

# LLAKES Newsletter

Issue 9, Autumn 2015



**Geoff Mason, Principal  
Research Fellow,  
National Institute of  
Economic and Social  
Research**

## Editorial

Welcome to the Autumn 2015 issue of the LLAKES Newsletter.

In this issue we report on a range of projects which are in progress at LLAKES. Many of them are being carried out at the National Institute of Economic and Social Research (NIESR), one of the founding partners of LLAKES when it started up in 2008.

Cinzia Rienzo describes research suggesting that migrants to the UK experience better mental health and life satisfaction when living in areas where their own ethnic group is well-represented. This provides them with more opportunities to have social interactions, to speak in their native languages and to create a sense of belonging, recreating a social and cultural context similar to that of the origin country. It also helps to reduce the difficulties around adapting and integrating into the host country and to reduce the distress caused by the distance from their own families and countries. The research findings suggest that a programme for national wellbeing should also account for the ethnic and migration dimensions of the UK population.

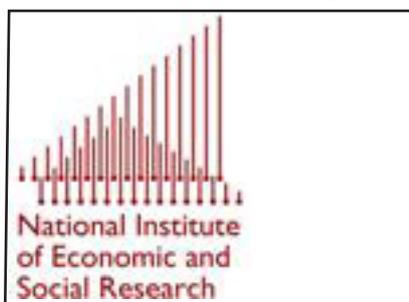
Martin Weale reports on a study of the influence of grandparental social class on grandchildren, focussing on the role played by parental education. Drawing

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on longitudinal survey data that follow the lives of children born in single weeks in 1958 and 1970, the researchers find that children's age of completing education was correlated significantly with that of their father, their mother and the average of the two and with their grandfathers' social class. The implication of a lasting influence of social class on educational outcomes remains strong after due allowance is made for changes over time in the minimum school leaving age.

Turning to economic performance issues, Rebecca Riley reports that businesses now often invest more in knowledge or intangible assets than in physical or tangible assets such as land and buildings, vehicles, machinery and equipment. But until recently national statisticians and economic researchers have made little effort to measure investment in intangible assets. In a LLAKES project which she is co-leading, new measures of UK firms' investments in intangible assets such as software, research and development, design, brand value, management structures and training have been developed. The resulting data are now being used to examine the links between intangible assets and the productivity performance of UK businesses.



One key intangible asset that varies greatly between firms is known as 'absorptive capacity' and refers to the ability of firms to identify and make effective use of knowledge, ideas and technologies that are generated elsewhere. Research suggests that even if firms -- and, by extension, industries and countries -- aspire mainly to be imitators of other people's research results, they need to be doing research and innovation themselves in order to have a realistic chance of usefully 'absorbing' knowledge and ideas from external sources.

As described by Geoff Mason in this newsletter, skills are widely recognised as central to firms' absorptive capacity, both the skills and knowledge held by individual employees and skills and knowledge that are collective in nature and only come into play through the combined efforts of employees at all levels. But little is known about which specific kinds of skills contribute most to the development of absorptive capacity. This question is being addressed in new research for LLAKES on the links between skills, absorptive capacity and economic performance.

Since LLAKES first started work, it has provided research opportunities for several young post-doctoral researchers, many of whom have gone on to university lectureships or more senior research positions. Rachel Wilde's contribution to this newsletter reports on professional development courses aimed particularly at early career researchers, focussing on leadership development and media training. She describes two highly effective courses of this nature and strongly recommends them to early career researchers.

## How does the subjective well-being of migrants to the UK vary across ethnic groups and generations?

### Cinzia Rienzo (NIESR)

At least one third of all families in England include someone who is currently mentally ill (CEP, 2012). The increasing research on well-being of the past years has paid relatively little attention to understanding mental health variation across ethnic groups or among migrants compared to non-migrants, despite the fact that the UK population has been characterized by increasing immigration and, partly as a result of this, has become more ethnically diverse.

In view of this, the ethnic and migrant dimensions of well-being are very relevant. The migration process, along with the process of adaptation and integration that it involves, can be traumatic, causing stress and feeling of alienation and can therefore be associated with an increase in mental illness (Bhugra and Ayanrinde, 2004).

In a recent paper with my colleagues Richard Dorsett and Martin Weale, we examine the extent to which family migration history helps explain inter-ethnic variations in mental health and life satisfaction. We do so by using the UK Household Longitudinal Survey

(UKHLS). In our analysis we distinguish between first generation migrants, second generation migrants and "natives". We further distinguish between "recent" and "established" migrants, according to whether or not they arrived in the UK within the last 10 years. With regard to ethnicity, we identify seven broadly defined minority groups. We focus on three aspects of mental health constructed from the General Health Questionnaire (GHQ). These are: Anxiety and Depression; Social Dysfunction; and Loss of Confidence. Alongside this, we also consider life satisfaction.

The descriptive statistics show that on average recent migrants appear to have a higher level of well-being. This varies by outcome measure and by ethnic group, being particularly notable for the measure of Anxiety and Depression but, as a broad point, it holds true. To look deeper into these descriptive findings we use regression analysis to explore the statistical significance of the differences. We find significant variation across both migration and ethnic dimensions. Furthermore, significant migrant variation exists across all ethnic groups and significant ethnic variation exists for all migrant generations. Specifically, recent migrants experience better mental health and life satisfaction than white natives and earlier migrant generations.

Then in order to help explain this variation in well-being among different migrant generations and ethnic groups, we also consider several measures of integration such as English proficiency; proportion of friends of the same race; the proportion of the local population who are from a minority ethnic group (density), as well as the proportion of the population who are from the respondent's own ethnic group (concentration).

Results show that, on average, people are happier when living in an area where their own ethnic group is well-represented (while the level of diversity of the area where they live is not important). In addition, having difficulty in day to day English is associated with a significantly lower level of mental health while mental health and life satisfaction are worse among those whose friends are mostly of a different race. The data make it difficult to identify whether the effects are causal so results are interpreted as a pure association.

In line with existing research (Knies et al, 2014; Longhi, 2014), our findings suggest a "protective" effect of living in areas with more people of the same ethnicity, due to enhanced social support as well as positive identity and higher self-evaluation. We speculate that living in areas with people having similar cultural or religious backgrounds may give more opportunities to have social interactions, to speak in one's native language and to create a sense of belonging, recreating a social and cultural context similar to that of the origin country. Retaining cultural ties, as well as belonging to a social network of individuals with similar characteristics, acts as a

“cushion” that reduces the cultural distance from the hosting country.

When language and communication difficulties represent a barrier to social integration, resulting in mental distress, and when integration is difficult, belonging to a social network of similar language/race/culture/ethnicity may offer an attractive alternative, allowing their own identities and cultures to be preserved, as well as helping to create a sense of community, mutual support and social cohesion. This appears to lower the costs associated with the migration process, and by mitigating the difficulties around adapting and integrating into the host country, helps to reduce the distress caused by the distance from their own families and countries.

Our findings suggest that a programme for national wellbeing (Layard, 2014) should also account for the ethnic and migration dimensions of the UK population.

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## Parents’ and Children’s Education

### Martin Weale (NIESR)

It is generally found that there is quite a close connection between the educational attainment of parents and that of their children. Following practice in the United States, most studies focus on the statistical relationship between the number of years of education of parents and children. Some studies have looked at adopted children, in order to try to establish whether the connection is genetic or environmental. Others have looked at the children of identical twin mothers so as to control to some extent for genetic influences. In the work that we have done, we focus our attention on that component of parental education which is explained by grandparental social class; thus we ask how far this specific influence on parental education is transmitted to children.

We consider this question using longitudinal survey data. We have used the National Child Development Survey (NCDS) which follows the lives of children born in one week in March 1958 and the British Cohort Survey which follows children born in one week in April 1970. In both surveys the parents of the children of the sample members were asked about their own education and also the occupations of their own fathers at the time the parents themselves left school. We find that the child’s age of completing education was correlated significantly with that of their father, their mother and the average of the two (0.4 for NCDS and 0.46 for BCS).

Statistical considerations mean that it is better to look at the sum of the parents’ ages of completion than at the father and mother separately. Looking further at age of completing education, the component correlated with grandfathers’ social class has a more powerful influence on children’s age of completion than does overall education; this effect is particularly marked with the BCS. We also find, with the BCS, support for the view that grandparental social class has no influence on grandchildren’s education beyond what is transmitted through parental education. On the other hand, with the NCDS, there is evidence that class has an impact over and above what is transmitted through parental education.

There are, however, good reasons for wondering whether a linear regression analysis is appropriate. Around half of the children observed in both the NCDS and the BCS left school at the school leaving age which was then sixteen. So too did most of their parents, for whom the school-leaving age was fourteen, for those born before 1933, or fifteen for younger parents.

This raises two issues. For many of the children, the age of completing education was explained by legislation and not by their parents’ education. For the parents there is a question whether compulsory attendance at school is transmitted to their children in the same way as voluntary attendance. For the children there is a question whether findings about the connection between parents’ and children’s leaving ages are distorted by the fact that more than half of the children left at the school-leaving age.

We explored two statistical means (multivariate Tobit modelling and semi-parametric modelling of censored data with instrumental variables) of addressing these issues in order to produce estimates of the link between parents’ and children’s education which were not contaminated by the effects of compulsory schooling. Both of these techniques were used with the data on age of completing full time education in the NCDS and BCS.

Our results are summarised below. We show in the table the impact of one extra year of the education of either parent (and thus an increase of one in the total number of years of education of both parents) on the age at which the child would have left school in the absence of distortions from compulsion. As stated above, our results relate to that component of parents’

education which can be attributed to grandparental social class.

	Linear	Tobit	Semi-parametric
NCDS	0.42	0.48	0.44
BCS	0.5	0.48	0.51

It is striking how the different approaches and different datasets yield results which are similar to each other. From this, it appears that compulsion, despite its undoubted influence on actual patterns of completing education, might have little effect on statistical estimates of the relationship between parents' and children's ages of completing education. We showed that in fact compulsion leads to two substantial but largely off-setting biases; this is why compulsion has relatively little net impact on the transmission parameter. We also found some evidence to suggest that the voluntary component of parents' education had more impact than did the compulsory component on the age at which their children left school. Since each child has two parents, a coefficient of 0.5 on the sum of the parents' ages on completing education carries with it the implication that the average of the years of education of the two parents is more or less fully passed on to their children.

## Intangible Assets: Adding Value in the Knowledge Economy

### Rebecca Riley (NIESR)

The way in which firms generate value has in many respects changed beyond recognition compared to twenty or thirty years ago. Digital information technologies have facilitated new production processes, management and marketing practices, and have transformed the market place in which firms operate. Firms' performance increasingly depends on their ability to generate or implement innovations and best practice.

As such, businesses now often invest more in knowledge or intangible assets than in physical or tangible assets such as land and buildings, vehicles, machinery and equipment. According to some estimates (see Goodridge, Haskel & Wallis, 2014), UK market sector investment in intangible assets has exceeded investment in tangible assets since the late 1990s.

Meanwhile, national accounting practices are gradually adapting to these economic developments. For example, in 2014 expenditures on research and development were reclassified as investment in the UK National Accounts, having in the past been treated as intermediate consumption and adding nothing to the measured value of the economy. Nevertheless, it is still the case that much of firms' expenditures on knowledge assets are not treated as investment in the National Accounts. Therefore, National Accounts measures of business investment and economic output (e.g. gross domestic product, GDP, or gross

value added, GVA) may under-record the activity that takes place in the economy and mismeasure economic growth, points first made by Corrado, Hulten and Sichel (2006).

On the input side, the failure to capture fully investments in knowledge assets can lead to a biased picture of the sources of growth in output per worker or labour productivity, a key determinant of living standards. Indeed, intangible assets are often seen as the "missing input" in the knowledge economy; regarded as important, yet often unaccounted for in analyses of economic growth.

This LLAKES project develops new data on knowledge assets for UK firms using similar methods to those adopted in recent studies undertaken at the national or industry levels. Measurement at the level of the firm has a number of benefits. First, it provides a bottom-up approach to evaluating the potential magnitudes and patterns in intangible investment and capital. More importantly, it allows us to study the strategies that firms implement and the drivers of firms' performance in the knowledge economy.

Using the classification of intangible assets proposed by Corrado, Hulten & Sichel (2006) we develop measures of firms' investments in: digitized information (software and databases), intellectual property (scientific and non-scientific research and development, design), and economic competencies (brand value, management structures, and training). To do this we use business micro-data detailing firms' purchases of software, advertising, and research & development. We also use information on the wages and salaries paid to workers in occupations that produce these goods and services. More often than not, and to a much greater extent than workers in other occupations, workers in intangible producing occupations are highly educated, holding university degrees.

Together with detailed data on firms' output, employment, industry and location the study then addresses a number of pertinent questions, such as: How important are knowledge assets in determining the productivity performance of UK businesses? Which knowledge assets matter most and how does this differ across sectors? Where in the country do firms adopt knowledge intensive production methods and does the location of these firms affect aggregate economic growth? Do the investments in knowledge assets of one firm influence the performance of other firms in similar locations and industries?

The results of this project will be published in the LLAKES Research Papers series.

### References

- Corrado, C., Hulten, C., and Sichel, D. (2006) Intangible Capital and Economic Growth, FEDS Staff Working Paper No. 2006-24, Federal Reserve Board, Washington D.C.
- Goodridge, P., Haskel, J., and Wallis, G (2014) UK Innovation Index 2014, NESTA Working Paper No. 14/07.

## Absorptive capacity, skills and economic performance

### Geoff Mason (NIESR)

The term 'absorptive capacity' may be unfamiliar to many people but, in some branches of economics and innovation studies, it is one of the most important and useful concepts available to researchers and policy-makers.

The basic idea – first put forward in a 1989 *Economic Journal* article by Wesley Cohen and Daniel Levinthal – is that, for firms to be able to identify and make effective use of knowledge, ideas and technologies that are generated elsewhere, it is usually necessary for the would-be imitator firms to have themselves acquired skills and knowledge relevant to research, development and innovation (Cohen and Levinthal, 1989). In other words, even if firms – and, by extension, industries and countries – aspire mainly to be imitators of other people's research results, they need to be doing research and innovation themselves in order to have a realistic chance of usefully 'absorbing' knowledge and ideas from external sources.

In this context skills are widely recognised as central to firms' absorptive capacity (AC), both the skills and knowledge held by individual employees and skills and knowledge that are collective in nature and only come into play through the combined efforts of employees at all levels.

Furthermore, just as skills and AC represent important intangible assets at firm level, so the combined skills and AC of firms in different industries, regions and countries can also be expected to affect innovation and productivity performance at those levels of aggregation.

But what specific kinds of skills contribute most to the development of AC? The answer to this question is potentially highly relevant to understanding cross-country differences in economic performance because of marked differences in national education and training institutions.

This question is being addressed as part of the 'Skills, Innovation and Economic Growth' project at LLAKES. One of the key practical issues to decide is how best to try and measure AC. In much research in this area to date, it has not proved possible to explore the links between skills and AC in any detail because, in the absence of direct measures of AC, the concept has often been proxied by skills themselves.

We are seeking to overcome this problem by drawing on a distinction suggested by Zahra and George (2002) between two different components of AC:

- (1) *potential absorptive capacity* -- the ability to acquire and assimilate external knowledge,

and

- (2) *realised absorptive capacity* -- the ability to transform and apply acquired knowledge within organisations.

At each stage of this process – recognising useful external knowledge, seeing how it might be applied and then successfully making use of it within firms – different types of skill may be required. High skilled employees such as professional engineers and scientists may contribute disproportionately to potential absorptive capacity (the identification and acquisition of useful external knowledge) but firms' ability to apply this knowledge (i.e., realise their absorptive capacity) will depend in many ways on intermediate-skilled employees as well as on high-skilled employees. For example, there are many key support roles for technicians in product design and development areas and for craft-skilled workers in improving production processes.

The key advantage of distinguishing between potential absorptive capacity (PAC) and realised absorptive capacity (RAC) is that it not only allows for different types of skill to affect innovative performance at different stages of the innovation process but also creates possibilities for separate measures of the two components of AC to be developed.

For this LLAKES project we are developing measures of PAC and RAC and making use of existing skills datasets to examine the role of skills in developing AC and contributing to innovative output and economic performance at two different levels:

- (1) Industry level in eight countries (the UK, US, France, Germany, Netherlands, Spain, Sweden and Denmark)
- (2) Firm and city-region level in the UK

In coming months, results from these enquiries will be published in LLAKES Research Papers and presented at public seminars. They are expected to be of interest to government departments and other organisations involved with skills and innovation as well as other researchers in the field.

### References

- Cohen, W. and Levinthal, D. (1989), Innovation and learning: two faces of R&D, *Economic Journal*, 107: pp. 139-149.
- Zahra, S. and George, G. (2002), Absorptive capacity: A review, reconceptualisation, and extension, *The Academy of Management Review*, 27(2): pp. 185-203.

## Thinking Ahead: Career Development Opportunities for Early Career Researchers

### Rachel Wilde (LLAKES Research Officer)

Working in a research-intensive centre like LLAKES is a great opportunity in itself for career development. The sheer diversity of knowledge amongst the professors and senior staff, the camaraderie amongst the researchers in the LLAKES office and the collaborative interdisciplinary projects are an excellent introduction to academic life. But it's easy to get so focused on the (very interesting) research we are carrying out and pay less attention to longer term career goals. To address this I've undertaken two professional development courses over the past year which I can highly recommend to early career researchers.

#### *Aurora Leadership Development Programme*

The first is for women only. I won't apologise for this, because women are disproportionately represented in senior and leadership roles in the higher education sector (Morley 2013) and Aurora seeks to address this. It was set up by the Leadership Foundation for Higher Education and is endorsed and supported by a wide range of universities in the UK. It's aimed at grades 6-8, with the hope that if women start thinking early on in their careers about taking on leadership roles, the composition of those at the top will change. Researchers at Loughborough University are conducting a longitudinal study of the participants so we will see in due course!

The programme is five-months long, requiring one day a month out of the office and as much preparatory reading and thinking for each session as you can fit into a busy schedule. The materials are usually of appropriate length for a short train journey. I found it manageable to fit into my daily commute. You work with a mentor throughout the programme, and for however long afterwards you both continue to find it useful.

There are four "development days" that cover a range of aspects of leadership:

- Identity, impact and voice
- Power and politics
- Core leadership skills
- Adaptive leadership skills

Leadership is defined quite loosely in the programme, indeed we are encouraged to seek out ways to influence when we are not in official leadership posts. The style of the course is reflexive. One of the main things I valued was time away from daily tasks to think about myself, my strengths, the things I wanted to do better and where I wanted to end up. There is a strong emphasis on developing your own leadership

style. Details about what the sessions cover can be found on the Leadership Foundation website: <http://www.lfhe.ac.uk/>.

The days are organised into a set of inspirational lectures and group work that is facilitated by role models - women who are already in a range of leadership positions in HE. As so many universities participate in the programme, the opportunities to build networks and hear how things are done elsewhere are very enlightening – particularly for considering some of the structural barriers for progression and how other institutions are addressing them (e.g. no meetings/seminars after 4pm, to accommodate those with caring responsibilities). Both professional services and academic staff participate and this is also crucial as it helped me to develop a far better understanding of how HE institutions operate, and the differing concerns and priorities of my colleagues.

The third session was probably the most productive for me. It takes the form of an action learning set. I had never participated in one before, and found it immensely helpful. The idea is that a small group meet, each person presents to the group a concrete issue that they are experiencing in the workplace, and the rest of the group asks open questions to help them think through their options. The questioners are not allowed to give advice, share their experiences, or suggest what they would do in that situation. This is challenging, and while we didn't always succeed, the conversations were enormously productive (as was the advice and sharing of experiences!). I continue to meet with my 'set' every few months and the external support always prompts me to see an issue from a new perspective.

While it's not a small investment in time and money, I would strongly encourage researchers at an early stage of their career to participate in the Aurora programme.

The Leadership Foundation also offers a range of other leadership programmes, open to men and women.

<http://www.lfhe.ac.uk/en/programmes-events/you/aurora/more-information.cfm>  
<http://www.lfhe.ac.uk/en/programmes-events/you/index.cfm>

#### *Media Training, ESRC*

With the Impact Agenda looming large, I also felt it necessary to think about how to communicate my research with wider audiences. One of the most effective methods of doing so is to use the media and work with journalists to promote our findings. The ESRC Media Training is free for ESRC funded projects and is run in collaboration with Inside Edge. It prepares you for a media interview, focusing mostly on radio, with some additional tips for TV.

Before I completed the course I was anxious about journalists misinterpreting my findings, oversimplifying complex issues and not being able to control the process of my research entering the public domain. The course is run by two experienced journalists, who quickly make you realise that journalists may have a slightly different goal to us researchers – they want something newsworthy – but they *are* interested in your research and will do everything they can to help you explain your findings in an engaging way.

The day is very practical in focus; after discussing some ways to prepare for an interview by thinking about what is the most newsworthy, succinct point you can convey, you are thrown into a mock interview which you listen back to with the group and get feedback and support to have another go. The course is aimed at all levels of experience and the ESRC have a series of dates throughout the year.

<https://www.esrc.ac.uk/skills-and-careers/media-training/>  
<http://www.insideedgetraining.co.uk/>

## Sent to Siberia: a View from the East

**Karen Evans**



I suspect that for many of us in the UK, our view of Siberia is shaped by images and associations from the past. For me, a particular liking for (translated) Russian literature both in my student days and in my early academic life leads me to expect challenge and discomfort, both physical and psychological, in this bleak, harsh, vast terrain. The journey to Krasnoyarsk via Moscow and two Aeroflot flights is comfortable enough, arriving to a cold but clear day in October as temperatures start to plummet and snowfall becomes a daily occurrence. Birch trees soften the stark terrain as we drive to the University campus, just outside the city centre that is traversed both by the Trans-Siberian railway and the famous Yenisei river, on its journey to the Arctic Ocean. Our warm and comfortable apartment on the 22<sup>nd</sup> floor of the Student Residence

Building No.25 affords a fine view over this third largest city of Siberia to the rolling hills beyond.

The event is an international conference on *Lifelong Learning in the Knowledge Era: Theoretical and Practical Implications for Language Education*. It marks the culmination of a programme of collaborative work supported by the EU Tempus Programme and by the Siberian Federal University (SFU) to develop a network of University Lifelong Language Learning Centres. The venue is a state of the art conference suite in a new library building in an SFU campus. Speakers are drawn from universities of Siberian Federal District of the Russian Federation, three universities of Tajikistan, two universities of Kyrgyzstan and several European universities, including UCL Institute of Education and Charles University Prague.

The characteristically warm Russian welcome is also a reunion for the many colleagues whom we had the pleasure of hosting in a four-week study visit to UCL Institute of Education in 2014. On this reciprocal visit to Siberia, Natasha Kersh and I experience fine Russian hospitality and some unexpected occurrences on excursions to see more of the Siberian surroundings. For more on this and the conference activities see LLAKES website, [www.llakes.ac.uk/news](http://www.llakes.ac.uk/news).

## Staff News

### New Member of Staff: Gabriella Melis



I started working as a Research Associate for LLAKES in June 2015, as a member of the research teams focusing on 'Youth, Inter-generational mobility and civic values' and 'Education, inequality and social cohesion'. My role at LLAKES is centred around advanced quantitative analysis on cross-sectional and longitudinal datasets, such as the BHPS-UKHLS,

CELS, WVS-EVS. In particular, at present I am working on three main projects: young people's transition to adulthood and inequalities in housing circumstances, with Professor Andy Green; online political participation, with Dr Avril Keating; and cross-national analysis of civic culture and participation, with Dr Germ Janmaat. I am also completing my PhD at the University of Manchester's Cathie March Institute for Social Research (CMIST), on the topic of inter-generational transmission of attitudes to legal authority, for which I am using the British Cohort Study 1970 data. I am supervised by Dr Nick Shryane, Dr Maria Pampaka and Professor Mark Elliot.

## Other Staff News

**Dr Ann Lahiff**, who worked on LLAKES Phase 1, has been classed as 'Highly Commended' by the British Educational Research Association (BERA) for her submission on "Observing vocational practice: a critical investigation of the use and value of teaching observations in the training of vocational teachers".

**Dr Rachel Wilde**, one of the LLAKES Research Officers, has been appointed as Lecturer in Education, Department of Education, Practice and Society, UCL Institute of Education.

Another LLAKES Research Officer, **Dr Michela Franceschelli**, has been appointed as Lecturer in Sociology, Thomas Coram Research Unit, Department of Social Science, UCL Institute of Education.

## LLAKES events and publications

### Spring 2016 Events

**19 January 2016**

Susanne Wiborg, Francis Green and Rachel Wilde  
*Free Schools in England: just like other schools?*  
**16.15-17.45, Room 828**

**4 February 2016**

Sheng-ju Chan  
*Massification of higher education in Taiwan: Shifting pressure from admission to employment*  
**16.15-17.45, Committee Room 2**

**23 February 2016**

Akito Okada  
*Education Reform and Equality of Opportunity in Japan*  
**16.15-17.45, Room 790**

**8 March 2016**

Pauline Leonard and Bryony Hoskins  
*It's all about trying to find a balance": what does the CELS data tell us about young people's entry routes into work?*

**16.15-17.45, Room 790**

**22 March 2016**

Claire Callender and Geoff Mason  
*Does student loan debt deter participation in higher education?*

**16.15-17.45, Room 790**

All events are held at UCL Institute of Education, 20 Bedford Way, London WC1H 0AL. To book places, please e-mail [llakesevents@ioe.ac.uk](mailto:llakesevents@ioe.ac.uk)

## Publications

LLAKES Research Paper 53: "Graduate Jobs in OECD Countries: Development and Analysis of a Modern Skills-Based Indicator", by Golo Henseke and Francis Green.

LLAKES Research Paper 54: "International and inter-ethnic well-being: an analysis for the UK", by Richard Dorsett, Cinzia Rienzo, and Martin Weale.

LLAKES Research Paper 55: "Dreaming Big: Self Evaluations, Aspirations, High-Valued Social Networks and the Private School Earnings Premium", by Francis Green, Samantha Parsons, Alice Sullivan and Richard Wiggins.

LLAKES Research Paper 56: "What young English people do once they reach school-leaving age: a cross-cohort comparison for the last 30 years", by Jake Anders and Richard Dorsett

These papers, along with the others in the series, are available to download from the LLAKES website, [www.llakes.ac.uk](http://www.llakes.ac.uk).

*Unequal Britain at Work*, edited by Alan Felstead, Francis Green and Duncan Gallie, has been published by Oxford University Press. A launch event for the book was held at UCL Institute of Education on 8 October 2015.

## Contact LLAKES

[www.llakes.ac.uk](http://www.llakes.ac.uk)

[llakescentre@ioe.ac.uk](mailto:llakescentre@ioe.ac.uk)

+44 207 911 5464

@llakescentre