

# LLAKES Newsletter

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## Editorial

This newsletter marks the end of Phase One of LLAKES and the beginning of the new Centre programme. After a year-long mid-term review process, which involved twelve academic and end-user referees and an external assessor, the Centre received an excellent report on its progress in terms of the quality and impact of its research. We are pleased to say that, as a consequence, the ESRC has agreed to fund our new research programme for a further five years. Under the current difficult conditions for research funding, this was a considerable achievement, and a tribute to the very hard work which has been put in over the years by the research and administrative staff at the Centre, both at the Institute of Education and its partner institutions. LLAKES has an important role as the sole ESRC Centre in the UK devoted to research on education (in all its lifelong learning guises), and I am delighted and grateful that we have the opportunity to continue to pursue our mission for the next five years.

The past year for LLAKES has focused on disseminating the findings of our research. We have successfully concluded the thirteen research projects which were the core of our Phase One programme, and the research project teams have been busy debating the findings with different audiences across the UK and abroad. Highlights have included the ESRC Festival of Social Science event on 'Stimulating Skills, Innovation and Economic Growth' at Belfast Metropolitan College, which was organised jointly by LLAKES and the Department for Employment and Learning; the House of Commons seminar on the report on Active Citizenship in the European Union by Bryony Hoskins; and the book launches of Karen Evans' *Second International Handbook of Lifelong Learning* and Maha Shuayb's *Rethinking Social Cohesion*. LLAKES research was also presented at many of the thirteen public seminars which we held last year, which also featured presentations from external speakers, including Erwin Epstein, Mok Ka-Ho, Geoff Whitty and Mike Campbell.

The Second LLAKES International Conference on 'Lifelong Learning, Crisis and Social Change', fittingly held at the Beveridge Hall in Senate House, was also a great success. We had inspiring keynote addresses from Will Hutton, Jonathan Portes and Stuart Dawley (as well as one from myself!) and a raft of excellent research papers from LLAKES authors as well as an international mix external presenters. We report on the conference later in this newsletter. Other exciting developments have included the first results coming in from the ESRC/UKCES-funded *Skills and Employment Survey* which is hosted by LLAKES and led by Alan Felstead (director) and Francis Green, and the publication of the report from the *Commission of Inquiry into the Role of Group Training Associations* which was chaired by LLAKES' Lorna Unwin.

The last year has also been a time of transition as we gear up for the next phase of LLAKES research. We have developed an exciting new programme of research including thirteen projects organised into three Themes: 'Youth, Intergenerational Mobility and Civic Values', 'Learning, Work and the Economy', and 'Education, Inequality and Social Cohesion'. The central purpose of our work remains to conduct inter-disciplinary and mixed method research on the social and economic outcomes of learning, and particularly the ways in which lifelong learning mediates between policies for economic competitiveness and social cohesion. However, we have made some modifications in response to the changes around us.

We are still committed to researching where learning policies can promote both economic and social objectives, and our research on pre-school education and care demonstrates where 'win-win' scenarios are still possible. However, in an age of cuts and austerity, the tensions between economic and social objectives inevitably grow. Enhancing social cohesion seems no more likely in the short term than improvements in the economy and, increasingly, our research has to focus on the dynamics of deepening divisions and conflicts rather than on manifestations of societal cohesion. Our inclusion of a new Theme on young people, mobility and values reflects the disproportionate damage to the prospects of this generation which is being inflicted not only by policy responses to the financial crisis but also by longer term structural changes in society.

We have also changed the way we organise our research programme. Many of the innovations in social science, as in natural science and technology, are occurring at the boundaries of disciplines. In social science this means not only working across theoretical paradigms, but also at the intersections of methodologies, which often means using multiple levels of analysis. Whereas previously we divided the programme into strands each focusing on different levels of analysis, in the next phase we have organised the work thematically, with each Theme working at multiple levels. In this way we hope to add further depth to the interdisciplinary nature of our investigations.

There will also be some organisational changes in Phase Two of LLAKES. We have streamlined our operations somewhat, so that there are now just two main institutional partners to the Institute of Education. Both the National Institute of Economic and Social Research and the University of Southampton have enhanced roles in the new structure. The management within LLAKES has also changed. After making an enormous contribution over the past six years, Lorna Unwin has retired from her Deputy Director's role so that she can focus more on her research. We are fortunate to have Francis Green now taking on the Deputy Director position. The IOE's Department of Quantitative Social Science will make more contributions to LLAKES in the new phase, with Professor Lucinda Platt and Dr Rebecca Allen joining various research projects, and Professor Anna Vignoles contributing from her new position at Cambridge University. Professor Duncan Gallie from the University of Oxford and Professor Peter Taylor-Gooby from University of Kent will also be making research contributions to LLAKES in the next phase.

We are also pleased to welcome three new appointees to the IOE and LLAKES. Dr Avril Keating, a comparative political scientist from the University of East Anglia, joins us as a senior lecturer in comparative education; Michela Franceschelli, also from the University of East Anglia, is a sociologist and joins us as a mixed method Research Officer; and Dr Nicola Pensiere, an economist from the European School of Economics in Rome, takes on the quantitative Research Officer position.

We will start this newsletter by explaining the programme of the new phase of LLAKES in detail. All thirteen projects will be described

briefly. Subsequently we give an account of the Second LLAKES International Conference and the ESRC Festival of Social Sciences event. In the fourth section, we provide summaries of a number of key publications which have appeared in the last year to give a flavour of the Centre's research output. We conclude by putting the LLAKES book series *Education, Economy and Society* in the spotlight. The book by Maha Shuayb was published in this series, and four other books are lined up for publication as well.

I am very much looking forward to working with the new team at LLAKES and wish you all best for the New Year.

Andy Green

### LLAKES Phase 2 (2013-17)

We have reorganised the research programme into three research Themes (replacing the research strands of Phase One) in order to enhance the use of mixed methods in our research. Each of the three Themes involves multiple levels of analysis, drawing on the methods of the various disciplines which typically focus on different levels (e.g. psychology on the individual level, and comparative political economy on the macro level).

#### Theme 1: *Youth, Intergenerational Mobility and Civic Values*

In LLAKES Phase Two, this new Theme is focusing on the opportunities, social mobility and civic values of young people. The life chances of young people are profoundly affected by macroeconomic conditions, institutional structures, social background, gender, and ethnicity, as well as by acquired attributes and individual resources such as ability, motivation, and aspirations. As social origin, gender, and ethnicity influence the range of options available to the individual, so too do historical events beyond individual control, such as changes in the labour market, economic downturn, or the outbreak of war. Young people and adults alike co-regulate their motivation and behaviour in response to the social context. Recent changes in education, labour market and housing opportunities place increasing pressures on young people's initiative and ability to navigate options and demands. On various measures, young people appear to be at risk of being 'shut

out' of opportunities, a situation seen as creating conditions for social disorder.

In this Theme we will build on the platform created by Phase One's interdisciplinary work - such as that carried out by Evans, Schoon and Weale (2010)<sup>1</sup>, Green and Janmaat (2011)<sup>2</sup>, and Fuller and Unwin (2010)<sup>3</sup> - by exploring the ways in which young people respond to and cope with a sudden downturn in employment opportunities, and the changing pressures involved in decision-making about work entry, vocational, further and higher education. We focus on the reflexive relationships between individual responses, inter-generational influences, and the ways in which organisational and social practices are changing. As well as understanding the role of life planning and motivation in steering young people on their paths to adulthood, we need to know more about the ways in which social practices are changing (e.g. in civic participation and in career-seeking activity), and how organisational, social, cultural and sub-cultural practices are affected by economic downturn, changing social expectations, and the changing socio-political environment. Equally important is understanding how the incentives and disincentives to engagement in education, training and civic participation are changing. By focusing on social practices and the intergenerational inter-linkages of a far wider range of factors than previous studies, and by exploring attitudes and risks associated with worklessness, family support, marital dissolution, health and housing, the Theme offers social scientific originality, as well as answers to policy relevant questions about parental and socioeconomic influences on attitudes and behaviours of the current generation of young people. The overall approach is mixed-method and highly interdisciplinary, drawing on political and educational sciences, economics and demography, the sociology of youth and youth transitions, life course research, social and economic geography, and political economy.

<sup>1</sup> Evans, K., Schoon, I. and Weale, M. (2010) 'Life Chances, Learning and the Dynamics of Risk throughout the Life Course', LLAKES Research Paper No. 9.

<sup>2</sup> Green, A. and Janmaat, J.G. (2011) *Regimes of Social Cohesion: Societies and the Crisis of Globalization*. Basingstoke: Palgrave

<sup>3</sup> Fuller, A. and Unwin, L. (2010) 'Knowledge workers' as the new apprentices: the influence of organisational autonomy, goals and values on the nurturing of expertise', *Vocations and Learning*, 3, (3), 203-222.

*Theme 1 Project 1: What part do inter-generational factors play in shaping learning engagement, life chances and well-being as young people make transitions to independent adulthood?*

This research will explore how characteristics and relationships in the parental generation influence children's life chances into early adult life and provide a platform for future wellbeing. It investigates the new *constellations of risks* that are being transmitted inter-generationally with a view to identifying new leverages that could be applied via policy to improve life chances, well-being and social inclusion.

*Theme 1 Project 2: The Crisis for Contemporary Youth: Young People, Opportunities, and Civic Values*

Young people have been amongst the hardest hit by the economic crisis. On various measures, opportunities for young people, relative to those of their parents' generation, appear worse than they have been for many decades. This project will investigate post-recession changes in youth opportunities in key areas, such as learning, employment and housing, and their effects on young peoples' civic attitudes and behaviours, including perceptions of fairness, trust in others and government, tolerance, and civic participation

*Theme 1 Project 3: Getting in and Getting on in the Youth Labour Market: Entry Practices, Under-Employment, and Skill Formation in Regional Economies*

Mass youth unemployment has been paralleled by a growth in under-employment, with many young workers on temporary part-time contracts. This casualised labour market is a particular feature of sectors such as retail and hospitality, which benefit from the significant pool of full-time students, including undergraduates, who compete with school leavers and NEETs (young people Not in Education, Employment or Training) for jobs. At the same time, young people are competing for places through the growing use of different forms of extended entry practices (internships, voluntary work placements, and entry tournaments) in both the public and private sector. The project will examine the extent to which strategies for regional economic growth and regeneration depend on and exacerbate these entry

practices, and how they mirror patterns in labour market entry at a global level.

*Theme 1 Project 4: Student Debt, Higher Education Participation and Intermediate Skills Development.*

The reforms of higher education (HE) student funding, and increase in tuition fees, to be introduced in 2012-13 have raised concerns that some potential HE students may be deterred from undertaking HE studies. Our research will explore whether current potential students' attitudes to debt and HE have changed over time. It will investigate how these attitudes affect decisions to enter HE, or take up alternative education and employment options, such as studying part-time, taking intermediate-level qualifications, and combining such studies with apprenticeship training. All these options are of interest to policy-makers because they may encourage more employers to provide financial support and/or apprentice training to well-qualified young people.

**Theme 2: Learning, Work and the Economy**

Theme 2 projects focus on relationships between the organisation of work, patterns of learning and skill, and economic performance. In the first five years of the LLAKES programme, a key focus has been on the way education and training have been utilised at the level of the city region to affect life chances, foster social cohesion, and contribute to regional economic regeneration. A related focus has been on the way national and regional policies have supported firms to use informal learning and networking to improve their competitiveness. The second five-year programme builds on our findings. In assigning the workplace and learning at work the pride of place in Theme 2, LLAKES is advancing the view that the nature of the workplace is of major importance for the promotion of competitiveness and social cohesion.

The planned projects are rooted in diverse literatures. One such is organisational sociology, especially studies of employee motivation, work organisation and of workplace innovation. The long tradition in economics relating human capital to growth, productivity, wages and inequality, will also be drawn upon. For example, an emerging literature emphasises the importance of 'intangibles' in measuring and

explaining economic growth. Other theories to be drawn on include economic geography's studies of industrial clusters, recent studies of 'job-requirements' and skills polarisation, the critical literature on the knowledge economy, employment regime theory, and the extensive literature on workplace learning. There is also a current within both sociology and psychology of job quality studies, mainly qualitative in nature, though in recent years extending to quantitative analyses and combining with insights from labour economics. A distinctive approach adopted in this theme is the need for interdisciplinary analyses, and we are committed to drawing out and building on the overlaps between these various literatures.

The five studies in this Theme address areas where we have identified important gaps in these literatures, including: the origins and effects of the skills embodied in intangible capital, new forms of work organisation in professional work, the role of education and training systems, work organisation and workplace learning in facilitating or inhibiting innovation, the factors underlying good quality training, the links between learning and job quality, and the roles of social and economic factors in determining how people acquire high and low quality jobs. The projects are described below.

#### *Theme 2 Project 1: Skills, Innovation and Economic Growth*

This project will investigate the extent to which relative productivity performance in different countries and within the UK reflects differences in the skills required to accumulate 'intangible' assets such as innovation capacity, designs and 'organisational capital' (e.g. business practices and processes). Within the UK it will examine the role of intangible capital in generating innovation and raising economic performance of businesses. The project will also investigate the unequal distribution of intangible assets among city-regions. The research will be carried out with econometric panel methods using a four-country sectoral dataset covering the UK, US, France and Germany.

#### *Theme 2 Project 2: Inter-Professional Learning in the Creative and Cultural Sector*

Inter-professional project-based work (IPPW), an innovative form of work organisation, is the most common way of organising economic

activity in the Creative and Cultural sector, and is gradually spreading. This project will develop an interdisciplinary framework and investigate for the first time: *why* professionals engage in IPPW; *how* IPPW is changing in response to new technologies, governance regimes and economic imperatives; *how* professionals learn to share existing knowledge with one another, and create new knowledge through projects; and *what* forms of expertise and resources are required for IPPW. The project will also identify implications for other sectors and national skills policies. The research will use case studies drawn from the complex interlocking sets of relationships, networks and modes of expertise that sustain projects.

#### *Theme 2 Project 3: Work Organisation, Lifelong Learning, and Employee-Driven Innovation in the Health Sector*

Improving the capacity for workplace innovation is thought to be vital for addressing major national and European policy goals on economic growth. This project will take a sectoral perspective, focusing on healthcare. It will explore how different forms of work organisation, job design, and models of education and training (lifelong learning) impede or facilitate employee-driven innovation in the sector in three European countries (England, Norway and France). In particular, it will aim to test the hypothesis that, where work, training and career progression are organised around pre-defined jobs, there will be less opportunity for innovation than where work is organised around the skills and abilities of employees.

#### *Theme 2 Project 4: Skill and Job Quality: The Workers' Perspective*

This project will take a historical perspective on skill and job quality in Britain since the 1980s, with a focus on workers' perspectives. It will complement and contrast with existing studies of employment relations that focus on employers' perspectives. It will utilise the Skills Survey series to conduct detailed analyses of skills, skills development, autonomy and work attitudes since the 1980s. The analyses, which are to be carried out by LLAKES and invited experts from other universities and will focus on a particular form of inequality in the workplace, will be collected together and published in an edited volume.

### **Theme 2 Project 5 *Good Jobs, Bad Jobs: A Longitudinal Analysis***

The analysis of the 2012 Skills and Employment Survey (SES) is being undertaken in parallel with the LLAKES programme. This supplementary project will examine the factors that channel some people into good jobs, others into bad ones, using nationally representative survey data. The project will be the first to study these issues in a longitudinal framework thereby offering a better prospect of being able to confidently draw conclusions about causal and dynamic processes. We will design and implement a 2-years-later follow-up survey of SES respondents, and complement this with secondary analysis of the age 42 sweep of the British Cohort Study which will focus on dispersion in the attainment of good jobs in mid-career.

### **Theme 3: Education, Inequality and Social Cohesion**

Theme 3 analyses the different models of lifelong learning in different countries to understand more fully the mechanisms by which they impact on skills distribution, social inheritance, civic values and social cohesion at the national and regional levels. All projects will use international comparisons to assess the effects of macro-level contextual conditions – educational, socio-economic and cultural – on these outcomes.

Research on education system effects on educational and social outcomes has advanced very substantially in recent years due to increasing availability of international data on system characteristics and educational outcomes. These data have made it possible, for instance, to assess how far the levels and distributions of skills of adolescents can be associated with school system characteristics (such as per student educational spending, the educational levels of teachers, the frequency of student assessments, the timing and degree of selection by ability in the school system and the extent of devolution of control from central to regional and local authorities).

However, there are clear gaps in the growing literature on system effects. Thus, most studies in this literature have focused on the effects of system properties in the compulsory education phase, and have usually taken the performance

and attitudes of 15 year olds as the outcomes of interest (because of the availability of data from the Programme of International Student Assessment (PISA) which assesses this age group). For instance, there are numerous quantitative cross-country studies on the supply, price, and uptake of pre-school education and care, and of adult education and training, but few of these consider the institutional characteristics of the systems that deliver them, and the effects of these on learning and social outcomes. Another shortcoming in this literature is the relatively narrow emphasis on performance in literacy, numeracy, and scientific skills as the outcome of interest. Few studies have investigated civic values – i.e. values relevant for social cohesion and liberal democracy – and the role that system characteristics play in influencing both levels and disparities of such attitudes. Finally, while various studies have explored the wider social effects of private schools in specific countries, there are rather few studies which investigate cross-nationally the social effects of different forms of private or quasi-private school, including the various new types of ‘academies’ and ‘free schools’ which have been developed in England, Sweden and the USA.

LLAKES has, in its first round, made a substantial contribution to the literature on the effects of system characteristics in the compulsory education phase, particularly regarding the non-cognitive outcomes of education. Examining the civic attitudes of 14 year olds, it found, for instance, that non-federal systems and systems which postpone selection until upper secondary have smaller disparities of ethnic tolerance and patriotism across social and ethnic groups. In the second round of LLAKES we aim to build on this research to get a clearer understanding of the net contribution of each phase of education (pre-school, compulsory, and post-compulsory schooling, and adult learning), and of type of education (private, semi-private, and state) to social outcomes. LLAKES will address the omissions highlighted above, and achieve the stated aims with four new projects:

#### **Theme 3 Project 1: *Causes and Dynamics of the Unequal Distribution of Skills among Adults***

This project will make use of data of the Programme for the International Assessment of Adult Competencies (PIAAC) to assess educational and other determinants of adult

skills inequalities. By comparing data for selected countries on skills distributions among 28-31 year olds in 2013 (from PIAAC) with data on distributions of skills amongst 15 year olds in 2000-2003 (from PISA) we will be able to assess the durability of skills inequality, and the effect that post-compulsory and adult learning have in increasing or mitigating such inequality. This could help answer a key policy question about whether school-based or apprenticeship-based vocational education is more effective in reducing the unequal outcomes of compulsory schooling. The influence of other conditions thought to influence adult skills inequality – such as the levels and distributions of skills amongst migrants, and inter-cohort differences in skills levels resulting from over-time changes in education and training systems – will also be tested.

### *Theme 3 Project Comparative Analysis of Early Childhood Cognitive Outcomes*

Many studies have highlighted the early emergence of major differences across ethnic and social groups in young children's cognitive and emotional development, indicating that inequalities are already in place at a very early stage. However, little is known about the mechanisms influencing these inequalities, and whether they apply across different national contexts. This project assesses the role that institutions (such as early childhood education and care), macro-economic conditions, and national culture play in shaping these mechanisms, and in mitigating or reinforcing the effect of social and ethnic background on early childhood development. It will engage in cross-national, cross-regional and cross-group comparisons, and will make use of comparable longitudinal datasets to assess cognitive and emotional outcomes. An analysis of existing documentary and secondary sources for the comparator countries will be used to assess the impact of national-level factors, including the effects of different systems of preschool education and care.

### *Theme 3 Project 3: Lifelong Learning Systems, Equality and Civic Values*

Although the literature on education and civic values is extensive, it remains very fragmented as the overwhelming majority of studies examine the impact of only one aspect of education, often

in only one national context. This project, in contrast, aims to explore whether civic values are clustered differently across various national and regional contexts, and how education in all its aspects influences these clusters. It will first explore whether regional varieties of civic culture can be identified in Europe and East Asia. Secondly, it will perform multilevel analyses (MLA) on clusters of civic values for different regions in Europe and East Asia in order to assess the effect of a wide range of educational conditions. It will do so for 15 year olds, in order to assess the impact of education at the compulsory schooling age, and for adults, in order to assess the durability of the impact of compulsory and post-compulsory education. The project will use data from a variety of sources, including the International Civic and Citizenship Education Study (ICCS), the European Social Survey, Eurydice, OECD and PIAAC.

### *Theme 3 Project 4: The Effects of Private and Quasi-Private Schooling on Society*

Since the election, the coalition government has expanded the academy programme by allowing groups of citizens to form state-funded, but otherwise largely autonomous, 'free schools'. This project will examine what consequences the introduction of these free schools, in addition to the existing private schools, have on their local areas in terms of: 1) enhancing competition or cooperation amongst schools; 2) improving academic standards; and 3) promoting integration or segregation through the changes in social patterns in school intakes. These consequences will be explored diachronically in eight diverse areas in England, using the National Pupil Database and the Annual School Census. The results for England will be compared to studies on the consequences of private and quasi-private schools in Sweden and the United States to assess the generalisability of the English findings, and to explore how context-specific features influence the effects of private and quasi-private schools on local educational markets.

### 3. Major Events in 2012

Two major events were organised by LLAKES in 2012.

#### 2012 LLAKES Conference: *Lifelong Learning, Crisis and Social Change*

Thursday 18 October & Friday 19 October 2012, Senate House, University of London

The venue for the Second LLAKES International Conference could not have been more apposite: built in the mid 1930s, Senate House, the grandiose if not intimidating Art Deco structure dominating the Bloomsbury area, at once symbolised the Great Depression and the creative endeavour to put an end to this through a policy of public intervention in the economy. Almost 80 years later we find ourselves in a crisis of similar proportions, but this time grand visions on how to overcome the crisis are conspicuously absent in the policy debate.

Frustration about this state of affairs can perhaps explain why all four keynotes had a sense of grimness and urgency about them (see <http://www.llakes.org/llakes-conference> for the presentations at the event). The presenters directly addressed the socio-economic woes in contemporary western societies, the factors producing these, and the policies that would need to be in place to tackle them. Most outspoken was **Will Hutton**, former editor-in-chief for *The Observer* and author of influential books such as *The State We're In* and *The World We're In*. He pointed out that Britain was enduring one of the longest periods of economic depression in the past 150 years. 'Without change', he warned, 'we face a Japanese-style lost decade'.



*Will Hutton*

In his view, Britain should not only exchange the politics of austerity for that of demand, but also drastically reform the banking system so that banks would start doing what they should have been doing, i.e. provide lending that supported domestic investment and innovation.

Slightly less radical in tone, but certainly not less critical, was **Jonathan Portes**, director of the National Institute of Economic and Social Research. He warned that Britain had become one of the most stratified societies in Europe, as evidenced by rising inequality, declining social mobility, and a strong effect of parental social background on educational achievement. He stressed, however, that there was nothing inevitable about these trends. Through targeted interventions in education, such as universalising pre-primary education and care and reinstating the Educational Maintenance Allowance, these developments could be reversed.



*Jonathan Portes*

**Stuart Dawley**, Lecturer in Economic Geography at the University of Newcastle, highlighted the vulnerability of old industrial regions during periods of economic contraction. In his view, the stock of skills in such regions was characterised by a certain inertia, and new employers adjusted their operations to these skills rather than transform the regional skills base. He illustrated this vividly with the rise and fall of Northern Rock, a major employer in the North East of England, which made use of the abundance of cheap and low-skilled labour to provide mass-produced, low-cost services. After the major downsizing of the company in 2009, it

became apparent that the occupational structure of the region had not changed, leaving it where it started before the rise of Northern Rock. He made the point that any policy aimed at reducing regional inequalities should therefore target the regional skills base.



Stuart Dawley

Finally, **Andy Green**, Director of LLAKES, argued that it is unlikely that England could 'educate' itself out of the crisis by simply raising the average level of education.



Andy Green

Instead, the emphasis should be on narrowing the *distribution* of skills. This was because high skills inequality was associated with lower social cohesion levels, while average level of skills was not related to many dimensions of social cohesion. He further argued that societies display different social cohesion profiles or 'regimes'. The liberal regime of social cohesion characterising British society was buttressed by a belief in equal opportunities, social mobility and meritocracy. This regime, however, was very vulnerable as declining intergenerational social mobility had undermined the perception that Britain was a fair society offering equal chances to everyone.

The keynotes and the panel presentations all addressed the broad research aim of LLAKES, which is to assess how lifelong learning can contribute to both economic competitiveness and social cohesion. Within this broad objective, the topics covered included innovation, skills, adult learning, social values and cohesion, and varieties of capitalism, along with the regional and international dimensions of these debates. As the conference took place at or after the completion of many of the Centre's projects, it offered an excellent opportunity for LLAKES researchers to disseminate their findings.

**Tarek Mostafa** identified pre-school education and care (PSEC) as a clear 'win-win' policy as he found that attending PSEC not only improved educational performance for all social groups, but also that expanding enrolment in PSEC reduced inequalities in performance. He also found that universalizing PSEC had a favourable effect on female employment, since it freed up mothers of young children to undertake paid work.

**Alison Fuller** examined apprenticeship as a strategy for urban regeneration in two British cities. Interviewing key stakeholders in various positions (apprentices, and their supervisors and managers, as well as staff working at the city council, Job Center Plus, employers and education providers), she arrived at the following observations: 1) the sustainability of vocational education and training initiatives crucially depended on the generation of civic social capital in the pursuit of collective goals; 2) the path dependent nature of the clustering of social and economic inequality in urban post-industrial settings remained a constant reminder of the scale of the problems confronting all those

involved in the regeneration strategies of cities in the United Kingdom.

**Peter Taylor-Gooby and Edmund Waite**

explored the changing fate of multiculturalism as a strategy of diversity management. Interviewing leading figures in the debate - including members of the Home Affairs Select Committee, authors of major reports, experts, and academics - they found that attitudes did not fit the traditional left-centre-right dimension of British politics, but indicate unease with the assumed segregative effects of current policy at the abstract level. Taylor-Gooby and Waite also reported that, regardless of party allegiance, relatively few respondents advocated strong policies to impose British values, or move decisively away from a general multiculturalist stance. Instead, the transition was from stronger to weaker multiculturalism.

The conference also provided a platform for a number of distinguished speakers, from other parts of the United Kingdom and abroad, whose work was core to the LLAKES research agenda. Again a few examples can highlight the value of their contributions.

**Marie Duru-Bellat**, professor of sociology at Sciences Po Paris, who is widely known for her work on education and social stratification, showed in her presentation that countries with higher rates of economic return to educational qualifications had lower levels of social cohesion.



*Marie Duru-Bellat*

She explained this counter-intuitive finding by noting that high rates of return did not indicate a high level of meritocracy and social mobility (as one might be inclined to think at face value); instead, it pointed to the ability of privileged groups to use the education system to secure valued positions for their offspring, and to deny disadvantaged groups access to such positions.

**Marios Vryonides**, assistant professor of sociology at the European University Cyprus, used data from the European Social Survey and, specifically, from Rounds 3, 4 and 5 (2006, 2008 and 2010) to trace developments in political trust, and civic and political participation in four European countries (Portugal, Spain, Greece and Cyprus) since 2006. He concluded that in all four countries the economic crisis had had severe negative effects on social cohesion and solidarity. He also pointed out that international comparative surveys often captured neither the full extent of the ways people were affected by major social downturns, nor the ways and the new forms that civic engagement and political participation might take.

**Anoush Margaryan**, senior lecturer at Caledonian Academy in Glasgow, presented the results of a project on learning that occurred during initial and subsequent role transitions within knowledge-intensive workplaces. From her interviews with 29 knowledge workers (scientists, procurement specialists, learning designers, knowledge management analysts and others) in a multinational company, she found that graduate induction provided an appropriate grounding for initial transition into the workplace, but that experienced staff undergoing subsequent career transitions did not receive a similar socialization experience despite encountering equivalent challenges. The study highlighted the impact of organizational socialization strategies as a mechanism by which an environment to support rich learning and transfer is created.

The conference organisers would like to thank all the presenters and participants for their contribution in making the second LLAKES International Conference a resounding success. The conference has offered a wide range of suggestions for policies providing short term relief from the economic crisis, as well as for sustaining competitiveness and social cohesion in the long run.

Germ Janmaat

## ESRC Festival of Social Science 2012: LLAKES Goes to Belfast

LLAKES joined forces with the Department of Employment and Lifelong Learning Northern Ireland (DELNI) to hold a conference in the stunning new building of the Belfast Metropolitan College (BMC) on 8 November 2012 as part of the ESRC's Festival of Social Science. The conference theme was: 'Stimulating Skills, Innovation and Economic Growth: what more can we learn from research and practice?'

The conference was chaired by John D'Arcy, Director of the Open University Ireland. Marie-Therese McGivern, Principal and Chief Executive of the BMC, welcomed delegates and gave the opening address. Around 60 delegates from business, policy, further and higher education, and vocational training came together for a lively debate stimulated by a number of presentations.



*Belfast Metropolitan College, Titanic Campus*

**Geoff Mason**, Senior Research Fellow at the National Institute for Economic and Social Research and Visiting Professor at LLAKES, presented findings from his LLAKES project: 'Higher Education and Innovation in the UK'. He discussed the potential contribution of universities to regional growth and innovation. His key point was that low-productivity regions relied heavily on local universities for income and innovation and new business formation. However, these regions tended to lack universities with high research ratings that attracted the most research-active firms. This led to weak university-business relationships in some regions, and missed opportunities in growing areas such as green technology. Mason stressed that there was an important role for regional agencies to bring firms and universities together to pursue joint interests in

innovation, and also to collaborate on technical problem-solving.



*Geoff Mason*

Professor **Francis Green**, Deputy Director of LLAKES, presented findings from a project he was co-directing with Professor Alan Felstead and Nick Jewson from Cardiff University, on 'Training in Recession'. This project, funded by LLAKES and the UK Commission on Employment and Skills, identified a range of ways in which employers (from large companies through to small-medium enterprises) in different sectors were adapting their approach to training, e.g. 'training smarter' in light of the current economic downturn (for an interim report on the project, see LLAKES Research Paper 22).



*Francis Green*

Professor **Nola Hewitt-Dundas**, Professor of Innovation Management and Policy at Queen's University Management School, presented findings from her research on the performance of universities in Northern Ireland in relation to working with business and industry to foster innovation. She challenged a number of assumptions about the university-industry relationship, e.g. that Northern Ireland universities were not good at cooperating with industry, and that universities were

homogeneous 'sources' of knowledge. Her research findings showed that Northern Ireland universities outperformed universities in all other UK regions in terms of the share of activity performed locally. She also stressed that policy expectations must be balanced against the organisational priorities of each university.



*Nola Hewitt-Dundas*

In addition to the presentations, delegates were invited to rotate around three 'showcasing' sessions, each lasting 20 minutes. Two of the sessions showcased innovative initiatives in Northern Ireland. **Jill Cush**, Programme Manager for InnovateUs, a project funded by DELNI and based at the InnoTech Centre at South West College in Cookstown, presented the work she and her team were doing to provide research and development support to small and medium-sized enterprises (SMEs) in Northern Ireland.

**John Ross**, Senior Research Lecturer in Renewable and Sustainable Technologies in the Environmental Skills Centre at the South Eastern Regional College, led a presentation on environmentally sustainable engineering projects.



*Lorna Unwin*

Professor **Lorna Unwin** from LLAKES presented the research that she and Professor

**Alison Fuller** had been doing on creating and managing expansive learning environments for apprenticeship and work-based learning.

Lorna Unwin

#### 4. Major publications in 2012

Guile, D. and Lahiff, A. (2012) 'Apprenticeship and Freelance Work: a De-centred and Distributed Model of Learning to Develop Media Production Apprentices' Vocational Practice and Social Capital'.

LLAKES Research Paper No. 37. Available at: <http://www.llakes.org/wp-content/uploads/2012/10/37.-Guile-Lahiff.pdf>

Media work is increasingly contract-based, de-centred, and distributed across different sites. This development poses a problem for traditional novice-to-expert assumptions that underpin the design of most models of apprenticeship, and post-Lave and Wenger conceptions of workplace learning. This paper outlines the creation of an apprenticeship – apprenticeship for liquid life – designed to prepare apprentices to become contract-based workers in the media industry. Its key feature is a new model of learning to support apprentices to develop vocational practice (knowledge, skill and judgment) and social capital (networks to secure future employment). The paper concludes by arguing that the model shows that: 1) the workplace learning community is too attached to researching stable and site-specific forms of working and learning; and 2) the post-Wolf and post-Richards debates about the future direction of apprenticeship in the UK needs to consider how to re-think the national framework for apprenticeship to prepare apprentices for freelance work.

Livingstone, D. and Guile, D. (eds) (2012) *The Knowledge Economy and Lifelong Learning: A Critical Reader*, Sense Publishers.

This book presents some of the most trenchant critical analyses of the widespread claims for the recent emergence of a knowledge economy and the attendant need for greater lifelong learning. The book contains two sections: the first includes general critiques of the limits of current notions of a knowledge economy and required adult learning, in terms of historical comparisons, socio-political construction and

current empirical evidence. The second contains specific challenges to presumed relations between work requirements and learning through case studies in diverse current workplaces that document richer learning processes than knowledge economy advocates intimate. Many of the leading authors in the field are represented.

There are no other books to date that both critically assess the limits of the notion of the knowledge economy, and examine closely the relation of workplace restructuring to lifelong learning beyond the confines of formal higher education and related educational policies. This reader provides a distinctive overview for future studies of relations between work and learning in contemporary societies beyond caricatures of the knowledge economy.

The book should be of interest to students following undergraduate or postgraduate courses in most social sciences and education, business and labour studies departments, as well as to policy makers and the general public concerned about economic change and lifelong learning issues.

Green, F., Machin, S., Murphy, R., and Zhu, Y (2012) 'The Changing Economic Advantage from Private Schools', *Economica*, 79, 658-679.

Private schooling is an important feature of education systems across the world. In the late 1960s and 1970s, private schools in the UK suffered falling rolls, and were under political pressure. Yet they survived, and ever since were able to charge increasing fees. They continue to play a prominent role in the economy and society. In this paper the authors show, using several data sources, that the labour market advantage from attending private school, in the form of higher pay, has risen significantly over time. A significant factor underpinning this increase has been faster rising educational attainment for privately-educated individuals. Our findings confirm that the private school sector has successfully used its increased resources to generate the academic outputs that are most in demand in the modern economy. Private school has been a good investment for parents wanting to opt out but, from a wider perspective, this increase is likely to have contributed to rising wage inequality and falling social mobility in the UK. In the second phase of LLAKES an extended research project on

private schools, free schools, and their relationships with state maintained schools is planned.

Mostafa, T. and Green, A. (2012) 'Measuring the Impact of Universal Pre-School Education and Care on Literacy Performance Scores'. LLAKES Research Paper No. 36. Available at: <http://www.llakes.org/wp-content/uploads/2012/07/36.-Mostafa-Green.pdf>

PISA data suggest that participation in pre-school education and care (PSEC) improves the average test scores of children at 15 years substantially. It has much the same effect for children from all social groups in most countries. One might think that universalising participation would not have much effect on educational inequality. However, this may not be the case since currently participation is skewed towards children from better-off families in most countries. If participation were universalised it should therefore reduce social gaps in achievement considerably in most countries, including in the UK. This research sets out to test this hypothesis through a simulation which uses the PISA 2009 data for Sweden and the UK on the reading performance scores of children at 15 and their duration of PSEC in the late 1990s (i.e. whether or not they attended for more than one year). The findings show that as you progressively universalise participation for each social group from the bottom up (while leaving participation rates unchanged for those in higher social groups), inequalities in test scores at 15 years drop continuously until reaching a minimum, when the lower seven ESCS deciles have universal attendance in PSEC. After that inequalities start to increase again, but they remain substantially lower than before, even when attendance is universalised across all social groups. In policy terms this suggests that targeting free places on the bottom half would have the maximum equalising effect.

Mason, G., O'Leary, B., and Vecchi, M. (2012) 'Certified and Uncertified Skills and Productivity Growth Performance: Cross-country Evidence at Industry Level', *Labour Economics*, 19, 351-360.

Although it is widely believed that high levels of skills are a precondition for countries to achieve high productivity and living standards, it is not always easy to verify this through empirical

research at country level. Two of the main difficulties that hinder research in this area are difficulties in adequately measuring skills, and in modelling the channels of influence by which skills might be expected to influence economic performance. In a recent journal article, Mason and other colleagues based at NIESR/LLAKES address these issues in a five-country multi-industry comparative study by using a skills measure which accounts for both certified skills (educational attainments) and uncertified skills acquired through on-the-job training and experience. In multivariate analysis, they model the ways in which skills contribute to productivity-lagging countries' ability to catch up with productivity leaders through knowledge search and innovation. Their results provide strong evidence of positive human capital effects on productivity levels and growth rates at country/industry level.

Hoskins, B., Kerr, D., Abs, H. J., Janmaat, J. G., Morrison, J., Ridley, R., and Sizmur, J. (2012). *Participatory Citizenship in the European Union: Analytic Report*. Available at: [http://ec.europa.eu/citizenship/pdf/report2\\_analytic\\_report.pdf](http://ec.europa.eu/citizenship/pdf/report2_analytic_report.pdf)

In 2011 the European Commission contracted a consortium of researchers led by Hoskins to investigate the state of affairs of and barriers to participatory citizenship in Europe. The consortium consulted national experts and analysed international survey data. The findings of the analytic report show that across the EU the economic crisis has led to an increasing focus on internal politics rather than a broader European perspective. Policies in all areas have focused almost entirely on economic competitiveness. Policies regarding participatory citizenship have yet to be placed at the forefront of policy solutions to the economic crises, and those policies which have emerged are situated in terms of the economic benefits. The consequence of the economic crises on the field of participatory citizenship has been cuts to funding. The effects have been felt at all levels, challenging the sustainability of policies and practices that have previously supported the participation and engagement of citizens in decision making.

The effects of the economic crisis on citizens can already be seen in terms of a loss of faith in political institutions, with a dramatic reduction in trust in national and European institutions, in

particular in Spain, Ireland and Greece. Citizens across European countries continue to believe in the democratic process, but consider that the current political leaders are not working for them.

Schoon, I. and Duckworth, K. (2012) 'Who Becomes an Entrepreneur? Early Life Experiences as Predictors of Entrepreneurship', *Developmental Psychology*, 48(6), 1719-1726.

Following the lives of 6,116 young people in the 1970 British Birth Cohort from birth to age 34, the authors examined the role of socio-economic background, parental role models, academic ability, social skills, and self concepts, as well as entrepreneurial intention expressed during adolescence, as predictors of self employment by age 34. Entrepreneurship was defined by employment status (self-employment and owning a business). This study shows that entrepreneurship in mid-adulthood is predicted by the intergenerational transmission of socio-economic resources as well as of values and behaviours. Men are more likely to become entrepreneurs than women, and the pathways to entrepreneurship differ for men and women. For both men and women, becoming an entrepreneur was associated with social skills and entrepreneurial intentions expressed at age 16, suggesting that entrepreneurship is a type of planned behaviour starting early in life. For men becoming an entrepreneur was predicted by having a self employed father (after controlling for family SES); for women it was predicted by their parents' socio-economic resources. Structural disadvantages might make it more difficult for women to secure the necessary start-up capital, and having supportive parents might be a crucial stepping stone for women to take the plunge. The findings point to conjoint influences of both social structure and individual agency in shaping occupational choice and implementation.

Han, C., Janmaat, J.G., Hoskins, B. and Green, A. (2012) *Perceptions of Inequalities: implications for social cohesion*, LLAKES Research Paper No. 35. Available at: <http://www.llakes.org/wp-content/uploads/2012/07/35.-Han-Janmaat-Hoskins-Green.pdf>

There has been much research on different forms of inequality and their effects on social cohesion. Few studies, however, have explored the psychological and social mechanisms linking

inequality to social cohesion and other macro-social outcomes. How do individuals perceive and experience inequalities, and how do these perceptions relate to civic participation, tolerance, trust and other outcomes relevant for social cohesion? The *Perceptions of Inequalities* project – of which this literature review forms an essential part – focuses on inequalities as perceived and understood by young people. The report clarifies the main concepts and terms used in the study, and examines the different types of theories explaining differences in perceptions, values, and judgements relating to inequality, as well as how individuals respond to these. It takes a cognitive and social psychological approach to understand how people perceive inequalities, and reviews international comparative studies in order to assess the influence of societal level conditions on the cognitive elements of inequality (viz. perceptions, values, and judgements of inequality). Then, taking a comparative perspective, it examines perceptions of inequalities within a comparative and ‘macro’ context, as well the studies that investigate the social effects of the cognitive elements of inequality.

Hoskins, B., Janmaat, J.G., and Villalba, E. (2012) ‘Learning Citizenship through Social Participation Outside and Inside School: An International, Multilevel Study of Young People’s Learning of Citizenship’, *British Educational Research Journal*, 38 (3), 419-446.

In this article, the authors revisit and re-analyse data from the 1999 IEA CIVED transnational study to examine the factors associated with the ways in which young people learn positive attitudes towards participation in, and knowledge and skills about, democracy. Less formal learning, wherever it takes place, has recently been conceptualised as a process of social participation, and the authors explore its effects using Wenger’s, and Lave and Wenger’s understanding of learning through communities of practice. This is then contrasted with the effect of the volume of civic education. The analysis shows that learning through social participation, both inside and outside school, and in particular through meaning-making activities, shows a strong positive relationship with citizenship knowledge, skills and dispositions across a wide range of countries. Moreover, it demonstrates the usefulness of situated learning theory in the field of civic

learning, and its applicability in large-scale, quantitative studies.

Janmaat, J.G. (2012) ‘The Effect of Classroom Diversity on Tolerance and Participation in England, Sweden and Germany’, *Journal of Ethnic and Migration Studies*, 38, (1), 21-40.

The belief in educational circles is widespread that ethnically mixed schools contribute to inter-ethnic tolerance and community cohesion. Some political science studies, however, have found that trust and participation are lower in ethnically diverse neighbourhoods. This paper explores the relation between classroom ethno-racial diversity, ethnic tolerance, and participation in England, Sweden and Germany using data from the IEA Civic Education Study among 14-year olds. Controlling for various conditions at the individual and classroom level, it finds a positive effect of classroom diversity on ethnic tolerance in Sweden and Germany, which is in agreement with the contact perspective on inter-ethnic relations. However, it does not find an effect on tolerance in England. Moreover, classroom diversity only shows a positive relation with participation in Sweden. The effect of diversity thus varies substantially across the two outcomes of interest and the three countries examined. It is therefore tentatively concluded that country-specific factors shape this effect to a significant degree.

Aspin, D., Chapman, J., Evans, K., and Bagnall, R. (2012) *Second International Handbook of Lifelong Learning (Volume 26 Springer International Handbooks of Education)*.

The *Second International Handbook of Lifelong Learning* develops critical perspectives on the complex relationships between at least three major elements or outcomes of lifelong learning: education for a more highly skilled workforce, personal development leading to a more rewarding life, and the creation of a stronger and more inclusive society. It is the interleaving and interplay between these elements that differentiates and animates lifelong learning, and this is why lifelong learning is a complex and multifaceted process. The process itself begins in pre-school, continues through compulsory and post-compulsory periods of formal education and training, and is carried on through the rest of the adult life course into the third and fourth

ages. It is actualised through learning experiences and activities in the home, the workplace, in universities and colleges, and through other educational, social and cultural agencies, institutions and settings within the community. This is the perspective that informs the two volumes of this Handbook, consisting of 55 chapters by international authors. LLAKES has played a key role in shaping the *Handbook* through Karen Evans's membership of the editorial team, and includes chapter contributions from Moses Oketch, Lorna Unwin, Ingrid Schoon, Martin Weale and John Field.



*Karen Evans*

Waite, E., Evans, K., and Kersh, N. (2012) 'The Challenge of Establishing Sustainable Workplace 'Skills for Life' Provision in the UK: Organisational 'Strategies' and Individual 'Tactics'', *Journal of Education and Work*, iFirst article, November 2012.

Drawing on longitudinal data from the ESRC-funded 'Adult Basic Skills and Workplace Learning' project (2003–2008), together with recent findings from research undertaken under the auspices of the LLAKES research centre, this paper seeks to explore the key factors that facilitate and inhibit sustainable 'Skills for Life' (literacy, numeracy, and English for speakers of other languages) workplace provision in the UK. The authors draw on the metaphor of a social ecology of learning to explore the inter-relationships between individuals and groups at policy and organisational level, and combine this

with Michael de Certeau's theoretical work on quotidian social practices in order to cast light on the diverse ways in which 'Skills for Life' provision has been put to use by learners. The paper argues that the 'Skills for Life' national strategy has generated a complex 'ecology of learning' at policy level, whereby a byzantine and shifting funding landscape, with its concomitant bureaucracy and strong emphasis on target-bearing qualifications has militated against long-term sustainable provision. Those organisations that have managed to sustain provision have generally succeeded in integrating 'Skills for Life' courses within a broader 'ecology of learning' whereby there is both support and formal recognition for such provision within the organisation as a whole.

Fuller, A. and Unwin, L. (2012) 'Banging on the Door of the University: The Complexities of Progression from Apprenticeship and other Vocational Programmes in England', Monograph No. 14, June 2012, SKOPE. Available at: <http://www.skope.ox.ac.uk/publications/banging-door-university-complexities-progression-apprenticeship-and-other-vocational-pr> and at <http://www.llakes.org/wp-content/uploads/2013/01/Monograph-14.pdf>

In this monograph, which was commissioned by the ESRC SKOPE centre, Lorna Unwin and Alison Fuller examine the extent to which the qualifications available as part of the government supported Advanced Apprenticeship programme are accepted for entry to university courses in England. The analysis raises serious questions about the currency of Advanced Apprenticeship and Level 3 vocational qualifications, and the extent to which participation from this potential pipeline is likely to increase. The paper argues that the further segmentation of the HE sector in England currently taking place, and the challenge to the concept of whole stand-alone qualifications through the introduction of the Qualifications and Credit Framework (QCF), will further undermine access to HE for apprentices. This paper exposes systemic barriers to progression built into the structure of education and training in England, and calls for an urgent and independent review of the regulation, role, content, and use of vocational qualifications.

Fuller, A. and Rizvi, S. (2012) 'The Southampton Skills Development Zone Apprenticeship: Research Report', University of Southampton. Available at: <http://www.llakes.org/wp-content/uploads/2013/01/SSDZ-Research-Report.pdf>

Allison Fuller and Sadaf Rizvi have been researching an innovative apprenticeship initiative in Southampton as part of Strand Two's focus on city regions. The scheme was developed by a partnership of four public sector employers including the City Council, Southampton NHS University Hospital Trust, Southampton Solent University, and Southampton Primary Care Trust. It provided pre-employment training to local unemployed young people who could then apply for apprenticeships at the participating employers. The research tracked the progress of 47 apprentices, and found that 72% gained employment on completion of the programme, mostly with their apprenticeship employer, and 76% successfully completed their apprenticeship framework. The apprentices perceived that the scheme had significantly improved their life chances by providing them with training, qualifications, and a real job. The employers said that the scheme led them to recruit able young people who would not normally have been shortlisted due to their lack of relevant work experience. The report analyses the strengths and weaknesses of the scheme, drawing on the experiences and perceptions of key informants, line managers, apprentices, and trainers.

## 5. The Palgrave Book Series

Series editors: Andy Green, Lorna Unwin, and Karen Mundy

The series brings together innovative, interdisciplinary research which throws new light on the ways in which learning can contribute to both better economic performance and a more just society. It provides a platform for research and policy debate on issues that lie at the interface between education, economic competitiveness, and social cohesion policy and practice, and address key issues in contemporary public policy debate in both developed and developing countries, looking at some of the major dilemmas that have arisen for societies as a result of the recent global recession. The 2011 *Regimes of Social Cohesion* book by Andy

Green and Jan Germen Janmaat was the first to appear in the series. Recently, in November 2012, another book on social cohesion was published (see abstract below). The series is getting up steam now, as no less than four books are lined up for publication in 2013, the summaries of which given below provide a flavour of the diversity of topics and approaches that these books address. See also: <http://www.palgrave.com/resources/catalogues/Palgrave-catalogue-education.pdf>

*Rethinking Education for Social Cohesion: International Case Studies*  
Edited by Maha Shuayb, Centre for Lebanese Studies, University of Cambridge, UK  
Publication date: November 2012

Over the past two decades, the role of education in promoting social cohesion has re-occupied the minds of policy-makers and educationalists who are under increasing pressure to address various perceived threats to social integration, such as increased social pluralism, individualism, multiculturalism, civic apathy, immigration, and ethno-religious and civil conflict. Education is under increasing pressure to promote inclusion and cohesion in the school, the local community, and the whole society. Despite the proliferation in literature and research on various aspects of social cohesion, there is little clarity in policy and academic discussions about its definition, theory and practice, and how education can promote it. This book aims to contribute to this discussion by presenting case studies from different countries. The book explores the impact of a variety of elements, and covers some of the main debates in the field, such as faith schooling, citizenship education, and challenges associated with promoting social cohesion in multicultural and post conflict communities.

This book offers a critical analysis of the theories underpinning the current approaches and practices of social cohesion. The contributions examine the ethics and policy making of social cohesion, critiquing the nationalistic and economic driven objectives which dominate the field to propose a multi-dimensional approach underpinned by social justice and care. Exploring the challenges encountered by policy makers in reforming education to promote social cohesion, the book also tackles some of the main debates regarding the role of faith and private schools in hindering or promoting social

cohesion, and presents case studies from around the globe that demonstrate different countries' attempts to promote social cohesion. The book also investigates the effectiveness of some of the current approaches proposed to promote social cohesion, including human rights education, and citizenship and history education. This book is the product of a conference organised by the Centre for Lebanese Studies.

*Educating for European Citizenship: European Policies, National Adaptations, and Young People's Practices*

Avril Keating, Institute of Education, UK  
Planned publication date: March 2013

This book examines the evolution of citizenship and citizenship education in contemporary Europe, focusing in particular on the impact and implications of European integration. The transformation of European governance over the past 60 years have spawned not only a new citizenship regime (as part of the European Union), but also an increasing role for European institutions in education policy content and governance. The EU, for example, has significantly expanded the scope and reach of its education policies (including in citizenship education), while the Council of Europe has been taking a leading role in promoting citizenship via education since 1949. Over the course of this volume, then, this book provides a multi-level analysis of these changes and addresses three key questions:

- 1) How has citizenship been conceptualised in the education policies emanating from the European institutions (both the European Union and the Council of Europe), and how has this conceptualisation changed over time?
- 2) How have European citizenship education policies been interpreted in, and adapted for, the national-level policy arenas?
- 3) What impact has education about European citizenship had on young people's knowledge, attitudes and practices of European modes of citizenship, and the relationship between national and European citizenships?

These questions are examined using an interdisciplinary, mixed method approach, drawing on relevant literatures in political science,

sociology, and education studies, and using both qualitative and quantitative data. By combining these different approaches, this book provides a comparative, historical, and multi-level view of the ways in which European integration is evolving and transforming policy and practice.

*Education, Conflict and Peacebuilding*

Alan Smith, UNESCO Chair, University of Ulster  
Planned publication date: June 2013

This book explores the complex relationship between education, conflict, and peacebuilding. Twenty-eight million children are out of school in conflict-affected countries, 42% of the world total. Children in conflict affected countries are twice as likely as children in other low income countries to die before their fifth birthday. Refugees and internally displaced people face major barriers to education, and conflict-affected countries have some of the largest gender inequalities and lowest literacy levels in the world. Yet education remains a low priority in situations of conflict – it accounts for just 2% of humanitarian aid, and only 38% of emergency aid requests for education are met. Whilst development assistance to basic education has doubled since 2002 to US\$4.7 billion, current aid levels fall far short of the US\$16 billion required annually to close the external financing gap in low-income countries. There is the question therefore as to why 21 of the world's poorest developing countries continue to spend more on military budgets than primary education – redirecting just 10% into education could put almost 10 million additional children into school. There is also the question as to the priorities of donor governments whose military spending is US\$1029 billion per year – yet 6 days of this would meet the funding gap required to achieve education for all.

This book examines three broad rationales concerning the role of education in conflict affected countries, and the role education might play in supporting peacebuilding. These are:

- 1) education as a 'humanitarian response', which includes the need to protect children during violent conflict and ensure their right to education;
- 2) 'conflict sensitive' education that is careful not to fuel inequalities and grievances or reinforce prejudices and animosities;
- and 3) education that contributes to 'conflict transformation' in terms of systemic and structural change related to people's sense of security, political engagement, economic

livelihoods, and intergroup relations. These headings are examined through chapters that include a review of research evidence related to the impact of violent conflict on children's education, the role of education in identity development, the implications of shared and segregated schooling, and the role of education in truth and reconciliation processes. Research evidence related to the role of youth is also presented.

The concluding chapters argue that education can make a positive contribution to peacebuilding, partly as a 'peace dividend' that strengthens state building, and partly as an instrument for social transformation. However, weaknesses in the current UN approaches to peacebuilding mean that social development is often marginalised or given insufficient priority which may be one of the reasons why so many contemporary conflicts relapse within a relatively short period following peace agreements.

#### *The Dynamics and Social Outcomes of Education Systems*

Editors: Jan Germen Janmaat, Marie Duru-Bellat, Philippe Méhaut and Andy Green; Institute of Education, UK, Sciences Po, Paris, and LEST, Aix en Provence, France.  
Planned publication date: 2013

Research on the link between education and social cohesion is anything but complete. Most of this research has narrowly focussed on the link between educational attainment, measured as years of education enjoyed or highest qualification attained, and outcomes relevant for social cohesion such as trust, tolerance, participation, crime etc, leaving a wide gap in knowledge about the impact of all the other aspects of education on these outcomes. The first objective of this edited volume is thus to significantly advance knowledge of how all these other facets of education, including properties of education systems, and education's link with the labour market, contribute to or undermine social cohesion. What makes the book stand out in pursuing this objective is that all the contributions engage in cross-national comparative analysis. The other main objective of the book is to explore patterns and trends in education system characteristics. Such an examination is required to determine whether countries show sufficient variation in system properties to make research into the

connections between system properties and social cohesion worthwhile.

The key finding of the chapters examining cross-national patterns and trends is that the education systems of the OECD and European countries continue to show conspicuous differences in a wide range of system properties despite some evidence of convergence or movement in the same direction on a number of indicators. Broadly, this result underlines the continuing relevance of cross-national comparative research as a means to investigate the social consequences of education systems. The most important finding of the chapters assessing the link between education and social cohesion is that properties of education systems - such as pre-school education and care (PSEC), age of first selection, and decision-making structure - appear to have stronger effects on cognitive (i.e. achievement) than on non-cognitive (i.e. social cohesion) outcomes. Two system properties, namely high rates of return and high levels of over-qualification, were found to be negatively related to social cohesion, suggesting that it is mainly through the links with the labour market that education influences social cohesion.

In terms of policy recommendations, the findings lead the authors to believe that raising education levels would not be a very effective strategy for enhancing social cohesion levels. Instead, more promising are policies targeting the opposite ends of the lifelong learning continuum - pre-school education and care (PSEC), and adult education. The findings indicate that universalising PSEC is a win-win policy yielding significant social and economic benefits. They also suggest that expanding adult education programmes with a pronounced second chance character is particularly beneficial for social cohesion.

#### *Religious Education in a Multicultural Europe: Children, Parents and Schools*

Editors: Emer Smyth, Maureen Lyons and Merike Darmody, Economic and Social Research Institute, Ireland.  
Planned publication date: 2013

Religion and schooling have become a controversial issue across Europe as societies have become more religiously and culturally diverse. Tensions have emerged around the place of religion in education, the existence of separate faith schools, the appropriateness and

content of religious education, and the types of symbols and dress which are deemed acceptable within schools. To date, however, we know little about how possible tensions are actually experienced by children and their families. How do parents seek to impart their beliefs to their children, and does the issue of faith formation matter for school selection? How do schools communicate religious and moral beliefs and values to children? What happens when schools and families do not share the same beliefs?

This groundbreaking book draws on an innovative, comparative study to examine how religious and/or secular beliefs are formed in the family and at school across different European countries. Drawing on interviews with diverse groups of primary school children and their parents, principals, and teachers, along with the perspectives of policy stakeholders, the book provides a new and insightful contribution to this debate. By placing children's own experiences at the centre, the book provides fresh insights into the agency and understanding that even young children bring to these questions. The book includes contributions from some of the key European scholars in religion and education (such as Bert Roebben, Sheila Riddell, and Jaap Dronkers), and offers key insights into policy issues concerning the place of religion in the school system, illuminating in particular current debates around religion and multiculturalism across Europe. It will be essential reading for students, researchers and professionals across the social sciences with an interest in the future of education in a modern Europe.

## FUTURE EVENTS

Skills and Employment Survey – launch events on 24 April 2013 (at the Department of Business, Innovation & Skills) and on 20 May 2013 (at the Institute of Education)

## LLAKES Research Seminars

Forthcoming seminars include:

“Global Report on Adult Education and Learning”, Arne Carlsen, UNESCO: 20 February 2013

“Method Matters: Social Science, Human Rights Phronesis”, Professor Todd Landman: 7 March 2013

“The National Productivity Agenda: are we asking too much of Skills”: Professor David Ashton, 11 March 2013

*Details of these events, and other seminars to be held during the Summer and Autumn Terms of 2013, will be posted on the LLAKES website, at [www.llakes.org](http://www.llakes.org). You can also follow LLAKES on Twitter, via @llakescentre*

## LLAKES Research Papers

The following LLAKES research papers were published in 2012.

Paper 34: ‘The Evolution of European Union Policies on Vocational Education and Training’, by John West

Paper 35: ‘Perceptions of Inequalities: implications for social cohesion’, by Christine Han, Jan Germen Janmaat, Bryony Hoskins, and Andy Green

Paper 36: ‘Measuring the Impact of Universal Pre-School Education and Care on Literacy Performance Scores’ by Tarek Mostafa and Andy Green

Paper 37: ‘Apprenticeship and Freelance Work: a de-centred and distributed model of learning to develop Media Production apprentices’ vocational practice and social capital’ by David Guile and Ann Lahiff

Paper 38: ‘Placing Labour Markets in the Evolution of Old Industrial Regions: the Case of Northern Rock’ by Stuart Dawley, Neill Marshall, Andy Pike, Jane Pollard, and John Tomaney

Paper 39: ‘Skills for Prosperity? A Review of OECD and Partner Country Skill Strategies’ by Mike Campbell

Paper 40: ‘Is Britain such a bad place to work? The level and dispersion of job quality in comparative European perspective’ by Francis Green

All the LLAKES research papers can be downloaded from:

<http://www.llakes.org/llakes-research-papers/>