The committee met in late January 2020 to review progress thus far, and to discuss a series of initiatives/plans looking forward. There are four main topics that we are currently thinking through.

1. **Mentoring Project**
   
   We’ve discussed and would like to propose a mentoring project within the PESGB. Philosophy of education, as well as philosophy more generally, suffers from a well-documented underrepresentation of students from minority ethnic backgrounds. The aim of this mentoring project (in line with all three of the committee’s aims above) is to provide space for students from underrepresented groups to become acquainted with the Society, and to be given guidance on their work and its place within the PESGB (conference submissions, the journal, invitation-only seminars, etc.).

   The PESGB has a number of senior members who are nearing, or beyond the point of, retirement from a full-time academic position, but who still, of course, have much to offer to the discipline of philosophy of education, as well as to a new generation of philosophers who are beginning to progress through the Society.

   Drawing on the premise that good inclusion practices benefit everyone, we proposed that this project be open to both ethnic minority as well as non-ethnic minority students, but with the clear indication that having such a structure in place is geared towards increasing avenues for otherwise underrepresented groups to make a home within the Society and its intellectual community.

2. **Special Issue / Seminar Series**
   
   Second we discussed working towards a proposal for a special issue of JOPE (or another publication) under the working title of *Epistemologies of Racialisation, Nation, Belonging and Education*.

   This proposal has the aim of providing a space and an impetus to produce new work engaging with contemporary educational issues. It also provides a central fulcrum, around which members might collaborate more closely, as well as reaching outwards to wider philosophers and education researchers interested in contributing to a special issue on this topic.

3. **Public Study Day**
   
   Third (and in line with all three of the committee’s aims above), in June 2020, we will host both a private meeting of the committee and a public study day on topics broadly reflective of our proposed journal title at the UCL Institute of Education. This will involve a chance to further steer our thinking, as well as to broaden our discussion to
philosophers and education researchers outside the PESGB.

4. ‘Invitation Only’ Events
We’ve discussed the issue of events funded by PESGB that are organised on the basis of *invitation*. The concern here is that when seminars/conferences are constituted in this way, they run the risk of including only those participants who are already within the organisers’ network of contacts and colleagues.

At worst this can 1) result in gate-keeping of participation, excluding those not traditionally represented within the society and its established networks, and 2) this allows a situation in which organisers are not pressed to self-reflect on issues of diversity, or to seek out BME colleagues from within the society and beyond (where possible) for participation in their projects.

The committee has an express remit to develop new networks, and to encourage participation by BME colleagues in the activities of the society; therefore this is a pressing concern.

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Jack Bicker
March 2020