



Manchester  
Metropolitan  
University

# MUYS

The Manchester Centre for Youth Studies

2022 Report

“ Working together we have explored different research approaches, used a variety of methods and, ultimately we have been able to do some rigorous and ethical research with children and young people. ”

## Foreword from Professor Hannah Smithson

Welcome to the Manchester Centre for Youth Studies 2022 annual report.

We have had another exceptionally busy year at the MCYS. Much of our efforts have been focusing on tying up a number of our large projects. Whenever I see the outputs these projects have created, from making films with young people, photography exhibitions and launching museum exhibitions, it makes all of the hard work worthwhile!

This will be my last welcome as Director of the centre. I will be stepping down after 10 years. From founding the centre and watching it grow, I am immensely proud of what it has achieved. The beauty of MCYS is its interdisciplinarity. Working together we have explored different research approaches, used a variety of methods and, ultimately we have been able to do some rigorous and ethical research with children and young people. We have set the bar very high.

I would like to take this opportunity to thank the team. Over the past 10 years, I have had the privilege of working with the most dedicated and ethical colleagues. You have been amazing.

Dr. Paul Gray will take over as Director and Drs April Pudsey and Deborah Jump will become joint deputy-directors. The centre is in good hands! It's a new chapter in the life of the MCYS and while I will remain a member of MCYS, I will be leaving the management to the new team. Good luck!

I would also like to thank Professor Berthold Schoene, Faculty Director of Research and Knowledge Exchange. Berthold has been the centre's biggest cheer leader. Thanks to the Faculty of Arts and Humanities for its continued support.

I hope you enjoy reading about what we have been doing. It is as varied and interesting as you would have come to expect from the MCYS.

Thank you,

Hannah



# The MCYS team

**Professor Hannah Smithson**

Professor of Criminology and Youth Justice, Director of MCYS



**Dr Paul Gray**

Reader in Criminology, Deputy Director of MCYS



**Dr Samuel Larner**

Senior Lecturer in Linguistics



**Dr Sarah Linn**  
Senior Research Assistant



**Dr John Bellamy**  
Lecturer in Linguistics



**Dr Ben Bowman**  
Lecturer in Sociology and Criminology



**Dr Daniel Marshall**  
Lecturer in Criminology



**Dr Lucy Newby**  
Senior Research Assistant



**Dr Jenny Cromwell**  
Senior Lecturer in Ancient History



**Dr Rob Drummond**  
Reader in Sociolinguistics



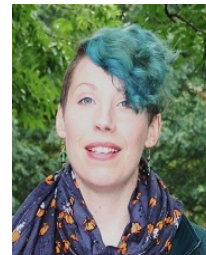
**Dr April Pudsey**  
Reader in Ancient History



**Dr Caitlin Nunn**  
Research Fellow



**Dr Chloe Germaine**  
Senior Lecturer in English



**Dr Haridhan Goswami**  
Reader in Quantitative Sociology/ Criminology



**Dr Jodie Hodgson**  
Lecturer in Criminology



**Jo Jenkinson**  
Reader in Fashion



**Dr Deborah Jump**  
Reader in Criminology



**Dr Fatima Khan**  
Senior Lecturer In Criminology



# Meet our Associate Members

**Anya Ahmed**

Professor of Wellbeing and Communities

**Khawla Badwan**

Senior Lecturer in TESOL and Applied linguistics

**Ellie Byrne**

Senior Lecturer in Contemporary Literature

**Holly Dann**

Research Associate, Linguistics

**Joy Duxbury**

Professor of Mental Health

**John Earnshaw**

Senior Lecturer at Manchester Fashion Institute

**Ffion Evans**

Senior Lecturer in Social Work

**Mark Fenemore**

Senior Lecturer in History

**Claire Fox**

Reader in Educational Psychology

**Alina Haines-Delmont**

Research Fellow in Health, Psychology and Social Care

**Connie Hamilton**

Doctoral Researcher at Manchester Writing School

**Kate Pahl**

Professor of Arts and Literacy

**Beate Pete**

Senior Lecturer in German

**Alice Kettle**

Professor of Textile Arts

**Kate Lewis**

Reader & RKE Lead, Department of People & Performance

**Sarah Parry**

Clinical Psychologist

**Rajesh Patel**

Senior Lecturer in Youth and Community Work

**Marie Malloy**

Senior Lecturer in American History

**Jayne Mugglestone**

Lecturer in Childhood, Youth and Education Studies

**Joan Ormrod**

Senior Lecturer in Film and Media

**Harriet Rowley**

Senior Lecturer in Education and Community

**Sadie Ryan**

Research Associate in Linguistics

**Dr Edda Sant**

Senior Lecturer in Education

**Helene Snee**

Senior Lecturer in Sociology

**Graham Smyth**

Lecturer in Criminology

**Farida Vis**

Professor of Digital Media

# Doctoral and Postdoctoral Projects

## **Rolanda Aboagye,**

'The lives and cultures of migrants in the Roman empire'

**Supervisor:** Dr April Pudsey

## **Adam Aderman,**

'The psychological and emotional lives of soldiers in the Roman army'

**Supervisors:** Dr April Pudsey and Dr Jennifer Cromwell

## **Nobila Bano,**

'Intergenerational knowledge sharing around treescapes in refugee and migrant background communities'

**Supervisor:** Dr Caitlin Nunn

## **Roumeissa Belbordj**

'Family language policy in multilingual families in Manchester'

**Supervisors:** Dr John Bellamy and Dr Rob Drummond

## **Jamie Crowther**

'"Kicking Crime into Touch": An Exploration of Rugby Union as a Vehicle for Supporting Positive Youth Development in the Youth Justice System'

**Supervisors:** Dr Deborah Jump and Professor Hannah Smithson

## **Matthew Ingham**

'Women of the Codex Justinianus'

**Supervisor:** Dr April Pudsey

## **Vicki Morris**

'How do children's interaction with professionals at police interview shape their future trajectory in the justice system'

**Supervisors:** Dr Deborah Jump and Professor Hannah Smithson

## **Kate Westwood**

'The Language of Exclusion: Arts-based methods and critical discourse analysis in a pupil referral unit'

**Supervisors:** Dr Rob Drummond, Professor Hannah Smithson and Dr Caitlin Nunn

## **Dr Aida Fernández Prieto, Marie Skłodowska-Curie Fellow**

'Poverty, Vulnerability and Family in the Ancient World'

**Postdoctoral Project**

# MCYS Projects

## Hip Hop and Home *My Story Through Music*



**In March 2022, Beate Peter and John Bellamy at the Manchester Centre For Youth Studies organised interactive workshops, where young people narrated stories about their lives and experiences through the means of recording their own music tracks.**

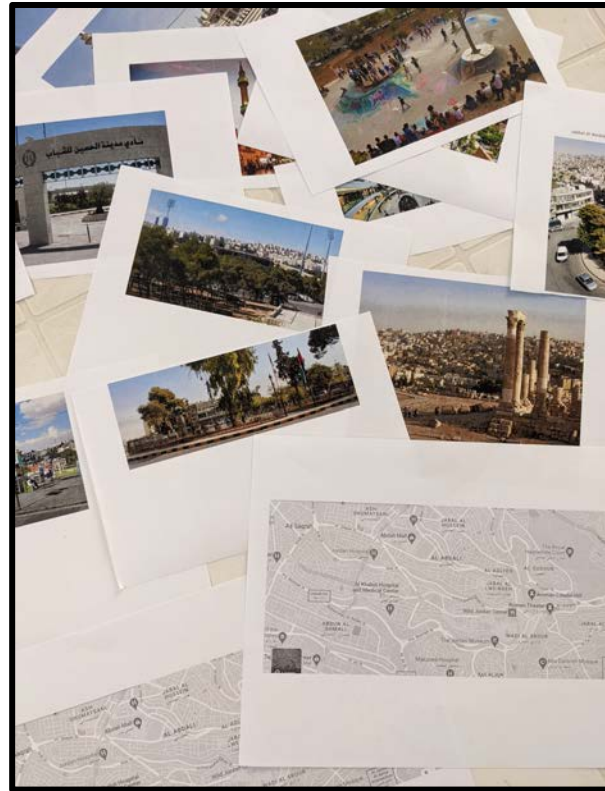
Reflection and creativity for the music and lyrics were facilitated through the skilful encouragement of Ella Otomewo, before the tracks were recorded in the SODA studios at the University with the technical support of Sam Heitzman.

Drawing on their expertise in music and linguistics, the researchers integrated concepts and methodologies from several disciplines to enable the young participants to tell their stories through a creative combination of modalities.

In addition to recording their own music tracks, the young people discussed the language of music, as well as the wide range of roles that music and lyrics play in their lived experiences. This creative, reflexive and interactive engagement opens up fresh perspectives on music and language as meaning-making processes, markers of community identity and key factors for identity construction in late modernity.

**For further details contact:**  
**J.Bellamy @[mmu.ac.uk](mailto:mmu.ac.uk)**

# Young Refugee Experiences in Jordan



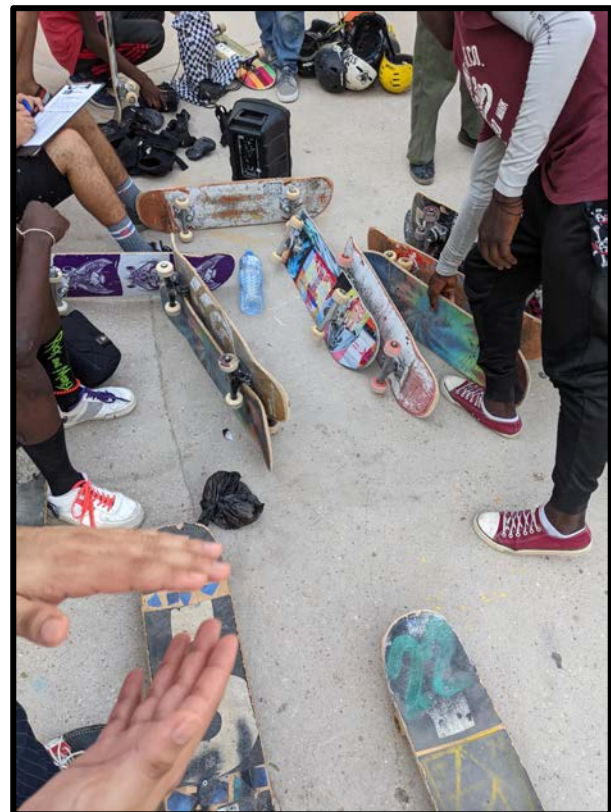
**At the close of Summer 2022 Dr Sarah Linn, alongside colleagues at the Hashemite University in Jordan, conducted an exploratory study with refugee background young people in Amman and Zarqa on the topic of socio-spatial (in)justice.**

This exploratory study speaks to gaps in Youth Studies and Refugee Studies, both of which have identified a lack of literature and understanding of young refugee people's experiences in the majority world. Using a socio-spatial lens, it examines the spaces and place that refugee young people frequent, avoid and enjoy in the cities of Amman and Zarqa as they navigate extended 'waitings' within structured landscapes of legislation, policy and social norms.

The study employed creative participatory workshops, interviews and ethnographic observations, working alongside a number of different community-based, refugee-led and youth-focused organisations in each city.

**“ Creative mapping activities provided insight into refugee young people's daily activities and mobilities.”**

*Dr Sarah Linn, Lead Researcher*



Creative mapping activities provided insight into refugee young people's daily activities and mobilities, detailing their diverse and complex spatial experiences, attachments and relationship with place and demonstrating how their gendered identities and differing legal statuses shaped these experiences. Young people also reflected on different life stages, and how conflict, flight, and temporary settlement had shaped and unsettled these in unexpected ways.

CBOs and other organisations were instrumental in providing additional support and insight into refugee young people's experiences in Jordan. A report for the project partners will be published in Summer 2023 alongside further publications based on the methods and findings from the study.

**For further details contact: [S.linn@mmu.ac.uk](mailto:S.linn@mmu.ac.uk)**



Mapping place

Socio-spatial injustice

# Play and the Environment Update

**This project examines how board games can support young people's understanding of, and action on, the climate crisis**

The project contends that the climate crisis is a social problem and an imaginative challenge, especially for young people whose futures are most affected by it. It includes a consideration of board games as a tool for climate education, but also self-consciously investigates them as a means for young people (aged 16-19) to explore and communicate their ideas about climate change, social transformation and the future. In this project, young gamers are co-actors in an exchange of knowledge between games, game designers, academics and young people themselves.

## The project poses the following research questions:

- How can board games support young people's understanding of the climate crisis?
- How can board games support young people in communicating their ideas about the climate crisis?
- How can young people's ideas and expertise about climate change help improve board game design on these themes?

This project identifies young people (aged 16-19) as a cohort of players with a particular stake in climate change-related games. Far from being in need of education about the climate crisis, young people require support from their adult allies in communicating what they know and think about the climate. [Bowman and Germaine's other work with young people](#) suggests a step change is needed in the way in which educators respond to young people, radically including young people themselves in the category of educators.

We consider the ways in which young people collaborate in the climate strikes both as educators and learners. Crucially, such action taken by young people not only aims at awareness-raising of the science of climate change, and of the groups' political demands, but is also an invitation for us to take part in an imaginative conversation about what the future could look like.

Games

imagining

the

future

During a series of visits throughout May and June 2022 to [St Peter's RC High School](#), the project team worked with young people to play, make, and hack boardgames. During our visits to the school, we asked the students to hack [Orchard](#), [Forbidden Island](#), and [Ecosystem](#) and remake the games with new rules, mechanics, materials, and stories.

Through the creativity of the young participants, *Orchard*, a simple fruit-picking game, became a Gothic playground for two opposing cults. One cult wished to revive the great crow with fruit picked from the trees, while the other cult sought to see it remain dead. This hack emphasized the dark play implicit in the game, which suggests that only one creature (human or crow) is allowed the fruit: no sharing! Another iteration of the hack saw *Orchard* become a horrific financial game where inflation caused the price of fruit to rise so dramatically that neither the players nor the crow could ever afford them; only the banker, an independent player, could hope to win. One pupil commented wryly, 'that's capitalism!'

Although not all the hacked games were entirely playable, from the chaos of hacking, the young people could imagine worlds and tell new climate stories by dismantling and then reassembling these boardgames. Hacking *Orchard*, for example, allowed them to talk about the role of capitalism in fuelling ecological and humanitarian crises and told the story of conflicting ideologies and how creatures, humans included, can be caught in the crossfire. Hacking *Ecosystem* highlighted

that no matter who you are, a mighty Godzilla chicken or a humble peppermint caterpillar, you are entirely reliant upon your relations with others in your ecosystem. (see 2 images attached of the sessions).

Following this work, we commissioned game artist Johan Nohr to make new art for the boardgame, *Orchard*, which reflected the young peoples' work and the dark play that their hacking produced [See image attached – Dead Orchard].

The PI published findings from the hacking workshops in the following book, <https://greenmedia.sites.uu.nl/ecogames-aup-2023/>.

**For further details contact:**  
[c.germaine@mmu.ac.uk](mailto:c.germaine@mmu.ac.uk)





# Young Climate Imaginaries (YoCLI)



MCYS colleagues Dr Benjamin Bowman and Dr Chloé Germaine completed the Young Climate Imaginaries project in 2022.

This innovative and interdisciplinary research project involved working closely with young readers, writers and activists to explore their feelings, self-expression and activism during climate crisis. Building on fieldwork, Dr Bowman and Dr Germaine published their article "[Sustaining the old world, or imagining a new one? The transformative literacies of the climate strikes](#)", a critical assessment of how climate strikes can inform education.

In 2022, they also published the innovative and interdisciplinary study "[In it together! Cultivating space for intergenerational dialogue, empathy and hope in a climate of uncertainty](#)", a wide-ranging account of intergenerational approaches to research.

The Young Climate Imaginaries project supported young co-researchers in mentorship and training, as well as in research, and has been exciting to develop the project in 2023 towards a new project, the BEEHIVE! Climate Hackathon, a project funded by the Political Studies Association. Dr Bowman's work with young co-authors also led to the forthcoming policy briefing, "*Radical Kindness: the young climate activists transforming democracy*", invited by the Council of Europe and European Commission, and due for publication in 2023.



Credit for above images to Bowman, B. (2020) 'They don't quite understand the importance of what we're doing today': the young people's climate strikes as subaltern activism'. *Sustainable Earth*, 3(16), 1-13.

# Young people's politics

## ...in times of crises

The world, and the UK, are going through intersecting crises right now, ranging from economic uncertainty to climate breakdown, to a breakdown in people's trust in democracy. Dr Benjamin Bowman's research projects with young people in crises explore how young people encounter democracy, build solidarities and work to re-generate politics in difficult times.

Dr Bowman works to support other researchers in building youth-centred and creative approaches to study young people's politics. In 2022, his article in the *Journal of Youth Studies*, "[Remix this method: a creative approach to young people's everyday politics](#)" uses his empirical study with young people in UK to explore how everyday places are places for political identity, belonging and action. [Photo credit: [Xylem](#), study participant].

In "[Can I Trust My Future? Youth Civic Engagement, Civic Identity and Dystopias](#)", Dr Bowman worked with case studies in the UK and Greece, and co-authors Prof. Helen Haste and Dr Thalia Magioglou, to explore the psychology of democracy for young people. Young people must express confidence and optimism in education, work and politics while often feeling a deep sense of loss and disaffection from a world in economic crisis and climate breakdown.

There has been a resurgence of interest in young people's environmentalism, and Dr Bowman's work includes two contributions that aim to nurture critical scholarship by providing literature reviews. The first is the [Oxford Bibliography of Young People and Climate Activism](#), co-authored with Dr Catherine Walker and published by Oxford University Press. The second is [Young people's climate activism: A review of the literature](#), co-authored with Dr Sally Neas (UC Davis) and Dr Ann Ward (Brandeis University). MCYS specializes in youth-centred approaches and we hope our writing supports other researchers to put young people at the centre of their theories and methodologies, when studying young people's climate activism.

**For further details contact:**  
[B.Bowman@mmu.ac.uk](mailto:B.Bowman@mmu.ac.uk)



Credit for above image to Xylem

# Reclaiming the Narrative



**Reclaiming the Narrative (RTN) is a participatory arts-based research project exploring young British Muslim identity in Manchester.**

Researchers from MCYS and Manchester School of Art collaborated with the British Muslim Heritage Centre and a group of young British Muslims to explore and understand how they experience and negotiate their identities.

Dr Fatima Khan and Professor Alice Kettle collaborated with Portrait Youth, an ongoing research project led by academics from Manchester Fashion Institute and MCYS that uses styling and dress as a lens through which young people in the North West can explore and articulate their personal style and identity.

Fashion academics Jo Jenkinson and John Earnshaw ran a creative 'Wear Your Identity' workshop at Manchester School of Art with a group of young British Muslims to explore their identities through styling and photography.

Above: Portrait Youth x Reclaiming the Narrative, photography Maryam Wahid.



During the workshop, young people styled themselves in clothing and artefacts that reflected and expressed their personal and collective identities.

Award-winning photographer Maryam Wahid captured their styled looks in a series of striking portraits which went on display in the exhibition Reclaiming the Narrative: Portrait Youth at the British Muslim Heritage Centre.

As well as the portraits, participants in the project used collage to portray key historical and contemporary issues that are significant to them as both British and Muslim including global and local solidarities, experiences of racism and islamophobia, the intersections of race, faith, and gender, and Muslim pride and resistance.

Through collaboration and dialogue, the group created visual insights into the key issues that matter to them which have been presented in a zine to accompany the exhibition.

For further details contact: [F.Khan@mmu.ac.uk](mailto:F.Khan@mmu.ac.uk) and [j.Jenkinson@mmu.ac.uk](mailto:j.Jenkinson@mmu.ac.uk)

Above: Portrait Youth x Reclaiming the Narrative,, photography Maryam Wahid.

# Portrait Youth Update

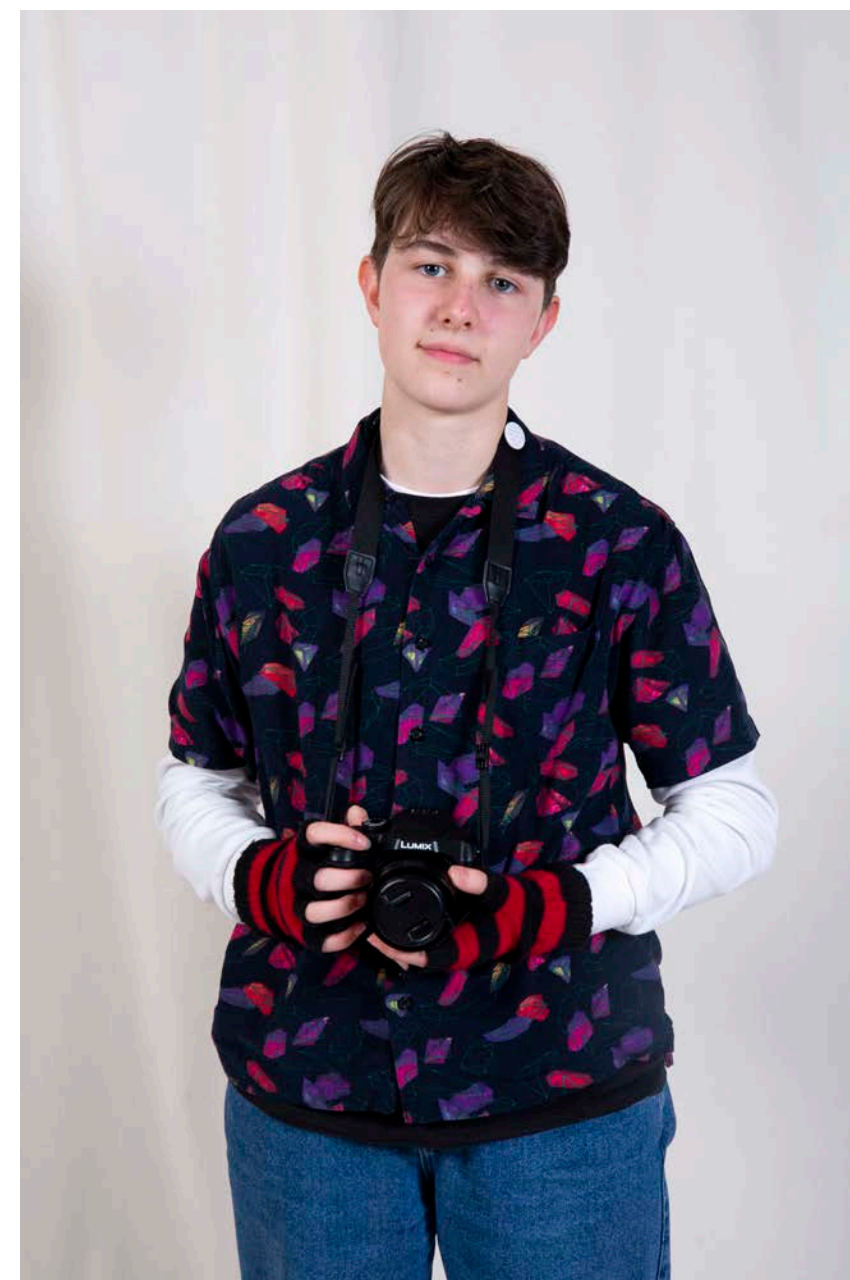


**In this project, Jo Jenkinson collaborated with fashion academics John Earnshaw and Richard Kelly, along with Manchester Art Gallery and The Proud Trust, to explore young people's style and self-expression through menswear.**

The collaboration focused on menswear and men's style, but was open to young people of any gender who consider menswear to be part of their personal style. Jo Jenkinson, John Earnshaw and Richard Kelly ran a creative 'Wear Your Identity' workshop at Manchester Art Gallery with a group of young people from The Proud Trust, an LGBT+ organisation empowering young people to make a positive change for themselves and their communities.

In the workshop, the young people styled themselves in clothes and artefacts that represented their identity, and these styled looks were captured by Kelly in a professional photoshoot.

Above: Portrait Youth x Dandy Style, photography Richard Kelly.



Participants were asked to consider what 'menswear' means to them and the portraits reflect the young peoples' individual approaches to fashion, personal style, and how they use dress for exploration and affirmation of identity.

A series of striking portraits were shown as part of *Dandy Style*, an exhibition on display at Manchester Art Gallery

Jo Jenkinson said of the project, "This was a fantastic opportunity to work with the new costume gallery and the Dandy Style exhibition. Menswear tends to be under-represented in fashion compared with womenswear and the voices of young people are particularly absent. This project with the gallery has enabled young people to be part of the conversation about men's style and share their understanding of dress. We learnt so much from them and look forward to giving more young people the opportunity to collaborate with the gallery and explore the role dress plays in their everyday lives."

**For further details contact: [j.Jenkinson@mmu.ac.uk](mailto:j.Jenkinson@mmu.ac.uk)**

Above: Portrait Youth x Dandy Style, 2022, photography Richard Kelly.

# Ancient History

## Contemporary Belonging

**Ancient History, Contemporary Belonging** is a UKRI-funded project that creatively explores the migration of ancient historical objects with migrant-background young people.

It is led by MCYS scholars Dr Jennifer Cromwell and Dr Caitlin Nunn, in collaboration with Manchester Museum, Sheba Arts, Dr Sarah Linn, and a team of youth researchers from Iranian, Iraqi, Kurdish, Palestinian, and Syrian backgrounds.

The migration of people and objects—from the ancient world to the present day—is a critical aspect of national and transnational histories, but one that is frequently narrated through colonial—and colonising—discourses that reify difference while silencing diverse perspectives.

Addressing this challenge lay at the heart of Ancient History, Contemporary Belonging. Combining archival research with a participatory arts-based research approach that engaged with migrant-background youth researcher's affective, embodied experiences, this project generated new understandings about the migration of both contemporary young people and ancient historical objects currently housed in UK museum collections.



Throughout 2022, youth researchers worked with the project's research, arts, and museum teams to explore the history and migration of selected ancient objects from the Manchester Museum collection and to creatively re-imagine the narratives of these objects using a range of artforms.

The project culminated in March 2023 with the launch of an exhibition at Manchester Museum. The artworks created by the youth researchers are located across three galleries in the museum, together with the historical artefacts that inspired them. Also featured

is a collaborative map produced with creative cartographer, Jina Lee, which traces the migration stories of the youth researchers, intersecting with those of ancient objects, via disordered places and intermingled lines.

The installation will run for a couple of years and is accompanied by an online exhibition that can be viewed in multiple languages from the project website: [www.historyandbelonging.com](http://www.historyandbelonging.com).

**For further details, contact:**  
[j.cromwell@mmu.ac.uk](mailto:j.cromwell@mmu.ac.uk) and  
[c.nunn@mmu.ac.uk](mailto:c.nunn@mmu.ac.uk)

# Delivering Community Resolutions

## The role of youth offending services

**MCYS was commissioned by HM Inspectorate of Probation to explore the implementation and delivery of Community Resolutions with young people in England and Wales.**

In 2022, the Manchester Centre for Youth Studies was commissioned by HMI Probation to explore how youth offending services implement and deliver community resolutions (CRs) in England and Wales. The use of out-of-court disposals (OOCs), which include CRs, with young people who break the law is increasing. CRs allow the police to deal with less serious offences in an informal way, providing a diversionary approach without formal court proceedings.

This can allow young people to avoid having a criminal conviction on their record, give victims the opportunity to have their say, and provide a more efficient resolution than pursuing a criminal

conviction. Youth Offending Teams (YOTs) perform a key role in the delivery of CRs, yet there remains a significant gap in knowledge about how CRs are delivered with young people.

A key finding of the research was the importance of the CR referral mechanism between the Police and YOTs. The police are the gatekeepers to the criminal justice process and play a key role in the delivery of CRs. YOT staff suggested that there remained some ambiguity around the initial police communication about CRs to young people, parents, and victims. Local guidance worked best when co-developed by YOTs, the police, and other relevant agencies.

Key to implementing this guidance were YOT-based police officers who liaised between the police constabulary and YOT workers. Another key finding was an

**“It’s just made me think. ... It’s changed my mind, I’m just more chilled out and that, because I used to be angry all the time, it’s just chilled me out. And I know that like if I’m angry and something bad happens and I make the wrong decision, it’s just not good.”**

Young Person's reflections on their CR experience

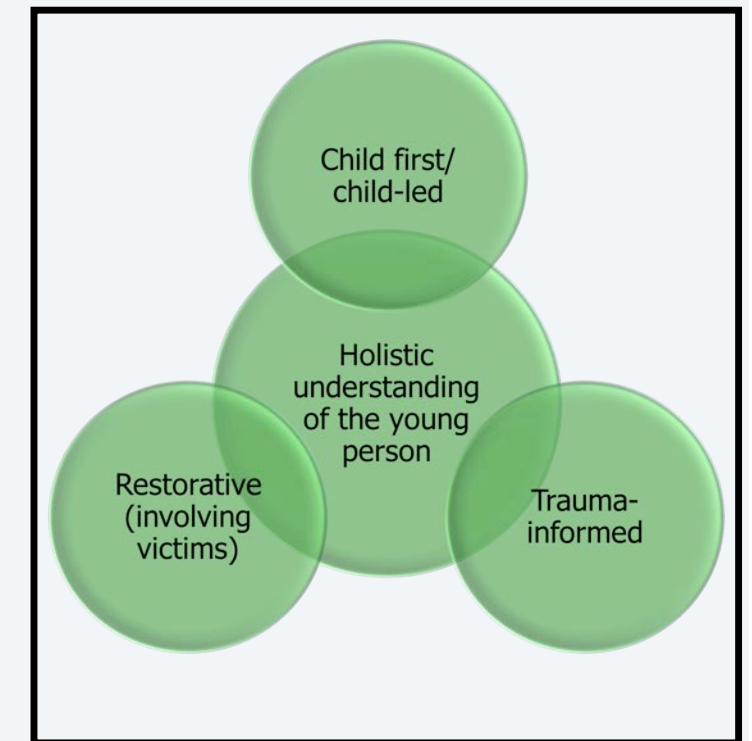
increased use of Police Outcome Code 22 (Outcome 22) as an alternative police option to CRs. It was described as a preferred option in some cases due to its flexibility as a less formal outcome.

The findings further highlighted the complexity of delivering CRs with young people. Throughout the research, professionals highlighted that YOT caseloads increasingly included young people who presented more complex needs and higher risks of harm. This presented a key barrier to the effective implementation and delivery of CRs, and their ability to fully address the underpinning principles guiding the CR process of ‘child first’ (sometimes referred to as ‘child-led’), ‘trauma-informed’, and ‘restorative’ practice.

There was national variation in how YOTs implemented and delivered CRs, such as: the types of offences eligible for a CR, the types of interventions delivered, and the length of the CRs differed across and within local authority areas. Professionals suggested that the motivation of the young person to comply with the CR was key when it came to engagement.

Additionally, concerns were raised regarding the voluntary nature of CRs, as well as the impact they have, particularly in

individual. The young people themselves spoke positively about the impact of CRs on their thinking and behaviour, but also raised feelings of frustration with what they perceived as repetitive sessions.



The findings were published in a HMI Probation Research & Analysis Bulletin in March 2023.

**For further details contact:**

Dr Daniel Marshall [d.marshall@mmu.ac.uk](mailto:d.marshall@mmu.ac.uk)

# South Asian Research Network

## For Childhood and Youth Studies

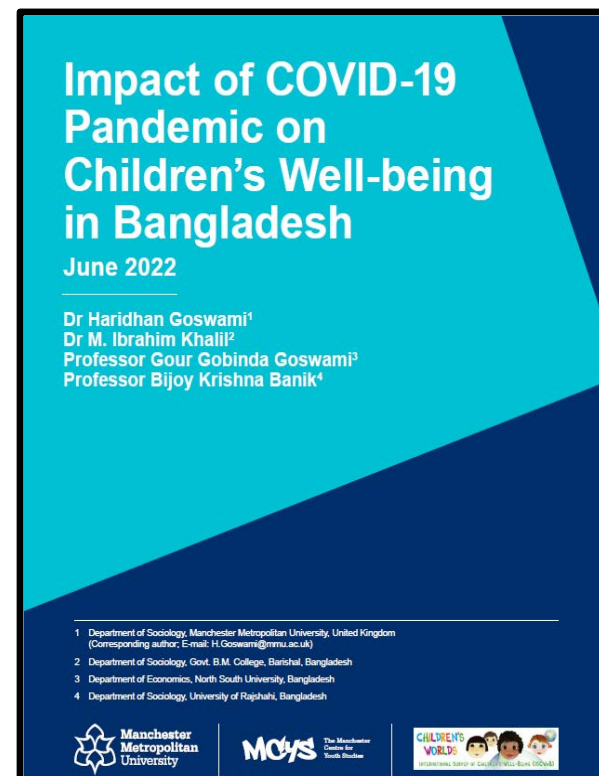
*The South Asian Research Network for Childhood and Youth Studies* has undertaken a wide range of research activities this year. Projects include, Covid-19 Special Survey among Children in Bangladesh, workshops on co-producing wellbeing policies with children, and quantitative research methods training for students.

### COVID-19 Special Survey among Children in Bangladesh:

The report highlighting the influence of the Covid-19 pandemic on children's wellbeing in Bangladesh is now available. This research, funded by Jacobs Foundation and Manchester Met, was carried out in collaboration with [Children's Worlds](#)—an international consortium of child wellbeing researchers from over 35 countries. Over 1,300 Bangladeshi children aged 10-12 years took part in the COVID-19 survey.

Using the pre-COVID-19 period as the benchmark, the study revealed the negative impact of the pandemic on children's wellbeing, reflected in the reduction of their satisfaction on time spending (29% down), learning at school (40% down), relationship with friends (30% down), and the people who they live with (13% down) during the pandemic. Haridhan will present findings from this research in the 20<sup>th</sup> International Sociological Association conference in Melbourne, Australia in June 2023.

For further details contact:  
[H.Goswami@mmu.ac.uk](mailto:H.Goswami@mmu.ac.uk).



**“Overall, children’s level of general worry (measured by an eleven-point scale, 0-10) regarding the impact of the pandemic on their lives was found to be very high .”**

**Dr Haridhan Goswami,  
Project lead**

### Winter Camp in Quantitative Methods in Bangladesh:

A Memorandum of Understanding (MoU) was signed as part of SARNCYS, between Manchester Met and North South University in Bangladesh to continue research and explore opportunities for joint undergraduate and postgraduate teaching, offering short courses on quantitative methods, research supervision, student mobility and exchange, visiting research and teaching fellowships.

Following this, the Department of Political Studies and Sociology (PSS) at North South University invited Haridhan to run a Winter Camp in Quantitative Research Methodology in January 2023. Haridhan offered this training with Dr Simon Massey

from the Manchester Met Q-Step Centre. This training course, attended by 18 delegates, was reviewed very positively.

A few other organisations from Bangladesh have since approached Haridhan to run similar kind of methods training for their own staff. Discussion is currently progressing with these organisations for running future training in Bangladesh. This Winter Camp was a follow up of another training offered by MCYS on participatory research at North South University in 2019.



Some of the Winter Camp participants at North South University

# Ladybird Children's Book

MCYS' Dr April Pudsey helped to bring the Romans to life in a new Ladybird Book on 'The Romans'.

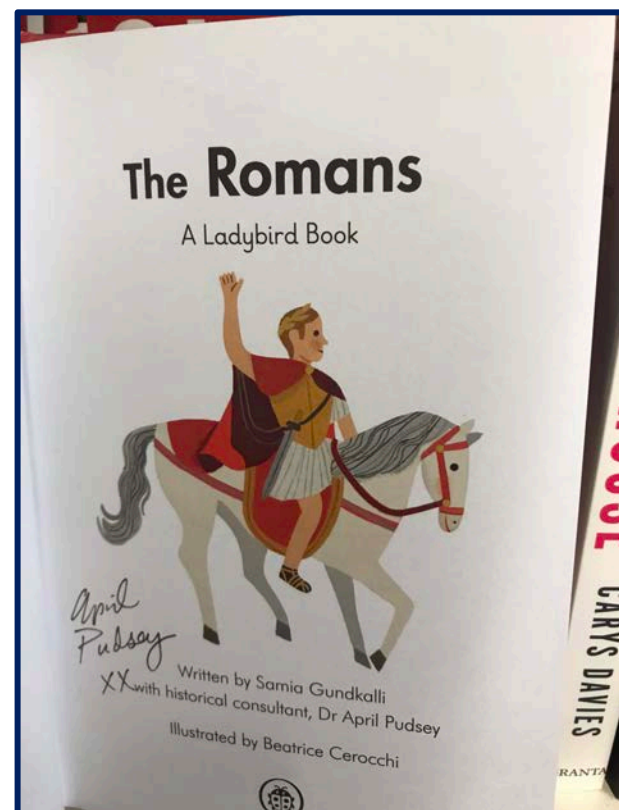
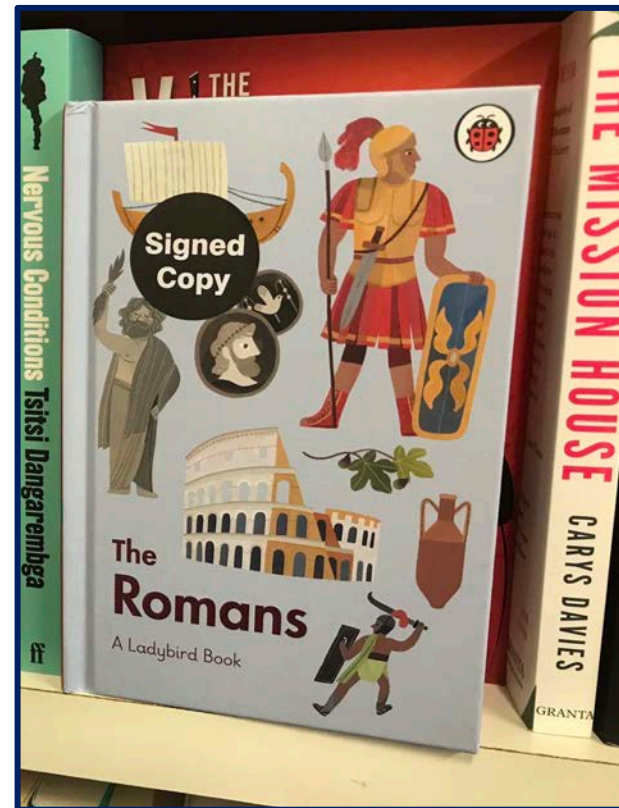
The iconic Ladybird Books series for children, published by Penguin Random House, remains a popular, enjoyable and inspiring fixture of many young people's reading around the world. This year its long-running history collection saw the release of a new set of history books aimed at 7-11 year olds.

MCYS Associate Director, and Classicist, Dr April Pudsey, co-wrote and consulted on 'The Romans'. The book brings to life for children what we know about the Roman empire, from the importance of foundation myths, to the size and nature of its army, enslavement, and interactions with other people. We also get to see the everyday lives of the people who lived in the Roman world, including children, women and people who encountered the Romans.

Written by Samia Gundkalli with Historical Consultant Dr April Pudsey  
Illustrated by Beatrice Cerocchi

Available for purchase as ebook or hardback:  
<https://www.penguin.co.uk/books/445873/a-ladybird-book-the-romans-by-ladybird/9780241545911>

For further details contact:  
[A.Pudsey@mmu.ac.uk](mailto:A.Pudsey@mmu.ac.uk)



# MCYS AQAs

MCYS is an accredited awarding centre for the AQA's Unit Award Scheme (UAS). All of the children and young people that engage in MCYS projects have the opportunity to gain AQAs across a range of topics and at various levels (from Entry level through to Level 3). AQAs help to build confidence and can act as important stepping stones towards education, training and/or employment.



To supplement the wide range of existing available AQAs, MCYS have developed a bespoke suite of AQAs that focus on introducing children and young people to social research.

Many of the children and young people that are involved in the Centre's participatory projects play a central role in the research process. To recognise their involvement, the new AQAs build from Level One (equivalent to GCSE grades 1-4) through to Level Two (equivalent to GCSE grades 5-9).

'Introduction to Social Research (Unit 1)', for example, introduces children and young people to the field of social research, while 'Introduction to Social Research (Unit 3)' requires them to develop research tools, undertake fieldwork, and be involved in analysis.

| 116370 INTRODUCTION TO SOCIAL RESEARCH (UNIT 1)                                 |   |
|---|---|
| In successfully completing this unit, the Learner will have                     | Evidence needed                             |
| shown knowledge of  |   |
| 1 what social research is and its main uses                                     | Summary sheet                               |
| 2 the key skills of a good social researcher                                    | Summary sheet                               |
| 3 the importance of ethics in social research                                   | Summary sheet                               |
| demonstrated the ability to   |   |
| 4 identify the main differences between qualitative and quantitative approaches | Summary sheet and/or student completed work |
| 5 identify the main differences between primary and secondary research          | Summary sheet and/or student completed work |
| 6 identify an appropriate method to research a given social issue               | Summary sheet and/or student completed work |
| experienced   |   |
| 7 participating in group sessions to develop a social research project.         | Summary sheet                               |

All outcomes recorded on an [AQA Summary Sheet \(25.0 KB\)](#)  
Approved 3 December 2021 Level - Level One

| 116371 INTRODUCTION TO SOCIAL RESEARCH (UNIT 2)                   |                        |
|---|------------------------|
| In successfully completing this unit, the Learner will have       | Evidence needed        |
| acquired an understanding of                                      |                        |
| 1 what makes 'good' social research, eg useful, rigorous, ethical | Summary sheet          |
| 2 how ethics apply to social research                             | Summary sheet          |
| 3 the importance of data protection and GDPR in social research   | Summary sheet          |
| demonstrated the ability to                                       |                        |
| 4 apply a qualitative research approach to a given social issue   | Student completed work |
| 5 apply a quantitative research approach to a given social issue  | Student completed work |
| 6 create a social research proposal                               | Student completed work |
| experienced   |                        |
| 7 developing a social research project.                           | Summary sheet          |

All outcomes recorded on an [AQA Summary Sheet \(25.0 KB\)](#)  
Approved 3 December 2021 Level - Level Two

| 116372 INTRODUCTION TO SOCIAL RESEARCH (UNIT 3)   |   |
|---|---|
| In successfully completing this unit, the Learner will have   | Evidence needed                             |
| acquired an understanding of  |   |
| 1 how data is collected   | Summary sheet                               |
| 2 how data is analysed  | Summary sheet                               |
| demonstrated the ability to   |   |
| 3 create at least three research tools, eg interview schedules, participant information sheets, consent forms | Student completed work                      |
| 4 take part in an application for ethical approval  | Summary sheet                               |
| 5 identify suitable participants for a given research project   | Summary sheet and/or student completed work |
| experienced   |   |
| 6 taking part in research fieldwork   | Summary sheet                               |
| 7 taking part in data analysis  | Summary sheet                               |
| 8 working in a research environment.  | Summary sheet                               |

All outcomes recorded on an [AQA Summary Sheet \(25.0 KB\)](#)  
Approved 3 December 2021 Level - Level Two

# Voices of the Future

**Voices of the Future aims to develop new methods of engaging children and young people in designing, creating, and caring for treescapes, including natural woodlands and urban parks.**

The £2 million, 3-year project is funded by the UKRI Future of UK Treescapes Scheme. It is led by Professor Kate Pahl, with Professor Peter Kraftl, Dr Simon Carr, and MCYS Research Fellow, Dr Caitlin Nunn, and involves a large team of children, young people, academics, practitioners, and educators.

As part of the project, a team of migrant-background youth researchers participated in a collaborative sensory ethnography. They visited diverse treescapes across Manchester and North West England, using art, science, and social science to explore these places and their relationships with them.

A team of youth leaders have contributed to designing and delivering the project. In September, they visited London to share their work at the 2022 Future Treescapes conference.

The project continues in 2023-24, including youth-led activities and consultation and collaboration with local and national organisations including Manchester City of Trees, Mersey Forest, and DEFRA. Visit [Treescapes: "Voices of the Future" Project \(mmu.ac.uk\)](https://www.mmu.ac.uk/treescapes) to learn more.

**For further details, contact**  
**[c.nunn@mmu.ac.uk](mailto:c.nunn@mmu.ac.uk)**



# MCYS Publications

- Anas, Nguyen, D.C., Nunn, C. (2022) 'Calais Again'. *Sociological Research Online*. 27(3):569-573. J.,
- Baird, J.A., and Pudsey, A eds. (2022) *Housing in the Ancient Mediterranean World. Material and Textual Approaches* Cambridge University Press
- Bowman, B. and Germaine, C. (2022) 'Sustaining the old world, or imagining a new one? The transformative literacies of the climate strikes'. *Australian Journal of Environmental Education*, 1-15. doi:10.1017/ae.2022.3
- Bellamy, J. (2022). Discourse Analysis of Spoken Interaction. In R. Kircher & L. Zipp (Eds.), *Research Methods in Language Attitudes* (pp. 51-65). Cambridge: Cambridge University Press. doi:10.1017/9781108867788.006
- Crowther, J; Jump, D; Smithson, H (2022 published) *Kicking Crime into Touch: Rugby Union as a Context for Positive Youth Development with young people involved in the youth justice system*. In Silva, D and Kennedy, L (eds) *Sports, Power, Crime, Towards a Critical Criminology of Sport*. University of British Columbia Press: Ontario, Canada.
- Edwards, Mohammed, N., Nunn, C. & Gray, P. (2022) 'Mother Tongue Other Tongue: Nine years of creative multilingualism in practice.' *English in Education*. 56(1):18-30. (FWCI: 6.16)
- Hodgson, J. (2022) *Gender, Power and Restorative Justice: A Feminist Critique*. Cham, Switzerland: Palgrave Macmillan.
- Hodgson, J. (2022) *The Politics of Shame, Stigma and Gender: Implications for restorative justice conferencing with justice-involved girls*. *Women and Criminal Justice*. doi: 10.1080/08974454.2022.2157234
- Hodgson, J (2022). 'An Anti-Carceral Feminist Response to Offending Girls', in Atkinson, K. Barr, U. Monk, H. and Tucker, K. (eds.), *Feminist Responses to Injustice of The State and its Institutions* (pp. 235-255). London: Policy Press.
- Hodgson J. (2022) *Offending Girls and Restorative Justice: A Critical Analysis*. *Youth Justice*. doi:10.1177/1473225420967751
- Goswami, H., Khalil, M. I., Banik, B. B. (2022). 'Influence of vulnerability on subjective well-being and self-perceived safety among Bangladeshi children' in Rees, G., Benatuil, D., Lau, M., and Tiliouine, H. (eds.) *Handbook of Children's Risk, Vulnerability and Quality of Life: Global Perspectives*. Springer.
- Jenkinson, J. (2020) 'Wear your Identity: Styling identities of youth through dress - a conceptual model'. *Fashion, Style and Popular Culture*. 7:1. Bristol: Intellect.



- Jump, D.** and Blakemore, A. (2022) 'Cure de Jour: Exploring the potential of boxing as a mechanism for change among vulnerable groups', in: Parker, A. and Morgan, A. (eds.), *Sport, Physical Activity and Criminal Justice*. Abingdon: Routledge.
- Khan, F.** (2022) 'Relocating the veil: The everyday lives of young hijabi Britons under the conditions of culturalism'. *Journal of Ethnic and Racial Studies* 24(16): 501–522.
- Larner, S.** (2022) 'Facilitating Children's Informal Disclosures of Sexual Abuse: The role of online counsellors at a national children's helpline'. *Journal of Child Sexual Abuse* 31(3): 276–296. <http://dx.doi.org/10.1080/10538712.2022.2047854>.
- Larner, S., Nisbet, A.** and **Smithson, H.** (2022) *The Youth Justice System's Response to the Covid-19 Pandemic: Court Adaptations*. Manchester: MCYS.  
[https://www.mmu.ac.uk/media/mmuacuk/content/documents/mcys/COVID-19 and Youth Justice Paper 6.pdf](https://www.mmu.ac.uk/media/mmuacuk/content/documents/mcys/COVID-19%20and%20Youth%20Justice%20Paper%206.pdf)
- Larner, S., Nisbet, A.** and **Smithson, H.** (2022) *The Youth Justice System's Response to the Covid-19 Pandemic: Introduction to the youth courts*. Manchester: MCYS.  
[https://www.mmu.ac.uk/media/mmuacuk/content/documents/mcys/COVID-19 and Youth Justice Paper 5.pdf](https://www.mmu.ac.uk/media/mmuacuk/content/documents/mcys/COVID-19%20and%20Youth%20Justice%20Paper%205.pdf)
- Marshall, D.J.** (2022) "Not Just Participants": Military-Connected Children's Perspectives of a Recreational Camp'. *Child & Youth Services* 44(2): 122–144, doi: 10.1080/0145935X.2022.2043741.
- Nunn, C., Whittington, E., Newby, L., Gray, P., Smithson, H., Couldwell, C.** and **Jump, D.** (2022) *Evaluation of Young Manchester Youth and Play Fund*. Report for Young Manchester. Manchester: MCYS.
- Nunn, C.** (2022) 'The participatory arts-based research project as an exceptional sphere of belonging.' *Qualitative Research* 22(2), 251–268. (FWCI: 10.41)
- Nunn, C., Luguetti, C.,** and Spaaij, R. (2022) 'Beyond integration: Football as a mobile, transnational sphere of belonging for refugee-background young people.' *Leisure Studies* 41(1):42-55. (FWCI: 4.21)
- Nunn, C., McKinnon, K., Wilding, R., Graves, K., O'Keefe, M., La Myint, G.P., Win, H.,** and Taveesupmai, P. (2022) 'Promoting healthy futures in a rural refugee resettlement location: a community-based participatory research intervention.' *Journal of Sociology* 58(2): 178–195. (FWCI: 1.29)
- Nunn, C.** (2022) "a quiet place": the natural environment as a sphere of (non)belonging for refugee-background youth in regional resettlement locations', in: Farrugia, D. and Ravn, S. (eds.), *Youth Beyond the City: Thinking from the Margins*. Bristol: Policy Press.
- Pollock, G., Ozan, J.** and **Goswami, H.** (2022) 'Life-course inequality and policy: a focus on child well-being', in: Nico, M. and Pollock, G. (eds.), *Handbook on Inequality over the Life Course*. Abingdon: Routledge.
- Pudsey, A.** and Vuolanto, V. (2022) 'Enslaved children in Roman Egypt: experiences from the papyri' in: de Wet, C., Kahlos, M., and Vuolanto, V. (eds.), *Slavery in the Late Antique World, 150-700 CE*. Cambridge: Cambridge University Press: 210–223.
- Pudsey, A.** and Vuolanto, V. (2022) 'Towards a global ancient history of youth', in: Laes, C. and Vuolanto, V. (eds.) *A Cultural History of Youth*. London: Bloomsbury.
- Pudsey, A.** and Vuolanto, V. (2022) 'How to become an adult in Roman Egypt', in: Harlow, M. and Loven, L.L. (eds.) *Age and Ageing in the Classical World*. Newcastle: Cambridge Scholars Press: 100–121.
- Ragonese, E., Altham, S. and **Marshall, D.J.** (2022) 'Developing an approach to embed employability in a large diverse faculty', in Norton, S. and Penaluna, A. (eds.) *Employability, Enterprise, and Entrepreneurship: Solving Wicked Problems*, AdvanceHE.
- Smithson, H., Nisbet, A., Gray, P., Larner, S.** and **Jump, D.** (2022) *The Youth Justice System's Response to the Covid-19 Pandemic: YOTs' adaptations and challenges to service delivery - a national picture*. Manchester: MCYS.
- Smithson, H., Nisbet, A., Larner, S., Gray, P.** and **Jump, D.** (2022) *The Youth Justice System's Response to the Covid-19 Pandemic: Partnership working*. Manchester: MCYS.  
[https://www.mmu.ac.uk/media/mmuacuk/content/documents/mcys/COVID-19 and Youth Justice Paper 3.pdf](https://www.mmu.ac.uk/media/mmuacuk/content/documents/mcys/COVID-19%20and%20Youth%20Justice%20Paper%203.pdf)
- Smithson, H., Nisbet, A., Larner, S., Gray, P.** and **Jump, D.** (2022) *The Youth Justice system's Response to the Covid-19 Pandemic: Children's welfare needs and vulnerabilities*. Manchester: MCYS.  
[https://www.mmu.ac.uk/media/mmuacuk/content/documents/mcys/Academic Paper Youth Justice Systems Response Covid-19 Pandemic Welfare-Needs-and-Vulnerabilities-Paper-2.pdf](https://www.mmu.ac.uk/media/mmuacuk/content/documents/mcys/Academic%20Paper%20Youth%20Justice%20Systems%20Response%20Covid-19%20Pandemic%20Welfare-Needs-and-Vulnerabilities-Paper-2.pdf)
- Smithson, H., Jump, D.,** and **Nisbet, A.** (2022) *Research briefing: The Youth Justice System's response to the Covid-19 pandemic: The Impact in a Youth Offending Institute*. Manchester: MCYS.
- Smithson, H., Gray, P., Jump, D., Larner, S.,** and **Nisbet, A.** (2022) *Research briefing: The Youth Justice System's response to the Covid-19 pandemic: Partnership Working*. Manchester: MCYS.
- Smithson, H., Gray, P., Jump, D., Larner, S.,** and **Nisbet, A.** (2022) *Research briefing: The Youth Justice System's response to the Covid-19 pandemic: Partnership Working*. Manchester: MCYS.
- Smithson, H., Lang, T.,** and **Gray, P.** (2022) 'From Rhetoric to Reality: Participation in Practice within Youth Justice Systems' in Frankel, S. (ed.), *Establishing Child-centred Practice in a Changing World*. Bingley: Emerald Publishing: 111–122.

## MCYS Publications

Wong, K., Roberts, A., Bailey, G., Kinsella, R. and Gray, P. (2022) 'St Christopher's Fellowship Feasibility Study Findings'. *Youth Endowment Fund*. Manchester: PERU.

## MCYS Invited talks/plenaries

**Cromwell, J.** (2022) 'Women's Lives in Ancient Egypt: (Re)presentation in Assassins Creed Origins', Gendering Historical Video Games (Royal Holloway)

**Cromwell, J.** (2022) 'Approaches to (Re)constructing Coptic Lives in Late Antiquity', Fifteenth Annual Coptic Studies Symposium. Material Worlds: Documenting Coptic Experience (University of Toronto) [plenary lecture]

**Cromwell, J., Nunn, C., and El Janabi, A.** (March 2022) 'Ancient History, Contemporary Belonging.' The Power of Collaboration Action. National Centre for Academic and Cultural Exchange and migrant communities. Migration Matters Festival, Sheffield, UK.

**Gray, P.** (2022) 'Serious Youth Violence and ACEs'. BBC Radio Manchester – Michelle Dignan breakfast show (10th February).

**Jump, D.** (2022) 'Getting out for Good. Preventing Gangs Through Participation'. Violence Reduction Unit Greater Manchester.

**Nunn, C., Cromwell, J., Linn, S., and Sarabi, D.D.** (August 2022) 'Ancient History, Contemporary Belonging: Re-presenting (neo)colonial inheritances with refugee-background young people in the contemporary museum.' Department of Social Inquiry Seminar Series, La Trobe University, Australia.

**Pudsey, A.** (2022) 'Sons of Auxiliary Veterans in Roman Egypt: family, status and experience' (panel Prof M. Carroll: Childhood on the Roman Frontiers), Nijmegen, Limes XXV Congress.

**Pudsey, A.** (2022) 'Young people experiencing space' Passages from Antiquity to the Middle Ages VIII conference, Tampere University, Finland .

**Pudsey, A.** (2022) 'A global history of youth across ancient worlds' (with Vuolanto, V.), Finnish Academy at Rome.

**Smithson, H.** Creating a REF Impact Case Study. British Sociological Association. November 2022.

## MCYS Professional activities

**Bowman, B.** Co-convener and treasurer, Young People's Politics Specialist Group of the Political Studies Association (2016 - present)

**Cromwell, J.** Appointed to the Board of Trustees of the Egypt Exploration Society

**Gray, P.** Editorial Board, British Journal of Community Justice (2020 - present)

**Gray, P.** Editorial Advisory Board, Safer Communities (2015 - present)

**Hodgson, J.** Course Director for Feminist Social Work – School of Social Work Theory and Practice (Inter University Centre, Dubrovnik, Croatia)

**Jump, D.** Editorial Board, Journal of Contemporary Harm, Crime and Ethics

**Marshall, D.** Visiting Scholar, Institute of Criminology, University of Cambridge

**Marshall, D.** Chair of Trustees, The Seaver Foundation (2016 - present)

**Nunn, C.** Editorial Board, Qualitative Research

**Pudsey, A.** Chair of Ancient History, National Classical Association Teaching Board

**Nunn, C.** Editorial Board, Qualitative Research

**Nunn, C.** Member, AHRC Peer Review College

**Nunn, C.** Honorary Research Fellow, La Trobe University, Australia (2020 - present)

**Smithson, H.** Invited member MSPRU AP Specialist taskforce oversight board

**Smithson, H.** Chair of the Board, *The Alliance for Youth Justice* (2019 - present)

**Smithson, H.** Editorial Board, *Journal of Youth Studies* (2015 - present)

**Smithson, H.** Appointed Chair of the Youth Justice Board's *Academic Liaison Network for Preventing Harm of Exploitation* (2020 - present)

## MCYS Creative outputs

**Cromwell, J., Nunn, C., and Linn, S.** with youth researchers, Exhibition: Ancient History, Contemporary Belonging, Manchester Museum, March 2023.

**Pudsey, A.** Historical consultant for Penguin Random House Ladybird Books.

on *The Romans: A Ladybird Book* <https://www.penguin.co.uk/books/445873/a-ladybird-book-the-romans-by-ladybird/9780241544181>

2022 Youth Justice in Lockdown - YouTube (film output from ESRC Covid response grant, film co-created with children).

# MCyS

The Manchester  
Centre for Youth Studies

[mmu.ac.uk/mcys](http://mmu.ac.uk/mcys)

 @mcys\_mmu

 @mcys\_manmet

 [mcys@mmu.ac.uk](mailto:mcys@mmu.ac.uk)