' and refugee groups. Bidisha also does outreach work in UK prisons and detention centres.

Bidisha.contact@gmail.com

PLENARY

Lisa Adkins is Professor of Sociology at the University of Newcastle, Australia and was previously Professor of Sociology at Goldsmiths, University of London. Widely published in the areas of economic sociology, social and cultural theory and feminist theory, she has most recently contributed to debates concerning the reconstruction of social science through the volumes What is the Empirical? (2009; co-edited with Celia Lury) and Measure and Value (2012; co-edited with Celia Lury).

Val Gillies is a Professor of Social Research and a Co-director of the Families & Social Capital Research Group at London South Bank University. She has researched and published in the area of family, social class and marginalised children and young people, producing a wide range journal articles and book chapters on parenting, young people at risk of school exclusion, home school relations as well as qualitative research methods. Her book: Marginalised Mothers: Exploring Working Class Parenting (Routledge) was published in 2007.
PLENARY PANEL

Jin Haritaworn is Assistant Professor of Gender, Race and Environment at York University in Toronto. They just had their first monograph published (The Biopolitics of Mixing: Thai Multiracialities and Haunted Ascendancies (Ashgate, 2012) and a second one tentatively titled Queer Lovers and Hateful Others is in contract with the Pluto series ‘Decolonial Studies, Postcolonial Horizons’. Jin is the editor and co-editor of several special issues and clusters on the intersection of race, gender and sexuality, including ‘Women’s Rights, Gay Rights and Anti-Muslim Racism in Europe’ in European Journal of Women’s Studies (2012, 19(1/2)), ‘Polyamory and Non-Monogamies’ in Sexualities (2006, 9(5)), ‘Murderous Inclusions’ in International Feminist Journal of Politics (2013, 15(4)), as well as the book collection Queer Necropolitics (forthcoming with Routledge, both edited with Adi Kuntsman and Silvia Posocco).

Kay Inckle has just moved to Plymouth University after 16 years in Dublin where she worked both within and outside academia (sometimes simultaneously). Her interests are in radical and user-led approaches to knowledge and research especially in the areas of ‘dis’ability, self-injury and mental health/illness. She also works in the fields of embodiment, body politics and practices, gender and sexuality and creative research methods and ethics. She has a number of publications in these areas including her 2010 book Flesh Wounds? New Ways of Understanding Self-injury (PCCS Books) in which she used ethnographic fiction to explore user-led and harm-reduction approaches to self-injury.

Dr Jayne Osgood is Jayne Osgood is Professor of Education at London Metropolitan University. She is a sociologist of education focusing specifically on early years and is particularly concerned to research issues of inequality relating to gender, social class and ‘race’ and to critically engage with educational policy as it affects the workforce, families and children in this context. As a feminist she is committed to developing and applying critical post-structuralist, post-colonial, and feminist theorisations to her work.

Dr Tracey Reynolds is a Reader in the Families and Social Capital ESRC Research Group, which is situated within the Weeks Centre for Social and Policy Research at London South Bank University. Tracey’s research interests focus on transnational families and kinship networks; constructions of motherhood, parenting & childrearing. She has conducted extensive empirical research on black families in the UK across a range of social issues including education. Her current research and publications focus on Caribbean families and young people, and more recently care planning among BAME older people in London (with Age UK Lewisham and Southwark). She is also the author of Caribbean Mothers: Identity and Experience in the UK (published by Tufnell Press, 2005); Transnational Families: Ethnicities, Identities and Social Capital, with Harry Goulbourne, John Solomos and Elisabetta Zontini, (published by Routledge, 2010) and Guest Editor of special issue ‘Young People, Ethnicity and Social Capital’, journal of Ethnic and Racial Studies (May 2010).
Dr. Vanita Sundaram: I am currently employed as a Lecturer in Education at the University of York. I have worked in the field of violence and gender since 2000, firstly at the World Health Organisation European Headquarters, then as a researcher at the Danish National Institute of Public Health. My doctoral research was on gender-based violence and health and developed a theoretical framework for understanding gender-specific victimisation processes. Specifically, I sought to understand why sexualised violence had greater health effects for men than physical violence, with reference to gender norms, identities and expectations. Whilst at the National Institute of Public Health, I was involved in a number of research projects on violence and gender. These included an EU-wide project to improve the recording and screening of injuries related to domestic violence at emergency departments; a national study to assess the prevalence and nature of sexual abuse experiences among school-aged children in Denmark; and a national study on teenage relationship violence.

Since joining the Department of Education at the University of York, I have developed and conducted research on violence and young people in the UK. I am currently conducting research on school-based sex education with a focus on the need to address issues of gender, sexuality and violence. I convene an undergraduate module entitled Learning Gender: Exploring the links between education and society, and supervise research projects on violence among school-aged children and young people and gender/sexuality in schools. I firmly believe that youth-focused violence prevention is integral to preventing violence against women and girls on a wider scale. Understanding the centrality of gender to anti-violence education is key to effective prevention.
SYMPOSIA

Symposium 1

Rob Clucas is Lecturer in Law at the University of Hull. As B. Clucas he has published articles on jurisprudence; medical ethics, particularly conjoined twins; human rights, and children’s rights and welfare; and with G. Johnstone and T. Ward, he co-edited the Nomos collection Torture: Moral Absolutes and Ambiguities. Rob was the inaugural Chair of the LGBT Staff Network at the University of Hull, and is a National Trustee of the Anglican pressure group Changing Attitude. His current research interests include equality issues and the Church of England: his most recent article, on gay bishops, was published in Sociology’s Special Issue on Human Rights in October 2012.

Michael Keenan is a lecturer in Sociology at Nottingham Trent University. Michael was a co-investigator on the AHRC/ESRC research project ‘Religion, youth and sexuality: a multi-faith exploration’, his research interests are in the areas of religious identity, sexual identities, university experience, contemporary families and clergy life. Michael is currently undertaking research into the university experiences of LGBTQ students, sponsored by the Society for Research into Higher Education. His PhD thesis focused on the identity negotiations of gay men in the Anglican clergy.


Ria Snowdon is a Research Associate at the Weeks Centre for Social and Policy Research, London South Bank University. She is currently working on the ESRC funded project ‘Making space for queer identifying religious youth’ (2011-2013) with Professor Yvette Taylor. With Yvette, Ria is also co-editor on the forthcoming publications Queering Religion, Religious Queers (Routledge US, 2014) and a Special Issue ‘Sexuality and Religion’ with the journal Sexualities (2015). She contributes to the Weeks Centre blog, recently reflecting on her fieldwork experiences ‘Making space for the straight talking/acting interviewer’ (2012). Follow Ria @RiaSnowdon.

Yvette Taylor is Professor in Social and Policy Studies and Head of the Weeks Centre for Social and Policy Research, London South Bank University. She has held a Fulbright Scholarship at Rutgers University (2010-11). Books include Fitting Into Place? Class and Gender Geographies and Temporalities (Ashgate, 2012); Lesbian and Gay Parenting: Securing Social and Educational Capitals (Palgrave, 2009) and Working-Class Lesbian Life: Classed Outsiders (Palgrave, 2007). Edited collections include Educational Diversity (Palgrave, 2012); Sexualities: Reflections and Futures (2012); Theorizing Intersectionality and Sexuality (Palgrave, 2010) and Classed Intersections: Spaces, Selves, Knowledges (Ashgate, 2010). She has articles in a range of journals including British Journal of the Sociology of Education, European Societies, Sociological Research Online, Sexualities, Feminist Theory. Yvette is
currently working on an ESRC standard grant with Dr Ria Snowdon ‘Making space for queer identifying religious youth’ and recently completed an ESRC (2007-2009) funded project ‘From the Coal Face to the Car Park? Intersections of Class and Gender in the North East of England’. She regularly blogs on the British Sociological Association’s (BSA) Sociology and the Cuts and the Gender and Education Association (GEA) websites and is director of the MA Gender and Sexuality at the Weeks Centre. Follow Yvette @YvetteTaylor0

Symposium 2

Professor Penny Jane Burke is a Professor in the School of Education and Social Work at the University of Sussex. Penny is the founder and Director of the Paulo Freire Institute-United Kingdom, which sits in the Centre for Higher Education and Equity Research (CHEER). Her research focus is on access to and widening participation in lifelong learning and higher education. Her research focuses on identity formation and subjectivity in processes of accessing higher education and in relation to experience, pedagogy and participation. Her new book The Right to Higher Education: Beyond widening participation (2012) presents an overview and critique of policy and literature on widening participation. Her other books include Accessing Education: Effectively widening participation (2002) and Reconceptualising Lifelong Learning: Feminist interventions (with Sue Jackson, 2007).

Miriam David was a professor of sociology and education at London South Bank, Keele and the Institute of Education, London University between 1988 and 2010. She is now a Professor Emerita of Education at IOE, and a visiting professor at CHEER in Sussex. Her expertise has ranged over gender, families and education, including home-school relations; to gender equity and diversity in access to and participation in HE. She now concentrates on feminist studies of global HE.

Valerie Hey is Professor of Education within the School of Social Work and Education, University of Sussex. She has an interest in developing a cultural sociology of higher education drawing on her earlier work analysing the production of intersectional forms of gendered and classed identities and antagonisms. She has published widely in the fields of gender and education, cultural studies, sociology, feminist theory and methodology and been recently conferred an Academician of the Academy of the Social Sciences.

Tamsin Hinton-Smith is a lecturer in sociology at the University of Sussex. Her key research interests include issues around gender; social inclusion of marginalised groups; equalities; and qualitative research methods. She has particular interests in lone and teenage parents and participation in learning, training and work; and participates actively in institutional teaching and learning development work and widening participation outreach. Tamsin has provided research support at policy level on issues around gender, education and equalities. Her most recent publications include Lone parents’ experiences as higher

Louise Morley is a Professor of Education and Director of the Centre for Higher Education and Equity Research (CHEER) (http://www.sussex.ac.uk/education/cheer/) at the University of Sussex, UK. Louise has an international profile in the field of the sociology of gender in higher education studies. Her research and publication interests focus on international higher education policy, gender, equity, micropolitics, quality, leadership and power. She is an Academician of the Academy of Social Sciences, a Fellow of the Society for Research into Higher Education, and a Senior Research Fellow, Centre for Gender Excellence, University of Örebro, Sweden.

Symposium 3

Stephanie Jones is associate professor in the department of Elementary and Social Studies Education, University of Georgia. She studies the intersections of social class, gender, race, and literacies across ages and contexts and engages feminist pedagogies as a practitioner researcher. Her most recent project is using the comics medium to portray a three-year feminist teacher education study.

Rachel Monette is a doctoral candidate in the department of Elementary and Social Studies Education, The University of Georgia. Her dissertation research is focused on the bodily becoming of an elementary school teacher and the discursive practices of surveilling student teachers’ bodies toward an unknown and nonexistent ideal teacher body.

Beth Pittard is a doctoral student at The University of Georgia, USA. Theoretically situated in poststructural feminisms, her research interests include teacher education, female subjectivity, and the impact of neoliberalism on women and children in the educational setting.

Dr. Mardi Schmeichel, Assistant Professor, The University of Georgia. Mardi’s work focuses on the use of discourse theories and analyses to understand equity issues and absences in educational research and teacher education. Her recently completed dissertation was a feminist examination of the attention paid to women in social studies education. She is an assistant professor in the department of Elementary and Social Studies Education and is currently conducting research on the role of coaches in American secondary schools.
Symposium 4

Jo Heslop is a Research Officer at the Institute of Education, University of London.

Samwel Oando is Researcher at the Catholic University of Eastern Africa, in Nairobi, Kenya.

Jenny Parkes is a Senior Lecturer in Education, Gender and International Development at the Institute of Education, University of London.

Susan Sabaa is Executive Director of CRRECENT, the Child Research and Resource Centre in Ghana.

Moya Wilkie has recently completed an MA in Education, Gender and International Development at the Institute of Education, University of London.

Symposium 5

Miriam David was a professor of sociology and education at London South Bank, Keele and the Institute of Education, London University between 1988 and 2010. She is now a Professor Emerita of Education at IOE, and a visiting professor at CHEER in Sussex. Her expertise has ranged over gender, families and education, including home-school relations; to gender equity and diversity in access to and participation in HE. She now concentrates on feminist studies of global HE.

Debbie Epstein is Professor of Education at the School of Social Sciences, Cardiff University, Wales, UK. She works at the nexus of sociology and cultural studies and her research interests comprise childhood and youth studies, particularly sexuality, gender and race in education and in popular culture, and the cultural politics of education. Her most recent book is Toward Equality: Gender and Sexuality in South African Schools in the Time of HIV and AIDS (University of KwaZulu-Natal Press, 2010). Jointly authored books include: The Academic’s Support Kit (Sage, 2006; 6 volumes); Silenced Sexualities in Schools and Universities (Trentham Books, 2003); and Schooling Sexualities (Open University Press, 1998 & 2000).

Emily F. Henderson, Faculty of Polity and Society, Institute of Education, University of London

Ileana Jiménez: For the past fifteen years, Ileana Jiménez has been a leader in the field of social justice education. A 2011 recipient of the Distinguished Fulbright Award in Teaching, her research in Mexico City focused on creating safe schools for LGBT youth. At the Little Red School House & Elisabeth Irwin High School (LREI) in New York City, she offers electives on feminism, LGBT literature, Toni Morrison, and writing memoir. Ileana is also an associate faculty member at Bard College’s Institute for Writing and Thinking, where she offers workshops to classroom teachers and college instructors on writing-based inquiry. She has written about education issues for Care2, Feministing, Gender Across Borders, the Huffington Post, Ms. Magazine blog, On the Issues, the Smith Alumnae Quarterly, and the Women’s Media Center. Founder and sole blogger at Feminist Teacher, feminisstteacher.com, she received her B.A. in English Literature at Smith College, and an M.A. in English Literature at Middlebury College.
**Emma Renold** is Professor of Childhood Studies at the School of Social Sciences, Cardiff University, Wales. Working with feminist poststructuralist and post-humanist/new materialist theories, her research explores young gendered and sexual subjectivities across diverse institutional sites and public spaces. She is the author of *Girls, Boys and Junior Sexualities* (Routledge, 2005), the co-founder of youngsexualities.org, and was editor of the journal *Gender and Education* (2006–12). She is currently working on an edited collection, *Childhood, Sexuality and Sexualisation* (with Jessica Ringrose and Danielle Egan).

**Jessica Ringrose** is a Senior Lecturer in the Sociology of Gender and Education at the Institute of Education, University of London. Recent research projects have explored digital gender and sexual identities among teens in secondary school, considering issues of ‘sexting’ and ‘cyberbullying’. Her work develops feminist poststructural and psychosocial approaches to understanding subjectivity and affect. Recent books are: *Rethinking Gendered Regulations and Resistances in Education* (edited, Routledge, 2012), *Post-Feminist Education? Girls and the Sexual Politics of Schooling* (Routledge, 2013), and *Deleuze and Research Methodologies* (co-edited with Rebecca Coleman, Edinburgh University Press, 2013).

**Victoria Showunmi** is a Senior Lecturer at the Institute of Education, University of London. Victoria works in the area of equality and diversity in education. Her recent research has considered Black girls’ experiences in UK schools. She has worked on a range of government Task Groups including New Deal for Lone Parents, New Deal for The Community, New Opportunities Funding Panel and Commissioner for the National Housing Federation. Her recent book is, *The Real Deal: Voices of Unemployed Black Women* (Edwin Press, 2012). Previous books include: *The Black Perspective of Mentoring in Mentoring and Tutoring* (Trentham Books, 1996); and *Teachers for the Future* (edited, Trentham Books, 1995).
Carina Carlhed has a Ph D in Education, and is associate professor in Sociology of Education (docent) at Uppsala University, Sweden. She currently runs a four year post doc project: “Graveled expectations or successful reorientations? Switchers and dropouts in higher education 1977-2007”, funded by the Swedish Research Council, 2010-2014. She also participates in the project “Study loans, wage and wealth within higher education. Social groups and their study financing, 1998-2006” funded by the Swedish Research Council 2012-2014, placed at Stockholm School of Economics, SCORE. She also works in a project on professions: “Agents of Knowledge. The Emergence and Contemporary Significance of Professions in Sweden”, funded by the Swedish Research Council 2011-2013, where her specialty is professions within the Medical field.

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Symposium 7

Jo-Anne Dillabough is Reader in Sociology of Education (University of Cambridge), David Lam Chair in Multicultural Education (University of British Columbia, Canada) and co-editor of Gender and Education. Her books include Troubling Gender in Education (co-edited with J. McLeod and Martin Mills, Routledge, 2010), Lost Youth in the Global City: Class, Culture and the Urban Imaginary (co-auth. with J. Kennelly, Routledge 2010), and Education, Globalization and Social Change (co-edited with H. Lauder, P. Brown and A. Halsey, Oxford University Press, 2006; University of Tokyo Press, 2010). Forthcoming books are Cultural Identities and Political Community: Re-representing Gender, Multiculturalism and ‘Indigenous Culture’ in Canadian Schools (auth., McGill Queens University Press) and Democracy Exposed: Defiant ‘Mothering’ and Female Labour in Higher Education (under review).

Gabrielle Ivinson is Senior Lecturer in Psychology and Education, Cardiff School of Social Sciences, Cardiff University, and a social and developmental psychologist who studies gender and knowledge. She co-authored of Rethinking Single Sex Teaching, (2007 Open University) and co-editor of Knowledge and Identity: concepts and applications in Bernstein’s sociology of knowledge, (2011, Routledge). She is co-editor of the journal Gender and Education. Recent papers, ‘The body and pedagogy: beyond absent, moving bodies in pedagogic practice’ British Journal of Sociology of Education and ‘Skills in Motion: Sport, Education and Society explore relations among embodied knowledge, materiality and place.

Julie McLeod is Professor, Melbourne Graduate School of Education, University of Melbourne, an Australian Research Council Future Fellow, and a co-editor of Gender and Education. Her research areas include youth identities, gender inequalities and curriculum history. She is working on a history of adolescence and citizenship education (1930s-1970s): and with colleagues in Architecture, a history of school design and pedagogical innovation. A new project is on youth identity and educational inequality since 1950. Recent books include Researching Social Change; Qualitative Approaches, and Making Modern Lives: Subjectivity, Schooling and Social Change

Maria Tamboukou (BA, MA, PhD) is Professor of Feminist Studies and Co-editor of Gender and Education. Her research activity develops in the areas of critical feminisms, auto/biographical narratives and Foucauldian and Deleuzian analytics. Writing feminist genealogies is the central focus of her work. Maria is currently working with epistolary narratives on love and agonistic politics and on a genealogy of the seamstress, a British Academy funded project looking into auto/biographical narratives of home-based dressmakers and women working in the garment industry.
Symposium 8

Hilary E. Hughes, Assistant Professor, Virginia Commonwealth University. Hilary’s research interests include equity-oriented teacher education, feminist and phenomenological theories and pedagogies of the body, and young adolescents. Her work has received numerous accolades including the Distinguished Qualitative Dissertation Award at the 8th International Congress of Qualitative Inquiry. She can be contacted at hhughes@vcu.edu.

Stephanie Jones, Associate Professor, The University of Georgia. Stephanie’s research interests lie at the intersections of gender, social class, literacies, and the body. Her most recent work has been published in Teaching Education, Gender and Education, Journal of Early Childhood Literacy and is forthcoming in Harvard Educational Review, Teachers College Record, and Educational Researcher. She is currently working with the comics-medium to portray a three-year study of feminist pedagogy in Teacher Education.

Jaye Thiel, Doctoral Student, The University of Georgia. Jaye explores how social class, gender, race, and geography intersect in language and literacies, particularly those literacies of children. Her research is framed by post-structural theories and employs phenomenological, hermeneutic, and ethnographic methods with a commitment to advancing educational equity as it relates to social class-consciousness and the representation of work, workers, and the working class in children’s literature.

Lalitha Vasudevan, Associate Professor, Teachers College Columbia University. Lalitha is interested in how youth craft stories, represent themselves, and enact ways of knowing through their engagement with literacies, technologies, and media. Her recent publications have appeared in Theory into Practice, Written Communication, and Review of Research in Education, and she is co-editor (with Tiffany DeJaynes) of Arts, Media, and Justice: Multimodal Explorations with Youth (Forthcoming, Peter Lang).
Symposium 9

Talita Calitz a doctoral student in the research centre for higher education, development and capabilities at UFS. (University of the Free State, South Africa)

Emily Henderson is a PhD student at the Institute of Education, University of London, on a studentship funded by the Economic and Social Research Council, UK. She is researching understandings of gender as an institutional concept in Higher Education. Her other research interests include poststructuralism, postcolonialism, feminist pedagogy, and gender in conjunction with international volunteering.

Thandi Lewin is a PhD student at the Centre for Higher Education and Human Development at the University of the Free State, South Africa. She has worked in higher education in South Africa in several roles in the government, non-governmental and university sectors.

Sonja Loots is a post-doctoral fellow (University of the Free State, South Africa)

Elaine Unterhalter is Professor of Education & International Development at the Institute of Education, University of London. She has written a number of books and journal article on gender, education and development, including work on higher education, and has co-ordinated research projects on gender and girls’ access to school in South Africa, Kenya, Tanzania, Nigeria and Ghana.

Melanie Walker is senior research professor in higher education at the University of the Free State, South Africa.
Symposium 10

**Alana Boileau** is an MA student in the Department of Educational Studies at UBC, Vancouver, BC. Canada and a SSHRC student Fellow. Contact Details: alana.boileau@gmail.com

**Lyn Daniels** is the Vice Principal of Aboriginal Education in Vancouver BC, an Aboriginal Activist and a Doctoral Student in the Department of Educational Studies, UBC, Vancouver, BC. Canada.

**Jo-Anne Dillabough** is Reader in Sociology of Education (University of Cambrige), David Lam Chair in Multicultural Education (University of British Columbia, Canada) and co-editor of Gender and Education. Her books include *Troubling Gender in Education* (co-edited with J. McLeod and Martin Mills, Routledge, 2010), *Lost Youth in the Global City: Class, Culture and the Urban Imaginary* (co-auth. with J. Kennelly, Routlege 2010), and *Education, Globalization and Social Change* (co-edited with H. Lauder, P. Brown and A. Halsey, Oxford University Press, 2006; University of Tokyo Press, 2010). Forthcoming books are *Cultural Identities and Political Community: Re-representing Gender, Multiculturalism and ‘Indigenous Culture’ in Canadian Schools* (auth., McGill Queens University Press) and *Democracy Exposed: Defiant ‘Mothering’ and Female Labour in Higher Education* (under review).

**Berglund Magnisdottir**, Lecturer, University of Iceland, Vesturbær, Reykjavik, Iceland

**Tetsuro Shigematsu**: Called the “the voice of our Azn generation” by the editor of Ricepaper magazine, Tetsuro Shigematsu is a columnist for *The Huffington Post*. His actual voice is already familiar to millions of Canadians thanks to his years of serving as a national radio host for the Canadian Broadcasting Corporation. A former writer for the satirical current-affairs TV program, *This Hour has 22 Minutes*, Tetsuro can now be seen on Spike/MTV’s hit reality program *The Deadliest Warrior* as their Samurai-in-residence. He is currently a PhD student conducting research on social media as a Vanier Scholar within the Faculty of Education at the University of British Columbia.
Symposium 11

Professor Penny Jane Burke is a Professor in the School of Education and Social Work at the University of Sussex. Previously, she was Professor of Education at the School of Education, Roehampton University and Director of the Centre for Educational Research in Equalities, Policy and Pedagogy at Roehampton. Penny is the founder and Director of the Paulo Freire Institute-United Kingdom, which sits in the School of Education and Social Work at the University of Sussex. Her research focus is on access to and widening participation in lifelong learning and higher education. Her expertise centres on identity formation and subjectivity in processes of accessing higher education and in relation to experience, aspiration and participation. Her new book The Right to Higher Education: Beyond widening participation (2012) presents an overview and critique of policy and literature on widening participation. Her other books include Accessing Education: Effectively widening participation (2002) and Reconceptualising Lifelong Learning: Feminist interventions (with Sue Jackson, 2007).

Dr. Lauren Ila Jones Misiaszek is the 2012-2013 Roehampton Fulbright Scholar. She is currently the Assistant Director of the Paulo Freire Institute, UCLA and Visiting Researcher, Paulo Freire Institute-United Kingdom. She has been a lecturer, researcher, and program manager in the United States and Latin America and has worked in universities, NGOs, and in the U.S. government. Her recent published works include “Women's Theologies, Women's Pedagogies: Globalization, Education, and Liberation in Nicaragua in a comparative perspective” in Gender, Religion and Education in a Chaotic Postmodern World (Eds Davies, Diab and Gross, Springer, 2012) and "Liberating Praxes of Latin American Women Educators in El Salvador, Nicaragua, Bolivia, and Argentina" in the June 2012 Harvard Journal of Feminist Studies of Religion.

Dr Barbara Read is a Reader at the School of Education, University of Glasgow. Her research interests focus on school and university educational and social cultures, particularly from the perspective of gender, 'race', class and social justice. She is the co-author (with Carole Leathwood) of the 2009 book 'Gender and the Changing Face of Higher Education: A Feminised Future?', published by SRHE and Open University Press. She is also the co-author (with Becky Francis and Christine Skelton) of a recent (2012) book focusing on secondary school students, entitled 'The Identities and Practices of High Achieving Pupils: Negotiating Achievement and Peer Cultures', Continuum Press.
Symposium 12

Christina Hughes is currently Pro-Vice-Chancellor for Education and Professor of Women and Gender at the University of Warwick. Her publications include Researching Gender, London, Sage (2013); Feminism Counts: Quantitative Methods and Researching Gender, Oxford, Routledge (2012, with Rachel Cohen); Disseminating Qualitative Research Maidenhead, Open University (2003); Women’s Contemporary Lives, London, Routledge (2002); Key Concepts in Feminist Research and Theory, London, Sage (2002). Christina’s current research is concerned with designer makers in Birmingham’s Jewellery Quarter. Christina was founding co-chair of the Gender and Education Association, is co-editor of the International Journal of Social Research Methodology and Associate Editor of Gender, Work and Organisation.

Maria Tamboukou (BA, MA, PhD) is Professor of Feminist Studies and Co-editor of Gender and Education. Her research activity develops in the areas of critical feminisms, auto/biographical narratives and foucauldian and deleuzian analytics. Writing feminist genealogies is the central focus of her work. Maria is currently working with epistolary narratives on love and agonistic politics and on a genealogy of the seamstress, a British Academy funded project looking into auto/biographical narratives of home-based dressmakers and women working in the garment industry.
Symposium 13

Amla Salleh is a professor in Guidance and Counseling and head of Center of Learner Diversity Faculty of Education Universiti Kebangsaan Malaysia. Her research interest are in guidance and counseling including career counseling, parenting, and learner diversity.

Mohd Izwan Mahmud is a lecturer in Guidance and Faculty of Education, University of Kebangsaan Malaysia. His research interest is in guidance and counseling.

Zalizan M. Jelas is professor in special needs education at the Faculty of Education, Universiti Kebangsaan Malaysia. Her research interests are in learner diversity, inclusive education, and reading acquisition.

Roundtable

Jo Dillabough is Reader in Sociology of Education (University of Cambridge), David Lam Chair in Multicultural Education (University of British Columbia, Canada) and co-editor of Gender and Education. Her books include Troubling Gender in Education (co-edited with J. McLeod and Martin Mills, Routledge, 2010), Lost Youth in the Global City: Class, Culture and the Urban Imaginary (co-auth. with J. Kennelly, Routlege 2010), and Education, Globalization and Social Change (co-edited with H. Lauder, P. Brown and A. Halsey, Oxford University Press, 2006; University of Tokyo Press, 2010). Forthcoming books are Cultural Identities and Political Community: Re-representing Gender, Multiculturalism and ‘Indigenous Culture’ in Canadian Schools (auth., McGill Queens University Press) and Democracy Exposed: Defiant ‘Mothering’ and Female Labour in Higher Education (under review).

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Gabrielle Ivinson is Senior Lecturer in Psychology and Education, Cardiff School of Social Sciences, Cardiff University, and a social and developmental psychologist who studies gender and knowledge. She co-authored of Rethinking Single Sex Teaching, (2007 Open University) and co-editor of Knowledge and Identity: concepts and applications in Bernstein’s sociology of knowledge, (2011, Routledge). She is co-editor of the journal Gender and Education. Recent papers, ‘The body and pedagogy: beyond absent, moving bodies in pedagogic practice’ British Journal of Sociology of Education and ‘Skills in Motion: Sport, Education and Society explore relations among embodied knowledge, materiality and place.

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Julie McLeod is Professor, Melbourne Graduate School of Education, University of Melbourne, an Australian Research Council Future Fellow, and a co-editor of Gender and Education. Her research areas include youth identities, gender inequalities and curriculum history. She is working on a history of adolescence and citizenship education (1930s-1970s): and with colleagues in Architecture, a history of school design and pedagogical innovation. A new project is on youth identity and educational inequality since 1950. Recent books include Researching Social Change; Qualitative Approaches, and Making Modern Lives: Subjectivity, Schooling and Social Change.

Maria Tamboukou (BA, MA, PhD) is Professor of Feminist Studies and Co-editor of Gender and Education. Her research activity develops in the areas of critical feminisms, auto/biographical narratives and foucauldian and deleuzian analytics. Writing feminist genealogies is the central focus of her work. Maria is currently working with epistolary narratives on love and agonistic politics and on a genealogy of the seamstress, a British Academy funded project looking into auto/biographical narratives of home-based dressmakers and women working in the garment industry.
**WORKSHOPS**

**Kim Allen** is Research Fellow at the Education and Social Research Institute (ESRI), Manchester Metropolitan University. Kim is a Sociologist of Education and committed feminist. Her work centres broadly on inequalities in relation to young people’s educational identities and career aspirations. Kim is committed to theoretically-informed empirical research which examines how inequalities of class and gender are produced, remade and experienced within daily practices and institutionalised relations of education, work, family and cultural life. Kim has a long-standing interest in youth and celebrity culture, stemming from her background in cultural and media studies and originally explored in her doctoral research on young women in performing arts education. Kim has written critically about young people’s aspirations and transitions into work, and on HE equity. She is also co-investigator on the ESRC Seminar Series ‘New Perspectives on Education and Culture’.

**Laura Harvey** is a Research Assistant at Brunel University. Her work takes an interdisciplinary approach, drawing on social psychology, sociology, gender studies and cultural studies. She has just completed her doctoral thesis, which looked at the negotiation and representation of condom use in the UK. Her current work on an ESRC project exploring the role of celebrity in young people’s classed and gendered aspirations continues a theme in Laura’s research around the relationship between cultural representations and everyday life. Laura is particularly interested in feminist methodologies, discourse analysis and understanding inequalities. She has published work on cultural representations of gender and qualitative methodologies. Laura recently worked on a research project for the NSPCC with King’s College London, Institute of Education and the London School of Economics on young people and mobile technologies.

**Gabrielle Ivinson** is Senior Lecturer in Psychology and Education, Cardiff School of Social Sciences, Cardiff University, and a social and developmental psychologist who studies gender and knowledge. She co-authored of *Rethinking Single Sex Teaching*, (2007 Open University) and co-editor of *Knowledge and Identity: concepts and applications in Bernstein’s sociology of knowledge*, (2011, Routledge). She is co-editor of the journal *Gender and Education*. Recent papers, ‘The body and pedagogy: beyond absent, moving bodies in pedagogic practice’ *British Journal of Sociology of Education* and ‘Skills in Motion: Sport, Education and Society’ explore relations among embodied knowledge, materiality and place.

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**Heather Mendick** works as Reader in Education at Brunel University. The project focused on in this workshop is part of a strand of her work that looks at the way that media and popular culture relate to young people’s identities that also includes the ‘Mathematical Images and Identities study’ (ESRC and UKRC funded), the ‘TV Drama and Young People’s Career Choices’ study (British Academy funded) and a study of ‘Online Representations of Women in Science, Engineering and Technology’ (UKRC funded). Heather’s research has a social justice focus reflected in her first book *Masculinities in Mathematics*, that looks critically at the gendering of mathematics, and her third co-authored book *Urban Youth and Schooling*. All of her work deals with ways of understanding contemporary identities but the place where she focuses on this is the co-edited collection, *Mathematical Relationships in Education*.
**Jane Quin:** I am a feminist activist educator who has been working with critical participatory experiential pedagogy for three decades in various forms and forums in and outside of feminist organisations and formal higher education. I am currently a lecturer in Education and Development at the University of KwaZulu-Natal, South Africa. While living in London for further study this past year, I have facilitated a workshop at UK Feminista Summer School in Bristol, and been part of the Women’s Studies Without Walls initiative from the Feminist Library as part of my feminist praxis in this space. quinj@ukzn.ac.za

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**INDIVIDUAL PRESENTERS**


**Helene Aarseth** is PhD in Sociology and Post Doctor at Department of Sociology and Human Geography, University of Oslo, Norway. Her main research interests are family, class and gender, Bourdieusian theory and Psychosocial theories. Her recent works includes "Enriching Intimacy: the role of the emotional in the ‘resourcing’of middle-class children", *British Journal of Sociology of Education* 2011:3 (co-authored with Kari Stefansen).

Michelle Addison is a final year ESRC funded PhD student at Newcastle University and Visiting Scholar at the Weeks Centre for Social and Policy Research, London South Bank University. Her research explores the classed and gendered contours of employee’s workplace experiences as they come to be mediated, expressed and realised through emotion. Her study looks at workplace identity (re)formation, (mis)recognition, and resistance, querying which identities come to be valued and rewarded whilst giving attention to those that are silenced and marginalised. Previous to this Michelle worked as a Researcher in the Private sector and as a Researcher on the ESRC funded study: ‘From the coal to the car park?’ with Yvette Taylor (PI) (see Taylor, Y and Addison, M. (2011) ‘Placing Research: ‘City Publics’ and the ‘Public Sociologist’ Sociological Research Online 6(4)). Michelle has co-authored ‘(Re) constituting the past, (Re)branding the present and (Re)imaging the future: ‘Young women’s spatial negotiation of gender and class’ Journal of Youth Studies, Special Issue Young People, Class and Space 12(5): 563-578 and co-edited (with Yvette Taylor) the 2010 special issue of the Journal of International Women’s Studies. Michelle is currently working with Yvette on a co-edited book titled: Queer Presences and Absences (forthcoming 2013, Palgrave Macmillan).

Vina Adriany. I am a lecturer in Department of Early Childhood Education, Universitas Pendidikan Indonesia. Currently, I am a PhD student at Department of Educational Research, Lancaster University.

Akanle F. F, Institute of Education, Faculty of Education, Ekiti State University, Ado-Ekiti, Ekiti State, Nigeria. folusoakanle@yahoo.com

Solomon A. Akano hails from Osun State in Nigeria. He bagged N.C.E, B.Sc (Ed) from Federal College of Education Abeokuta and Olabisi Onabanjo University Ago-Iwoye in Nigeria respectively. He is also an international certified TEFL, TESOL and TBE instructor by International Teacher Training Organisation, (ITTO) Guadalajara, Mexico. He has taught for almost 7 years in various schools and colleges across the West African States. He has also written papers for presentation and publication both within and outside the continent. Solomon currently works as Project Officer (Education) with Foundation for Rural Education, Wildlife and Environment (FOREWENGAM) in Gambia.

Pam Alldred is Senior Lecturer at the Centre for Youth Work Studies, Brunel University. Pam’s research and teaching interests are in gender and sexuality, identities and inequalities, particularly in relation to children and young people. Her formation, research and employment has spanned sociology, psychology, education and women’s studies. She has researched sex education and teenage pregnancy, lone mothers and lesbian mothers, professional perspectives on sex education and children’s views of policy, and has also published on qualitative (discursive) research methods.
Rachel Allwood  (Nottingham Trent University)

Yarrow Andrew is a postgraduate student in the final year of a Ph.D at Monash University. Yarrow previously worked for fifteen years in a variety of childcare services, and has taught children from three months old to six years of age.

Laia Arias: Psychologist (Specialization in Education), for the University of Barcelona (UB). Master's degree in Psychology and Education for the University of Barcelona (UB). I collaborate with a professor of the Faculty of Education in themes related to gender and education.

Eleftheria Atta completed undergraduate studies at Spalding University, Louisville Kentucky, U.S.A receiving a BA in English Literature in 2002, postgraduate studies at Southern Illinois University, Carbondale, Illinois, U.S.A receiving an MA in Teaching English to Speakers of Other Languages (TESOL) in 2004. She is a doctorate candidate at the Institute of Education, University of London since 2010. Her research interests include issues of gender and professional identity in Higher Education through the lens of post-structuralist theories. She has been employed as a lecturer in Tertiary Education in Cyprus since 2004.

Susanne Backes is a PhD student at the Research Unit Language, Media, Culture and Identities at the University of Luxembourg. In her PhD-project she is focusing on educational inequalities in the Luxembourgish educational system from a comparative perspective regarding gender and migration aspects. Her research interests center on sociology of education (educational systems, educational inequalities, school-to-work transition, school biographies), sociology of youth and sociology of migration.

Beatrice Balfour is a PhD student at the Faculty of Education at the University of Cambridge. After studying Philosophy at the University of California Berkeley, she gained an M.Phil in Multi-disciplinary Gender Studies at the University of Cambridge. Her current academic research is on gender equality in comparative educational contexts (particularly in the Italian and American educational context), middle-class parental anxieties, empire, and oral history. She has also taught as an assistant teacher for several years and currently volunteers with an organization that deal with issues of gender and gender equality in education.
Elaine Bauer is a Senior Research Fellow in the Faculty of Arts and Human Sciences – Family and Social Capital Research Group in the Weeks Centre for Social and Policy Research, London South Bank University. Her research interests include international migration and communication, transnationalism, race and ethnic relations, family structures and relationships and household organization. Her publications include *Jamaican Hands Across the Atlantic: Transnational Families* (2006, with Paul Thompson), Ian Randle Publishers, and *The Creolization of London Kinship: Mixed African-Caribbean and white British Extended Families* (2010), Amsterdam University Press.

Dr Elaine Bauer, Weeks Centre for Social and Policy Research, London South Bank University, Borough Road, London SE1 0AA. Email: bauere@lsbu.ac.uk

Ilaria Bertini is working on a PhD titled: “Religion and State neutrality in the schools: a judgments’ autopsia through a theoretical standpoint” under the supervision of Professor Marta Cartabia and Professor Stefania Ninati (University of Milan-Bicocca) and Professor Nicholas Hatzis (London City University). Ilaria was awarded both a Graduate degree in Philosophical Sciences (2008-2010) and an Undergraduate degree in Philosophy (2005-2008) at the University of Milan. Since January 2011 she has been attending a PhD in Constitutional Law at the University of Milan-Bicocca. Since January 2012 she is enrolled as also a Visiting Research Student at the London City University Law School. Ilaria attended the “Seminar of Parliamentary Studies Silvano Tosi” (a School for Advanced Studies sponsored by the Italian Senate and the Chamber of deputies) in Florence (January-May 2011) that ended with a stage at the Senate and the Chamber of Deputies in Rome (June 2011).

Rachel Brooks is Professor of Sociology and Head of the Department of Sociology at the University of Surrey. She is also co-editor of *Sociological Research Online*. Her research focuses, primarily, on higher education. Recent publications include *Student Mobilities, Migration and Higher Education* (2011, with Johanna Waters) and *Changing Spaces of Education* (Routledge, 2012, co-edited with Alison Fuller and Johanna Waters).

Paula Burkinshaw is studying for her PhD in Educational Research at Lancaster University. She is embarking on a career in academic research after spending more than 20 years as a leadership development practitioner across the Public Sector where, latterly, she worked in several Universities in the North seeing for herself how the under-representation of women in leadership plays out in the workplace. Paula plans to continue her research by exploring gender mainstreaming in Higher Education and by further developing narratives about how leadership works for women.

Burkinshaw, Paula [p.burkinshaw@lancaster.ac.uk]
Dr Chamion Caballero is a Senior Research Fellow in the Weeks Centre for Social and Policy Research at London South Bank University. Her research interests include racial and ethnic identity, particularly concepts of ‘mixed race’ identity in Britain and she has contributed to numerous reports and journal articles in this area, including Understanding the Educational Needs of Mixed Heritage Children (DfES, 2004) and Parenting ‘Mixed’ Children: Negotiating Difference and Belonging in Mixed Racial, Ethnic and Faith Families (JRF, 2008). Her research with Peter Aspinall on mixed race Britain in the 20th century formed the foundations of the BBC2 series Mixed Britannia on which she was also an academic consultant. Recent research activities include an ESRC-funded project looking at the everyday experiences of lone mothers of mixed racial and ethnic children and an AHRC-funded project developing an interactive timeline of 20th century mixed race Britain (www.mix-d.org/museum). An edited collection (with Ros Edwards, Suki Ali and Miri Song) International Perspectives on Racial and Ethnic Mixedness and Mixing was published by Routledge in May 2012.

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Madhuri Shah Campus, Mumbai, India

Carina Carlhed has a Ph D in Education, and is associate professor in Sociology of Education (docent) at Uppsala University, Sweden. She currently runs a four year post doc project: “Graveled expectations or successful reorientations? Switchers and dropouts in higher education 1977-2007”, funded by the Swedish Research Council, 2010-2014. She also participates in the project “Study loans, wage and wealth within higher education. Social groups and their study financing, 1998-2006” funded by the Swedish Research Council 2012-2014, placed at Stockholm School of Economics, SCORE. She also works in a project on professions: “Agents of Knowledge. The Emergence and Contemporary Significance of Professions in Sweden”, funded by the Swedish Research Council 2011-2013, where her specialty is professions within the Medical field.

Anna Carlile: After a period as a youth worker and counsellor, Anna took her first degree in law before becoming a secondary school teacher of young people with mental health issues. Anna's research has been around the effects of permanent exclusion from school on young people, families and professionals, and more recently, through the Illuminate Student and Community Researchers Project. This work seeks to develop a deep model of youth voice and embed it meaningfully into school and community provision and governance. In looking from multiple perspectives at individual, group, state and global power relationships, Anna's work seeks to addresses issues of institutional prejudice.
Marie Carlson is an Associate professor of sociology at the Department of Sociology and Work Science at the University of Gothenburg, Sweden. Her main research interests are cultural studies and the sociology of education with a special focus on migration, ethnicity, gender, and class and power relations. Her PhD dissertation (2002) was on Turkish immigrant women’s encounters with the Swedish welfare state in terms of language courses. In 2007 she co-edited, together with Fatma Gök and Annika Rabo, *Education in ‘Multicultural’ Societies. Turkish and Swedish Perspectives*. Transactions Vol 18, Swedish Research Institute in Istanbul.

Dr Jenny Chesters is a post-doctoral researcher at the University of Canberra. A quantitative sociologist, Jenny’s primary research focus is inequality in higher education.

Jennifer Clarke is an ESRC-funded doctoral candidate in Migration Studies, under the supervision of Dr. Charles Watters, at the University of Kent, School of Sociology, Social Policy and Social Research. She also has over 10 years’ experience within the third sector relating to the education and training of refugees, and continues to be active as a practitioner in this field.

Kelly Coate is a Senior Lecturer in Higher Education at King’s College London (as of April 2013). Prior to joining King’s she lectured at the National University of Ireland, Galway and the Institute of Education in London. Her research interests are in the higher education curriculum, internationalisation of HE and women’s academic careers. She is on the Editorial Board of Gender and Education and is co-convener of the Digital University Network for the Society for Research into Higher Education.

Toyin Coker: I am a further education lecturer at Lewisham College (inc Southwark College), in South London with over 10 years teaching experience. I teach various subjects including Business Studies, Travel and Tourism, Functional Skills English and Functional ICT. I am currently in my second year of a part-time Doctorate in Education programme at Greenwich University. My area of interest is work based learning.

Angel Cueva: I am a Maths and ICT lecturer for the last 16 years and at the moment I am working at Lewisham College inc. Southwark College a Further Education Institution in South London. My interest is in Research issues related to factors that influence students’ achievement in mathematics and actually I am in my second year of EdD programme at University of Greenwich.

Fin Cullen is a Lecturer at the Centre for Youth Work Studies, Brunel University. Fin has worked on research projects concerned with community views of health, evaluations of childcare and community services, developing user participation in services, equalities work within schools and capacity building within youth services. Her prior academic work has used poststructuralist theoretical work to explore young women’s friendships, and researching heteronormativity within young people’s social worlds and school cultures, and a theoretical analysis of contemporary youth work and education policy and practice.
Olorunfemi Dada teaches sociology at the Adekunle Ajasin University, Akungba-akoko, Ondo State, Nigeria. His areas of research are social stratification and mobility, and sociology of education. He has a number of publications to his credit both locally and internationally. He has also attended both local and international conferences. His paper on “home and public life of female politicians” has won a distinguished paper award in the United States of America. Dada is a product of Adekunle Ajasin University, Nigeria.

Heather S. Dawson is an assistant professor of Educational Psychology at Virginia Commonwealth University in Richmond, Virginia, USA. She received her Ph.D. in Educational Psychology from The Ohio State University in June, 2012. Her research interests include examining the effects of education policies on teacher and student motivation, and teacher professional identity within the context of neoliberalism. Her contact information is hdawson@vcu.edu.

Joan DeJaeghere is Associate Professor of Comparative and International Development Education in the Department of Organizational Leadership, Policy and Development at the University of Minnesota. Her scholarship examines the intersections of gender, ethnicity and citizen status and how they materialize as inequalities in education. Her recent publications include: “Gender and ‘Education for All’: Progress and problems in achieving gender equity” International Journal of Educational Development (with Chismaya, G., Kendall, N., and Khan, M., 2012) “What Matters for Marginalized Girls and Boys: A Capabilities Approach to Exploring Marginalization and Empowerment in Bangladesh” (2011, with S.K Lee); “Gender Mainstreaming in Education at the level Field Operations: The case of CARE USA’s indicator framework” (2010, with Miske and Meagher); and “Constructing the Limits and Possibilities of Equality: Analyzing discourse and practices of gendered relations, ethnic traditions and poverty among non-majority ethnic girls in Vietnam” (2009, with Miske). She is currently co-editing, with Jenny Parkes and Elaine Unterhalter, a special issue on gender justice for the International Journal of Educational Development. She also co-edited a special issue (2011), Educational Formations: Gendered Experiences of Schooling in Local Contexts for Feminist Formations.

Maria Delaney is a PhD candidate from the University of Queensland, Australia. A former teacher and government project officer, she is a leading member of the national Association of Women Educators www.awe.asn.au, and an advisor to the Australian Women Against Violence Alliance www.awava.org.au

Janice Aparecida de Souza, Superintendent of Public Policies for Human Rights in the estate of Minas Gerais, Brazil and post graduating researcher in UFMG
Dr Indra Angeli Dewan: I currently work as a supply teacher in secondary schools and as an Hourly Paid Lecturer (HPL) in the Sociology Department at UEL. My research interests centre on the construction of social identities and the intersections of race, class and gender, especially within educational contexts. I am presently working on two projects – one examines the experiences of young mixed race people in London schools, and the other looks at the experiences of HPLs in UK universities. I have a keen interest in developing participatory and democratic research methods and pedagogies.

Nadja Duhacek: I am the regional representative for Serbia. After finishing the MA program in Women's studies at the University of Granada, in Spain; I have returned to Serbia and enrolled in a PhD program in Anthropology at the University of Belgrade. I am interested in qualitative research and formal education. I hope to undertake an ethnographic study of gendered classroom dynamics among young adolescents. In 2011, I published the “Gender and Education” article in the “Introduction to Gender Theories” edited by Ivana Milojevic (published by the University of Novi Sad).

Dr Kipsoi Emmy is currently the Director, Institute of Gender Equity Research and development Moi University, Eldoret, Kenya. Emmy is senior lecturer in the department of Educational Foundations in the school of education where she has been a head of department (2008-2012) ) Emmy has been a member of MU-VLIR-UOS-Gender Equity Project which was instrumental in spearheading Gender mainstreaming activities within Moi university. She is a graduate of B.ED( Daystar University ) M.ED ( Kenyatta University) and Ph.D ( Moi university) Emmy’s research interest include Peace education, Teacher Education and Gender in education. She has co-authored a book Primary Teacher Education (The Jomo Kenyatta Foundations press) and published articles on the subjects of Teacher Education, Peace Education and Gender in education.

Debbie Epstein is a professor in Cardiff University’s School of Social Sciences. She is now semi-retired from university work and also has a small practice as a psychotherapist. She has researched and published widely on inequalities, focusing on children and young people in different sites – primarily educational institutions and popular culture in the UK and sub-Saharan Africa. Her overarching intellectual project is to understand how the dominant is kept in place. She is currently engaged in a major international project on Elite Independent Schools in Globalising Circumstances: a multi-sited ethnography, with Jane Kenway (Monash), Fazal Rizvi (Melbourne), Cameron McCarthy (Illinois, Urbana-Champaign), Aaron Koh (Singapore Institute of Education) and Johanna Fahey (Monash). Her other current focus, working primarily with Rebecca Boden (Roehampton) is on the impact of the changing nature of universities. Her books include: Toward Gender Equality: South African Schools in the Time of HIV and AIDS (with Robert Morrell, Elaine Unterhalter, Deevia Bhana and Relebohile Moletsane); Silenced Sexualities in Schools and Universities (with Sarah O’Flynn and David Telford); Schooling Sexualities (with Richard Johnson). She has also edited several collections and was, until recently, co-editor, with Mary Jane Kehily and Emma Renold, of Gender and Education
Jan Etienne teaches Social Policy at Birkbeck, University of London where she recently conducted fieldwork research for an ESRC funded study into Lifelong Learning and the Women’s Institute. She is co-author of: Beyond the home: Informal learning and community participation for older women (London, Routledge, 2011) and Lifelong learning in later years: Choices and constraints for older women (Dordrecht: Springer Academic Press 2010). She is a graduate of the School for Policy Studies, University of Bristol.

Brona Farrelly has a background in social science, having completed an Honours Degree in Sociology and Social Policy at Trinity College, Dublin, before going on to complete a Masters in Equality Studies at University College Dublin. She is currently undertaking a PhD in the School of Political Science and International Studies at the University of Queensland. Her research project examines the impact of parenthood on the career progression of general staff in the university sector in Australia. , University of Queensland, Australia.

Dr. Joel Feliu is senior lecturer at the Social Psychology Department, Faculty of Psychology, Universitat Autònoma de Barcelona (Bellaterra, Catalonia); joel.feliu@uab.cat

Jeannette Silva Flores is a Doctoral Researcher in Sociology at the University of Warwick. She did her BA in Sociology at the Pontificia Universidad Católica, Chile, her Diploma in Public Opinion at the Universidad Diego Portales, Chile and Masters in Global Studies at Lund University in Sweden. She has a wide range of research interests within the field of sociology of higher education, and sociology of work and professions. She is also interested in topics such as: gender and higher education; feminist theories, methodologies, and activism. Her current doctoral research “Being feminist, doing academia” is looking at experiences of feminist academics in the UK.

Bettina Fritzsche, Dr., momentarily leader of the project “Relations of recognition in urban primary schools. A comparative ethnographical study” at Deutsches Institut für internationale pädagogische Forschung, Berlin. Research interests: gender studies, queer studies, qualitative methods, school research.

Sally Campbell Galman is an Associate Professor of Child and Family Studies in the School of Education at the University of Massachusetts-Amherst in the US.

Dr. Adriana Gil-Juárez is lecturer at the Psychology Department, Faculty of Education Sciences and Psychology, Universitat Rovira i Virgili (Tarragona, Catalonia); adriana.gil@urv.cat
Karin Grahn, Fil. Dr in pedagogics. Researching in the field of sport and education. Main interests of research; youth sport, coaching and coaches education from a gender perspective. Department of Food and Nutrition, and Sport Science, University of Gothenburg.

Andreas Hadjar is a Professor at the Research Unit Language, Media, Culture and Identities at the University of Luxembourg. He has carried out research and published A-level articles on educational inequalities, educational expansion, subjective well-being, xenophobia and social values. His research interests center on sociology of education (educational inequalities, educational systems, educational credentials etc.), political sociology (esp. identities, social values, attitudes), methods of empirical research and gender aspects.

Christina Hellmich is Reader in International Relations and Middle East Studies at the University of Reading. She is a specialist in Middle East politics working on Yemen and the Arab Gulf with a particular research interest in Political Islam, International Security and Women’s Health. She is the author of Al-Qaeda: From Global Network to Local Franchise (2011), The Epistemology of Terrorism: Knowing al-Qaeda (2012), and Sovereignty over their Bodies? Re-thinking the determinants of Women’s Health in Yemen (in press).

Fuchsia Hepworth: As an education development professional my academic and professional specialisation is Asia. I have 8 years experience working in basic, vocational, higher and sector-wide education policy, with a driving interest in ensuring equality and expanding access to education in developing country settings. I am currently working with the United Nations Educational, Scientific and Cultural Organization on a comprehensive sector-wide education review in Burma. Aiming to establish myself as an academic in the field of gender equality in education, I recently completed a Master of Education majoring in global educational leadership at the Royal Melbourne Institute of Technology, Australia, and also hold a Graduate Certificate in Management of education and a Bachelor of Arts honours in international studies. I am an independent member of the United Nations Girls Education Initiative (UNGEI) Regional East Asia Pacific chapter. I was the principal author of “Why are boys underperforming in education” gender analysis of four Asia-Pacific countries published by UNGEI in 2012.
**Marie-Sol P. Hidalgo** was trained a biochemist and has, for the past seven years, been teaching science teachers chemistry and biology online at the University of the Philippines Open University. Most recently, she has served as a course writer and faculty of the undergraduate course EDS 107 Gender and Education. As a former student activist with a gender advocacy, she also served as co-Chairperson of the UPOU's Committee on Gender Concerns. She has participated and presented papers on Gender in Education, most recently in the Kanita Inaugural Postgraduate International Conference on Gender Studies this October 2012, the International Forum on Muslim Women in Science and Technology in Malaysia in 2010, and the National Conference of the Women Studies Association of the Philippines in 2008. She is currently doing her PhD in Critical Policy Studies at the University Sains Malaysia on culturally-relevant Science education for Muslim communities in Sulu, Philippines.

**Sumi Hollingworth:** I work as a senior research fellow at The Institute for Policy Studies in Education (IPSE) at London Metropolitan University, specialising in research which explores intersecting inequalities of social class, race and gender in the context of education, and schooling in particular. A significant impetus for my research is to uncover or expose the often hidden workings of class, race and gender privilege which is so central to (and silent in) educational success. I have worked as a researcher with Diane Reay and have written about the white middle classes in urban schools (Hollingworth and Williams 2009, 2010). I am interested in the formation of youth identities through educational transitions and have published a co-authored book on *Urban youth and schooling* (2010 OU Press) with Louise Archer and Heather Mendick, researching students who ‘drop out’ of school, and have led a small grant project exploring the imagined futures of working class young people for careers in the creative sector (see Allen and Hollingworth, 2013). My current research on social mixing and friendship formation amongst urban youth forms the basis for my doctoral research. I have recently organised a conference on *The Riots One Year On*, at London Southbank University with Kim Allen, Yvette Taylor and Ayo Mansaray and I also teach on BA Education Studies and a taught doctoral programme on education and social justice.

**Paul Horton** is a post-doctoral researcher at the Centre for Gender Studies at Lund University in Sweden and is currently engaged in the research project ‘Recognition and Homosexuality: The Socio-Cultural Status of Same-Sex Relations in India and Vietnam’. Paul has previously conducted research into school bullying and heterosexual masculinity in the Vietnamese context.

**Dr Kate Hoskins** is the MA Social Research Methods Programme Convenor. Her research interests include identities focusing on class and gender, social justice, policy processes and inequalities in education.

**Karen Huchting**, Ph.D. is an Assistant Professor in the Department of Education Leadership in the School of Education at Loyola Marymount University, Los Angeles, California. Dr. Huchting is a quantitative researcher whose interests include the transition from high school to college, leadership for social justice and social-emotional learning and mindfulness. *khuchtin@lmu.edu* Phone: 310-568-6227
Jillian Huntley is a Family Therapist, School Counsellor and teacher working in an all girls’ college in Adelaide, South Australia. She has completed a Bachelor of Education (Special Education) and a Master of Education (Educational Research, Assessment and Evaluation). She has a Diploma in Narrative Therapy which she uses in her everyday work in counselling students. She is interested in applied research especially in the use of narrative approaches to assist teenage girls to solve their peer relationship difficulties.

Irina Ilisei is currently a PhD Candidate in the field of Roma Studies at the National School of Political and Administrative Studies (SNSPA) in Bucharest, Romania and guest researcher at University of Mannheim, Germany. Her research investigates the interplay between the factors influencing Roma women’s access to higher education in Romania. Irina holds an MA in Politics of Gender and Minorities (SNSPA) and graduated in Political Sciences and in Communication Studies, with a specialization in Sociology (SNSPA). She has participated in several academic exchange projects, including ones at Ilmenau University of Technology in Germany and Eotvos Lorand University in Hungary. Her research interests include access to higher education; feminism; intersectionality between gender, ethnicity, and class; social stratification; and intercultural adjustment.

Dr Nicola Ingram is a lecturer in Sociology at the University of Bath. Her research interests are in social class and masculinity. Specifically her research focuses on young people’s negotiation of identity within education contexts and she uses a Bourdieuan analytical lens to illuminate the complexities and contradictions in this process. Nicola is a co-convenor of both the BSA Bourdieu Study Group and Education Study Group: n.ingram@bath.ac.uk

Gabrielle Ivinson is Senior Lecturer in Psychology and Education, Cardiff School of Social Sciences, Cardiff University, and a social and developmental psychologist who studies gender and knowledge. She co-authored of Rethinking Single Sex Teaching, (2007 Open University) and co-editor of Knowledge and Identity: concepts and applications in Bernstein’s sociology of knowledge, (2011, Routledge). She is co-editor of the journal Gender and Education. Recent papers, ‘The body and pedagogy: beyond absent, moving bodies in pedagogic practice’ British Journal of Sociology of Education and ‘Skills in Motion: Sport, Education and Society explore relations among embodied knowledge, materiality and place.

Carolyn Jackson is Professor of Gender and Education in the Department of Educational Research, Lancaster University, UK.

Lucie Jarkovská has gained PhD in sociology at Faculty of social studies, Masaryk university, Brno, Czech Republic where she teaches now within the gender studies program. Her main research focus is on gender and education, gender socialization and sex education. She also lectures courses on gender sensitive pedagogy for educators. She is an co-author of feminist cabaret FEM FEM and occasionally writes feminist articles and comments for the Czech newspapers.
Lucie Jarkovská, PhD is Assistant Professor in the Gender Studies Program, Department of Sociology. Her ethnographic research is focused on gender and education. jarkovsk@fss.muni.cz

Annikka Jauhiainen, PhD in Education, lecturer, Department of Education University of Turku, Finland

Seetharam Chittoor Jhansi: Dr. Seetharam Chittoor Jhansi, Coordinator, Gujarat Research Society for Lifelong Learning.

Ileana Jiménez: For the past fifteen years, Ileana Jiménez has been a leader in the field of social justice education. A 2011 recipient of the Distinguished Fulbright Award in Teaching, her research in Mexico City focused on creating safe schools for LGBT youth. At the Little Red School House & Elisabeth Irwin High School (LREI) in New York City, she offers electives on feminism, LGBT literature, Toni Morrison, and writing memoir. Ileana is also an associate faculty member at Bard College’s Institute for Writing and Thinking, where she offers workshops to classroom teachers and college instructors on writing-based inquiry. She has written about education issues for Care2, Feministing, Gender Across Borders, the Huffington Post, Ms. Magazine blog, On the Issues, the Smith Alumnae Quarterly, and the Women’s Media Center. Founder and sole blogger at Feminist Teacher, feministteacher.com, she received her B.A. in English Literature at Smith College, and an M.A. in English Literature at Middlebury College.

Thomas Johansson is professor of education. He has written extensively in the field of gender studies, the sociology of the family and youth research. Johansson’s recent books include: The Transformation of Sexuality, Ashgate, 2007, and Young Migrants, with Katrine Fangen and Nils Hammarén, Palgrave, 2011. Johansson has published articles on gender, ethnicity and identity in journals such as Men & Masculinities, Ethnicity, Acta Sociologica, Journal of Family Communication, Young, Journal of Men’s Studies, Journal of youth studies, etc.

Clare Jones is a former English teacher, and has taught young people in a range of settings, such as refuges and alternative post-16 education institutions. Her MPhil research at the University of Cambridge in Multidisciplinary Gender Studies focused on representations of vulnerable women and girls, and she is now heading the development of a pilot education project for disadvantaged 16-24 year olds based on the European model of “second chance” education. She also works with organisations supporting vulnerable women and girls, particularly those who are involved in the sex industry.

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Carole Leathwood is Professor of Education and Director of the Institute for Policy Studies in Education (IPSE), London Metropolitan University. With a disciplinary background in sociology and women’s studies, Carole specialises in research related to inequalities in higher and post-compulsory education, with particular interests in gender, the affective and HE/research policy. Publications include ‘Gender and the Changing Face of Higher Education: A feminised future?’ co-authored with Barbara Read (2009, SRHE/OUP). Carole is a Fellow of the Society for Research into Higher Education (SRHE) and was recently awarded a visiting fellowship by the National University of Ireland Galway. Carole Leathwood c.leathwood@londonmet.ac.uk

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Aura Lounasmaa is a final year PhD researcher in the National University of Ireland, Galway. In her thesis she studies the activism and advocacy of Moroccan women’s organisations. Her research interests include narrative research, post-colonial feminist studies and women in Islam. This paper is based on her voluntary activities with the Feminist Library in London. Her PhD study is funded by the Irish Research Council of Humanities and Social Sciences.

Gabriella Maestrini: I am a first year PhD student at the University of British Columbia in Canada where my research interests are in literacies, anti-racist education and humor studies. I have worked as ESL teacher for the past 20 years where I have interacted with both immigrants and international students in the capacity as advisor, teacher, practicum teacher and researcher. From the collection of critical incidents and reflective practice, I have increasingly become interested in the intersection of institutions, culture and gender in language learning. My PhD research will lead me to examine the use of performance humor and racial-ethnic comedy as rebellious humor to be used as pedagogical tool in anti-racist education.

Meg Maguire works at King’s College London and her research interests are with teachers lives and lived identities and the dimension of age.
Paula Mählck completed her PhD dissertation on Gender in Higher education at the department of Sociology, Umeå University, Sweden in 2003 “Mapping Gender in academic workplaces: Ways of reproducing gender inequality within the discourse of equality”. Since then she has expanded her research to also studying multidimensional patterns of exclusion and privilege focusing particularly on the mutual constitution of gendered and racialised structures of inequality in higher education and research policy. She is currently the PI of the council funded project “Research Policy and Research practice in the global knowledge economy” She has recently published “Academic women with migrant background in the global knowledge economy: Bodies hierarchies and resistance” (2012) in Women Studies International Forum.

Andolie Marguerite : I am a PhD student at Goldsmiths Education Department. My research focuses on the lives and identities of trans and genderqueer young people. I am interested in how sex/gendered identities and possibilities are being changed and created by individuals, and at a wider social and cultural level.

Claire Maxwell is a Senior Lecturer at the Institute of Education, University of London. Her principle areas of research interest focus on the practices and orientations of young people from upper and middle class social locations, agentic practice and the private education sector.

Rachel Monette: I am a full time graduate student at The University of Georgia in the United States. I am currently conducting my dissertation research, and plan to graduate with a PhD in Early Childhood Education in spring of 2014. In my work as a teacher educator and a researcher I whole-heartedly support future teachers receiving quality educational experiences that lead to empowerment, strong networks of support, and a joy for the art of teaching. I dream of a highly qualified and truly diverse teaching population dispersing throughout the country to meet the needs of marginalized students who should have equal access and opportunities to learn.

Olga Grimalt Moraga, Ed.D. is Director of Bilingual Programs in the Department of Elementary and Secondary Education in the School of Education at Loyola Marymount University, Los Angeles, California. Dr. Moraga publications include the achievement of Latino English language learner in two-way immersion bilingual programs. Her research interests include the biliteracy achievement and second language acquisition of Latino English learners in the United States. omoraga@lmu.edu Phone: 310-338 3773
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Carrie Paechter is Professor of Education at Goldsmiths, University of London. She began her career as a mathematics teacher in London, before moving into educational research and then university teaching. Her main research interests focus around gender and identity, especially how children learn gender. She has developed a considerable body of theory around how masculinities and femininities operate as communities of practice. Carrie also works on the relationship between power, knowledge and curriculum, and on how identity is constructed through learning in communities.

Tarja Palmu is (PhD, doc.) works as a post doctoral researcher in the University of Helsinki. Her research interests fall into the following areas: gender and transitions, educational choices, biographies and ethnography.
Elizabete C. Payne, Ph.D., is Director of QuERI – The Queering Education Research Institute® and an assistant professor of Education at Syracuse University, Cultural Foundations of Education department. As a sociologist of education, she specializes in qualitative research methodology, critical theory, youth culture and LGBTQ issues in education. Her current research explores education professionals’ experiences working with transgender elementary school students, the effectiveness of LGBTQ professional development for educators, and adolescent lesbian/queer girls’ experiences with the gender binary.

Dr. Payne serves on the New York State Dignity for All Students Act (DASA) Task Force. DASA is the New York State student anti-harassment law which went into effect July, 2012. Information about QuERI is available at www.queeringeducation.org.

Ann Phoenix is Co-Director of the Thomas Coram Research Unit, Institute of Education, University of London. Her research is mainly about social identities and the links between psychological experiences and social processes. She co-directs the Childhood Wellbeing Research Centre funded by the Department for Education and is the Principal Investigator on NOVELLA (Narratives of Varied Everyday Lives and Linked Analyses), an ESRC-Funded node of the National Centre for Research Methods. Her books include: Young Mothers? (1991), Polity; Black, White or Mixed Race? (1993/2002 with Barbara Tizard), Routledge; Young Masculinities (2002, with Stephen Frosh and Rob Pattman), Palgrave and Parenting and Ethnicity (2007 with Fatima Husain), JRF.

Elizabeth Pittard is a doctoral student at The University of Georgia, USA. Theoretically situated in poststructural feminisms, her research interests include teacher education, female subjectivity, and the impacts of neoliberalism on women and children in the educational setting. pittardb@uga.edu

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Dr. Christopher Pullen is Senior Lecturer in Media Studies at Bournemouth University, UK. He is widely published in the area sexuality and contemporary media. He is the author of Documenting Gay Men: Identity and Performance in Reality Television and Documentary Film (McFarland, 2007), Gay Identity, New Storytelling and the Media (Palgrave, 2009). He is the editor of LGBT Transnational Identity and the Media (Palgrave 2012), and the co-editor of LGBT Identity and Online New Media (Routledge, 2010) and Queer Love in Television and Film (Palgrave, 2013 – forthcoming).
Emma Renold is Professor of Childhood Studies at the School of Social Sciences, Cardiff University, Wales. She is the author of *Girls, Boys and Junior Sexualities* (Routledge), the co-founder of youngsexualities.org and was co-editor of the journal *Gender and Education* (2006–12). Working with feminist poststructuralist and post-humanist/new materialist theories, her research explores young gendered and sexual subjectivities across diverse institutional sites and public spaces. She is currently working on an edited collection, *Childhood, Sexuality and the Sexualisation of Culture* and undertaking a research project with girls and boys (aged 10-12) titled 'Young sexualities, 'Sexualisation' and Equalities' for the Wales Government.

Dr Tracey Reynolds is a Reader in the Families and Social Capital ESRC Research Group, which is situated within the Weeks Centre for Social and Policy Research at London South Bank University. Tracey's research interests focus on transnational families and kinship networks; constructions of motherhood, parenting & childrearing. She has conducted extensive empirical research on black families in the UK across a range of social issues including education. Her current research and publications focus on Caribbean families and young people, and more recently care planning among BAME older people in London (with Age UK Lewisham and Southwark). She is also the author of *Caribbean Mothers: Identity and Experience in the UK* (published by Tufnell Press, 2005); *Transnational Families: Ethnicities, Identities and Social Capital*, with Harry Goulbourne, John Solomos and Elisabetta Zontini, (published by Routledge, 2010) and Guest Editor of special issue 'Young People, Ethnicity and Social Capital', journal of *Ethnic and Racial Studies* (May 2010).

Dr David Rhodes is a teacher in Darwin in the Northern Territory, Australia. David completed his Doctorate through the Faculty of Education and Social Work at the University of Sydney, under the supervision of Associate Professor Jacqueline Manuel. David has previously worked as a Lecturer with the School of Education at the Charles Darwin University in the Northern Territory, Australia. He is involved in pre-service teacher education, and has a particular interest in Indigenous education. He has worked with Indigenous pre-service teachers in remote communities and was a full-time secondary school teacher in Sydney for a number of years. His research focus is on changing representations of masculinity, inclusive education and representations of difference in young adult fiction. He currently lives in Darwin with his partner and their dog Sappho.

Damien Riggs is a senior lecturer in social work at Flinders University where he teaches in the areas of mental health, child protection, and gender/sexuality. He is the author of over 100 publications in these areas, including *What about the Children! Masculinities, Sexualities and Hegemony* (Cambridge Scholars Press, 2010), and he is the editor of the *Gay and Lesbian Issues and Psychology Review*. 
Yvonne Robinson is a Senior Research Fellow in the Families & Social Capital Research Group located in the Weeks Centre for Social and Policy Research. Her background is in Human Geography and her research interests include children and young people, education, race, ethnicity and the arts. Yvonne has successfully undertaken research and evaluation for the Economic and Social Research Council and a number of UK government departments, producing articles and reports on excluded and vulnerable groups as well as arts based research methodologies as a means understanding marginalised group experiences. Yvonne is currently working on a programme of events funded by the ESRC which seek to expand feminist understandings through the use of digital technologies.

Charlotte Rochez began her studies with the Faculty of Education, University of Cambridge in 2005 as an undergraduate reading History with Education Studies. She went on to complete an MPhil in Education Research Methods and is now working towards a PhD. Her research concerns the histories of home education and schooling at home with specific focus on England, UK and British Columbia, Canada from the 1960s to the present. This study is undertaken as a form of oral history. It explores the potential of online oral history and wider uses of the internet in research.

Nick Rumens is Reader in Management & Organization at University of Bristol. His current research interests include Queer Theories and the disruptions they might generate within the field of organisation studies. Nick’s research has mobilised queer theories to examine workplace friendships and intimacies, genders and sexualities in organisation and critical management research. He has published articles on these topics in journals including Human Relations, The Sociological Review, Human Resource Management Journal and Equality, Diversity and Inclusion: An International Journal. He has also published a number of books, including Queer Company: friendship in the work lives of gay men (Ashgate, 2011) and, co-authored with Mihaela Kelemen, An Introduction to Critical Management Research (Sage, 2008), which includes a chapter on queer theory and management research. He is currently co-editing (with Fiona Colgan) a book, titled Sexual orientation at work: international issues and perspectives, to be published by Routledge.

May Abi Samra is a second year Gender and Women Studies Master student at the American University in Cairo as a Fellow of the Open Society’s Arab Women’s Professionals Program. She has a previous degree from the Lebanese American University in Journalism and Political Science and writes for the Middle East Post. Her postgraduate thesis explores gender bias in Lebanese primary school textbooks. She was a selected member of the Portuguese Centre for Social Studies’ 2012 Summer School where she presented a paper entitled “Women Rights in Lebanon: The Cause behind the Failure”.

As a social and political activist, Ms Abi Samra has represented her country at a Jordanian forum for Arab activists and has been involved in a variety of projects and campaigns such as the Laïque Pride movement calling for secularism in Lebanon, demonstrations against the sectarian structure of the Lebanese state and events organized by the American University of Beirut’s Secular Club of which she is an active member.

In the past Ms Abi Samra has been a Communications officer for the Carnegie Middle East Centre in
Beirut, a lobbyist team coordinator for Nahwa al-Muwatiniya working on the Access to Information bill and a freelance journalist in both English and Arabic for Hibr Lubnani, a monthly student magazine. In June 2009, she monitored the parliamentary ballot as part of a team from the Lebanese Association for Democratic Elections.

Katrine Scott: Lund University, Sweden
2011 – PhD candidate, Centre for Gender Studies, Lund University
Research on higher education, gender and social processes of transformation in the Kurdish region in Iraq. Ethnographic fieldwork among university students in the big Kurdish city of Sulemani. The project is part of a bigger research project called Dreams of Change. Women and the creation of civil society in the Arctic Region, Asia, Latin America and Europe. The Swedish Research Council finances the project.

Publications

Tetsuro Shigematsu: Called the “the voice of our Azn generation” by the editor of Ricepaper magazine, Tetsuro Shigematsu is a columnist for *The Huffington Post*. His actual voice is already familiar to millions of Canadians thanks to his years of serving as a national radio host for the Canadian Broadcasting Corporation. A former writer for the satirical current-affairs TV program, *This Hour has 22 Minutes*, Tetsuro can now be seen on Spike/MTV’s hit reality program *The Deadliest Warrior* as their Samurai-in-residence. He is currently a PhD student conducting research on social media as a Vanier Scholar within the Faculty of Education at the University of British Columbia.

Adla Betsaida Martins Teixeira, Associate Professor and Researcher, Faculdade de Educacao at Universidade Federal de Minas Gerais - Brazil

Claire Thibout: I am a PhD Student at Paris School of Economics (PSE), and at the French National Institute for Demographic Studies (INED), under the direction of Catherine Sofer (PSE) and Anne Solaz (INED). My research interests are about gender stereotypes and their impact on individual decisions, throughout two applications: educational choices and the allocation of time within couples (between labor market and housework).
Barbara Thompson has worked in pre-service and in-service teacher education for many years. Her research interests lie in the area of women who work in teacher education; social justice policy and practice, and gendered regimes in the workplace.

Karen W. Tice is an associate professor of Educational Policy Studies and Chair of the Department of Gender and Women’s Studies at the University of Kentucky. Her recent book, Queens of Academe: Beauty Pageantry, Student Bodies, and College Life (Oxford, 2012) was selected for the 2012 Critic's Choice Award by the American Educational Studies Association. She has also published on popular culture and education, Reality TV makeover shows, beauty economies and religion, and class, race, and the gendered body.

Dr. Montse Vall-llovera is senior lecturer at the Psychology and Educational Sciences Department of the Universitat Oberta de Catalunya (Barcelona, Catalonia). mvall-llovera@uoc.edu

Katharine Vincent is a Lecturer in Education at the Institute of Education in London. She previously spent ten years teaching in London schools, as an English Teacher, Head of Faculty and, most recently, as Assistant Headteacher in an east London secondary school. Katharine is in the process of completing a Doctorate in Education; in academic year 2011-12, she was a Fulbright Scholar at the Institute of Urban and Minority Education at Columbia University in New York. Her research explores issues of faith, culture and community, with a particular focus on the educational experiences of young Muslim women living in London and New York City.

Dr Kerry Vincent is a teacher and educational psychologist who currently works as senior lecturer in special and inclusive education at Nottingham Trent University. Her book Schoolgirl Pregnancy, Motherhood and Education. Dealing with Difference (Vincent 2012) was recently published by Trentham.

Dr. Anna Vitores is postdoctoral researcher at the Centre for Science Studies, Department of Sociology, Lancaster University (Lancaster, UK); anna.vitore@uab.cat
Linn Alenius Wallin  (born 1980 in Sweden.)  Linn_alenius@hotmail.com  (+44-707-577-693)
Since January this year I am heading the project The Ninja Assignment (Uppdrag Ninjas) a three years project to educate youth people in gender equality (with an intersectional approach), democracy and human rights. The project is initiated by the Equality Association in Landskrona which I am also presided over. During the project I have a temporary break from my MA studies at Lund University. I have a bachelor in Gender Studies from Center for Gender Studies at Lund University.  http://www.genus.lu.se/utbildning/grundutbildning/genusvetenskapligt-kandidatprogram In parallel with my studies I worked at the healthcare sector in the years 2001-2011, most of the time with disabled children, but also with elders, in home care services, residential care and at accommodation for people with multiple diagnoses. I have four children born -99, -01, -06, and -08. In my bachelor thesis I made an evaluation of the equal treatment and the equality opportunities in the City of Landskrona: http://lup.lub.lu.se/luur/download?func=downloadFile&recordOId=1608787&fileOId=1615666
With this text I represented Lund University at Undergraduate Research Conference 2011 at Fudan University, Shanghai. A shortened version has published in The Oculus: http://issuu.com/theoculus/docs/u21shanghai
In November this year, I presented my current work at the National Conference for Gender Research in Gothenburg.

Jo Warin is a senior lecturer in the Department of Educational Research at Lancaster University where she researches and lectures in gender and education

Michelle Webber is Associate Professor in the Department of Sociology at Brock University. She is currently serving as Graduate Program Director of the MA in Critical Sociology. She is also affiliated with Brock’s Centre for Labour Studies. Recent publications include S. Acker, M. Webber and E. Smyth (2012) Tenure troubles and equity matters in Canadian academe, British Journal of Sociology of Education, 33(5), 743-761; L. Savage, M. Webber and J. Butovsky (in press) Organizing the ivory tower: The unionization of the Brock University Faculty Association, Labor Studies Journal.

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Laura Wangsness Willemsen is a Ph.D. student in Comparative and International Development Education at the University of Minnesota. Her scholarly interests include gender relations, teachers’ pedagogy, and education in Tanzania. She has taught at a secondary school for two years in Tanzania and she is currently a research assistant for a project that is evaluating an NGO, which is implementing an entrepreneurship model of education in schools in Tanzania, particularly in one all-girls school. Laura is currently undertaking pre-dissertation research that examines the role of teachers in girls’ lives in this all-girls school.
Lingling Xu is currently a PhD student at the Faculty of Education, University of Cambridge. She is an assistant editor of the Journal of Trainee Teacher Educational Research. Her research interests include education inequalities and identity construction, especially in higher education in the greater China area.

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