

LLAKES Newsletter

Issue 1, Winter 2009

WELCOME from LLAKES Centre Director, Andy Green



Welcome to our first newsletter. The LLAKES Centre was established in January 2008 with a five-year grant from the Economic and Social Research Council (ESRC). Its brief is to conduct research on the role of lifelong learning in promoting economic competitiveness and social

cohesion. Unlike existing ESRC centres which focus on either economic or social outcomes, LLAKES will investigate the inter-relations between the two, including identifying learning policies and practices which can help mediate sometimes antagonistic economic and social objectives. In addition to its research role, LLAKES is also providing capacity building for researchers and policy-makers. This will focus on the use of international data and mixed-method comparative analysis in the development of evidence-based lifelong learning policies for competitiveness and cohesion.

We are fortunate to have recruited five talented new researchers: Dr Helen Cheng, Dr Bryony Hoskins, Magdalini Kolokitha, Dr Sadaf Rizvi and Tarek Mostafa. They now work at the IOE and join the existing team of four researchers and eighteen permanent academic staff who conduct research in LLAKES at the IOE and its partner institutions, the Universities of Bristol and Southampton and the National Institute of Economic and Social Research. Our new research officers include an econometrician, two sociologists, a political scientist and a psychologist

Contents

Centre Director's Welcome	1
LLAKES Centre News	2
LLAKES Centre Launch, House of Commons	
Higher Apprenticeships in Italy	
Apprenticeships Bill	
Researching Family and Friendship-Based Inter-Generational Networks: Qualitative Perspectives	
Ingrid Schoon Journal Article Published	
Lifelong Learning Peer Reviews of Regions	
LLAKES Centre Publications	
Reviews and Comment	4
OECD Report: Growing Unequal? reviewed by Ann Doyle	
Social Cohesion Policy Documents in the UK: An Overview, by Christine Han	
Indicators for active citizenship in Europe, by Bryony Hoskins	
LLAKES Centre Researchers Appointed	9
The LLAKES Research Programme	10
Past LLAKES Events	11
Forthcoming LLAKES Events	12

and thus further strengthen the disciplinary range of our already very multi-disciplinary team.

We also benefitted in our first year from the presence of a number of distinguished visiting academics, including Professor Jordi Planas from Autonomous University of Barcelona, Dr Said Hanchane from the Laboratoire d'Economie et Sociologie du Travail (LEST) at the University of Aix-Marseille II, and Dr Nathalie Mons, from the French Ministry of National Education. The latter two are members of the Centre National de la Recherche Scientifique (CNRS) research team (EDESCO) with whom we collaborate for research on Strand One.

This January, Professor Jon Lauglo, from the University of Oslo, and Geoff Mason (LLAKES project leader), from the National Institute of Economic and Social Research in London, joined us as visiting academics.

We are very pleased that Professor John Field of the University of Stirling has agreed to chair the LLAKES Centre Advisory Board. This met for the first time in December 2008 and will provide essential feedback on our research programme and dissemination strategies.

A key focus during 2008 has been on building up an effective research team with shared understandings of the key theories and the different methodological approaches we use in our research. Our regular Cross Strand Workshops have played an important role in this, as did the successful and intensive two day 'retreat' which took place in October. We were also pleased to host our first two capacity building workshops. The first, in July 2008, was led by Professor Walter McMahon, the distinguished Emeritus Professor of Economics from University of Illinois; the second, in November, was led by Dr Andrea Saltelli, who leads the European Commission's Centre for Research on Lifelong Learning (CRELL), with which we have a close collaboration. Professor McMahon offered fascinating insights into the complex techniques used to estimate the external social benefits of education using large scale international datasets. Dr Saltelli provided an extremely helpful step-by-step explanation of the procedures for developing composite indicators.

LLAKES also hosted eight public seminars in 2008 with a range of leading researchers presenting on topics relevant to LLAKES work. Those presenting included: Ian Brinkley and Rebecca Fauth from the Work Foundation; Professor Marie Duru-Bellat from Science-Po, Paris; Dr Nathalie Mons from the French Ministry of National Education; Professor Walter McMahon from the University of Illinois; Professor Karen Mundy from the University of Toronto; Professor Jordi Planas from Autonomous University of Barcelona, and Professor Ronald Sultana from the University of Malta.

LLAKES Centre News

LLAKES Centre Launch, House of Commons

The launch of the LLAKES Centre was held at the House of Commons on 18th June. The event was hosted by Gordon Marsden, MP for Blackpool South and Chair of the All-Party Parliamentary Skills Group. Speakers included the Rt. Hon. John Denham MP, Secretary of State for Innovation, Universities and Skills, Gordon Marsden MP, Professor Ian Diamond, Chief Executive of the Economic and Social Research Council (ESRC), and Professor Andy Green, Director of LLAKES.



Peter Lavender, Cath Walsh, Andy Green and Alison Fuller



Andy Green, John Denham and Ian Diamond at the LLAKES Centre Launch

Other guests included: Tom Wilson, TUC; Baroness Sharp of Guildford; Phil Willis, Chair of the DIUS Select Committee; Professor Bob Fryer, NHS Chief Learning Adviser; Peter Lavender, NIACE Director of Research; Cath Walsh, Director Greater Manchester Strategic Alliance; Tim Boswell MP; Andy Westwood and Josie Culer, Special Advisers to John Denham; Lord Cotter; Lesley Giles, Deputy Director of Research and Policy, UKCES; Peter Kingston and Francis Beckett, Education Guardian; Katherine Chapman, National Skills Forum; Denise Edghill, Southampton City Council and Dr Phyllis Starkey, MP for Milton Keynes South West.

Higher Apprenticeships in Italy

At the end of October, Lorna Unwin, Deputy Director of LLAKES, was invited as a UK expert on apprenticeship to contribute to a Peer Review meeting in Turin on the subject of the new 'Higher Apprenticeship' which was introduced by the Italian Government in 2003. Peer Reviews are part of the European Commission's Mutual Learning Programme of the European Employment Strategy. The meeting was hosted by the Italian Ministry of Labour and Social Security. Taking part were experts from Germany, Greece, The Netherlands, Poland, Bulgaria, Cyprus, Finland and the Czech Republic. The Italian initiative involves around 1,000 apprentices in some 350 enterprises who attend university as part of their apprenticeship. In the next newsletter, Lorna will report on the initiative in more detail.

Apprenticeships Bill

From August to December, 2008, Alison Fuller (LLAKES project leader) and Lorna Unwin acted as the two special advisers to the Innovation, Universities, Science and Skills Committee during its scrutiny of the draft Apprenticeships Bill, which was published in July. The Bill proposes the establishment of a National Apprenticeship Service and a statutory entitlement for all 16-18 year olds to be able to choose from up to two apprenticeships. The Committee's key questions were:

- Does the bill meet the Government's policy objectives to set up a system of "world class" apprenticeships in the most effective way within a reasonable time frame?
- Is the bill workable?
- Will the bill lead to a renaissance in apprenticeships?
- What is the cost?
- What impact the bill will have on current institutional structures?
- Is there anything missing from the draft bill?

The Committee heard evidence from employer representatives, training providers, the Learning and Skills Council, the TUC and government ministers. It also received submissions from a wide range of organisations concerned with apprenticeships.

Transcripts of the hearings and the Committee's report can be viewed at: www.parliament.uk/parliamentary_committees/ius/ius_220708.cfm The Bill was presented to Parliament in January 2009.

'Researching Family and Friendship-Based Inter-Generational Networks: Qualitative Perspectives', Wednesday 17 December 2008, University of Southampton

Alison Fuller and colleagues at the University of Southampton led this one-day workshop on how to adopt a network approach to researching and understanding social life. This approach can be used for research that directly involves members of an individual's social network (including network members from across the generations, and embracing friends alongside family members) and which to some degree treats the network, rather than the individual, as the unit of analysis. The workshop drew on two recent ESRC-funded projects which have adopted this approach. Professor Jennifer Mason, School of Social Sciences, University of Manchester, and Director of the ESRC Real Life Methods Node, provided a response. For details of the workshop contact: a.fuller@soton.ac.uk

Ingrid Schoon Journal Article Published

Schoon, I. (2008), 'A transgenerational model of status attainment: The potential mediating role of school motivation and education', *National Institute Economic Review*, 205, 72-82.

A comparative analysis of over 12,000 men and women born in 1958 and 1970 (using data from the 1958 National Child Development Study [NCDS] and 1970 British cohort study [BCS70]) shows evidence of persisting inequalities in educational and employment opportunities.

This paper examines the influences of parental background, childhood cognitive ability, school motivation and education on social status in early adulthood. The subjects were 3,104 men and 3,229 women who have been participating in the 1958 NCDS and 3,049 men and 2,692 women from the BCS70. The paper suggests that the number of years spent in full-time education was by far the most important determinant of cohort members' status in their early thirties. It also points to persistent social inequalities as young people from more advantaged backgrounds were more likely to have stayed on in education.

Bright young people are becoming increasingly disengaged from school, and participation in further education is more strongly influenced by social background than by ability. It appears that the most privileged have benefited from the expansion of education and changing labour markets, not the most able.

However, the finding that social background and cognitive ability are partially mediated through school motivation and education indicates that there is scope for possible interventions aiming to engage young people in education and learning.

Lifelong Learning Peer Reviews of Regions

Andy Green will be acting as an international expert in a team which is conducting peer reviews of lifelong learning and active employment policies in various regions of Italy, Poland and the UK in 2009. The initiative is organised in concert between the OECD and ESF.Co.net, a network of European Social Fund Managing Authorities. The project will report in Autumn 2009.

Selected early publications from the LLAKES Centre:

Green, A. (forthcoming) 'Le Modèle de l'École Unique, l'Égalité et la Chouette de Minerva', *Revue Française de Pédagogie*, 164.

Janmaat, G (forthcoming) 'Diversity and Postmaterialism as Rival Perspectives in Accounting for Social Solidarity: Evidence from International Surveys', *International Journal of Comparative Sociology*.

Schoon, I. (2008) 'A Transgenerational Model of Status Attainment: The Potential Mediating Role of School Motivation and Education,' *National Institute Economic Review*, 205, 72-82.

Unwin, L. (2008) *Learning at Work: Opportunities and Barriers*, State-of-Science Review: SR-A2, Foresight Project, Mental Capital and Well-Being, London, The Government Office for Science (www.foresight.gov.uk).

Reviews and Comment

In this section of the newsletter we will provide reviews and comment pieces from our research team on recent publications and reports related to the LLAKES research agenda.

OECD Report: *Growing Unequal?*

A review by Ann Doyle, PhD Student attached to LLAKES at the Institute of Education

The gap between rich and poor as well as the number of people below the poverty line has grown in more than three-quarters of OECD countries over the past two decades, according to the OECD report *Growing Unequal?* launched on 21st October 2008. The report confirms what research has previously shown, that countries with a wide distribution of income tend to have more widespread income poverty and lower social mobility as, for example, in Italy, the UK, and the US. Social mobility is higher in countries where income is distributed more evenly as in the Nordic countries and Australia. The key contributor to income inequality has been the number of low skilled and poorly educated people who are unemployed as well as the number of people living alone and in single-parent households.

What about the UK?

According to this report, the gap between the rich and the poor in the UK narrowed between 2000 and 2005, but the country remained one of the most unequal in the developed world. Income inequality grew steadily from the mid-1970s, only dipping briefly in the 1990s. "We found it starts narrowing from the year 2000", said Mark Pearson, head of the OECD's social policy division. "It is really a remarkable reduction since then – the largest fall in all developed countries, at a time when inequality has been rising in most developed countries" (quoted in *The Guardian*, 22/10/08). But in 2005, the earnings gap between rich and poor was still 20% greater than in 1985 and in the years since 2005, which are not covered in the study, the narrowing of the wealth gap appears to have flattened off. According to Pearson, employment growth, the tax credit system and the minimum wage have been responsible for much of the change. Between 2000 and 2005 incomes of the top one-fifth grew by 1.5% in real terms each year, while for the bottom one-fifth they grew by 2.4%.

So, overall, the OECD give a 'curate's egg' verdict on the UK. Despite improvements since 2000, in 2005 the UK was seventh highest among the 30 OECD countries for income inequality with social mobility lower than in Australia, Canada and Denmark.

Who are most affected?

Economists take the poverty line as equivalent to one-half of the median income in a given country. Around one tenth of the population was living below the poverty line in OECD countries in 2005.

- Since 1980, poverty among the elderly has fallen in OECD countries
- By contrast, poverty among young adults and families with children has increased
- On average, one child out of every eight living in an OECD country in 2005 was living in poverty

The last two of these findings are clearly of great concern, and of relevance to the LLAKES research agenda.

Social Cohesion Policy Documents in the UK: An Overview

A review by Christine Han, Lecturer in Education, Institute of Education

In the last ten years, a number of documents have been published by government departments and government advisory groups on matters related to social cohesion. These include:

Community Cohesion: A Report of the Independent Review Team (2001), chaired by Ted Cantle

Building Cohesive Communities: A Report of the Ministerial Group on Public Order and Community Cohesion (2001), chaired by John Denham

The New and the Old: the Report of the Life in the United Kingdom (2003), chaired by Sir Bernard Crick

Curriculum Review: Diversity and Citizenship (2007), chaired by Keith Ajegbo

Our Shared Future (2007), by the Commission on Cohesion and Integration, chaired by Darra Singh

The Government's Response to the Commission on Integration and Cohesion (2008), Department for Communities and Local Government (DCLG)

Preventing Violent Extremism: Next Step for Communities (2008), Department for Communities and Local Government (DCLG)

Citizenship: Our Common Bond (2008), chaired by Lord Goldsmith

The number of reports reflects the Government's concern with issues related to security and the integration of immigrants and ethnic and religious minorities in the UK. The past decade has seen social unrest in the northern towns of Bradford, Oldham and Burnley, bombings on the London public transport system, and an increasing sense of unease and resentment amongst some people related to immigration, and the distribution of welfare and other resources. It has also seen increasing manifestations of racial and religious intolerance in many communities. This article will provide an overview of the documents on social cohesion.

A review team headed by Ted Cantle was set up after the social unrest in 2001 "to identify good practice, key policy

issues and new and innovative thinking in the field of community cohesion” (Cantle, 2001: 5). Cantle noted the way in which many communities lived “parallel lives” - not least through high levels of ethnic segregation in housing and schooling - and advocated the promotion of community cohesion based on “greater knowledge of, contact between and respect for, the various cultures”, and “a greater sense of citizenship based on (a few) common principles” (Cantle, 2001: 9). Cantle recommended that funding should be given, and housing allocated, on the basis of how these addressed community cohesion in an area (Cantle, 2001: 47, 49, 51). His report also recommended the regeneration of poor and deprived areas, programmes to promote contact between different ethnic and faith groups, and the expansion of citizenship education in schools to promote respect for and understanding of different cultures (Cantle, 2001: 47, 49). In addition, Cantle expressed “the expectation that the use of the English language...[would] become more rigorously pursued” (Cantle, 2001: 19). The Cantle report set the direction for the reports on social cohesion that came after it, and the policies that were subsequently adopted.

The report of the Ministerial Group headed by John Denham, *Building Cohesive Communities*, was published in the same year as Cantle. For Denham:

Community cohesion requires that there is a shared sense of belonging based on common goals and core social values, respect for difference (ethnic, cultural and religious), and acceptance of the reciprocal rights and obligations of community members working together for the common good. (Denham, 2001: 18)

Denham acknowledged that the Government could not impose social cohesion, but believed that it could “provide a lead in articulating a vision”, and “empower and support communities to turn the vision into reality” (Denham, 2001: 18). The report accordingly proposed that community cohesion should be made a central aim of government, and that all government policy should reflect this (Denham, 2001: 4). Denham also recommended a re-examination of housing policy (to avoid the concentration of ethnic groups in the worst areas), the promotion of community cohesion through education, giving support to local communities and local government, and a community regeneration programme in the form of neighbourhood renewal (Denham, 2001: 22, 23, 25, 29, 30).

The focus of *The New and the Old* was citizenship, but the Advisory Group which undertook the report saw its remit as falling under the Government’s broader aim of encouraging community cohesion (Crick, 2003: 3). The Group, which was headed by the late Sir Bernard Crick, began with the Cantle and Denham reports, specifically the former’s concern that communities were leading parallel lives, and the latter’s proposal to “establish a greater sense of citizenship based

on common principles” (cited in Crick, 2003: 11). The Crick report made recommendations on the “Life in the United Kingdom” test that immigrations applying for naturalisation would have to take, specifically with respect to the level of language ability and knowledge of British society and institutions that these immigrants should be required to demonstrate. In Crick’s view, the use of English was ‘possibly the most important means’ by which diverse communities could participate in a common culture (Crick, 2003: 11).

Like Crick, the Ajegbo report took its cue from Cantle but – in this case – from its emphasis on diversity. Set up to “review the teaching specifically of ethnic, religious and cultural diversity across the curriculum”, Ajegbo proposed the introduction of a strand about “Identity and Diversity: Living Together in the UK” to the teaching of Citizenship in schools. This strand would include topics like immigration, the Commonwealth and the legacy of Empire, and the extension of the franchise (Ajegbo, 2007: 14, 97). The aim was to help children learn about the different racial, ethnic, cultural and religious communities in the UK, while developing an inclusive notion of citizenship (Ajegbo, 2007: 23, 95).

For its part, Singh’s report, *Our Shared Future*, saw the need to foster not only a cohesive community, but also an integrated one. Such a community is one where there is a “shared sense of the contribution of different individuals and different communities to a future vision”, and “a strong sense of an individual’s rights and responsibilities”. It is also one where “those from different backgrounds have similar life opportunities”, where there is “a strong sense of trust in institutions” and “a strong recognition of the contribution’ of both immigrants and the settled population, and where there are ‘strong and positive relationships between people from different backgrounds” (Singh, 2007: 10). This definition of community cohesion subsequently was adopted by the Department for Innovation, Universities and Skills (DIUS) for its 2008 consultation document, *Focusing English for Speakers of Other Languages (ESOL) on Community Cohesion*.

The Singh report attempted to articulate “what binds communities together” in the UK, and to make recommendations with respect to this (Singh, 2007: 7). The recommendations included a “shared national vision”, efforts to strengthen people’s “sense of citizenship”, the setting up of a national body for the integration of immigrants, working with women, young people, and faith communities, and making social justice “visible” (Singh, 2007: 47, 62, 68, 78ff, 98ff). A year after Singh’s report, the Department for Communities and Local Government (DCLG) published its response to the recommendations, and set out a plan of action with respect to these. Among other things, the DCLG pledged to increase investment “to promote community cohesion and support local authorities in preventing and managing community tensions” (DCLG, 2008: 12).

In 2008, the DCLG produced its own report, *Preventing Violent Extremism*. The idea was to foster community cohesion by “building strong and positive relationships between people of different backgrounds, a sense of belonging and a shared vision for the future”, and by empowering communities to help them “reject the ideology of violent extremism” (DCLG, 2008: 12). The report set out how it intended to use the £70m the Prime Minister had set aside for “community-led work to tackle violent extremism”; this included engaging and providing funding, for community groups; fostering civic leadership; improving faith understanding; and nurturing community leadership (DCLG, 2008: 16). The process of implementing one of the recommendations – the setting up of a Young Muslim Advisory Group – was announced in the media in October 2008.

The focus of the Goldsmith report was on “enhancing the bonds of citizenship.” It proposed a series of measures “to promote a shared sense of belonging and...encourage citizens to participate more in society” (Goldsmith, 2008: 7). These included: a statement of the rights and responsibilities of citizenship; the introduction of a national day; citizenship ceremonies for all young people; engaging immigrants in “a shared sense of belonging”; and encouraging the take up of citizenship among them (Goldsmith, 2008: 7-9). While the Government has stated that it was considering Goldsmith’s recommendations, it was reported in the media in October that there were no current plans to introduce a national day.

The early reports on social or community cohesion were written after the unrest in the northern towns in 2001, and the perception was that it was necessary to address the segregation of the different communities. This view has deepened by the London bombings and the concern about the radicalisation of some young Muslims, as well as by the more general concerns about the integration of immigrants. The later reports address these concerns by attempting to balance respect for diversity with the need to promote a set of shared values, a vision for the future, and a sense of belonging, all of which are regarded as being necessary for social cohesion.

Indicators for active citizenship in Europe

Bryony Hoskins, Research Officer, Institute of Education

Active citizenship within European education policy discourse has been considered one of the primary drivers for developing greater social cohesion across Europe. In this context, in order to measure progress towards this within the European Commission Lisbon Strategy, indicators were requested by Member States on active citizenship and civic competence. The latter encapsulates the learning of the qualities (knowledge, skills, attitudes and values) needed for active citizenship.

The first indicator produced was a composite indicator on active citizenship (Fig. 1) (Hoskins et al., 2006 and Hoskins and Mascherini, 2008). Active citizenship is defined as ‘Participation in civil society, community and/or political life, characterised by mutual respect and non-violence and in accordance with human rights and democracy’ (Hoskins 2006). A composite indicator is defined as ‘a mathematical combination of individual indicators that represent different dimensions of a concept whose description is the objective of the analysis’ (Nardo et al. 2005: 7). The composite indicator developed to measure active citizenship was based on a framework of indicators on Representative Democracy, Protest and Community life combined with measures of individuals’ democratic values in the areas of human rights, intercultural understanding and citizenship values.

It encompasses 61 indicators from the 2002 European Social Survey data, a household survey carried out on about 2000 persons in each participating European country every two years. The results of the composite indicator show that active citizenship rates were the highest in Northern Europe followed by Western Europe. Southern and Eastern Europe gained much lower results reflecting a two-speed Europe. However, it should be recognised that although this indicator is broad in terms of voluntary, political and non-governmental forms of participation, it is limited predominantly to those activities which are formally organised and different results may be obtained if data for more informal actions was available. This composite indicator was used in the European Commission 2007 progress report on the Lisbon goals in the education and training field.

In a second exercise, the research team defined and measured civic competence. Civic competence has been defined in the European Commission Framework

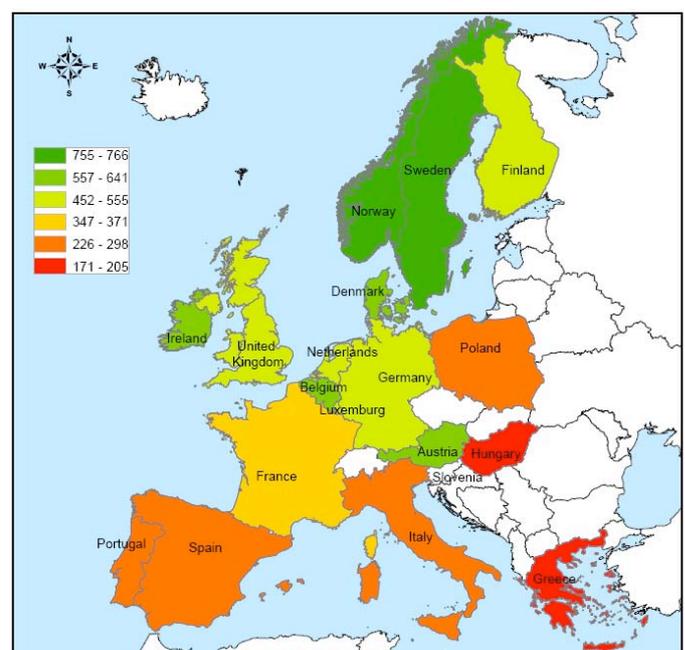


Figure 1. Results for the Active Citizenship Composite Indicator based on adult participation rates from 63 indicators from the European Social Survey (green top scores –red lowest scores)

of Key Competences.¹ The measurement model (based on this definition) for the Youth Civic Competence Composite Indicator (Hoskins et al 2008) (Fig 2) was based on a framework composed of four dimensions: citizenship values (for example understanding the importance of volunteering, voting and protesting); social justice values and attitudes (predominantly indicators on attitudes towards women's and minority rights); participatory attitudes (for example, interest to

participate and ability to influence actions in the community and political life); and cognition about democratic institutions (knowledge and skills such as interpreting political campaign messages). The data used was from an international study on citizenship of 14-year olds made in 1999 that tested their knowledge and skills on democracy and asked them questions about their attitudes and values towards engagement (IEA CIVED).²

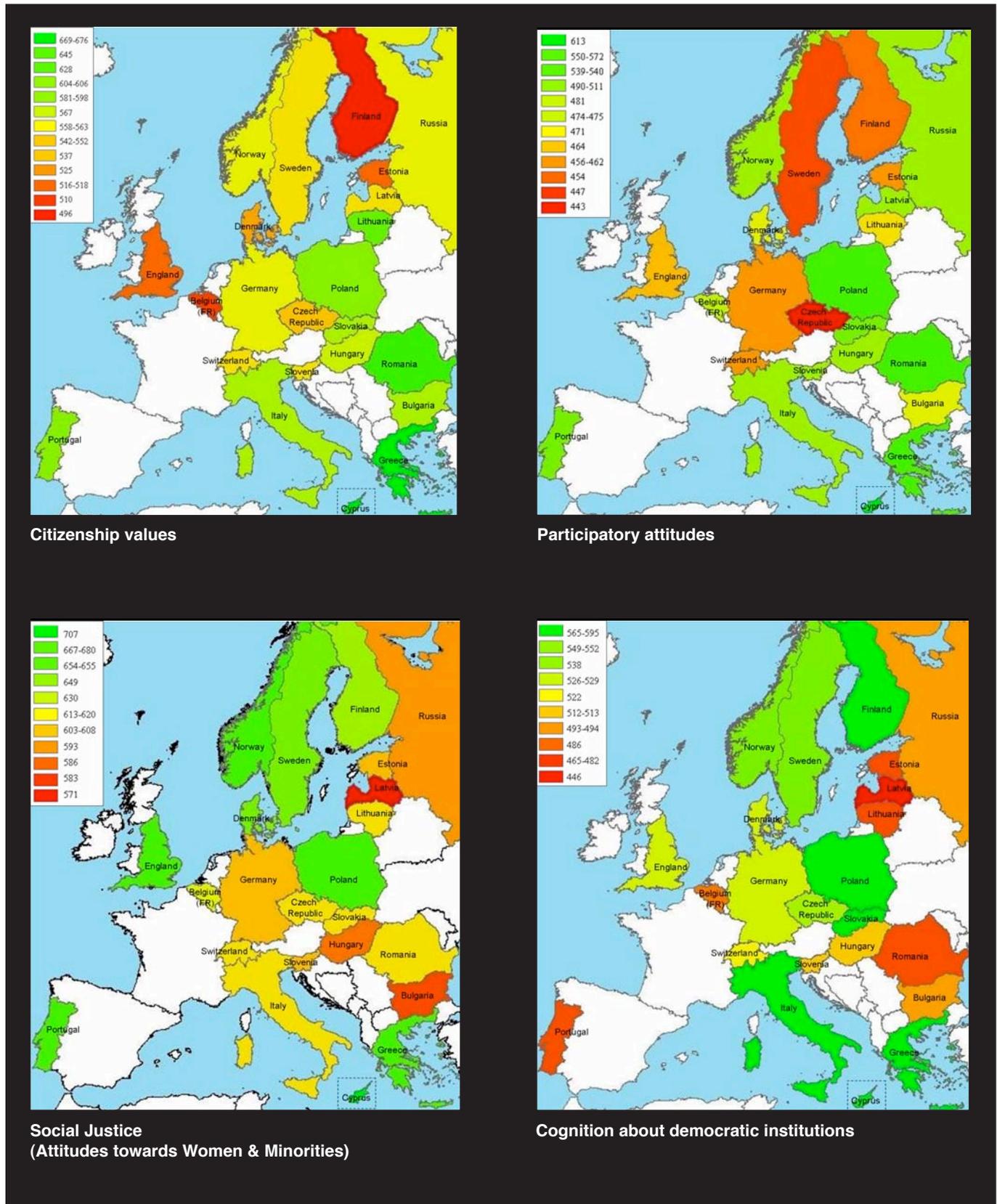


Figure 2. Map of the Civic Competence Composite Indicator Results (Data 1999/Age group 14) - Hoskins et al. 2008

The results of this composite indicator are in stark contrast with the participation rates of adults presented in the Active Citizenship Composite Indicator (Fig.2). One possibility is that this could be attributed to a generational effect. The results showed that in countries with long-standing stable democracies with high levels of adult participation, young people's attitudes towards participation are quite low, for example in Northern and Western Europe. The opposite results are true for less stable and more recent democracies that can be found in Southern and Eastern Europe. In these countries young people are found to have more positive participatory attitudes and values. In summary, in countries with less political stability young people see a greater need to participate.

The results for cognition about democratic institutions and the values of social justice showed, however, that Eastern European countries scored the lowest results. The lack of a history of democratic citizenship education is likely to be a contributory factor. For these indicators, North, South and West Europe fared better. The Civic Competence Composite Indicator was used in the 2008 European Commission Progress report on the Lisbon process.

¹agreed by the Education Council Dec 2006

²New data to be published in 2009 is being collected for the IEA International Citizenship and Civic education Study.

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LLAKES Centre Researchers Appointed



Kate Bishop

Dr Kate Bishop is working on projects in Strand Two alongside Geoff Mason at NIESR. Their projects investigate the upskilling of the workforce and innovation and knowledge transfer; in particular they are looking at the impact of Higher Education Institutions on the city regions. Prior to joining NIESR, Kate undertook postdoctoral research at Imperial College and University College London in the areas of innovation and knowledge based entrepreneurship. Kate gained a PhD in Transition Economics from UCL in 2003.



Helen Cheng

Dr Helen Cheng completed her PhD in Psychology at University College London in 2000, and subsequently worked as a Postdoctoral Research Fellow at the MRC Social, Genetic, and Developmental Psychiatry Research Centre, Institute of Psychiatry, King's College London. She worked on the Avon Longitudinal Study of Parents and Children and the Avon Study of Brothers and Sisters. She participated in the National Evaluation of the Sure Start Programme as a Senior Research Officer in 2005 at the Institute of the Study of Children, Families, and Social Issues, Birkbeck College. She joined LLAKES as a Research Officer in 2008 to work on structural equation modelling on longitudinal data sets of the British Cohort Study, the National Child Development Study, and the Millennium Cohort Study.

Her main research interests include: children's cognitive development and behaviour adjustment; young people's mental health and well-being; and social cohesion.



Bryony Hoskins

Dr Bryony Hoskins has joined LLAKES to work in projects in Strand One. She was previously working at the European Commission, Centre for Research on Lifelong Learning (CRELL), where she was leading two projects on creating indicators on active citizenship and developing a European test on 'learning to learn'. The indicators on active citizenship were used to measure progress in the 2007 and 2008 European Commission Progress Report on the Lisbon Strategy. Prior to this Bryony was coordinating the youth research partnership at the Council of Europe. She completed her PhD at Brunel University in 2001.



Magdalini Kolokitha

Magdalini Kolokitha is currently working on projects in Strand One. She previously worked as a Research Officer for the *Learning Skills for Science* (LSS) project and the DIUS-funded *Foresight* project at the London Knowledge Lab. Her PhD research is located within the field of Sociology of Education and focuses on European Higher Education policy and specifically the Bologna Process.



Tarek Mostafa

Tarek Mostafa joined LLAKES as a Research Officer to work on various projects in Strand One and to contribute across the research programme. He is currently working on the topic of inequalities in access to education in the context of social and economic stratification. His focus will be on examining and developing quantitative methods for the analysis of social cohesion using the World Values Survey data. Tarek is completing his PhD in Economics at The Institute of Labor Economics and Industrial Sociology, at the University of Aix-Marseille.



Sadaf Rizvi

Dr Sadaf Rizvi is working as a Research Officer at LLAKES on Strand Two projects. She conducted her postdoctoral research at Brunel University on 'Women's choices and experiences of body training in West London'. Prior to that she worked on a DPhil in Social Anthropology at the University of Oxford and researched 'Muslim Schools in Britain: Socialization and Identity'. Her main areas of interest are anthropology of education, childhood ethnography and education and social cohesion.

LLAKES Research Programme

Strand 1: Models of Lifelong Learning and the Knowledge Society

(Leader: John Preston; with Roger Dale, Andy Green, Sue Hallam, Bryony Hoskins, Germ Janmaat, Magdalini Kolokitha, Tom Leney, Walter McMahon, Tarek Mostafa, Moses Oketch, Hugh Starkey and French CNRS partners)

Strand One uses mixed-method comparative analysis to investigate the effects of different models of lifelong learning on economic competitiveness and social cohesion across OECD countries. The research will identify the characteristics of lifelong learning systems and analyse how these interact with labour markets and welfare systems to generate the national patterns of skills and income distribution which underpin different regimes of competitiveness and social cohesion.

- **Project 1.1: Equality and Inequality in Lifelong Learning**
(Leader: Andy Green)
- **Project 1.2: Analysis of Macro-Social Data on Educational Inequality, Income Inequality, Social Cohesion and Competitiveness**
(Leader: Andy Green)
- **Project 1.3: Experiencing Inequality**
(Leader: John Preston)
- **Project 1.4: School Ethnic Mix and Social Attitudes**
(Leader: Germ Janmaat)
- **Project 1.5: Europe, Higher Education and Regionalism**
(Leader: Roger Dale)

Strand 2: Regenerating City-Regions: Learning Environments, Knowledge Transfer and Innovative Pedagogy

(Leader: Lorna Unwin, with Kate Bishop, Alison Fuller, David Guile, Geoff Mason, Sadaf Rizvi and Susan Robertson)

Strand Two focuses on regeneration, learning, communities and economic sectors in city-regions in the UK. It does this through investigating various geographical, educational and economic sites which provide research 'windows' onto the complex relationships involved in skills generation, innovation and transfer. Activity at the FE/HE interface is a major area of inquiry.

- **Project 2.1: Cultural Quarters: Small Businesses, Self-Employment, and Innovation**
(Leader: David Guile)
- **Project 2.2: Retail Parks: Worker Identity, Aesthetic Labour and the Youth Labour Market**
(Leader: Alison Fuller)
- **Project 2.3: Innovation, Knowledge Transfer, and the Role of Higher Education**
(Leader: Geoff Mason)
- **Project 2.4. Industrial Competitiveness, Social Inclusion and the Upskilling of Older Workers**
(Leader: Geoff Mason)
- **Project 2.5: The Higher and Further Education Marketplace**
(Leader: Susan Robertson)

Strand 3: Life Chances and Learning Throughout the Life Course

(Leader: Karen Evans, with Helen Cheng, Natasha Kersh, James Mitchell, Rebecca Riley, Ingrid Schoon, Justin van de Ven, Edmund Waite and Martin Weale)

Strand Three focuses on the micro level using longitudinal data to analyse the ways in which lifelong learning affects the individual life course and how people manage risk.

- **Project 3.1: Education-Employment Transitions**
(Leader: Ingrid Schoon)
- **Project 3.2: Adult Basic Skills, Workplace Learning and Life Course Transitions**
(Leader: Karen Evans)
- **Project 3.3: Economic Experience in Working Life**
(Leader: Martin Weale)

Past LLAKES Events

20th January 2009

Professor Ben Fine (School of Oriental and African Studies)
Public Seminar: Social Capital in the Context of Economic Imperialism
Institute of Education, London

17th December 2008

Professor Ronald Sultana (University of Malta)
Public Seminar: Fulfilling the Private and Public Good? International Policy Interest in Lifelong Career Guidance
Institute of Education, London

28th November 2008

Professor Karen Mundy (University of Toronto – OISE)
Public Seminar: Civil Society and Education for all
Institute of Education, London

17th November 2008

Dr Andrea Saltelli (CRELL)
Capacity-Building Workshop: Composite Indicators: Between Analysis and Advocacy
Institute of Education, London

10th July 2008

Professor Walter McMahon (University of Illinois at Urbana Champaign)
Capacity-Building Workshop: Valuing the Private and Social Benefits of Education: an Overview of Estimates, Methods and Policy Implications
Institute of Education, London

8th July 2008

Professor Walter McMahon (University of Illinois at Urbana Champaign)
Public Seminar: Valuing the Wider Benefits of Learning; an Overview of Life Chances, Methods and Policy Gaps
Institute of Education, London

4th July 2008

Professor Marie Duru-Bellat (Sciences-Po, Paris)
Public Seminar: Social Products of Educational Systems,
National Institute of Economic and Social Research, London

24th June 2008

Professor Jordi Planas (Autonomous University of Barcelona)
Public Seminar: Labour Market Dynamics – the View from the Supply Side
Institute of Education, London

16th May 2008

Ian Brinkley and Rebecca Fauth (Work Foundation)
Public Seminar: Work and the Knowledge Economy
Institute of Education, London

21st April 2008

Dr Bryony Hoskins (CRELL)
Public Seminar: Measuring the Levels of Civic Competence across Europe: a complex Picture
Institute of Education, London

26th March 2008

Jacob Buksti (DIS)
Public Seminar: Flexicurity and the Welfare State: the Case of the Danish “Tribe”
Institute of Education, London

14th March 2008

Dr Nathalie Mons (University of Grenoble)
Public Seminar: School Systems and their Outcomes: a Comparative Analysis
Institute of Education, London

Forthcoming LLAKES Events

18th February 2009

Dr Patricia Walker (University of East London)

Public Seminar: Investigating Educational Equity in an Era of Expansion: System Characteristics of Higher Education across the OECD

15.00-17.00 in Committee Room 3, Institute of Education

27th February 2009

Professor Jon Lauglo (University of Oslo)

Public Seminar: Family-Based Social Capital for Education in Norway

15.00-17.00 at 18 Woburn Square, Institute of Education

9th March 2009

ESRC Festival of Social Science event: Learning through Recession: Competitiveness, Cohesion and Lifelong Learning

Speakers include: Claire Fox (Institute of Ideas), Andy Green (Institute of Education), Lorna Unwin (Institute of Education), Martin Weale (National Institute of Social and Economic Research)

12.30-15.00, National Institute of Economic and Social Research

18th March 2009

Dr Geeta Kingdon (Institute of Education)

Public Seminar: Community, Comparisons and Subjective Well- Being

15.00-17.00 in Committee Room 4, Institute of Education

15th May 2009

Professor David Ashton (University of Leicester), Professor Phil Brown (Cardiff University), and Professor Hugh Lauder (University of Bath)

Public Seminar: Multinational Companies' Skills Strategies: Implications for the UK's Education and Skills Policy

15.00-17.00, National Institute of Economic and Social Research

3rd June 2009

Professor Bob Jessop (Lancaster University)

Public Seminar: Variegated Capitalism

15.00-17.00 in Committee Room 3 Institute of Education

15th June 2009

Professor Francis Green (University of Kent)

Public Seminar: Employee Involvement, Technology and Job Tasks

15.00-17.00 in Room 836, Institute of Education

If you wish to attend or to receive further information about these seminars, please contact Jeremy Tayler:

J.Tayler@ioe.ac.uk

For further information about the LLAKES Centre, please contact Jeremy Tayler: J.Tayler@ioe.ac.uk

Detailed information is also available at www.ioe.ac.uk/fps/llakes