COMMON CAUSE

Making Histories:
teaching community, heritage and diversity in the National History Curriculum

A collaboration between the Runnymede Trust and University of Manchester
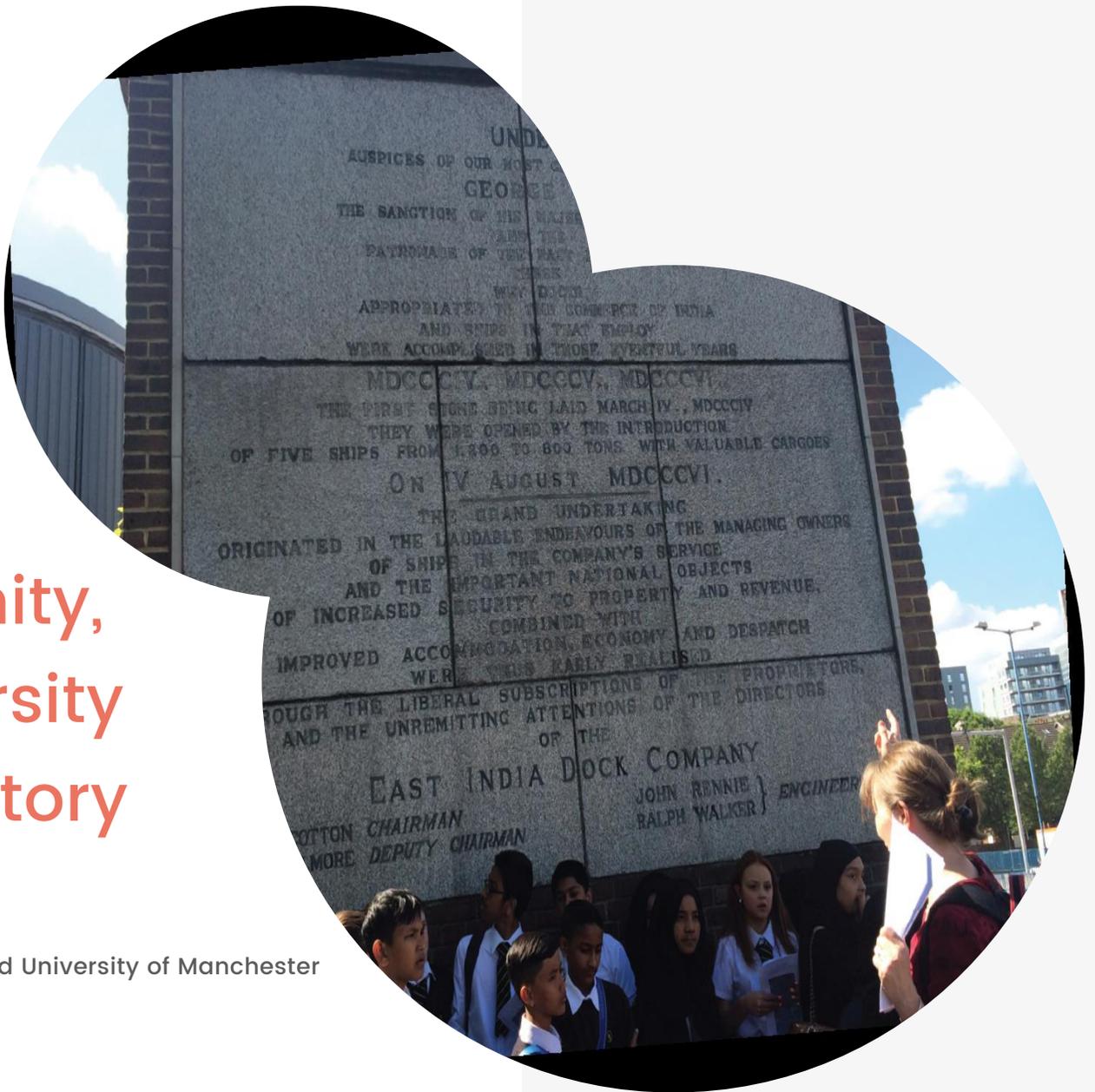
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Making Histories: teaching community, heritage and diversity in the National History Curriculum

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A Common Cause case study published by University of Bristol and AHRC Connected Communities Programme.

Common Cause Research

This case study was produced in 2018 as part of the Common Cause Research project.

Common Cause aimed to document and explore existing collaborative research between universities and Black and Minority Ethnic community organisations. The project was funded under the AHRC Connected Communities Programme and included partners from University of Bristol, University of Liverpool, Xtend, University of Nottingham and Runnymede Trust.

We hope that these case studies will provide inspiration to those thinking of engaging in collaborative research, as well as insight into the challenges and benefits of such partnerships. Our intention in these case studies is to document the relationship between the partners from the academic institution and the community organisation. We have not evaluated the projects or engaged with the project participants. However, by capturing the perspectives of the partners, we hope to understand the structural and practical support needed to initiate and run projects involving universities and Black and Minority Ethnic organisations.

You can find more case studies, resources and information about Common Cause Research at www.commoncauseresearch.com.

At A Glance

Title
Making Histories: teaching community, heritage and diversity in the National History Curriculum

Key Partners
University of Manchester

**University of Cambridge**

Runnymede Trust.

Funder
Arts and Humanities Research Council

Dates
February 2014 - January 2015

Website
http://www.makinghistories.org.uk/

Selected Outputs:

- **Perspectives Paper – History Lessons: Teaching Diversity In and Through the History National Curriculum.**
- **Teaching Resource – History Lessons: Making British Histories – A Guide for Teachers**
- **Video about the project.**
- **How to Guide – Documenting family or local history.**
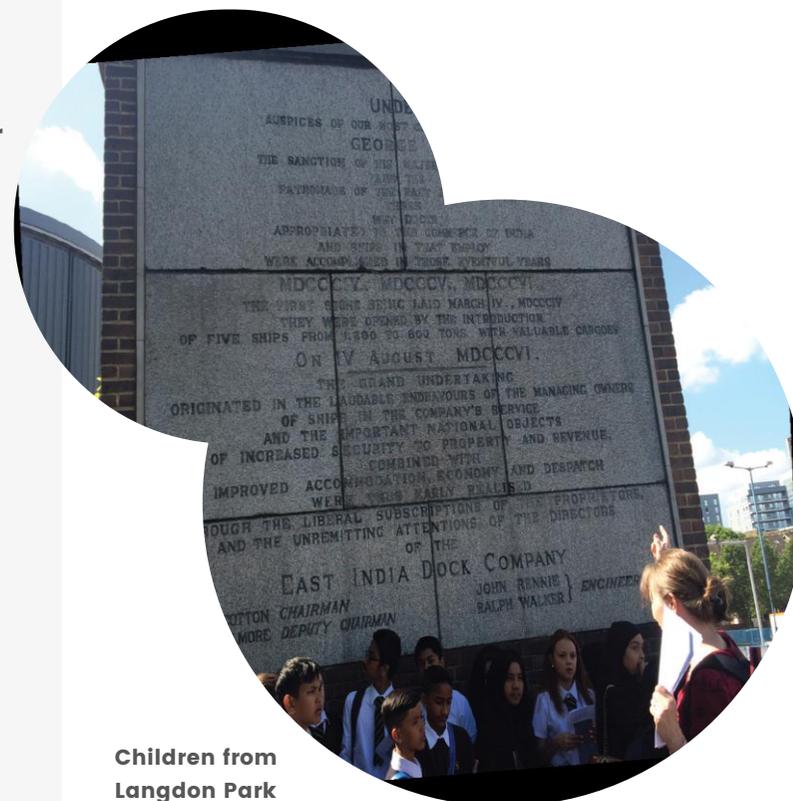
Children from Langdon Park School on a local history
Image: Debbie Weekes-Bernard

Project Summary

Making Histories: teaching community, heritage and diversity in the National History Curriculum (also known as the History Lessons project) was funded by the Arts and Humanities Research Council (AHRC) and undertaken over a one year period, February 2014 to January 2015. This collaboration, between the University of Manchester, University of Cambridge and the Runnymede Trust, was an extension of two previous projects they undertook collaboratively: the first was Bangla Stories, a website and educational resource aimed at engaging young people in the creation of multicultural Britain and based on work undertaken by the academic partner and colleagues on The Bengal Diaspora; the second follow on project was Bangla Stories: Telling Community Histories about Migration and Belonging that took the work of Bangla Stories into schools in Cardiff, Leicester and Sheffield and worked with young people to create their own family and community histories. History Lessons, the focus of this case study, is the third follow on project looking at the teaching of diverse British histories in the classroom. A key event informing the project was the review of the National Curriculum announced in 2011 by the then Secretary of State for Education. One of the concerns raised by this proposal was the absence of Black histories in the curriculum and that participatory teaching methods could better facilitate 'learning' history by 'doing' history. The project aimed to develop a resource to support the learning and teaching of diverse histories within the new national curriculum and explore inclusive ways of doing this.

The Runnymede Trust is a registered charity and an independent race equality think tank based in London. Established in 1968, Runnymede Trust generates intelligence for a multi-ethnic Britain through research, network building, leading debate, and policy engagement. The organisation conducts a range of projects across the UK and in Europe and current areas of interest include Participation and Politics, Employment and Economy, Education, Criminal Justice and Equality,

Integration & Community. Runnymede Trust has published a wide range of **publications and resources** including policy briefings, audio and visual materials. The **University of Manchester** was created in 2004 through the merging of the Victoria University of Manchester and the University of Manchester Institute of Science and Technology. The University collaborates internationally in education, research and innovation. In 2016/17 the University had over 40,000 students. The School of Social Sciences sits within the Faculty of Humanities, and includes the Department of Sociology, as well as Social Anthropology, Economics, Politics, Philosophy and Social Statistics.

Making Histories undertook work with pupils at Key Stage 3, aged between 11 and 14 years, in three schools, one in Manchester and two in London. The young people came from a range of minority and majority ethnic backgrounds, and it was considered important to develop a resource that could be used in all schools irrespective of the ethnic background of pupils attending. Case study work was undertaken in classrooms, bringing together teachers and young people with filmmakers and academics to generate their own projects. Local historians and archivists delivered workshops and organised local history walks, and a key emphasis was to facilitate teachers in understanding historical methods and explore how local resources could be introduced into teaching diverse histories as part of the school curriculum. Feedback was obtained from teachers and other experts in the field to inform the range of outputs that have been produced; including websites presenting the work of the project, outputs produced by young people and accessible resources for teaching and learning diverse histories. A follow on project 'Our Migration Story', undertaken with the OCR exam board, presents a timeline of migration to Britain providing a useful resource for teachers and students of diverse histories and arises directly from lessons learned from this project.

How the collaboration came about

The academic partner has a longstanding connection with the Runnymede Trust, the initial contact was established through a colleague working there and subsequently the academic partner joined the Runneymede Trust Board as a trustee. After becoming a trustee the academic partner was working on the 'The Bengal Diaspora' project and looking to work with schools as part of this work, and it was in this context the partners first collaborated to develop the 'Bangla Stories' website.

We're going back a long way now because my contact with Runnymede went back several years before we started the collaboration, so I was asked to join their board of trustees. My contact there, we had known each other since we were at Oxford University together. So I've been doing some work with Runnymede before we started the project and I got this quite large grant from the AHRC to do work on the Bengal diaspora. And one of the things we'd really rashly agreed to do as part of this in our kind of impact thing was say we would do some work in schools, we'd initially said we could do a CD ROM and my colleague at Runnymede was saying to me that's kind of over, let's do a website. So from there we decided we wanted to do something broader on oral histories and family histories and across different groups. So we applied to AHRC for some follow-on money to do some work in schools, to get kids to do family histories, that was the second Community Histories project. So we did that and it was great, and somebody form the AHRC said to us you know they'd really enjoyed that project and would we be interested in doing something with teachers (which evolved into the History Lessons project).

(Academic partner)

The community partner interviewed for this case study, who was the lead researcher working on the History Lessons project, recounts how the longstanding connection and work on previous projects was beneficial to collaborating again.

> We knew (academic partner) because she was one of our trustees, so we already had a very good working relationship with her. And also because this particular project emerged out of another collaborative piece of work we'd done together, it was like an extension of that work. It made it much easier to work with her, it was a good working relationship

Both partners reflect that a common understanding around key terminology, such as 'collaboration', 'research', 'race and ethnicity', was already in place and did not require specific discussion in the context of the project. Furthermore, the Runnymede Trust's strong connection with academia and both partners having a keen interest and focus on matters relating to race, is described as beneficial to establishing a shared, common understanding and trust.

> I think because I'd worked with Runnymede for quite a long time we had quite a strong shared understanding around kind of racial justice and race equality. And they're very … for a community based organisation, much more comfortable with academics than I think a lot of other community groups are, so I think we were able to reach quite easily a kind of shared understanding of what it was we were looking for. I think trust is a really important part of that collaboration.
> (Academic partner)

> Yes it was a collaboration and it was an extension of what we were already doing. Our working relationship has kind of extended beyond the life of the project, so we've written

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pieces together after the project. So it has felt like a real proper collaboration, although we've never actively said that that's what we were doing.
(Community partner)

A longstanding connection, having previously collaborated, established trust and shared understanding about issues relating to race are described as important foundations for undertaking the project. Runnymede Trust's ease to work with academics is recognised as helpful to the collaboration.

Developing collaborative research

The possibility for undertaking a third project with a focus on teachers was first mentioned to the academic partner by a representative from the AHRC at a dissemination event for the second project 'Bangla Stories: Telling Community Histories'. The academic partner then discussed possibilities for a third project with the Runnymede Trust and how it could work in practice.

> Somebody from the AHRC said to us you know they'd really enjoyed that project and would we be interested in doing something with teachers. I think they came to one of our dissemination events. We (academic partner and Runnymede Trust) had a preliminary discussion about how we would do it and what would be sufficiently different for building on, we didn't want to just do the same project so we partly had to have a discussion about what we thought could be done differently and how we would contact the teachers.
> (Academic partner)

After initial discussions, Runnymede Trust led on developing the idea for the project.

> The idea to continue working with us definitely came from (academic partner). We didn't go to her and say 'We've got this idea how we could extend it'. The format of what it was going to look like … it was a joint thing, but you know at Runnymede we did develop a lot of that and we sort of said 'Well we've got these contacts, we know this person' and (academic partner) was just happy for us to run with that. But yeah, she did the first approach. The aim was about trying to get teachers to understand the importance of that work (from the previous two

projects) so that they could include it in the curriculum. So it was about curriculum development, but also helping teachers to be able to teach it. Because we were clearly aware that for many teachers whilst they thought that the idea was great, it wasn't something that they felt they were trained to do or well equipped to do, and we wanted to just give them a resource which was developed with children in mind but also with teachers. So it was informed by their practice as much as possible.

(Community partner)

The academic partner highlights the importance of ceding control to Runnymede Trust, who had greater expertise than the academics, to develop the idea for the project.

One of the big things with that project was we largely ceded the work to Runnymede to do. One of the things we learned from Bangla Stories, the first initial website we did, was that as academics we had no idea what we were doing in terms of translating stuff … I've always thought of myself as being quite good at communicating to you know non-academic audiences. And then we would send stuff through to Runnymede and they would just be like 'No, you can't say that, nobody knows what the East India Company is.' So it was a really steep learning curve for us about how we really didn't know how to communicate to 14 year olds. So for us … and academics don't really like doing this … it was about ceding control and expertise to groups that did know how to do that. It wasn't always entirely smooth, people work on different timetables and have different things they need to be doing alongside us, so that was a little bit tricky. But I think the trust was there.

(Academic partner)

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A key event informing the development of the project was the announcement by Michael Gove, the Secretary of State for Education at the time, to reform the national curriculum and subsequently the compulsory teaching of history in schools. This provided a good platform for the History Lessons project to make a case for the teaching of diverse British histories.

> So Michael Gove at the time was talking about heritage and place, and so our line was kind of like 'Okay let's take Michael Gove at his word', right. I mean a lot of people wouldn't necessarily want to do that and think about heritage and think about the ways in which you can think about Britishness and British heritage and British places as part of a more diverse history.
>
> (Academic partner)

The idea for a potential third project, was first suggested to the academic partner by an AHRC representative. The academic partner then discussed this suggestion with the Runnymede Trust who then led on developing the idea further, with a focus on how teachers could be equipped for teaching diverse histories. Discussions taking place at the level of central government around that time regarding reforms to the national curriculum and the teaching of history in schools, provided a context for developing a project that could address the teaching of diverse histories in a revised schools' curriculum. Ceding control to the community partner to take the lead in further developing the idea for this project is described as important by the academic partner who had greater knowledge and expertise to do this.

Funding

The project was funded by the <u>Arts and Humanities Research Council</u> (AHRC) under their <u>Follow on Funding for Impact and Engagement</u> scheme. The funding bid was developed by the academic partner after initial discussions with the Runnymede Trust who contributed to drawing up a budget and breakdown of costs. The academic partner relates that the History Lessons project and two projects preceding were relatively well funded; however, more broadly there is an underfunding of partnership work and universities usually receive a larger proportion of the funding that is secured.

> I think that's one of the things that university partners don't always think about. So one of my main private beefs around a lot of the stuff is that we want partnership work to be done, but we somehow think it happens either magically or through some kind of goodwill, so it's not funded properly, so you don't fund the time. And one of the advantages of these projects that we've been working on was they were all really well funded. Might not have felt like that from the Runnymede end by the time the University had taken their cut, but that was you know projects of around £90,000 each, £30-40,000 of which went to Runnymede … so they were relatively well funded.
>
> (Academic partner)

The project is described as being relatively well funded; however, after allocating money for staffing costs and overheads, limited money was available for delivering activities on the ground.

Still from the Thomas Tallis School film 'Migration Stories'

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> **Although we were really well funded for those projects, I mean we had a lot of money from the AHRC and they've been brilliant. But by the time you have to put in a certain amount of my time and a certain amount of co-investigator's time and you know the institutional on-costs, so the overheads, the estates – that took a wedge of money. Which was kind of frustrating because it really cut down the amount of money that was available to actually do the work, you know the kind of on the ground stuff.**
>
> **(Academic partner)**

The funding application is described as a joint bid and Runnymede Trust were happy for the academic partner to lead on its writing and submission. Sections of the funding application are described as challenging for community partners to engage with.

> **I was involved in relation to drawing up the budgets, so I knew how much it would cost to do a piece of work like this. And also I was involved in determining what the outputs would look like. (Academic partner) was involved in doing the stuff that I couldn't even imagine how to organise, such as how to divide up the budget in terms of the percentage that goes to the University, administrative costs, writing, other things that you have to do when you're trying to get money into a university. I wouldn't have even known how to begin to do that. The active practical dissemination and delivery of the work, I was able to do that bit. So it was actually a joint bid.**
>
> **(Community partner)**

Persuading universities and funding councils to allocate a sufficient proportion of secured funding to community partners is described as a challenge, their structures are not adequately set up in relation to funding community partners.

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> **The main frustration for me was getting the University to recognise that it was a proper collaboration. But we've had real problems with getting through to the finance team that it was actually a partnership and you had to fund them large amounts of money. The money coming back into the University wasn't as much as they would have hoped, because you know it was a tiny bit of my time and paying a tiny bit of Co-investigators time - that's not a normal pattern for those kinds of projects. I also had to then justify, slightly ironically, to the AHRC about why so much of the money was going to an external partner. I mean it wasn't difficult, we got a kind of query and we had to send a letter saying this is why it couldn't be funded from their own resources, you know. I don't think all those institutional structures are set up as well for these kind of partnerships.**
> **(Academic partner)**

A further challenge relates to delivering projects within funding timescales alongside juggling the different timetables of partners in the collaboration; a situation that is exacerbated by not knowing when a funding decision will be announced. Delays in making payments to community organisations, small ones in particular, has an impact on their finances and ability to pay staff.

> **I think we may have asked for an extension at one point, it wasn't actually enough time to do that work because working with schools and with communities is difficult, it's quite time intensive. And also there are school holidays and terms and stuff to deal with, so the timings kind of worked but could have worked better. And also I think when we did the original application we had an idea as to when it would start and we were going to cover like two academic terms and because it took such a while for the funding decision to come back we couldn't start when we wanted to. So that did mean that we compressed a lot of work into a very short period of time, which was a bit stressful. It also does have an impact**

on cash flow particularly for small third sector organisations. So it's an issue to bear in mind when doing that kind of collaborative work that small, very small organisations like ours ... we pay people ... we have a lot of part time staff, we have some interns, we have some volunteers – these are all individuals who still need to earn money, so it can have a knock-on effect.
(Community partner)

Both partners highlight a number of key messages for consideration by funders, including universities, regarding collaborative research between universities and communities.

- Undertaking this kind of collaborative work is important because universities and academics are often not best positioned to undertake projects that have a real impact on the ground.

  Academics often don't know what needs to be done and how, and don't have those contacts. I'm quite well connected you know largely through Runnymede, very few academics have those real kind of community based contacts that they can turn into significant, particularly national level impact. We would never have had the impact that we have without Runnymede that had that reputation, it had those connections, they had that experience and expertise to put that stuff on. We could never have done that as academics.
  (Academic partner)

- Collaborative work costs time and money and needs to be sufficiently funded.

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> **Those things cost – they cost in terms of time, they cost in terms of resources. And offering you know £15,000 to do a piece of work and think you're going to do something that's going to change government policy is clearly not going to work.**
> (Academic partner)

- **Follow on funding is important for pursuing unanticipated opportunities that arise once a project is under way or after it is completed.**

> **The AHRC's follow-on funding has been good for that. ESRC's impact funding only goes up to like 20K, it's not enough to do a proper project if you're going to be working with partners who can actually deliver that work, it would be really nice to be able to get additional bits of money afterwards to follow up on stuff that you don't know is going to happen at the time. Our Migration Stories website, that came out of the round table at the end of the History Lessons project, where the teachers and the kind of people that were saying 'you know this is really great but we need a resource, otherwise we're going to go to the TES website because we're really stressed and busy … and that's all Henry VIII and Hitler. So if we had something that we could go to that we could just pull that (History Lessons) stuff off, that would be really helpful.' So that's what we did.**
> (Academic partner)

- **Universities need to better understand how finances work in community organisations and that individual members of staff can take on multiple roles, staff turnover can also be high due to short-term contracts. This is important for universities to understand when they ask community organisations to justify how money has been spent.**

With this particular piece of work the funding went to the University and so we were able to claim back from the University. A message for the University would be around trying to understand how difficult it is often to work out how money is spent when it comes to staffing. That's not a funding issue, that's more of a subcontracting issue. With small third sector organisations you can often have quite a high staff turnover, and that's usually because people are employed on part time contracts and so there are many of us who you know were more or less living hand to contract. What that meant was that I worked with quite a few people on this project and so when trying to like justify spends, that can be tricky. Also, members of staff do take on a variety of different roles, I had lots and lots of different roles … which meant that I did have to get support to help me to do various things. If funders could have more of an understanding about how small third sector organisations actually operate, how they work on a day to day basis. And maybe consult them.
(Community partner)

- **Consulting with small community organisations is important in working out the best way to fund them, this is especially important for funders who focus on providing funding to academics and may have less awareness about how small community organisations operate.**

As it stands we had a great funding relationship with AHRC, but that's largely because you know (academic partner) did bear the brunt of most of that. But I think because you're so far removed as a largely academic funder from what actually happens to small organisations you don't really understand practically how the funding process works. So I would definitely just recommend consulting

> **as far as possible with smaller organisations who are going to be delivering quite important pieces of work on your behalf, as much as possible, if you can.**
> (Community partner)

The academic partner led on writing and submitting the funding bid by mutual agreement and with significant contributions from the community partner. The feedback indicates that understanding each other's costings can be difficult and parts of the funding application can be challenging for community partners to engage with. The amount of funding allocated to an overall project can look to be a large sum; however, after dividing up the money between all partners and covering the costs of staffing and overheads there can be little money left for delivery of activities on the ground, and this requires consideration to ensure all components of a project are sufficiently funded. Academics can find they have to justify to universities and funding bodies the need for sufficient payments to community organisations and why they cannot fund collaborative projects from their own resources. Significant time elapsing before hearing whether a funding bid has been successful, combined with lengthy periods to set up the administrative aspects of a project in academic environments, can have an adverse impact on meeting funding deadlines for delivery of projects; this is exacerbated by differing timetables that academic institutions, community organisations and community participants work to. Funding for follow-on work is important, for opportunities that arise while a project is under way as well as those that become apparent at the end of a project. The need for universities and funding bodies to understand how community organisations operate in relation to financing their work is highlighted as important, their approaches to work and systems for financing operate differently to academic environments.

Undertaking collaborative research

Design and delivery of the project was led by the community partner with input from the academic partner. The methodology for the project built on the previous Bangla stories project, with an emphasis on local and oral history and is described as being more events-based than a traditional piece of research.

> It wasn't a run of the mill piece of research. So, because it was largely delivering to students and teachers, we had quite a lot of events … it was very event-based, workshop-based. We had a PowerPoint presentation that we did for every single school, it was exactly the same apart from changing local details, changing the name, that sort of thing. Everyone was asked to fill in like a short survey, so we designed those questions based on the aim of the project, which was to try to get young people to understand what historical research was, but also to get teachers to think about how this could inform their practice. And workshop delivery was exactly the same in every single school. We invited local historians in to talk to the children about local histories and we also engaged with local, often community based archives. So that was very different, that was determined by the history of each local place.
> (Community partner)

The intention from the outset was to recruit schools that reflected both low and high ethnic diversity in their pupil population.

> It was a mixture of wanting different kinds of schools in terms of ethnic mix, so very mixed and very you know ethnically specific, like the ones in east London, or you know … Greenwich, which was much Whiter than the other schools we've

worked with before. We deliberately wanted that, because we wanted to know … you know our line has always been that knowing that history is important to everybody. That version of (diverse) British history is a version of British history which applies to everyone. And some of the kids we worked with in Greenwich, you know who had Irish grandparents or something, hadn't thought the stuff related to them. And they hadn't thought that you know the stories that their grandfather had told them were history. And you could see this dawning revelation in their eyes when they realised that actually those stories really mattered, you know they counted, alongside the other kinds of stories.
(Academic partner)

Several schools were approached by the community partner, those declining the invitation to participate gave a number of reasons such as the project was something they would do during Black History Month, or that it did not fit their demographic. The three participating schools, one in Manchester and two in London, were self-selecting. The community partner describes one of the challenges to recruitment lies in identifying the appropriate person to contact, this is time consuming work and prior experience was helpful to devising an appropriate way forward.

So we wrote to lots of schools and asked them if they would be interested and willing to take part. There was a school in Greenwich which wasn't as ethnically mixed as the other two schools and largely to do with where it was situated, but even there it was still possible to have a conversation about doing historical research which has an ethnicity element in it that White British children could get involved in. There were bureaucratic challenges, just getting to find the right individual. I've been doing this for a long time and I've worked out some of the best ways to get to the right individual and you have to learn by experience. For

some schools it was quite a painful process and we didn't obviously continue with those schools. For other schools it was literally … you have to find the right gatekeeper. For some schools the gatekeeper is definitely the head teacher, because then the head teacher can signpost if he or she is interested. But then for others … I think with this particular piece of work I just went straight to Head of Histories, or History specialists and copied in the head teacher. Because the head teacher often … I mean head teachers get approaches from so many organisations and if they're not specialists in this area they may not necessarily recognise that it's an important issue to look at … so I just thought it was best to just go with those who probably would.
(Community partner)

The academic partner highlights the significant contacts and reputation of Runnymede Trust were helpful to the recruitment process.

It was really a question of who we could get to work with us. We had real problems getting in to Greenwich schools, because they're so much more sensitive around the race stuff, because obviously the Stephen Lawrence tragedy and all that. And I think their assumption is always that we will assume that they're racist. I think often some of the institutions thought that we would be much more hardline than we actually were, we would turn up – Asian woman, Black woman turning up at a school, you know all the people we spoke to were all White. There was a certain amount of … I don't know, not suspicion but kind of you know nervousness I think. After we kind of explained what we were doing then I think that a lot of that dissipated and the teachers were really into it. And Runnymede's reputation was absolutely crucial to that, because it has that reputation for being an organisation that people can work with. There was just no

way we could have done that work without working with Runnymede, just absolutely no way.
(Academic partner)

Several activities were set in motion after the schools were recruited. Participating pupils were aged between 11 and 14 years, who were interested in studying history at GCSE level and represented a range of ethnic minority and majority backgrounds. The range of activities delivered in schools include:

- An opening workshop delivered jointly by both partners to participating pupils and teachers to introduce the project, universities, research and talk about taking the work forward.
- Case study work undertaken in classrooms and organised by the community partner to bring together pupils, teachers, academics and filmmakers to work collaboratively in generating their own research projects.
- Workshops delivered by local historian, academics and archivists recruited by the community partner to talk about local history, undertaking research, examining documents and artefacts. These sessions included trips to local museums, archives and local history walks.
- Training provided by filmmakers to enable the young people to make a film about their project; including how to hold a camera, speak to a camera, write a reader board and so on.
- Participating teachers and pupils completed a short survey and participated in interviews conducted by the community partner. The questions were designed around the aim of the project, to generate data relevant to enabling young people

to gain an understanding about historical research and to get teachers to think about how this could inform their practice.

- **Pupils participated in local and national launch events of their work, organised by the community partner and delivered collaboratively by both partners.**

Bringing in external people to work with the project is described as beneficial. It provided opportunities to share their work in an environment they don't usually engage with. Pupils and teachers gained knowledge and experience about working collaboratively with an external team of people. Furthermore, the collaboration enabled people from a range of sectors to work together.

What was really good about this piece of work was that our collaboration extended with other academics, so we worked with academics from Manchester Uni but also University of East London who were able to do stuff that they may not necessarily have been able to do before - which was take their academic research about local history and just make it palatable to 14 and 15 years olds in a really easy and accessible way. And it was great for the teachers, because the teachers were learning too. They sat in the back with us and learnt loads about their local area that they had no idea about. And what was good about that was that ... to those young people and to the teachers we just seemed like one big research team – me, academic partner, other people from Runnymede, all these historians, all these people working at all these different local archives, it just seemed like one big staff group. So it was a really good piece of collaboration across a number of sectors, which was great.
(Community partner)

A further benefit of the project is described as coming from the off-site trips that provided valuable experience to the pupils and which are difficult for teachers to

organise due to the extra tasks involved, such as obtaining consent and undertaking risk assessments. Teachers had the opportunity to engage in a project that was taking place at the same time as wider debates about teaching history in the national curriculum were in the spotlight, with some potential to influence this arena.

We did visits to local museums and local archives where children got to read and touch materials … had to put the gloves on sometimes which was really exciting for them, they got to touch and you know be in contact with artefacts. We were trying to get them to feel like real historians and this was great for the History teachers, because they just don't do this stuff. Yes they can take them out on trips, but as one of the teachers was saying to me, the risk assessments that you have to go through, the entire process of trying to make sure that this is timetabled in, months in advance – all of that kind of stuff sometimes can be quite prohibitive. Having someone come in and say 'We're going to take the kids, we're going to organise parental consent forms, we're going to organise where they're going, timetables, everything. All you have to do is just make sure that the children bring their slips back' – and it's great for them. And I think also it was happening at a time when History was kind of in the news a lot, so we were working with teachers who were really kind of quite upset about the way the History curriculum was changing. So this made them feel as though they were kind of actively taking part in something that they maybe just as teachers would have read about in a newspaper, so they actually felt like they were getting involved and possibly influencing change, which was really great.
(Community partner)

In addition to the work with schools, the community partner administered an online survey to obtain the views of primary and secondary school history teachers,

We just seemed like one big research team – me, academic partner, other people from Runnymede, all these historians, all these people working at all these different local archives, it just seemed like one big staff group.

recruited through <u>TeachFirst</u>, the <u>Historical Association</u> and the <u>Schools History Project</u>.

Analysis of the data collected was undertaken by both partners, the academic partner led on writing and publication of papers, with input from the community partner and both were happy with these arrangements.

The challenges to undertaking collaborative research, highlighted by both partners, relate to practicalities and to delivery of the project within a timescale that had to take into account of the timetables and approaches to work of several sectors.

> Getting people to the right place at the right time … you know. Getting permission slips from parents so that you can take children on local history walks. The teachers are like 'What's that? What does that mean? I don't understand'. And getting dates for historians, because they're all very busy, so it was just practical like managing and juggling all the different groups that we were working with.
> (Community partner)

> I wanted to get near what we'd promised and we always exceeded I think what we promised we would do … largely because Runnymede had amazing connections. But they did always work slightly more last minute … it's a much quicker and tighter turnaround for community groups. So sometimes there's tensions I think between the way that you know an academic would do something and the much more condensed way in which community groups tend to do stuff.
> (Academic partner)

Trust and patience are described as important factors in dealing with challenges such as these and for academics to be more realistic about what can be achieved by community partners within available time and resources.

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There were moments when I was worried about how slow it took to get things going, whether we were going to get access to schools. They were much less worried than me because I think they had much more experience of you know how they were going to do stuff and what was involved. I think the other thing is that academics are not always realistic about what can be achieved. With the projects around the dissemination … not necessarily for this one, but for the one before, I would say 'Let's have a launch at the House of Commons'. And you know if these kids are coming down from Sheffield, let's take them on the London Eye, let's take them for pizza … and I just left the logistics up to them to sort out. I hadn't realised just how much work that involved. It seemed like a good idea and they did it, but it was complete chaos, I was completely unrealistic in terms of what could be done. So there was a massive amount of patience I think on their part in terms of having to negotiate what I thought should be done and could be done and how it should be done, and then what they knew was kind of possible within the time limits or the resources that were available.

(Academic partner)

The design and delivery of the project was led by the community partner and a wide range of people from various sectors were brought together. The academic partner highlights this could not have been achieved without Runnymede Trust who have extensive contacts and a good reputation. The activities undertaken with schools are described as beneficial for all who participated in the project, providing access and experience that otherwise can be difficult to achieve. The challenges highlighted relate to the practicalities of organising events and activities that require juggling several tasks alongside availability of a wide range of participants. The need for academics to be more realistic about what can be achieved and to be

aware about the significant amount of work that community partners have to undertake in order to make a project happen, is highlighted.

Roles and responsibilities

A flexible and informal approach was adopted for allocating roles and responsibilities and is described as working well. An established relationship and trust combined with previous experience of working collaboratively supported this informal approach.

> It was very informal. Yes, that was completely fine. And I think that that's purely down to the fact that we had worked together before, so we knew how to do this in a way.
> (Community partner)

The academic partner's funded time to work on the project is described as minimal. However, the project occurred at a time when there was some flexibility to adapt her role as required by the evolving nature of the project; this flexibility was important from the perspective of both partners.

> I mean it was really minimal, it worked out all right because at the time I took on this admin responsibility which was Director of Social Responsibility. So some of that is around community engagement, public engagement and it was a 50% buy out (for the Director of Social Responsibility role) so I wasn't teaching. Also it went alongside the other stuff that I was having to do anyway, one of the main things was race quality, which for a university like this is an issue at the School level. So I was able to fit it alongside those kind of duties and it overlapped quite nicely with those. Yeah, so it worked quite well.
> (Academic partner)

Still from Cathays High film 'Life as a Welsh-Pakistani'

A further consideration relates to the multiple roles that individual staff in community organisations can occupy. Furthermore, community organisations often operate on short-term employment contracts resulting in significant staff turnover, the remaining staff then have to take on additional roles relating to the collaborative project. It is helpful if academic partners can allocate more time to the project, adaptability and flexibility are especially important in such circumstances.

> There were a lot of roles I think involved in this. Yes I was the lead researcher, but I was doing a lot of administrative running up and down. I budgeted in for an assistant, but when I lost my assistant because they moved on, I had to take on other roles to try and maintain that. I think also the fact that (academic) partner didn't have a great deal of teaching time so she was free to help. I think if she'd have had more teaching, more administrative responsibilities at that particular time, it would have been a different type of project.
>
> (Community partner)

The project is described as being all consuming for the community partner, in part this was due to the significant time needed to set up a project of this nature and a lengthy period waiting to hear whether funding had been granted. Delays in the early stages of a project then require the remainder of the work to be undertaken in a more condensed period of time. This has impact on the broader work of community organisations and a reliance on other colleagues to be able to help.

> Well this was pretty all consuming. So I couldn't really do a great deal else at the time. So whereas I think I was only supposed to be working on it two days per week ... I was working on it five days a week. But I mean if it had started when it was supposed to I would have only been working on it for two days week. However

because it had to be compressed into a much smaller period of time I was working much more on it. So the balance of this against my other responsibilities meant that I was probably spending, I don't know, 70% of my time on this and less time on other things. Which was fine because we wanted to deliver it and we knew it was time intensive, so others in the team helped me to be able to do that. (Community partner)

Both partners feel a shared sense of responsibility was achieved, facilitated by having mutual shared goals and an established working relationship in place. The informal approach to undertaking roles is described as working well, supported by willingness to be flexible. Both partners spent more time working on the project than had been costed into the budget, this was necessary and helpful but involved an element of goodwill and availability to undertake additional tasks. Addressing the challenges was facilitated by flexibility, trust, and a shared commitment to deliver the project.

Accountability

Formal agreements regarding accountability were put in place between the University and Runnymede Trust. The lead researcher from Runnymede Trust was accountable to the academic partner and line managed at Runneymede Trust, the academic partner was accountable to the funders. In practice, the accountabilities are described as working on a more informal basis and an element of goodwill from schools to deliver their side of the work. The main concerns regarding accountability relate to whether the project could be delivered on time, due to the length of time it took to recruit schools and a delayed start to the project.

> We were pretty informal in terms of how it actually worked, we did set up an agreement between Manchester and Runnymede where they just said that they would do the work but it was pretty broad I think. In terms of the actual way that it worked, I kind of largely let them get on with it, although there were moments when I did worry about … because it took us a long time to get going in the schools, longer than I'd hoped for, so we had a much more truncated period of field work than we'd thought. I mean the thing with all these jobs is you're working a lot on goodwill, so even what looked to be like delays were not down to (community partner) at all, it was because you know she couldn't get in to the schools, the schools weren't getting back to her, the teachers weren't producing stuff that we'd ask them. And you can't push people on that because you're asking them to do you a favour. And so getting them to produce anything kind of formal … do the films, do the work, was a lot trickier than we'd expected …there's nothing you can do about that.
>
> (Academic partner)

The community partner was happy with how the accountabilities worked in practice. A shared sense of accountability for the project is described as difficult when the academic partner is ultimately responsible to the funders for delivery of the project.

> Well (academic partner) was ultimately accountable to the funder. So probably not, no, because that meant that you know if there were any delays or any issues it was (academic partner) who went, as the Principal Investigator, to the AHRC to request anything. I didn't do any of that. So it was very ... I had a very distant, you know removed relationship to the AHRC.
> (Community partner)

Formal accountabilities were put in place, though in practice a more informal approach was adopted and necessary. The element of goodwill is an important factor in considering accountabilities because community participants, in this project the schools and pupils, are participating voluntarily and accountabilities are difficult to agree or impose in such circumstances. Accountabilities to the funder are described as resting with the academic partner and in this respect it was difficult to achieve a shared sense of accountability.

Outputs and legacy

Several tangible and non-tangible outputs were produced including resources to support the teaching of diverse histories in schools and can also be used by individuals interested in documenting their family or local history. Tangible outputs include:

- **Several workshops delivered to pupils and teachers by historians, archivists, academics and filmmakers.**
- **A short <u>film</u> about the project.**
- **'<u>History Lessons Project</u>' web-page presenting the work and outputs from this project.**
- **'<u>Making Histories</u>' website bringing together the work of History Lessons and the preceding 'Bangla Stories' project.**
- **<u>History Lessons: Making British Histories</u> – a guide for teachers to assist with developing materials to supplement their teaching of diverse histories.**
- **<u>Films</u> made by young people participating in History Lessons and the previous Bangla Stories project.**
- **A <u>'How To' guide</u> on making a film about local histories that can be used by anyone interested in documenting their family or local history.**
- **A perspectives paper, '<u>History Lessons Teaching Diversity In and Through the History National Curriculum</u>' exploring the importance of teaching a diverse curriculum, including recommendations for policy and research.**

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- **Journal article, '[History lessons: inequality, diversity and the national curriculum](#)' drawing on History Lessons and the previous 'Bangla Stories' project, this paper argues that it is important to look at both the content of history that pupils are taught in school as well as how teachers are supported to teach diverse histories.**
- **[Lesson plans](#) for creating and exhibiting a historical timeline**
- **An expert roundtable held at the end of the project bringing together archivists, researchers, historians, historical associations, voluntary organisations, teachers and teacher trainers. The aim of this event was to consider factors that influence how pupils in schools can learn, research and undertake critical analysis of historical resources about diversity and to locate this in the context of the broader institutional and policy frameworks.**
- **Additional follow on funding for 'History Matters: creating joined up resources for a diverse history curriculum' (2016)**

A range of non-tangible outputs are highlighted. Connections have been established with the [Historical Association](#) and [Schools History Project](#) who supported administration of the survey undertaken by the community partner. Talks were held with the [OCR](#) exam board about their [History GCSE on Migrants to Britain](#) with potential to provide resources to support their. Other non-tangible outputs include:

- **The workshops enabled participating pupils to gain a wide range of knowledge and skills including how to undertake research, use film equipment and record people. Some pupils edited their own films and all had the opportunity to gain experience in engaging with the public by talking to people about local histories.**

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- **The participating teachers learnt about their local area, approaches to engaging pupils on issues relating to migration and the different kinds of histories that exist in localities.**
- **External workshop facilitators had the opportunity to present their work in a school environment and establish relationships with the schools.**
- **The academic partner highlights learning more about communication with different audiences and approaches to link research with the policy arena. Her work on these projects was recognised by the University of Manchester and she was presented with an** <u>award</u> **for 'Outstanding benefit to society through research'.**

There is a lack of clarity regarding ownership of tangible outputs. The History Lessons website is maintained by Runnymede Trust and hosted on their server, who owns it is less clear.

> **In terms of the website, we wanted it hosted on an external server, not a University server, because it gave us much more flexibility. So that was hosted on Runnymede's server, and they developed that. Now the question of ownership is a slightly tricky one, it is one we've had some issues around. So I think people think of it as a Runnymede site, I mean actually it's probably officially owned by the University because that's where the funding came through. So there is some lack of clarity around intellectual property. It's a slightly greyer area and I think it's something that if we were going to do again I would want to clarify.**
> **(Academic partner)**

Similarly the community partner was unsure about ownership of outputs.

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> **The reports that we wrote and the website that we developed on which we included all of the children's recordings. So Runnymede are maintaining the website and part of the application included costs for ongoing maintenance of the website for a number of years. It's difficult to know who owns … that's a good question.**
> **(Community partner)**

Several legacies are highlighted as emerging from the History Lessons project and some are linked to the preceding 'Bangla Stories' projects. The websites are a key legacy providing a wide range of information and resources that can be easily accessed in one place. The projects in this series have engaged professionals from a diverse range of sectors and brought conversations about the teaching of diverse histories into the public arena.

> **It's hard to separate out the different projects – it's been part of a bigger coherent kind of movement. And it's brought together a lot of people who are doing a lot of work on these issues who never actually get to kind of have all their stuff in the same place or talk to each other.**
> **(Academic partner)**

Some legacies and impact are described as being more difficult to measure and without further time and resources it is difficult to systematically assess what impact has been achieved.

> **And I think, I mean who knows what impact it had on those kids. If it made some of them do GCSE History when they thought they weren't going to, then great. But one of the things that I think would have been nice to have done would have been to follow up on that with the young people that did those projects and see whether it did have any kind of lasting impact or not. It would have been nice to**

> **do something slightly more systematic if we'd had the time and maybe go back to talk to some of the teachers. But a lot of the teachers have moved on, so again it's harder to kind of keep track of those immediate impacts.**
> **(Academic partner)**

A follow-on project, '<u>Our Migration Story</u>' evolved from the History Lessons project and the website provides a further resources designed to support teachers and students studying migration to Britain. It is also user friendly for others interested in this topic. The 'Our Migration Story' website won the <u>Community Integration Awards Research Champion prize in 2017</u> and the Royal Historical Society's Public History <u>Prize</u> 2018 for Best Online Resource. This resource was developed in collaboration with the OCR exam board.

> **Well we went on to do 'Our Migration Story' … so we used that work to do something even bigger. The 'Our Migration Story' website, which we did in collaboration with OCR, which formed a part of the curriculum for kids' learning history. And worked with those who were developing the website for the GCSE, worked with so many knowledgeable historians about migration to the UK since the year 1000 onwards, and it was just brilliant. So I think the legacy of that has been to enable us to go even further in our enquiries. So that's a legacy that we both went on and worked together again.**
> **(Community partner)**

The 'Our Migration Story' project, also funded by the AHRC, enabled the work undertaken in previous projects to developed further and bring together a timeline of migration from early and medieval migrations to the present day.

> **The Our Migration Story website, what we've done with that one is bring together a whole load of historians, museums, archives … have given us pieces of their**

One of the things that I think would have been nice to have done would have been to follow up on that with the young people that did those projects and see whether it did have any kind of lasting impact or not.

research around kind of migration history. So all the way from the kind of Anglo Saxons up until the present day. If you look at the website it's brilliant. And they've given us you know a kind of ... an artefact or a picture or photograph, and they've given us why it's important and they've given lesson plans, they've given questions the teachers can ask. And

Runnymede have built a whole bunch of resources around that so that they can teach that stuff - just go to that site, pick up something they think is going to be interesting.

(Academic partner)

Both partners agree the initial aim of the project has been met and the legacy and outputs have exceeded expectations. The series of projects are described as giving greater profile to the topic of teaching diverse histories in the curriculum, as well as to Runnymede Trust and researchers working on the project.

I think we both got more out of it than we thought we would I think largely, in terms of how long the project collaboration went on, and how many iterations it's had. I think in terms of the kind of profile both for Runnymede and for us actually as researchers I think, it was more than we expected. Partly cos you know we just happened to be lucky with the fact that the work that we were doing ran alongside a lot of work that other people were doing too and a lot of those debates that were happening.

(Academic partner)

Further work and legacies could be realised and there has been interest from filmmakers in the 'Our Migration Story' project. However, a lack of resources is currently a barrier and the academic partner relates that they have been lucky to

secure follow on funding for the series of projects on teaching diverse histories that have been undertaken to date.

> We were lucky to get the additional money to do that work. But even from that project, you know there have been things that have come of that. We've now basically run out of AHRC funding, but I don't think we can honestly go to back to the AHRC for more money. You know we've been approached by film companies and we've run out of money, so we haven't got anybody to employ to keep working on that project to answer those queries or get back to teachers or go to teachers' conferences. So I think the possibility to have more money you could go back to and say 'We've done this, this has been great, but now we've got this chance' without having to go through the whole 'Here's a new project'. Cos sometimes it's not a new project.

(Academic partner)

History Lessons produced a range of tangible and non-tangible outputs and successfully brought together professionals from a range of sectors. The project has been recognised for its value and the resources produced have informed the work of key organisations such as the OCR exam board. There is a lack of clarity regarding ownership of outputs, this has not presented any challenges between the partners who acknowledge that greater clarity would be of benefit in future projects. Some legacies such as the website, the follow-on project 'Our Migration Story' and resources for teaching or learning diverse histories are easily accessible; others, such as longer term impact on pupils and teachers, are difficult to establish without additional time and resources. Similarly, the potential to develop further outputs and follow up on legacy cannot be realised without necessary resources and personnel.

Structural inequalities

The projects in this series are described as being Black and Minority Ethnic-led; the Principle Investigator, Co-investigator and staff from Runnymede Trust working on the project were all of Black and Minority Ethnic origin – indeed Runnymede Trust is a Black and Minority Ethnic-led organisation. This is described as rare and that structural inequalities present barriers to collaborative projects such as this being led by Black and Minority Ethnic partners. Furthermore, prestigious academic institutions and community partner organisations with a good profile and recognition are described as being more likely to secure funding, this limits who gets to collaborate.

I think we're slightly different from a number of other projects that you might be looking at, because it has been pretty BME-led. I don't know how that affected whether we got the funding or not. It's not obvious from my name that I'm not a White person…so I don't know … I mean I can speculate on how useful or not that was in terms of getting funding. I know from the work done here that BME applicants do less well on funding generally across all the research councils. I think (Co-investigator's) reputation and her association with Cambridge University helped a lot in terms of getting the funding. I think if she wasn't involved we wouldn't have got the funding. I think Runnymede's reputation as a good non-confrontational organisation to work for, it probably helped. But I do think that Runnymede's involvement as a race equality organisation gave the project legs, I think that's why a lot of academics want to work with them … don't always fund them, but they want to work with them because it gives them those kind of ins.
(Academic partner)

Image: Making British Histories Guide for Teachers – Runnymede Trust

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The lack of Black and Minority Ethnic staff at senior levels in universities is described by the community partner as having an impact on securing funding for university-Black and Minority Ethnic community collaborations. In turn, this impacts on the nature of research undertaken, what is taught in universities and its relevance to community organisations. There is pressure on the few academics holding senior positions to undertake most of the work with a significant focus on race and ethnicity.

> The underrepresentation at university level is incredibly important because … you know (academic partner) is of minority ethnic background. I'm not saying you have to be of minority ethnic background to want to do work of this nature, but had she not been in that post and had she not actually also been of a senior enough level to be able to do a bid like that, then maybe this project might never have happened. And also for her to be able to collaborate with other members of staff in other institutions to be able to do work like this, because she was able to do it with (Co-investigator) who's at Cambridge University. But you know there are not many professors like them, they're still massively underrepresented. So having that representation in the academy really makes a difference on obviously what gets taught, what gets researched, but also whether or not it touches the third sector at all. So that's massively important. And that does determine the type of collaborations that might exist in the future. And it also means that people like (academic partner and Co-investigator) are doing the bulk of the work on these issues.
> (Community partner)

A further impact of the lack of BME staff in academic institutions is described as relating to succession and the number of academics in future, irrespective of their ethnic background, who are likely to have an interest in undertaking collaborative

research with a focus on race and ethnicity. The element of chance in who gets to collaborate is a key factor in determining the type of collaborative research that is undertaken.

> And when it comes to succession issues, you know how many are coming up and coming up through the pipeline who would also be interested in doing work with small third sector race equality organisations on these issues... if they're not from that background, if they're not interested in those issues they're not writing or researching on those issues. And for collaboration networks are hugely important. We were lucky to have (academic partner) as a trustee so we had that relationship with her. Not all small third sector organisations have an academic on their board ... let's be honest ... and if they have an academic on their board, they may not be an academic who's interested in race and ethnicity, so may not think that you know they'd be interested to do collaborative work of that nature. So we were very lucky and privileged to have her there.
> (Community partner)

The Arts and Humanities is described as one of the academic disciplines where there are even fewer academics in senior roles than in other disciplines. The type of community organisation academics want to work with can impact on whether funding is secured; the size of organisations, their political stance and reputation can all influence whether collaborative research projects are funded.

> Particularly in Arts & Humanities right, where there's like minimal senior BME staff ... so I mean I'm a sociologist, I think if I put the bid in just as myself, as a sociologist, I don't think we would have got funded. I also think that if there were slightly more overtly political or radical BME organisations we wanted to work with, we probably might not have got the funding. So I think Runnymede ...

because it's a strong national organisation you know, it's got a strong reputation … but if we'd wanted to work with smaller organisations or less kind of mainstream, in inverted commas, organisations then I think it might have been trickier to get that funding. Well there are issues there too because I mean Runnymede … you know its funding base has changed dramatically in the time that I've worked with them because the race equality sector has basically died. You know when I started working with them they had … quarter of their money came from government, now nothing comes from government, everything is pretty much project funding.
(Academic partner)

Community organisations like Runnymede Trust, who don't provide direct grass roots support to communities, can find it easier to connect with academics and think-tanks and may need to work with other organisations to engage communities.

To be honest, yes we had (academic partner) on our Board, but at the time we were running something called the academic network, which was a network of lots and lots of academics working on race and ethnicity up and down the UK. So we could call on those individuals to do collaborative work. We don't provide on the ground frontline support to communities, and if we were we wouldn't have had the time to do anything like this unless it was something that was part of the service we were providing to our communities. What poses a slight challenge for us though being in that space is that sometimes it's easier to develop some of those relationships with academics and other think tanks than it is to develop relationships with communities. Sometimes we're seen as occupying that space which means that some communities can be slightly suspicious or not as ready to engage or think well this is not something that you're used to doing, so we did

We don't provide on the ground frontline support to communities, and if we were we wouldn't have had the time to do anything like this unless it was something that was part of the service we were providing to our communities.

> **have to overcome that hurdle. But in the end it was fine, we're adaptable, and I could go into schools and talk to young people because I like doing that … so if there wasn't me then I don't know we might have had to try to work with a smaller organisation to help us to deliver.**
>
> (Community partner)

A key external impact on the History Lessons project was the debate taking place at the time about teaching history in the national curriculum and the focus on heritage and place. This had a key influence on shaping the project around ideas of place, heritage, streets, and the things that count as historical monuments or have historical importance. This is described as working well for the project and made a significant contribution to its success due to the wider interest in this topic. Another external influence was funding cuts and the disproportionate impact on Black and Minority Ethnic community organisations; Runnymede Trust is one of many organisations that are having to downsize, this has implications for future collaborations between universities and an increasingly diminishing Black and Minority Ethnic community sector.

Black and Minority Ethnic led collaborations between universities and communities are said to be rare and a range of structural inequalities contribute to this situation: a lack of Black and Minority Ethnic academics at a senior level in universities, the reputation of academic institutions and community organisations, their political stance and the element of chance influence who collaborates and whether funding for collaborative work can be secured. Arts and Humanities disciplines are said to have a particular shortage of Black and Minority Ethnic academics occupying senior positions. Community organisations are not homogeneous and differ in terms of size, nature of work and discipline, capacity and networks; factors such as these influence the extent to which they are able and

willing to collaborate. The adverse impact of funding cuts on community organisations, which have hit the Black and Minority Ethnic community sector particularly hard, has implications for future collaborative projects and how communities can be engaged.

Representing communities

The three schools participating in History Lessons were all located in urban areas and signed up voluntarily, and they were among several schools initially approached and self-selected to participate. The ethnicity of participating pupils is described as being representative of the local demographics of the area in which each school was located.

> I think fairly representative. So in Moss Side in Manchester we worked with a classroom which covered an enormous span of groups of children who had a variety of different migration backgrounds. So they were Pakistani, Bangladeshi, Somali, Ethiopian, Polish backgrounds – and that represented the local demographic, and likewise for Greenwich, for Tower Hamlets, the children in that class definitely represented the demographic of Tower Hamlets. So I think we were really successful in representing those demographics.
> (Community partner)

The academic partner highlights that the aim to work with majority as well as minority ethnic pupils was achieved; however, the participating schools were all located in cities and not representative of smaller towns or rural areas.

> We were very clear that we wanted to work with majority ethnic as well as minority ethnic groups, we didn't do the kind of rural areas. So all the schools we worked with were urban schools, big city schools actually. So even I think a small town might have been quite different. So I think there are large gaps in those kinds of representation.
> (Academic partner)

Recognition of a dual ethnic identity was apparent for some pupils, particularly in the project that preceded History Lessons and included work with pupils in Cardiff. This is interpreted as the notion of place having significance in how pupils viewed their ethnic identity and that some may identify with the identity relating to their geographic location in Britain as well as their country of origin.

> The project before … was a very different dynamic. So there was a very clear sense of Welsh identity that was not seen as problematic, if you were Somali and Welsh, you were happy with a Welsh identity … but are you as happy with the Somali? They seemed to see those things as completely kind of compatible. Place, the nation, neighbourhood…which is one of the reasons we wanted to focus on place, because place became really important. It might have been different if you go outside the cities though, right. And I think if you went to Wales, if you went outside Cardiff probably you'd get quite a different story.
>
> (Academic partner)

The young people represented themselves in the work they produced and in this respect they were not being represented by other people. It is recognised that other aspects of their identity, such as faith, may have relevance to their experience and views but this was not a focus for this project in which there was a significant emphasis on engagement and impact.

> These were follow-on projects, they weren't research projects per se, they were engagement projects specifically… we had impact very strongly in mind, rather than anything deeper. We did what we could do, but we recognised there were particular limitations around that. So taking stuff they'd said at the launches or whatever, you know, it was a particular version, it was much more around kind of race, ethnicity and migration. I don't think what we were presenting was a well-

rounded presentation of their experience, it was a very particular take on their view of history and how history should be done and what they learned from that. (Academic partner)

Participating pupils are representative of the ethnic demographics relating to the geographic location of each participating school, it is recognised that the experience and views of pupils attending schools in a different location may not be similar. Ethnicity and place are significant to how young people view their own identities. The pupils developed their own projects and the outputs represent their own views and experience, not a version translated by someone else. However, presentations of their work should be seen in the context of this project and its focus on race, ethnicity and migration and not a representation the full breadth of their experience.

University-BME community collaborations

Both partners share their views about university-BME community collaborations, what this terrain looks like and what might help going forward. The academic partner relates that universities are generally not very good at these kind of collaborations which can end up being tokenistic. A further issue is the mismatch between what communities may think universities can offer and what they actually are able to offer through collaborative projects; greater clarity in this respect would help.

In general, I'm thinking about other institutions now, but it's been pretty tokenistic. And I don't think that people have been largely willing to put in the time and effort that it takes to develop strong collaborations with BME communities and groups. And I think often there's a mismatch between what community groups think universities can offer and what they can actually offer. **(Academic partner)**

American Universities are described as undertaking collaborations that are relatively well resourced and have a stronger activist element than British universities. However, it is mostly White academics conducting research with Black and Minority Ethnic communities which presents a complex dynamic.

I think it's different from American universities where I think there's a lot more community engagement. So I'm thinking of academics that I know there that are doing a lot more kind of long term work with communities and there's that much more strong activist dimension which I think British universities, particularly Russell Group and so on, don't have. I've just come back from the American

I don't think that people have been largely willing to put in the time and effort that it takes to develop strong collaborations with BME communities and groups.

Sociological Association and you've got well established, highly paid White academics that have done stuff with kind of urban communities, which largely means Black and Hispanic communities ... I think it's really problematic. So ... you know I mean they have the time, and that is built into their work, and there's a stronger commitment to it than there is here, but I also think that the dynamics of that are problematic when you've got you know highly paid, middle class, highly educated White people hanging out with poor Black people. So I think there are complex dynamics around that.

(Academic partner)

Collaborations in which community partners can learn additional skills beneficial to their career and in which the research undertaken is of interest to communities could encourage more people to collaborate.

Capacity building is a great idea. A collaboration whereby the members of staff involved learn additional skills that could help them further their own careers ... not necessarily to go into the academy, but just you know skills that they can build on. I think the main thing has to be finding and agreeing a subject area that is of interest to that third sector organisation, not just something that will be of interest to the academic.

(Community partner)

Access to information about collaborative work with universities, previous collaborations and good practice would facilitate academics and communities to have a better insight into what collaborative research entails.

I'm sure that there are many organisations that could do this type of work but they don't know that it exists, that you can do it, that it's possible. And also knowing what sorts of things have happened before to give an idea as to what

they could perhaps do. Because I imagine that there'll be organisations that just think that this is something that they will be left to do all by themselves. Having good practice ideas would be really helpful to third sector organisations and to academics as well who … you know in these days of impact, would love to know how to do collaboration well.
(Community partner)

Increased awareness about possibilities for collaboration, what each partner can bring to the table and projects that are mutually beneficial are highlighted as potentially supportive to collaborative work. An imbalance of mostly White, well-educated academics conducting research with poor Black and Minority Ethnic communities is described as presenting a complex dynamic.

The future

The community partner interviewed for this case study has moved on to different employment and relates that the collaboration between the Runnymede Trust and academic partner has been a long and successful one, which is likely to continue into the future. Indeed, they have already collaborated on the fourth follow on project, 'Our Migration Story'.

> This particular collaboration with (academic partner) was unique and very long lasting, even when she left the Board. So you know she started off being on our Board, she left the Board and collaboration has continued regardless. I think it's a working relationship that I'm pleased to say that's gone on without me being there. Which I mean I'm sad about, but you know it's a relationship with Runnymede which is really very successful. And that work is ongoing so they're still collaborating.
> (Community partner)

Similarly, the academic partner envisages ongoing collaborations with Runnymede Trust and some projects may involve them alongside other collaborators. University-community collaborations are described as requiring significant time and energy and this will influence the nature of collaborative work undertaken in future.

> I have been doing collaborations with Runnymede for quite a long time, 7 or 8 years. I think it's important, I've just recently put in a bid to do some work on Brick Lane so some of that is Runnymede, but we're also looking more broadly, because it's on the restaurant trade in Brick Lane we're looking at the business

sector and stuff like that, so we're broadening out the kind of people that we'd need to work with for that. But it is also frankly exhausting, and I slightly feel a bit kind of burned out with it, because it does take out a lot of time and energy. And working with new partners is kind of worrying I don't think that you always have the time for that or the energy for building those relationships. So starting out from scratch, I don't know.
(Academic partner)

Future collaborative work between the academic partner and Runnymede Trust looks set to continue and will be influenced availability of funding and other resources.